

# Undergraduate Catalog

**2012-2013**



Undergraduate College  
College of Mount Saint Vincent  
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## MISSION

Founded by the Sisters of Charity of New York, the College of Mount Saint Vincent is an academically excellent, authentically inclusive, Catholic and ecumenical liberal arts college. The College combines a strong core curriculum with a full array of majors in the liberal arts and, within the tradition of liberal education, selected professional fields of study.

At Mount Saint Vincent, a student's education extends beyond knowledge, skills, and preparation for work. We seek the development of the whole person. In the spirit of Vincent de Paul and Elizabeth Ann Seton, we foster an understanding of our common humanity, a commitment to human dignity, and a full appreciation of our obligations to each other.

Through its School of Professional and Continuing Studies, the College extends its primary undergraduate mission by offering high quality graduate studies in business, education and nursing and an array of undergraduate and certificate programs serving non-traditional students.

## STATEMENT ON CATHOLIC IDENTITY

### Introduction

The College of Mount Saint Vincent is a liberal arts college rooted in the Catholic intellectual tradition and the mission of its founders, the Sisters of Charity, "...to share in the ongoing mission of Jesus by responding to the signs of the times...and by revealing God's love in our lives and in our varied ministries with and for all in need, especially the poor." Built on this foundation, the College is committed to excellence in all things, truth and integrity at all times, and respect for human dignity in all dimensions of the ethical and moral way of life. This identity is lived out in our faith, academic and community lives.

### Faith

Deeply rooted in the life and teachings of Jesus Christ as lived out in the Catholic tradition, the College provides opportunities for spiritual growth for all its members. These include liturgy, prayer services, retreats, discussion opportunities, sacramental preparation, symbolic and artistic expressions, as well as interfaith prayer and dialogue. The College provides myriad opportunities for service. A key component in this effort is a vibrant Campus Ministry. While the College recognizes its connection with the universal Catholic Church, at the same time, it welcomes students, faculty, and staff of all religious traditions and of no religious tradition as valued members of this community of study and dialogue. As each person deepens his/her personal relationship with God, we are all enriched.

### Academic Life

The College of Mount Saint Vincent exists within the Catholic intellectual tradition which holds that faith and reason form a profound and indissoluble unity. Both are needed to pursue the search for truth, wisdom and

learning. The College, therefore, encourages critical thinking and intellectual inquiry in all areas of study and affirms the vital significance of philosophical and religious traditions. The College respects multiculturalism, welcomes people from diverse ethnic, religious, and philosophical traditions, and invites reflective study of these traditions. Where appropriate, students are provided with the opportunity to become acquainted with the Catholic position on matters that arise in their courses of study.

### **Community**

The College, faithful to the liberal arts tradition, promotes appropriate discussion of questions of meaning and value. It maintains a strong values orientation that is consistent with the spirit of the founders, the Sisters of Charity, and the history of Catholic social thought. In this regard, it is committed to social justice and encourages a spirit of service in all its constituencies. The College expects all its personnel to uphold high ethical standards and encourages students to develop a strong values system and a set of ethical principles which will help them to make reflective and caring decisions, rooted in personal integrity and responsibility towards others. The commitment of the College is further directed to fostering respect for the dignity of each individual person with the effort to build a community that is personally and socially enriching.

# COLLEGE CALENDAR

## 2012 - 2013 Academic Calendar

### Fall 2012 Calendar 15 Week Semester

August 22	Wednesday	All College Day
August 24	Friday	Residence Halls Open for New Students at 9 am
August 24 & 25	Friday & Saturday	Welcome Back Weekend
August 26	Sunday	Residence Halls Open for Returning Students at 9 am
August 27	Monday	Classes Begin
August 31	Friday	Last Day for Add/Drop of Classes
August 31	Friday	Last Day to File an Application for January 2013 Graduation
September 3	Monday	No classes - Labor Day
September 8	Saturday	Saturday Classes Begin
September 24	Monday	Incomplete grades for spring 2012 due in Registrar's Office
September 24	Monday	Last day to submit a Change of Grade for spring 2012
October 1	Monday	Last Day to File an Application for May 2013 Graduation
October 5 - 11	Friday - Thursday	Midterm Week
October 8	Monday	No Classes - Columbus Day
October 9	Tuesday	Follow a Monday Schedule
October 12	Friday	Mid-Term Grades Due
October 24	Wednesday	Last day to withdraw from a course with a grade of W
November 1	Thursday	Web Registration Begins for spring 2013
November 21 - 23	Wednesday-Friday	No Classes - Thanksgiving Holiday
November 26	Monday	Classes Resume
December 7	Friday	Last day of classes
December 10 -15	Monday-Saturday	Mandatory Attendance Week – Final Exams/Presentations/Papers. See Final Exam Schedule (2.5 hour block assigned for all courses)

***\*An excess of snow days will be made up***

## Spring 2013 Calendar    15 Week Semester

January 15	Tuesday	All College Day
January 16	Wednesday	Residence Halls Open at 9 am
January 17	Thursday	Classes Begin
January 24	Thursday	Last Day for Add/Drop of Classes
January 26	Saturday	Saturday Classes Begin
February 4	Monday	Last Day to File an Application for August 2013 Graduation
February 18	Monday	Incomplete Grades Due from fall 2012 Semester
February 18	Monday	Last day to submit a Change of Grade for fall 2012
March 8 - 14	Friday - Thursday	Mid-Term Week
March 15	Friday	Mid-Term Grades Due
March 25	Monday	Last day to withdraw from a course with a grade of W
March 28 - 31	Thursday - Sunday	No classes - Easter Holiday
April 1 - 6	Monday - Friday	No classes - Spring Break
April 8	Monday	Classes Resume
April 8	Monday	Web Registration begins for fall 2013 semester
April 18	Thursday	Founders Day
May 6	Monday	Last Day of Classes
May 7	Tuesday	Exam Preparation Day
May 8 – 14	Wednesday – Tuesday	Mandatory Attendance Week – Final Exams/Presentations/Papers. See Final Exam Schedule (2.5 <i>hour block assigned for all courses</i> )
May 15 – 17	Wednesday - Friday	Senior Days
May 18	Saturday	Commencement
May 21	Tuesday	Last Day to File an Application for January Graduation

\*An excess of snow days will be made up

# FINANCIAL INFORMATION

## Tuition and Fees

The uncertainty of present day costs makes it necessary for the College to reserve the right to raise the charges listed below whenever necessary. In applying for admission, students and their families should anticipate future annual increases. Bills are payable prior to each semester and are due to be paid approximately one month before classes for the semester commence.

	<u>Annual</u>	<u>Fall 12</u>	<u>Spring 13</u>
<b>Tuition (Full-time undergraduate 12–15 credits per semester)</b>	<b>\$27,860.00</b>	<b>\$13,930.00</b>	<b>\$13,930.00</b>
<b>Room and Board</b>	<b>\$11,650.00</b>	<b>\$ 5,825.00</b>	<b>\$ 5,825.00</b>
<b>Room and Board-Single</b>	<b>\$12,430.00</b>	<b>\$ 6,215.00</b>	<b>\$ 6,215.00</b>
<b>Per credit hour, undergraduate</b>		<b>\$ 860.00</b>	
<b>15 + Fee (per credit over 30 credits in academic year)</b>	\$ 340.00		
<b>Room Charge for intersession</b>	\$ 135.00		
<b>Commuter Meal Plan</b>	\$ 200.00 (100.00 per term)		
<b>Technology Fee:</b>			
Full-Time (minimum 12 credits)	\$ 400.00 (200.000 per term)		
Part-Time (fewer than 12 credits)	\$ 200.00 (100.00 per term)		
<b>Student Activity Fee:</b>			
All Full-Time students	\$ 350.00 (175.00 per term)		
<b>Academic Support Services Fee:</b>			
Full-Time	\$ 560.00 (280.00 per term)		
Part-Time	\$ 300.00 (150.00 per term)		
<b>Special Fees:</b>			
Graduation Fee (seniors)	\$ 250.00		
Maintenance of Matriculation (per semester)	\$ 100.00		
Late Tuition Payment (per month)	\$ 75.00		
Professional Test Preparation Fee	\$ 92.00		
Late Registration	\$ 75.00		
Reinstatement Fee	\$ 75.00		
Registration Cancellation Fee	\$ 50.00		
Orientation Welcome Weekend (freshman only)	\$ 200.00		
Replacement student ID	\$ 25.00		
Replacement Dorm Key	\$ 25.00		
Transcript Fee (10 business days)	\$ 5.00		

Transcript Fee (2-3 business days)	\$	20.00
Transcript Fee (same day before 3:00 PM)	\$	40.00
Duplicate Diploma	\$	40.00
Returned Check Fee	\$	50.00
Off Campus Fee	\$	50.00 per course
Parking Permit (Resident Lots)	\$	150.00 annually
Parking Permit (Commuter Lots)	\$	95.00
Parking Permit (Graduate and Continuing Education Commuter Lots)	\$	40.00
Parking Permit (Summer Session only)	\$	10.00
*Including Nursing Degree Completion Program		

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**Health Insurance:**

<b>Full-Time Students (annual)</b>	\$	1,290.00
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**PAYMENT RESPONSIBILITIES**

I. Regular Payment Plan Room and Board. The payment for the fall semester is due on or about August 4th; payment for the spring semester is due on or about January 4th.

II. Deferred Payment Plan Payment Plans are available through Tuition Management Systems which offers various plans. For more information, call 1 (800) 722-4867 x785.

Full tuition covers a total of 30 credits for the Fall and Spring semesters. This tuition does not cover intersession or summer sessions. Credits in excess of 30 per year incur additional charges at the annual per credit rate. Supplementary bills for excess credits are issued during the Spring semester.

Students will not receive transcripts or diplomas until all bills and fines are paid. Unpaid bills may be sent to a collection agency for resolution. Students may be subject to additional fees and charges if a balance must be handled by a collection agency.

**PROGRAM COSTS**

The average cost of a program in the College is \$500 per year. This includes required texts, manuals and supplies. Lab and studio fees are additional charges.

For Nursing Program Only: The junior and senior years of the nursing major are estimated to be approximately \$2,000 per year to cover the cost of program fee, textbooks, manuals, lab coats and other clinical attire, special equipment such as stethoscopes, transportation to and from clinical facilities, and yearly physical examination, screening, and immunizations.

Nursing majors are required to carry Nursing Liability Insurance. A \$300 fee per semester covers the cost of the Nursing Liability Insurance Policy and laboratory fees for junior and senior generic nursing majors in clinical courses. A \$200.00 fee, per clinical course, is required of R.N. students. Junior and senior nursing students are required to carry private health insurance. Transportation to clinical facilities is the responsibility of the individual student.

### **PERSONAL EXPENSES**

A survey conducted among Mount Saint Vincent students indicates that the average amount spent on clothing, personal grooming products, recreation, etc. is \$1,000 per year. The range from \$850 to \$2,200 reflects the widely varied modes of living.

### **REFUNDS**

The date of refund credit shall be considered the day on which the College receives satisfactory written notification of withdrawal from the student. No refunds are made to a full-time matriculated student for withdrawal from an individual course. Students who have excess credits will be charged for credits in courses from which they have withdrawn. A student ordinarily can expect to receive a refund not later than the end of a 30-day period after the College has received official notification of withdrawal. The following tuition refund schedule is applicable:

#### **A. Regular Sessions Fall and Spring Terms Refund**

1st Week of Classes	100%
2nd Week of Classes	80%
3rd Week of Classes	60%
4th Week of Classes	40%
5th Week of Classes and thereafter	No Refund

#### **B. January Intersession & Summer Sessions Refund**

Prior to first meeting of scheduled class	100%
After first meeting of scheduled class	No Refund

#### **C. Special Sessions Refund**

During the first class	100%
During the second class	80%
During the third class	60%
During the fourth class	40%
After fourth class	No refund

Room and Board will be refunded up to and including the fifth week of the semester on a per-diem basis according to the number of days the room was occupied. After the fifth week there is no refund. Students must inform the Office of Residence Life, in writing, if they are planning to withdraw from residency.



There is no refund for students who are dismissed from residency as part of a disciplinary sanction. Students who withdraw from residence or who change their on-campus residence without notifying the Director of Residence Life will be charged an appropriate administrative fee.

# ADMISSION

## ADMISSION POLICY

The College of Mount Saint Vincent seeks men and women with intellectual interests and abilities that will enable them to take full advantage of the opportunities available at the College. The Committee on Admission looks for qualified applicants from a variety of geographic locations and ethnic backgrounds in the belief that a diverse student body with many perspectives contributes to the strength of the educational experience.

## ADMISSION REQUIREMENTS

Candidates for admission to the Freshman class are expected to successfully complete a secondary school program with a minimum of four academic subjects each year. The Admission Committee, recognizing that school curricula vary, is willing to consider the application of an able student whose preparation, while different from the plan suggested, shows substantial evidence of a solid academic foundation and a readiness for college. Mount Saint Vincent requires either the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT examination of the American College Testing Service. Testing should be completed, if possible, before December 1 of the applicant's final year of secondary school.

## ADMISSION PROCEDURES

Applications, complete with the \$35 application fee, official high school transcripts, standardized testing results, essay, and an academic recommendation should be submitted before April 1. The Admission Committee decisions are made on a rolling basis. Students are notified of the admission decision beginning in Mid December, in order of their application completion and receipt. Admission offers are contingent upon the successful completion of the student's final year in high school.

Students are urged to visit the campus for an interview and/or a tour of the campus. Arrangements for a campus visit may be made by calling the Admission Office for an appointment. The Admission Office phone number is (718) 405-3304. The Office is open Monday through Friday from 8:30 a.m. - 5 p.m. Admission interviews are not mandatory, but are strongly recommended.

## EARLY ADMISSION

The Admission Committee will consider applications for Fall admission from candidates who wish to enter college at the end of the junior year of secondary school, prior to completion of the normal secondary school program. An interview is required for all candidates seeking admission under this program. The Committee considers reasons for desiring Early Admission, the recommendation and support of the high school, and the student's maturity and general ability to manage both the academic and social demands of college life.

## EARLY ACTION

Prospective students who would like to have their application for admission reviewed early should apply under the Early Action Program. Students applying under this program should submit their application for admission, high school transcript, essay, letter of recommendation and SAT I or ACT results by November 15 of their senior

year. Decision letters will be mailed by December 15. The Early Action Program is Non-Binding, that is, students do not have to commit to the institution they plan to attend until May 1 of the senior year.

## **INTERNATIONAL STUDENTS**

International students who have completed their secondary education are welcome to submit an application for admission. International candidates must submit the following documents:

1. Official score of the Test of English as a Foreign Language (TOEFL) instead of SAT or ACT, for those whose primary language is not English;
2. All complete official transcripts of secondary school work;
3. Official transcripts of school work and course descriptions, for those who have taken courses above secondary education; and,
4. Proof of health and sickness insurance coverage.

All documents in languages other than English must be accompanied by certified English translations.

Academically qualified international students, who do not have testing results of ACT or SAT or TOEFL, may begin intensive English language studies at an ELS Language Center on the College campus before registering for regular college courses. Students who possess proficient knowledge of English may enroll in the College, even as they continue the language studies at ELS.

International applicants may be eligible, based on merit, for some partial College Scholarships. The accepted student is required to provide an affidavit of support and sufficient financial documentation in order to obtain a Form I-20.

International applicants who are applying for transfer admission, or those having received advanced foreign educational credentials from a university or program outside of the U.S. education system, will be required to have their official transcripts or examination marks evaluated on a course-by-course basis by the World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745. Individuals entering the Nursing program will be required to have all foreign credentials evaluated by the Commission on Graduates of Foreign Nursing Schools, CGFNS, 3600 Market Street, Suite 400, Philadelphia, PA, 19104-2651. All services and fees required by these organizations are the responsibility of the student.

For further information on admission of international students, please contact the Admission Office, College of Mount Saint Vincent, 6301 Riverdale Avenue, Riverdale, New York 10471-1093, by calling (718) 405-3304 or by e-mail to [admissions.office@mountsaintvincent.edu](mailto:admissions.office@mountsaintvincent.edu).

Note: New York State Law requires that all college students born on or after January 1, 1957 must demonstrate proof of immunity against measles, mumps and rubella in order to be permitted to enroll. Students failing to provide proof of immunity will not be permitted to continue at the College.

## **SUMMER SCHOOL AND SEMESTER OR ACADEMIC YEAR VISITING STUDENTS**

Students who wish to spend a semester or a year at Mount Saint Vincent are welcome. Applicants should contact the Office of Admission.

## **TRANSFER STUDENTS**

Students wishing to transfer credits from community or other four-year colleges apply to the Admission Office for admission with advanced standing, for either the fall or spring semester. All transfer applicants must have earned a grade point average of 2.0 or better in their college level work. Applicants to the nursing major and education program are expected to have earned a cumulative grade point average of 3.0.

### **Transfer Credit**

Candidates from community colleges may be granted a maximum of 65 transfer credits; candidates from four year institutions, a maximum of 75 transfer credits. All accepted students must earn a minimum of 45 credits for a B.A. degree and 51 credits for a B.S. degree at the College of Mount Saint Vincent, in regularly scheduled college classes, in order to be eligible for a College of Mount Saint Vincent baccalaureate degree. Transcripts will be evaluated on a course-by-course basis. Any course which parallels an offering of the College of Mount Saint Vincent, and in which the candidate has received a grade of "C" or better, will be accepted in transfer. Courses of a purely technical nature, e.g., typing or shorthand, as well as credits earned in clinical nursing at another college, will not be accepted in transfer. Transfer of credit earned at any time will be accepted except where technology, new research, or other factors have significantly changed the content or required skills of a course. At any time, the College reserves the right to require assessment and to mandate appropriate placement into courses considered essential for satisfactory academic progress. Prior to registration, students will be offered the opportunity to take a writing test which will allow them to demonstrate their writing ability. If proficiency in both Information Literacy (as defined by the college's accrediting agency) and college level writing skills are not evident, they will be required to enroll in the designated core writing skills course, ENGL120 *Writing in Context II* which includes Information Literacy and writing skills. Thus students may receive elective transfer credits for comparable writing courses.

Transfer students who wish to undertake a major in Nursing must refer to the "Nursing Overview" section of this catalog under "Program and Course Descriptions."

Students who wish to transfer international college level credits should refer to the paragraph on evaluation requirements under Admission of International Students.

### **Transfer Articulation Agreements**

The College of Mount Saint Vincent has secured Transfer Articulation Agreements with the following regional community colleges: Bergen Community College, NJ; Queensboro Community College, NY; Norwalk Community College, CT; Rockland Community College, NY; Kingsborough Community College, NY; Laguardia Community College, NY; Warren County Community College, NJ; and Suffolk Community College; NY that allow for a

seamless transition to a baccalaureate program for students who obtain either an Associate of Arts or an Associate of Science degree.

In addition, the college has an articulation agreement with the Borough of Manhattan Community College for a transition from an AA degree in Business Administration to a BS degree in Business Administration. Information about these agreements can be obtained from Mount Saint Vincent Admission Office.

Transfer students who enroll under Transfer Articulation Agreements will be required to take the following nine credits of the Core Curriculum:

One Religious Studies Topics Course (E-3)

One Course from the list of available Core Humanities courses (B)

One Course from the list of available Core Social Science courses (C)

### **Transfer Scholarships**

All candidates for Nursing, with a past cumulative index of 3.30 or above will be considered for a scholarship. All other candidates who have a past cumulative index of 3.2 or above will be considered for a Competitive Transfer Scholarship. These scholarships are awarded on the basis of past academic standing only.

## **Prior Experience Credit**

### **Advanced Placement**

The College of Mount Saint Vincent cooperates with the Advanced Placement Program and encourages prospective students to take advanced placement examinations. Students are responsible for ensuring that their AP exam scores are sent to the College of Mount Saint Vincent. Students who have successfully taken one or more of the Advanced Placement Tests of the College Entrance Examination Board must specifically request advanced placement and/or credit. For scores below three, no credit is awarded. For a score of three, the student will usually receive credit for one elective course worth three credits. For a score of four or five, the student receives credit for one three-credit course. How the course is applied to the curriculum (core or major) is indicated below. The decision to grant advanced placement and/or credit is based on such factors as the Advanced Placement's equivalence to the content of courses in the College's curricula and the applicability of the area of advanced study to the prescribed or elective requirements of the program. No grades are assigned to courses credited. At times, students with an Advanced Placement score of three who intend to major in the area where they have taken an Advanced Placement course will be advised to repeat the College's course.

**Biology:** *Biology Exam* – For students who are not science majors or minors, a score of three or higher is awarded three credits and satisfies one Natural Science core requirement. For students who are science majors or minors or who plan to attend medical school, a score of three is awarded three elective credits; a score of four or five is awarded eight credits and fulfills the General Biology sequence. Note – since some medical schools do not accept AP credit in lieu of General Biology I and II, students

who plan to attend medical school may wish to request a three credit free elective award instead of credit and placement out of the General Biology sequence.

**Chemistry:** *Chemistry Exam* – For students who are not science majors or minors, a score of three or higher is awarded three credits and satisfies one Natural Science core requirement. For students who are science majors or minors or who plan to attend medical school, a score of three is awarded three elective credits; a score of four or five is awarded eight credits and fulfills the General Chemistry sequence. Note – since some medical schools do not accept AP credit in lieu of General Chemistry I and II, students who plan to attend medical school may wish to request a three credit free elective award instead of credit and placement out of the General Chemistry sequence.

**Economics:** *Macroeconomics Exam* – a score of three is awarded three elective credits; a score of four or five is awarded three credits and satisfies one Social Science core requirement or the Macroeconomics requirement in Business, Economics, and Accounting.

*Microeconomics Exam* – a score of three is awarded three elective credits; a score of four or five is awarded three credits and fulfills the Microeconomics requirement in Business, Economics, and Accounting.

**English:** *English Language and Composition Exam* – a score of three, four or five is awarded three elective credits.

*English Composition and Literature Exam* – a score of three is awarded three elective credits; a score of four or five is awarded three credits in Literature and satisfies one Humanities core requirement.

**History:** *European History Exam* – a score of three is awarded three elective credits; a score of four or five is awarded three credits in History and satisfies one Humanities core requirement.

*United States History Exam* – a score of three, four or five is awarded three elective credits.

**Language and Literature:** *French, Italian or Spanish Language Exam* – a score of three is awarded three elective credits and fulfills the prerequisite for placement in French 210 (Writing French), Italian 210 (Writing Italian) or Spanish 210 (Writing Spanish); a score of four or five is awarded three credits in partial fulfillment of the Language core requirement, and fulfills the prerequisite for placement into a French, Italian or Spanish 300-level course.

*French, Italian or Spanish Literature Exam* – a score of three is awarded three elective credits and fulfills the prerequisite for placement into a 300-level French, Italian or Spanish course; a score of four or five is awarded three credits in partial fulfillment of the Language core requirement, and fulfills the prerequisite for placement into a French, Italian or Spanish 300-level course.

**Mathematics:** *Calculus AB Exam* – a score of three or higher is awarded four credits and fulfills the Mathematics core requirement; a score of four or five satisfies the Calculus I requirement for a major in science or mathematics or a minor in mathematics.

*Calculus BC Exam* – a score of three or higher is awarded eight credits and fulfills the Mathematics core requirement; a score of four or five satisfies the Calculus II requirement for a major in science or mathematics or a minor in mathematics.

**Physics:** *Physics B Exam* – For students who are not science majors or minors, a score of three or higher is awarded three credits and fulfills the Physics core requirement. For students who are science majors or minors or who plan to attend medical school, a score of three is awarded three elective credits; a score of four or five is awarded eight credits and fulfills the General Physics sequence. Note – since some medical schools do not accept AP credit in lieu of General Physics I and II, students who plan to attend medical school may wish to request a three credit free elective award instead of credit and placement out of the Introductory Physics sequence.

**Psychology:** *Psychology Exam* – a score of three is awarded three elective credits; a score of four or five is awarded three Psychology credits and satisfies one Social Science core requirement.

**Statistics:** *Statistics Exam* – a score of three is awarded three elective credits; a score of four or five is awarded three credits and satisfies one Mathematics core requirement.

### **International Baccalaureate**

The College of Mount Saint Vincent offers possible college credit for scores of 4 or higher on most higher-level International Baccalaureate (IB) examinations and on some standard-level IB examinations. The final decision always rests with the Department Chairs and Center for Academic Advisement. The College of Mount Saint Vincent accepts only IB scores sent directly from IB North America.

### **College Courses Completed During High School**

Transfer credit will be awarded for a college course completed during high school if the following criteria are met. The course must be offered on a college campus. It must enroll college students and be taught by a member of the college teaching staff. It cannot have been used toward high school graduation requirements. The course must be similar in content to a course given at the College of Mount Saint Vincent, and the student must have achieved a grade of C or better in the course. Students are responsible for having their transcript sent to the College of Mount Saint Vincent for evaluation and the awarding of credit.

### **Credit By Examination**

The College of Mount Saint Vincent participates in the College Level Examination Program of the College Entrance Examination Board. Prospective Freshmen, transfer students, and Adult and Continuing Education

students who have taken proficiency tests through these programs must request credit at the time they apply for admission to the College.

An official report of examination scores from the College Entrance Examination Board must be submitted to the College as early as possible. Credit will generally be granted for scores greater than or equal to the ACE recommended cutoff scores when the material of the examination corresponds to the scope of the appropriate prescribed or elective course in the College curriculum. Any additional College of Mount Saint Vincent departmental requirements must be met before credit is granted.

Students may earn up to 18 credits through examination. Credits earned through these programs shall be so indicated on the official transcript. The College also reserves the right to re-evaluate credits offered by transfer students who previously received credit by examination from other colleges.

Students who are attending or who have been accepted for entrance into the College and who wish to take a proficiency examination must have the approval of the Dean of the Undergraduate College (adult BBA or BPS students need the approval of the Dean of the School for Professional and Continuing Studies) and the chairperson of the department concerned. Interested students apply to:

College Level Examination Program  
Box 6600, Princeton, NJ 08540

### **Credit Through Ponsi**

The College grants credit for certain non-collegiate learning which has been assessed by the New York Regents National Program on Non-collegiate Sponsored Instruction. The only credits accepted are those based on recommendations which are published annually in the Directory of College Credit Recommendations of PONSI.



## SCHOLARSHIP AND FINANCIAL AID

The College of Mount Saint Vincent offers a wide range of scholarships and financial aid programs to assist qualified students to meet educational costs. The College uses its own resources and a variety of federal, state, and private programs to create a “financial aid package” consisting of a combination of scholarships and/or grants with loans or employment. Academic achievement is the primary consideration in determining scholarship awards. All other forms of financial aid are based on financial need.

First time students who wish to apply for financial aid must file the Free Application for Federal Student Aid (FAFSA) after January 1 but no later than March 15. Returning students must file the Renewal application or the (FAFSA) by April 15 (Federal school code: 002703). New York state residents will automatically be sent a TAP application if they list a New York school on the FAFSA (TAP school code: 0130). These forms must be filed every year. Renewal of aid depends on demonstrated need as determined through the Congressionally approved needs analysis, changes in federal and state laws, the availability of funds, the student’s academic level, and satisfactory progress toward completion of degree requirements. Late applicants will be considered only after the applications of other eligible applicants who met the deadline are processed and will be considered for institutional aid contingent on the availability of funds. All students will be sent an award notice specifying the total annual awards, allocated on a per semester basis. All awards, with the exception of college work study (CWS), are credited to the student’s account each semester.

Any outside scholarships or grants received by the student must be reported to the Financial Aid Office and must be included in the Financial Aid package. The College may be required to revise its awards in order for the total package to be within demonstrated need, as required by federal regulations.

### Scholarships

#### COLLEGE SCHOLARSHIPS AND GRANTS

The College of Mount Saint Vincent offers competitive scholarships to qualified students on the basis of their high school or college records. Scholarships may be used for any educationally related expenses. Recipients of academic scholarships must be full-time students and must maintain the GPA as stipulated by their particular award. Students who fail to meet the academic requirement for scholarship renewal will have their eligibility for financial aid renewed on an individual basis. The College also awards grants based on need. Renewal of need-based aid is contingent on the timely filing of the FAFSA each year as well as demonstrated need and satisfactory academic progress.

#### SCHOLARSHIPS AND AWARDS FOR INCOMING STUDENTS

**First Year Merit Scholarship:** 10,500 – 20,000 Awarded to prospective students at the time of acceptance, this 4 year scholarship is offered to first year students based on their grade point average and standardized test scores (SAT or ACT). Depending on the amount, recipients must maintain either a 2.7 or 3.0 cumulative grade

point average for yearly renewal. Some students will be invited to Dolphin Scholarship Day in February to compete for an additional supplementary award.

**Transfer Merit Scholarship:** 9,000 – 12,000 To be eligible, students must submit an application for admission and have earned a cumulative grade point average of 3.3– 4.0 at previous institutions. Recipients must maintain a 3.0 grade point average for yearly renewal. Students will be notified about the amount of the merit scholarship at the time of acceptance.

**Local Catholic High School Incentive Awards:** 8,000 – 10,000 The local Catholic high school incentive awards are for incoming, first year students who did not earn a merit scholarship (from above). To be eligible, a prospective first year student must attend a local Catholic high school, apply to the College by March 1 of their senior year, and submit the FAFSA form by April 1. The amount of the award will vary depending on the students housing choice (commuter versus resident).

**Corazon C. Aquino Scholarship:** This is a 4 year full tuition scholarship to the highest achieving incoming student of Filipino descent. Recipients must maintain a 3.2 cumulative grade point average for renewal each year. Interested students must apply to the College by February 1. Recipients will be chosen in early March.

**Fonthill Writing Award:** This is a 4 year full-tuition scholarship awarded to a prospective student with a serious interest in developing as a writer. A panel comprised of College of Mount Saint Vincent English Department faculty, including the Director of Writing, judges applicant portfolios. The recipient must choose the Writing Minor program or be an active participant in the school newspaper. Interested students must submit a complete application including a portfolio by February 1 of their senior year.

**Seton Service and Leadership Scholarship:** Sponsored by the Sisters of Charity of New York, this is a 4 year full room and board scholarship offered to students who have an outstanding academic profile and have demonstrated community service and leadership skills. To be considered, candidates must participate in the annual Dolphin Scholarship Day in February. Students must maintain a 3.0 GPA and continue to be a resident student for annual renewal.

**Virginia Warder Jackle Scholarship:** The Virginia Warder Jackle Scholarship, established in honor of Mount Saint Vincent alumna and benefactor, is awarded each year to the daughter or son of a Mount graduate. The recipient is required to apply for financial aid by filing the FAFSA (Free Application for Federal Student Aid).

**Mary Ambrose Dunphy, S. C. Scholarship:** The Mary Ambrose Dunphy, S.C. Scholarship was established in honor of the first dean (president) of the College of Mount Saint Vincent. To be eligible for the award, the applicant must be a niece or nephew of a Sister of Charity or the child of an employee of the Sisters of Charity. The recipient is required to apply for financial aid by filing the FAFSA (Free Application for Federal Student Aid).

## Named Scholarships

**Academy of Mount Saint Vincent Scholarship** – established by the Board of Directors of the Alumnae of the Academy of Mount Saint Vincent with preference given to relatives of alumnae of the Academy.

**George I. Alden Trust Scholarship** – awarded to students who meet scholarship standards.

**The Altman Foundation Scholarship** – established by the trustees of the Altman Foundation to assist needy and deserving students.

**Helen Williamson Benziger '48 Honors Scholarship** – established through a bequest of Helen Benziger. Offered to a student who meets scholarship standards.

**Charles A. Buckley Scholarship** – established in 1968 in honor of Charles A. Buckley to assist a needy and deserving student.

**Monsignor James E. Byrne Scholarship** – established in memory of Monsignor James E. Byrne for his excellence as a former member of the College's faculty.

**George, Catherine, and Thomas F. DeNaouley Scholarship** – established by Thomas F. DeNaouley to assist commuter students who graduated from Roman Catholic High Schools in the Archdiocese of New York and who meet the scholarship standards of the College.

**George and Marie Doty Scholarship** – established by George and Marie Doty to assist students who demonstrate financial need and meet scholarship standards.

**Karen Hunting Drambour Memorial Scholarship** – established by Brother Kenneth Fitzgerald, in memory of alumna Karen Hunting Drambour, to assist second, third, and fourth year students with demonstrated financial need. Preference is given to students majoring in mathematics or computer science.

**Mary A. Farrell Memorial Scholarship** – established by alumna Mary A. Farrell to assist Catholic students with demonstrated financial need who may be ineligible for other assistance.

**Elise Grace Endowment Nursing Scholarship** – funded by the Grace Institute to assist academically and financially qualified nursing students with their tuition payments.

**Sister Marion Francis Harriott Memorial Scholarship** – established by Veronica Lally Kehoe, her student and friend. Awarded to a full-time junior or senior, majoring in Communication, who has achieved an overall GPA of 3.0, and demonstrates financial need.

**William Randolph Hearst Scholarship** – established by the Hearst Foundation to assist students who meet scholarship standards.

**Ann Selinger Henegan '49 Scholarship** – awarded to a full-time junior or senior, majoring in Nursing, in good academic standing (3.0 grade point average), who demonstrates outstanding potential in that field.

**Magdalen Horsting, S.C. Memorial Scholarship** – established by John and Gail Horsting to assist students who demonstrate a commitment to community service for the needy. Preference is given to students from the Archdioceses of St. Petersburg, Florida, and New York.

**Mary Hughes Holder Memorial Award Scholarship** – offered to a member of St. Teresa's parish, Sleepy Hollow, New York, or Most Sacred Heart parish, Port Jervis, New York. The recipient must meet scholarship standards.

**Josephine Doty Jaburg Scholarship** – established by the Doty Family Foundation to assist students who meet scholarship standards and have financial need.

**Dr. Oswald La Rotunda Scholarship** – established by his wife in his memory. Offered to students in the Baccalaureate in Nursing program who meet scholarship standards.

**Dora Lupo Scholarship** – established by Thomas B. Lupo in memory of his wife, Dora Lupo, to assist a deserving student.

**Patricia DelBalso McNamara Scholarship** – established by alumna Patricia DelBalso McNamara. First preference for this scholarship goes to a graduate of Cathedral High School in New York City.

**Mary Helen O'Malley Scholarship** – established by Commander Elizabeth O'Malley in honor of her sister, Mary Helen O'Malley, with preference given to a son or daughter of a Mount graduate who is studying the social sciences.

**Paul and Marilyn Paganucci Scholarship** – established by Paul and Marilyn Paganucci to assist students who meet scholarship standards.

**Raskob Foundation Scholarship** – funded by the Raskob Foundation, for Catholic Activities, Inc. to assist needy students.

**Samuel and May Rudin Foundation Scholarship** – established by Samuel and May Rudin to assist needy and deserving students.

**Marion McCann Short Scholarship** – established by alumna Marion McCann Short to assist students who demonstrate financial need and meet the College’s academic requirements for scholarships.

**Doris Smith, S.C. Scholarship** – established by the Board of Trustees in honor of the former College president. Offered to a student who meets scholarship standards.

**Eileen Campion Smith Memorial Scholarship** – established by her sister, C. Virginia Campion Clark, for a student studying journalism who meets scholarship standards.

**Student Aid Fund II** – established in the name of Patricia M. Mahoney, Class of ‘49, to assist needy and deserving students.

**Wenkenbach Memorial Fund** – established in honor of Bridget, Mabel, and Gertrude Wenkenbach to assist needy students from Port Chester, New York, or Westchester County, New York.

**Arthur Williams Charitable Trust Scholarship** – awarded to students, majoring in Nursing, who meet scholarship standards and demonstrate financial need.

## **Federal Financial Aid Programs**

**Federal Pell Grant** This program provides assistance to matriculated undergraduate students who have not yet earned a Bachelor’s degree. Awards for 2012-2013 range from \$555 minimum to \$5,550 maximum award and are pro-rated for less than full-time attendance.

**Federal Supplementary Educational Opportunity Grant (SEOG)** Federally sponsored, campus-based grants which are awarded based on need and the availability of funds to Pell-eligible students.

**Federal Perkins Loan** A low-interest loan program made possible through an annual allocation to the College by the Department of Education, a contribution by the College, and repayments from previous borrowers. The College determines eligibility for a Perkins loan based on demonstrated financial need and the availability of funds. A promissory note must be signed before funds can be advanced. The annual interest is currently 5%, but interest does not accrue while the borrower is enrolled at least half-time. Repayment begins nine months after a student ceases to enroll at least half time. Contact the Financial Aid Office for details concerning possible loan cancellation and deferment provisions for students who become teachers in certain designated schools or who go into VISTA, the Peace Corps, or the U.S. Armed Forces.

**Federal College Work Study Program** This program, supported by a combination of Federal and College funds, provides employment opportunities on campus and in the community for students who demonstrate need.

Students may not work more than twenty hours per week during periods of enrollment and are paid biweekly for the hours that they have worked.

**Federal Subsidized Direct Loan Program** This is a need-based loan program which is available to matriculated students enrolled for at least 6 credits per semester from the Federal government. The maximum loan is \$3,500 per year for freshmen, \$4,500 per year for sophomores, \$5,500 per year for juniors and seniors. Interest does not accrue while the student is enrolled at least half time. However, there is a 1% origination fee for this loan. Repayment does not begin until six months after the borrower ceases to enroll at least half time.

**Federal Unsubsidized Direct Loan Program** Students who do not qualify for a subsidized loan or only qualify for a partial one may borrow funds through this program up to the applicable loan limit which is \$5,500 for freshmen \$6,500 for sophomores and \$7,500 for juniors and seniors. Interest is not subsidized by the Federal Government and therefore must either be paid by the student while still in school or may be capitalized (added to the principal). This program provides additional loan eligibility beyond subsidized Stafford amounts for independent students. Independent students may receive both subsidized and unsubsidized loans as follows: Freshman year \$9,500, Sophomore year \$10,500, Junior and Senior years \$12,500, for a combined aggregate limit of \$57,500 for undergraduate study. Dependent students whose parents have been denied a PLUS loan may also borrow additional funds, through this program. Freshmen and Sophomores may borrow up to \$4,000 and Juniors and Seniors may borrow up to \$5,000 per year. In addition dependent students who have parents that have received PLUS loan denials also have a combined aggregate limit of \$57,500.

**Federal Parent Loans for Undergraduate Students (PLUS)** Through this program parents of dependent students may borrow up to the cost of attendance less any estimated financial aid. Interest rate is fixed at 7.9%. There is a 4% origination fee for this loan. The repayment of principal plus interest begins 60 days after 2nd disbursement unless the parent chooses the option to defer payments until after graduation.

**Veteran's Benefits** The College is accredited for the receipt of benefits by veterans or their eligible dependents. Application for these benefits and applicable documentation must be submitted to the Registrar.

### **Verification**

Students whose applications for Federal aid are randomly selected for verification by the Federal Processor will have to provide the Office of Financial Aid with documentation of prior year income (such as federal tax transcripts, agency benefit statements, etc.), verification of the number in the family, and number in college. The verification process will have to be completed before estimates of aid as shown on the initial award letter can actually be disbursed and before student loan applications can be processed. Discrepancies in the information provided on the FAFSA and the verification documents will have to be resolved and the necessary corrections resubmitted to the federal processor for a recalculation of the needs-analysis which is used for determining eligibility for federal aid. A revised award letter listing actual awards will be sent to the student. A Pell Grant may not be disbursed if the Office of Financial Aid does not have a valid Student Aid Report (either paper or

electronic) by the last day of class. Failure to provide the requested documentation in a timely fashion will result in the revocation of financial aid awards.

Return of Title IV Funds. Any student receiving federal aid who withdraws from school in the early weeks of the semester is only eligible for a portion of the federal aid which was originally awarded. That portion is a percentage earned based on actual days in attendance for the semester in question. Unearned portions will have to be refunded to the various federal programs. Refunds to these programs will be allocated in the following order:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal Perkins Loan
4. Federal PLUS
5. Federal Pell Grant
6. Federal SEOG

**Satisfactory Academic Progress Standards for Federal Aid Recipients**

Federal regulations require that a student have a cumulative G.P.A. of 2.0 or better at the end of the second academic year. Furthermore, students are allowed 150% of the published time to complete degree requirements and still receive Federal aid. This means that, at minimum, a student must complete credits as shown in this chart:

**Full-time students**

Acad. Yrs. Completed	1	2	3	4	5	6
Number of credits successfully completed						
B.A.	15	30	51	72	96	120
B.S.	15	30	54	78	101	126

At the end of each academic year the credits earned and the G.P.A. of each Federal aid recipient is reviewed. Failure to meet the minimum requirements will result in the suspension of financial aid eligibility. A student may appeal the suspension of aid, in writing, and explain any extenuating circumstances that may have contributed to the unsatisfactory performance.

The Director of Financial Aid will review the appeal and make a determination whether another year of financial aid, on Probation, should be granted.

**Retention Rates by Financial Aid Categories**

Financial Aid	Cohort	# Graduated within 6 years	% Graduated within 6 years
Pell Grant Recipients	115	62	54%

Stafford Loan Only	102	58	57%
Neither Pell nor Stafford	126	76	60%

## State Financial Aid Programs

State Financial Aid Programs Tuition Assistance Program (TAP): New York State residents enrolled as full-time matriculated students in a college in N.Y. State may be eligible for awards ranging from \$500 to \$5,000, depending on net N.Y. taxable income. Students may receive TAP for up to eight semesters of undergraduate study.

Aid for Part-Time Study (APTS): New York State residents enrolled part-time as matriculated students may qualify as long as they have not exhausted TAP eligibility and qualify based on income. A separate application is required which is available in the Financial Aid Office. To be eligible a student must apply for Pell and have completed six credits.

Other N.Y. State Programs: Children of deceased or disabled veterans, police officers, and firefighters may be eligible for \$450 grants for up to four years of undergraduate study. Contact the N.Y.S. Higher Education Services Corporation (HESC) in Albany, N.Y. for more information and an application .

States Other than New York: Students attending the College of Mount Saint Vincent from a state outside of New York such as Rhode Island, Vermont, and Maryland should apply to their state scholarship programs. Students from some states can use their state scholarships at our college.

### **Satisfactory Academic Progress Standards for State Aid**

Students receiving TAP must fulfill two requirements in order to receive the next semester's TAP award:

1. satisfactory academic progress
2. pursuit of program.

At the end of four semesters of TAP, a student will have to have earned a cumulative G.P.A. of 2.0 in order to be eligible for TAP in subsequent semesters. In addition, a student must demonstrate progress toward completion of the program by meeting the minimum criteria listed below:

2nd payment -student must have completed at least 6 credits (50% of minimum 12 credits) during the semester of first TAP payment

3rd payment - student must have completed at least 15 credits



4th payment - student must have completed at least 27 credits

5th payment - student must have completed at least 39 credits

6th payment - student must have completed at least 51 credits

7th payment - student must have completed at least 66 credits

8th payment - student must have completed at least 81 credits

**Standard of Satisfactory Academic Process for Determining Eligibility for Financial Aid TAP**

Calendar: Semester Program: 4- year Baccalaureate

Before Being Certified For This Payment	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
A Student Must Have Accrued At Least This Many Credits	0	6	12	21	33	45	60	75
With At Least This Grade Point Average (GPA)	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0

## **STUDENT AFFAIRS**

The Division of Student Affairs facilitates student learning and personal development consistent with the mission of the College. Through its broad range of co-curricular programs, support services and initiatives as outlined below, the division strives to build a supportive and inclusive community that promotes campus engagement and a sense of local and global citizenship.

### **ATHLETICS AND RECREATION**

#### **Varsity Sports**

The College sponsors a Division III inter-collegiate athletic program which offers varsity teams for women in basketball, cross-country, lacrosse, soccer, softball, swimming and volleyball. For men it sponsors varsity teams in baseball, basketball, cross-country, lacrosse, soccer, swimming and volleyball. There is also a junior varsity men's basketball team, and a cheerleading club team. To maintain eligibility on a varsity team, all student athletes must remain in good academic standing as defined in the College's Academic Catalog, adhere to the Mount Saint Vincent Philosophy of Athletics and associated regulations in the Student-Athlete Handbook and the Official Student Handbook of the College.

#### **Recreation**

The College's recreational offerings include fitness center, an Intramurals program and exercise classes. The fitness center includes state-of-the-art aerobic, weight and cross-training equipment, including step machines, treadmills and elliptical trainers with an adjacent weight room and several flat screen TVs. Intramural activities are open to all students, faculty, and staff. Teams can represent residence halls, academic departments or groups of friends. Intramural sports include basketball, volleyball, flag football, dodge ball and indoor soccer. Exercise classes include Yoga, Zumba and Kickboxing and other exercise programs are offered during the academic year based on interest.

### **CAMPUS MINISTRY**

Campus Ministry serves the entire College as a center for spiritual enrichment and community development, fostering a spirit of service and sense of responsibility for our world. Staff members respond to the faith needs of a diverse population.

Programs include Eucharistic celebrations, prayer services, social gatherings, retreat opportunities, discussion groups, RCIA classes, a wide variety of volunteer opportunities and extended learning trips as well as activities that promote peace and justice. All are designed to celebrate the integration of life and learning within and beyond our college community.

The Campus Ministry office provides an open and relaxed atmosphere where people can meet, relate, share and grow. Members of the staff are available to plan and conduct liturgical services, assist with sacramental preparations and offer pastoral support that honors the richness of our many faiths and cultures.

## **COUNSELING CENTER**

The Counseling Center services students experiencing a wide variety of difficulties ranging from anxiety and depression to eating disorders, adjustment to college, stress, relationships, substance abuse, etc. The center offers short-term individual counseling and assists in referrals to appropriate outside mental health clinics and/or therapists. In addition, they assist with educational workshops, crisis intervention, and group counseling. All Counseling Center services are free, confidential and available to all registered students.

## **HEALTH CENTER**

The Health Center offers health services to students at no initial charge. Services include dispensing of non-prescription and prescription drugs, first aid, treatment of minor illnesses and medical referral for situations requiring more extensive medical care than the Center provides. A Registered Nurse serves as Director of the Health Center and there are on-campus Nurse Practitioner hours.

## **HOUSING AND RESIDENCE LIFE**

The Office of Residence Life and Housing provides a healthy and inclusive living-learning community conducive to students' personal and academic success. It is responsible for all matters pertaining to resident students and housing operations. The office oversees the functioning of the residence halls and coordinates the activities of the Residence Life staff. Responsibilities also include: developing and implementing residence life policies and regulations, adjudicating disciplinary matters, programming, and room assignment and billing functions.

## **SECURITY AND SAFETY**

The Office of Safety and Security is responsible for 24 hour patrol of the campus buildings and grounds, and is staffed by full-time security officers under the supervision of the Director of Safety and Security. The department provides a wide range of services that include parking enforcement, escort service, coverage of special events, emergency assistance and investigation of criminal activity.

## **SETON SERVICE AND LEADERSHIP PROGRAM**

The Seton Service and Leadership Program fosters servant leadership in the spirit of Saint Vincent de Paul and Saint Elizabeth Ann Seton, while recognizing academic excellence. In addition to its ongoing commitment to service, the Seton Service and Leadership Program features weekly reflective gatherings and a leadership retreat each semester. Elizabeth Ann Seton, while recognizing academic excellence.

## **STUDENT ACTIVITIES, LEADERSHIP AND COMMUTER LIFE**

The Office of Student Activities, Leadership and Commuter Life offers programs designed to promote student learning, campus engagement, encourage a sense of community and provide opportunities for personal development and enjoyment. The office provides support and guidance for more than 30 student clubs and organizations. These organizations cover a wide array of interests including academic, cultural, religious and social clubs. The office also offers programs and services to meet the specific needs and schedules of commuting students such as lockers, the Commuter Breakfast and Lunch Series and the Commuter Assistant (CA) program.

# ACADEMIC POLICIES

## Academic Honesty and Student Conduct

### **PART ONE: DEFINITIONS OF ACADEMIC HONESTY VIOLATIONS**

#### **1. Plagiarism**

Plagiarism is the misrepresentation of someone else's words, ideas or data as one's own work. Students should be advised to state the source of ideas when these are known, since this lends strength to their answers and is part of the ethics of scholarship. The following acts do constitute plagiarism, and thus, **No** student shall:

Intentionally represent as one's own work the work, words, ideas or arrangement of ideas, research, formulae, diagrams, statistics, evidence of another.

Paraphrase, quote or "paste in" material without citing the source in the text.

Submit as one's own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., term-paper mill products, internet downloads, etc....).

Reproduce another professional or student's work so closely that any reasonable person would conclude plagiarism had occurred.

Share computer files and programs or written papers and then submit individual copies of the results as one's own individual work.

Copy another student's test answers.

Copy, or allow another student to copy, a computer file that contains another student's assignment, homework, lab reports, or computer programs and submit it, in part or in its entirety, as one's own.

Submit substantially the same material in more than one course without prior authorization from each instructor involved.

Take sole credit for ideas that result from a collaboration with others.

#### **The following do not constitute plagiarism:**

Cases in which the idea comes from the past reading and a student cannot reasonably recall or determine the exact source. The uses of ideas which are judged to have become common knowledge does not constitute plagiarism. It would constitute plagiarism if the student, being aware that the idea was not his or her own, expressly claimed authorship for the idea. Instances in which the idea came from informal discussions with other members of the academic community which were not initiated with the deliberate intent of providing information on the topic in question. However, if the source of an idea is remembered, the source must be acknowledged.

Instances when students are specifically instructed by the instructor of that course that borrowing of other's work is considered appropriate.

#### **2. Cheating:**

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered knowledge on a test or evaluation that he/she has not mastered.

**No student shall:**

Knowingly procure, provide, or accept examination materials or descriptions of such materials, except when authorized by the instructor.

Complete, in part or in total, any examination or assignment for another person.

Knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person (e.g., take-home exams which have been written by someone else).

Copy from nearby student's test, paper or lab report.

Use unauthorized sources of information such as: crib sheets, answers stored in a calculator, or unauthorized electronic devices.

Store answer answers in electric devices and allow other students to use the information without the consent of the instructor.

Employ aids excluded by the instructor in undertaking coursework.

Look at another student's exam during a test, i.e. use texts or other reference materials (including dictionaries) when not authorized to do so.

Alter graded class assignments or examinations and then resubmit them for regarding or reconsideration.

**3. Fabrication:**

Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive.

**The following cases constitute fabrication:**

Citation of data or information not actually in the source indicated.

Listing sources in a bibliography not used in the academic exercise.

Submission in a paper, lab report or other academic exercise of falsified, invented, of fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.

Submitting as your own any academic exercises (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

Taking a test for someone else or permitting someone else to take a test for you.

Providing fraudulent excuses for absences.

Claiming that work was "lost" by faculty member when it was never completed.

This list is not intended to be an all-inclusive list of offenses. Students should consult their instructor if in doubt about the honesty of an action.

**PART TWO: WHAT CONSTITUTES PROOF OF PLAGIARISM?**

Some supported documentation e.g. **turnitin.com** or a **Google search** that provides citation references, or copy of the original document that functioned as the in source of the plagiarism.

### **PART THREE: PENALTIES FOR ACADEMIC HONESTY VIOLATIONS**

#### **First Offense:**

- Failing Grade on Assignment\*
- Report Filed with the Dean of the Undergraduate College
- Required Conference with the Dean of the Undergraduate College
- Required conference with professor or advisor regarding the underlying reasons for the offense, so that the student can be referred to in-house remedies as necessary - counseling, TRIO or Bridge, Writing Center, Tutoring, etc.

\*Exception: If the grade-weight of the specific assignment is not significant enough to affect the student's final grade, a heavier penalty may be assessed.

**Multiple Offenses:** (prior offense has been reported and is part of the student's record/or multiple offenses are reported simultaneously)

- The student will be given an **FX** grade\* in the course indicating failure due to a violation of the College's Academic Integrity Policy
- Report Filed with the Dean of the Undergraduate College
- Required Conference with the Dean of the Undergraduate College
- Loss of Honors

\*REMOVAL OF X: During the final semester of enrollment at the college, the student may petition that the X designation be removed from the transcript. Undergraduates petition the Academic Review Committee which will establish conditions that the student must meet for the X to be removed. When the Committee is satisfied that the student has met the stipulated conditions, it will notify the Dean of the Undergraduate College who will see that the X is removed. The F will remain on the transcript. Removal of the X designation does not indicate that the violation did not occur but rather acknowledges that the student has come to understand the importance of academic integrity and should not carry the X designation on the transcript in perpetuity.

#### **Third Offense:**

- Dismissal from College

**A student will not be allowed to Withdraw from a course in which there is a charge of violating the college's Academic Integrity Policy.**

**The Academic Deans have the authority and responsibility to enforce the plagiarism policy of the College.**

### **PART FOUR: PREVENTING ACADEMIC HONESTY VIOLATIONS**

#### **Key Elements in Preventing Academic Honesty Violations:**

A. Campus Culture:

1. A culture in which all violations are reported, and penalties are levied consistently is crucial. Professors should be sure to follow the official policy, rather than simply confronting students on their own, so that penalties are not seen as arbitrary when they are handed out.

2. FYE 101 lecture and discussion of plagiarism helps ensure that all understand the policy.

3. English 007, 110, 114, and 115 classes should devote a full period early in the semester in order to reinforce the students' understanding of the definitions, ethics, and consequences of plagiarism.

4. Professors in all courses should reinforce the message, by including the academic honesty policy on their syllabi, and clarifying the specific standards and requirements of the discipline.

5. At the end of the FYE 101 session that deals with plagiarism, students should sign a document indicating that they understand the concept of plagiarism, they know college policy relating to plagiarism and know what the consequences will be if they violate the policy.

B. In Individual Classes:

1. All course syllabi should clearly state the college's academic honesty expectations, and students should be reminded (perhaps via handout) of the full policy when assigned papers.

2. Providing frequent short writing assignments as well as requiring preliminary steps (abstracts, annotated bibliographies, outlines, etc. ...) at earlier stages will help students avoid last-minute panics, as well as helping professors recognize students' writing, which will discourage plagiarism.

3. Working with students individually (via conferences) to help them choose and develop topics for their papers will help to prevent plagiarism, by helping to foster ownership in their ideas and arguments.

4. Faculty have the option to require student papers in both hard-copy and electronics formats so that the latter may be used at the instructors discretion, in conjunction with **turnitin.com**. Annual demonstrations in the use of **turnitin.com** should be conducted.

## Academic Standing

A student is in good academic standing if he/she is enrolled as a matriculated student of the College and maintains the following minimum index:

Freshman (0-29 credits)-a cumulative index of 1.7 and 50% of attempted credits successfully completed.

Sophomore (30-59 credits)-a cumulative index of 1.9 and 50% of attempted credits successfully completed.

Junior (60-89 credits)-a cumulative index of 2.0 and 60% of attempted credits successfully completed.

Senior (90 credits and over)-must maintain a cumulative index of 2.0 and 65% of attempted credits successfully completed to be eligible for graduation.

In addition, please note that a 2.0 grade point average is necessary by the end of four semesters in college in order to continue receiving any federal or state financial aid.

### ACADEMIC WARNING

Students whose academic performance is at or near the above stated minimum may receive an Academic Warning notifying them that enrollment in the College may be jeopardized unless their academic performance

improves. Students on Academic Warning may be required to confer with an appropriate College official about strategies to improve their academic performance.

### **ACADEMIC PROBATION**

At the end of a semester, a student whose cumulative index is below the minimum requirement will automatically be placed on Academic Probation. Students on probation are required to meet with an appropriate College official to discuss strategies to improve their academic performance and to agree to a learning contract. While on probation, a student is ineligible to participate in team sports. This restriction may be waived at the discretion of the Dean of the Undergraduate College upon receipt of a written appeal by the student. A student who is allowed to participate in team sports while on academic probation will be required to meet all of the conditions of an Athletic Department contract approved by the Director of Athletics. Students on Final Probation are never permitted to participate in team sports while on Final Probation.

### **ACADEMIC SUSPENSION**

At the end of a semester, a student will automatically be suspended from the College under any one of the following circumstances: (1) the student is currently on probation and fails to earn a grade point average of 2.0 or better for the semester, (2) the student is currently on probation and fails to achieve the required minimum cumulative grade point average, (3) the student, whether currently on probation or not, earns a grade point average of 1.0 or less.

### **DISMISSAL FROM THE COLLEGE**

Students are subject to permanent Dismissal from the College when:

- They have been on Academic Suspension for a semester or more, have been reinstated, and again are seriously deficient in their academic performance
- They have committed a third act of academic dishonesty.

### **PROBATION, SUSPENSION, AND SEPARATION FROM THE COLLEGE FOR STUDENT CONDUCT VIOLATIONS**

See the Student Handbook for policy concerning Probation, Suspension, and Separation from the College for student conduct violations.

### **APPEALS**

A suspended student may petition the Academic Review Committee for reinstatement on the basis of a pattern of improving performance or extenuating circumstance.

A student has the right to appeal any decision made by the Academic Review Committee. The appeal must be made to the Provost (or his/her designee) in writing ten business days from the receipt of the decision and must state in detail the grounds on which the student seeks to have the action of the Academic Review Committee modified or reversed.



## Academic Status

The following categories define the status of all students admitted to the College:

### **MATRICULATED.**

Any student who has been officially admitted to the College and who is enrolled in one of its degree programs.

#### **Maintenance of Matriculation**

Matriculated students must maintain continuous enrollment at the College by registering for and completing at least one course each fall and spring semester or, if enrolled in an approved program through another institution, through payment of the Maintenance of Matriculation fee.

### **NON-MATRICULATED.**

Any student who pursues a course or courses without admission to any of the College's degree programs. Non-matriculated students must be officially admitted to the College or indicate that they will not pursue a degree after completing twelve credits.

### **FULL-TIME STUDENT.**

Any matriculated student who carries 12 or more credit hours per semester. A full-time student may not exceed a maximum of 30 credit hours per year except with permission of the Dean of the Undergraduate College. These students will also incur an excess credit charge.

### **PART-TIME STUDENT.**

Any student who carries fewer than 12 credit hours per semester.

### **GRADUATE STUDENT.**

Any student who has earned a baccalaureate degree and who is enrolled in graduate level courses.

#### **Eligibility For Graduate Study**

Students who plan to do graduate work should maintain a 3.0 index in at least two-thirds of the work done in their major. Please consult the Graduate Catalog for the requirements for a Master's degree.

## Leave of Absence and Withdrawal

### **LEAVES OF ABSENCE**

Under certain circumstances, the Dean of the Undergraduate College or the Dean of Students may grant a Leave of Absence from the College. Credits earned at another college while a student is on a Leave of Absence from Mount Saint Vincent will be accepted for transfer credit only if approved in advance by the Dean of the Undergraduate College. When the student on a Leave of Absence wishes to reenroll in the College, s/he must meet with the Dean of the Undergraduate College and complete the Returning Student Checklist.

## **WITHDRAWAL FROM THE COLLEGE**

A student may apply for withdrawal from the College before the last day of classes for the semester. The student must complete the Exit Interview Process in the Center for Academic Advisement on or before the effective date of withdrawal. For the refund policies in case of withdrawals, please see "Tuition and Fees."

## **UNOFFICIAL WITHDRAWAL**

Matriculated students who drop out for a semester or longer will be placed in Unofficial Withdrawal status and will not be permitted to register for classes until they meet with the Dean of the Undergraduate College and complete the Returning Student Checklist.

## **WITHDRAWAL FROM A COURSE**

Students who wish to withdraw from a course must meet with their academic advisor and complete a withdrawal form no later than the date specified in the College Calendar. Students must inform the instructor and return class materials. Students who do not follow this procedure maintain course registration and are assigned a grade of "F" for the course. Nursing majors should refer to the section on the Nursing program in this catalog for additional limitations regarding withdrawals in the Nursing program. Students who have excess credits will still be charged for courses from which they withdraw.

## **Residency Requirement**

Students are expected to fulfill core and major requirements at the College of Mount Saint Vincent, with the exception of credits granted at the time of matriculation or through special programs. A maximum of four courses taken at another accredited institution may be used to satisfy degree requirements after a student has enrolled in the College of Mount Saint Vincent. A maximum of two of these courses may be taken outside the College of Mount Saint Vincent to satisfy core requirements. A maximum of two of these courses may be taken outside the College of Mount Saint Vincent to satisfy major requirements. These are subject to departmental approval, certifying equivalence by the department chair to a core or major requirement offered in the undergraduate college, and the grade received in that course is a "C" or better. The fee for courses taken at other institutions is \$50 per course. Grades earned at other institutions will not become part of the student's cumulative index. Nursing courses may not be repeated at another institution. As a rule, approval will only be granted for a student to satisfy a major requirement at another institution if the course is not readily available during the fall, spring or summer sessions and if the course is taken at a baccalaureate granting institution.

## **Class Attendance**

Students are required to attend all classroom, laboratory, and clinical sessions. Students are expected to arrive at classes on time. Individual instructor variations must be written on course syllabi. Course registration will be canceled if a student does not appear in class during the first week of the semester. However, charges will still accrue until official, written notification of withdrawal is received by the college. It is the responsibility of the student to make up work if absent from class. Therefore, assignments are due on the designated days unless extension is granted by the instructor. Exception to these rules may be made for reasons of serious illness or

unusual conditions beyond the control of the student. In such cases the student or his/her designee, must notify the Vice-President for Student Affairs and the Assistant Dean for Academic Advisement immediately. Instructors may then permit students to make up class tests missed during reported absences.

## Grades and Transcripts

### **STUDENT EDUCATION RECORDS – ACCESS AND PRIVACY**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her 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.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Consent forms are available from the Registrar's Office. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by The College of Mount Saint Vincent in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by The College of Mount Saint Vincent to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

### **DIRECTORY INFORMATION**

Directory information, which under the provisions of the Act noted above, may be released at the College's discretion unless a specific request for exclusion from disclosure is made, directory information includes: a student's name, local (residence hall) and home addresses and telephone listings, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational institution or agency attended by the student.

### **TRANSCRIPTS**

At the written request of the student, official transcripts are sent directly to other institutions or to the student in a sealed envelope. The fee for an official or student copy of a transcript is \$5. Transcripts will not be issued during the first week of the academic year, during Commencement week, during registration weeks, or for students whose financial accounts, including those at the library, are not settled. Please allow ten (10) business days for the issuance of the transcript. Express Transcripts (2-3 days), are available for a fee of \$20; or the same day for \$40.

### **GRADE REPORTS**

Reports are available on Self-Service at the end of each semester to students whose financial accounts have been settled.

### **GRADES AND INDEX**

The grading scale is as follows:

A	Outstanding
A-	
B+	Very Good
B	Good
B-	
C+	Better than Satisfactory
C	Satisfactory
C-	
D+	
D	Passing, but Unsatisfactory
P	Passing
W	Withdrew before deadline
F	Failure

- FX Failure due to a violation of the College's Academic Integrity Policy
- I\* Incomplete
- NC No Credit
- IP In-Progress (Nursing Clinical courses only)

*\*must be cleared no later than the fourth week of the following semester.*

A student's academic standing is determined by his/her cumulative index based on all grades and quality points earned at College of Mount Saint Vincent since entrance into the College. The student's index is computed by dividing total quality points by total credits. The quality points assigned to each grade are listed below:

Grade	Quality Points	Grade	Quality Points
A	4.0	C	2.0
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.0	D	1.0
B-	2.67	F	0
C+	2.33		

**INCOMPLETE**

When extenuating circumstances (e.g. illness) prevent the completion of requirements for a course, the student must submit a Request for a Grade of Incomplete form to the instructor for his/her signature. All requests for a grade of Incomplete must receive prior approval by the Dean of the Undergraduate College. Forms, which are available on the Registrar's Office web page, must be returned to that office prior to the end of the semester. The deadline for completing the course requirements will be set by the instructor, but in no case will be later than the fourth week of the following semester or the Incomplete is changed to an F. An "I" grade in a January Intersession must be completed during the immediately following spring semester. An "I" grade in a Summer Session must be completed during the following fall semester.

**PASS/ NO CREDIT**

The purpose of the Pass/No Credit option is to encourage the student to explore electives outside known areas of competency. One P/NC course may be taken each semester beginning in the second semester of sophomore year, provided the student is carrying at least 12 credits of courses with letter grades for that semester. The P/NC option may be exercised for any course except for core curriculum requirements, courses in the major field, and cognate requirements of the major. The P/NC option form is signed during the third week of the semester.

**CHANGE OF GRADE**

A final grade may be changed for reasons of error in computation or in transcribing or in exceptional circumstances with the written approval of Dean of the Undergraduate College. Any such changes must be made no later than the fourth week of the following semester.

## **REPLACING A GRADE**

When an F or any other low grade is earned by a student, the student may compensate for this by repeating the course. Any required course in which a student receives an “F” grade must be repeated, usually in summer school. Major or minor courses in which a student receives a “D” must be repeated since a minimum of “C” is required for all courses taken to meet major or minor requirements. When a student repeats a course, the prior grade then appears with no hours attempted or earned and is removed from the cumulative average after the course has been replaced. In all cases, the grade earned the second (or, in rare circumstances, the third) time is the one calculated in the student’s cumulative grade point average. Students are permitted to repeat a course one time without needing to obtain special permission. In rare circumstances, a student may be permitted to take a course a third time, subject to obtaining the approval of the appropriate department chair and the Dean of the Undergraduate College. Students are not permitted to take a course more than three times. In cases where the student is not successful after the allowed attempts, the student will be withdrawn from the major, if the course is a major requirement; or will be dismissed from the college, if the course is a core requirement.

## **Academic Grievance Procedure**

All academic grievances including dissatisfaction with a grade must be addressed first to the faculty member, then to the Department Chairperson and subsequently to the Dean of the Undergraduate College if the student is an undergraduate and to the Dean of the School of Professional and Continuing Studies if the student is a graduate or continuing studies student.

When all other means of resolving a problematic situation have been exhausted, a student may request a grievance hearing for certain course related issues. Requests for a hearing should be made in writing to the Dean of the Undergraduate College if the student is an undergraduate and to the Dean of the School of Professional and Continuing Studies if the student is a graduate or continuing studies student within ten (10) days of the alleged grievance. When jurisdiction is in doubt, a student may notify and/or consult with either the Provost/Dean of the Faculty or the Vice-President for Student Affairs. Requests for grievance hearings on course related decisions must be made as soon as possible.

The Grievance Committee may consider matters with regard to allegations that a student is being graded unfairly in the classroom. The grievance committee will only convene when all other means of resolving a problematic situation have been exhausted and one or more of the following apply:

- A final grade is clearly inconsistent with grades earned over the course of the term in the same course.
- Egregious computational errors are evident.
- The actual evaluation measure and grading criteria were not clearly articulated on the course syllabus.

## **COMPOSITION OF THE GRIEVANCE COMMITTEE**

The Grievance Committee is composed of:

The Administrative Vice President of Student Government

The Vice President of the complainant's class

Two members of the faculty, one chosen by the student/complainant and one chosen by the Dean of the Undergraduate College or the Dean of the School of Professional and Continuing Studies

One other member of the College community either an Academic Affairs or Student Affairs administrator

### **CHARGE OF THE COMMITTEE**

The Committee shall meet, hear the complaint, call witnesses and conduct investigations as it deems appropriate, deliberate in private and present its conclusions to the Provost /Dean of Faculty and the complainant. The decision of the Committee shall be binding, subject only to veto by the Provost.

**Note:** When an ex-officio or selected member of the committee has privileged information or prior dealings with the case such that questions could be raised regarding his/her impartiality, an appropriate substitution may be made.

## **Special Academic Programs and Courses**

### **WINTER AND SUMMER SESSION COURSES**

Courses are offered during the Winter and Summer Sessions through the School for Professional and Continuing Studies. Traditional undergraduate students may enroll in these courses to make-up credits, improve their overall GPA or repeat a course when an F or a low grade was earned. Students may enroll in up to two courses during each of these special sessions. Enrollment in additional courses requires the written permission of the Dean of the Undergraduate College.

### **INDEPENDENT STUDY**

Students with demonstrated proficiency in specific areas may work individually on a research project planned in consultation with a supervising professor. Independent Study, a mutual agreement between student and faculty member, cannot duplicate a course offered in the College catalog.

To be eligible for independent study, a student must be a junior or senior with a minimum cumulative index of 3.0 and must be a major in the subject area of the independent study or have earned at least 15 credits in that subject area. The Independent Study Contract must be presented at registration with the approval of the chairperson, faculty member, and Dean of the Undergraduate College. It will be void if a course outline is not submitted to the faculty member by the first week of the semester. Independent study must result in production of a research paper and/or project.

### **STUDY ABROAD**

The College of Mount Saint Vincent encourages students to participate in study abroad programs. The College offers a number of study abroad options, including semester long programs for study in London, Saint

Petersburg, and Florence. The College also participates in several study abroad consortia, including the College Consortium for International Studies, the International Partnership for Service Learning, and the Lower Hudson Valley Catholic College and University Consortium. The College also offers a variety of faculty led study abroad programs during the Summer Sessions and the January Intersession. These 2 to 4 week programs have included destinations in China, Russia, Italy and Japan.

Study abroad is normally limited to juniors and first semester seniors. Students should consult the Dean of the School of Professional & Continuing Studies for specific requirements. To be eligible for study abroad, students must have an index of at least 2.8 and must obtain the approval of their academic advisor, the chair of their major department, and the Dean of the School of Professional & Continuing Studies.

The process is begun with the Dean of the School of Professional & Continuing Studies. The student presents the reasons for going abroad, since these reasons will influence the choice of country and courses to be taken. Consideration is given to major and foreign language ability, when applicable. A major focus is the opportunity to learn about the people, society, and culture of another country.

Students review programs, courses, cost, and requirements with the Dean of the School of Professional & Continuing Studies, the chairperson of their major department, and their academic advisor.

A student is given a Study Abroad packet to be completed and used as the contract between the student and the College of Mount Saint Vincent for transfer credits. Transferable courses will be those courses which are comparable to the College of Mount Saint Vincent courses, as well as courses relating to the culture and society of other peoples, e.g. Art of Rome; Societal issues in England, etc. For semester long programs, students are expected to be full time students in their studies abroad. Completed contracts are filed with the office of the Dean of the School of Professional & Continuing Studies. Usually 12-15 credits per semester can be transferred.

Before leaving for the semester or year abroad, students make a tentative schedule with their academic advisor for the semester of their return to the College. Information on many programs can be reviewed in Founders Hall, Room 105 and discussed with the Dean of the School of Professional & Continuing Studies. All students are encouraged to investigate the many possibilities for an international experience in studying abroad.

Financial Aid for Study Abroad Programs: Enrollment in a full-time, semester-long program of study that is approved for credit by the College may be considered enrollment in the College for purposes of a student applying for federal student financial assistance.

### **WRITING EMPHASIS COURSES (WE)**

WE courses include written assignments in at least two different modes of writing that total at least nine pages. These courses help students not only to improve writing skills, but to use writing as a learning tool in the content area. WE courses are designated on the students' transcripts (as well as in the College catalog) to indicate to



graduate school admissions committees and future employers that the students who have taken these courses have developed their writing skills well beyond the minimum requirement. One WE course which includes at least 15 pages of writing may be applied to the Writing Minor, with the approval of the Director of Writing.

## Graduation Procedures

Candidates for degrees must declare their candidacy by filing a graduation application with the Office of the Registrar in accordance with the following schedule:

January degree conferral—file on or before November 1<sup>st</sup> (previous year)

May degree conferral—file on or before October 1<sup>st</sup> (previous year)

August degree conferral—file on or before February 1<sup>st</sup> (same year).

Graduation Applications may be obtained at the Office of the Registrar (ADM 233). Candidates should meet with their advisors to make sure that there is a reasonable certainty that all degree requirements will be satisfied prior to the graduation date.

Applications received after the deadline may not be processed.

**Graduation Ceremony Participation:** In order to participate in the Graduation Ceremony, students must meet the following conditions:

1. They can be no more than one course short of all requirements for graduation.
2. Students must have an approved plan to register for the required course within the next academic year (summer, fall, winter, spring). The plan must be approved by the Department chair. An Email indicating when and where the required course will be taken sent from the chair to the registrar copying the Dean of the Undergraduate College will constitute approval.
3. Students have to agree to pay in full the price of the Mount Saint Vincent credits needed before walking at commencement.

## Declaration or Change of Major/Minor

Upper class students wishing to declare or change their major area of study may do so at any time during the academic year by completing process outlined on the Declaration or Change of Major/Minor form which is available on the College of Mount Saint Vincent - Registrar's webpage.

In order for students to declare a minor, they must meet with the Department Chairperson of that academic discipline to discuss the specific requirements necessary to complete the Minor Contract. The Declaration of Major/Minor form and Minor contract must be completed in order to complete the process.

Since all Freshmen students have chosen their intended academic major upon admission to the College, they will remain with that major and advisor until the advisement/registration period of the Spring semester. At that time,

freshmen students will have the opportunity to formally declare or change their major and will be assigned to a faculty advisor in the new area of study.

## **Policy Statement**

Students are ultimately responsible for knowing and observing all regulations contained herein that may affect their status at the College of Mount Saint Vincent.

The right to make changes in catalog content is reserved by the College.

The College reserves the right to cancel courses with insufficient enrollment.

### **NON-DISCRIMINATION POLICY**

In accordance with federal, state, and local law, the College of Mount Saint Vincent does not discriminate in its employment practices or in admission or access to the College's educational programs and services on the basis of race, color, creed, national origin, alienage, citizenship, religion, age, sex, sexual orientation, disability or marital status.

No person shall be denied admission, or access to programs, classes, or activities solely because of any physical, mental, or medical impairment, provided accommodations required are reasonable. Inquiries concerning this policy and its enforcement may be referred to the Vice President for Student Affairs.

# ACADEMIC SUPPORT SERVICES

## THE CENTER FOR ACADEMIC ADVISEMENT

The Center for Academic Advisement provides students with a wide range of academic advisement and information services. The primary goal is to assist students in making appropriate academic choices and to provide them with the individualized guidance to complete their academic course of study in a successful and timely fashion. Academic Advisement is an interactive partnership between an advisor and a student. The intent of this collaboration is to assist the student in the development of meaningful educational and career goals that are consistent with the individual's interests, values and abilities. Throughout this process, the student is encouraged to think critically and seek out resources. The ultimate responsibility for making decisions about educational plans and career goals rests with the student.

## ACADEMIC RESOURCE CENTER

The Academic Resource Center (ARC) at the College of Mount Saint Vincent offers comprehensive tutorial services to all of our students who request assistance. Individual tutoring session and study groups are available and are free of charge to our students. The ARC provides students with tutoring in all of the College's major disciplines – including biology, business, chemistry, math and nursing. The ARC also provides academic study skills support addressing areas such as time management, test anxiety, and test taking strategies. The tutoring staff includes both experienced professional and trained peer tutors, and scheduling is flexible in order to accommodate students' schedules. Students are able to make tutoring appointments with our drop-in tutors in the ARC or make arrangements to work with tutors in other areas of the campus. Computers are available in the ARC for students to use for research or writing purposes, and students enjoy the collegiate atmosphere that is both supportive and academically stimulating.

## THE WRITING CENTER

Within the Academic Resource Center, the College's Writing Center provides students with monitored instruction assisting students in all areas of writing including essay writing, thesis development, grammar, sentence structure, and ESL. Some students are required by their instructors to have regularly scheduled appointments to work with a tutor or a writing specialist in order to master writing skills.

## STUDENTS WITH DISABILITIES

Students requesting special accommodations or services at the College of Mount Saint Vincent must self-identify themselves by providing the College with up-to-date documentation verifying their specific diagnosed disability.

These students are required to submit their documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Copies of the College's Policy on Students with Learning Disabilities are available from the Office of Admission, the Office of the Dean of the Undergraduate College, the Center for Academic Advising, and the Academic Resource Center.

In order for these accommodations to take effect, the student is advised to complete this process as soon as possible after admission to the College. In addition, students must sign an Authorized Release Form at the beginning of every semester that permits the College to disclose the student's special accommodations. All

accommodations and services are provided by the Academic Resource Center. Provisions may include note taking or books on tape, testing in the Center, professional tutoring, and additional services as needed.

### **BRIDGE: A Transition Program for First Year Students**

The BRIDGE (Basic Resources for Individualized Development and Growth in Education) program began at the College of Mount Saint Vincent in 1983 with the purpose of providing higher educational opportunities to students who might not otherwise continue their education. BRIDGE is a program designed for students who show potential and motivation to succeed in college but have SAT/ACT scores and/or high school records below normal admission requirements. Students in BRIDGE take four core academic courses and a one-credit study skills course during their first semester. Study skills-address topics such as how to manage time efficiently, take lecture notes effectively and prepare for exams. In addition, all first year BRIDGE students meet with their advisor regularly for academic counseling and support. Successful BRIDGE students will be awarded the opportunity to take one 3 credit course, tuition free, over the course of the next three years. BRIDGE students pursue all academic majors offered by the college, and have continued on into graduate school and have entered professions such as accounting, education, law and medicine.

### **TRIO STUDENT SUPPORT SERVICES PROGRAM**

The TRIO Student Support Services Program (SSS) has provided educational, professional and cultural enrichment to its participants since 1997 through a grant from the U.S. Department of Education. The program enhances the academic performance, retention, and successful completion of postsecondary education through comprehensive support services to selected low-income, first-generation and/or disabled college students. Support services include: Academic, Financial, or Personal Counseling Leadership Development and Mentoring/ Buddy Program, and Computer and Technology Services.

### **TRIO provides the following programs to assist students with academic and professional growth:**

Academic Support provides students with basic study skills, tutorial services, and academic advocacy to help them excel in academic course-work. The program assists students in understanding and securing college enrollment and financial aid while transitioning from one level of higher education to the next. Students receive on-going personal and group counseling in order to encourage and motivate students toward the completion of their postsecondary education.

#### **Leadership Development**

Students are encouraged to participate in the Trio Senate, allowing them to learn leadership skills, activity and program development, and how to work collaboratively with others.

#### **The Mentoring/Buddy Program**

The program utilizes upper class students who are carefully selected and matched with incoming freshmen to assist with the transition and challenges associated with entering college.

## **Computer and Technology Program**

The Trio Lab provides students access to a computer lab. Each computer is linked to the Internet and a printer. Individualized assistance is provided for the various computer software programs offered in the Trio Lab.

Acceptance into the program is by invitation only for students currently enrolled at the College. For further information, please contact the TRIO Program, College of Mount Saint Vincent, Riverdale, NY 10471, by phone at (718) 405-3762.

Copies of the College's Policy on Students with Learning Disabilities are available from the Office of Admission, the Office of the Dean of the Undergraduate College, or the Center for Academic Advisement. Contact the Academic Resource Center for further information at (718) 405-3264.

## **STUDENT RETENTION**

A student may find it necessary to withdraw without completing the degree at the College because of failure to meet the academic requirements of the College or for personal reasons. In compliance with Public Law 101-542, "The Student Right-To-Know Act," the graduation/completion rate for the 2005 cohort is 57% within six years. In order to assist students in the realization of their academic and career goals, the College provides the following services: academic advisement, academic and personal counseling, and career development.

## **CAREER DEVELOPMENT AND INTERNSHIPS**

At Mount Saint Vincent career planning is a four-year process. Beginning in their first year, students are encouraged to work with the Office of Career Development and Internships to gain skills that will help them to develop as employees able to adapt to the ever-changing workplace. The Office provides career counseling and uses assessment tools such as the Self-Directed Search, and the Strong Interest Inventory to help students choose their major and clarify goals. Other services include assistance with graduate school selection, resume and cover letter writing and interview and job search training workshops. Students in any class year may open a reference file.

### **Internships**

To enhance the transition from college to the world of work, Mount Saint Vincent offers an internship program which allows students to assume professional roles within various organizations. This helps students define their career choices and obtain practical experience. Juniors and seniors are eligible to register for these internships during the fall, spring, intersession and summer sessions. Interns earn three credits for working at least 120 hours at the internship site and completing academic and career related assignments. Students keep weekly journals, reflecting on how their academic course work relates to the workplace, and complete a substantial writing assignment as part of their internship requirements.

Recent internship sites have included Merrill Lynch, the Bronx Zoo, DKNY, Montefiore Medical Center, Columbia Presbyterian Psychiatric Institute, The Late Show with Conan O'Brien, CBS News, Major League Baseball, MTV Network, WABC Eyewitness News, Children's Television Workshop, NBC Sports, the New York Department of

Probation, the Bronx District Attorney's Office, Hebrew Home for the Aged and St. Joseph's Hospital, Social Work Division.

Students are required to sign an Internship Agreement which specifies the number of hours they will work per week, their responsibilities, and the assignments associated with the internship.

The Internship Agreement is also signed by the site supervisor, faculty internship supervisor, and Director of Career Development and Internships and submitted to the office of the director by the prescribed date. Students must keep a copy of the contract.

Students may earn up to six credits for internships.

## COOPERATIVE PROFESSIONAL PREPARATION PROGRAMS

PREPARATION FOR, MEDICINE, DENTISTRY, PODIATRY, OPTOMETRY, PHYSICAL THERAPY, OCCUPATIONAL THERAPY AND PHARMACY.

### **The Health Professions Advisory Committee**

The Health Professions Advisory Committee is a counseling body of faculty members established to give guidance to students who are interested in preparing for medical, dental, or allied health careers. Our science curricula offer a four-year program of study designed to meet the requirements of the Association of American Medical Colleges and the American Dental Association for admission to accredited medical, dental, pediatric, and optometry schools. The Committee attempts to make the pre-professional student aware of the qualifications essential for admission to professional school. It is also the concern of the Committee to direct the student to choose a program of studies that will furnish him/her not only with specialized pre-professional courses in science, but also with a broad liberal education that will prepare him/her for active and creative participation in the spiritual and intellectual needs of the human community.

In view of the limited number of students accepted by professional schools and their high standards of admission, pre-professional students are expected to maintain an average of at least "B" in their courses. To qualify for medical or dental recommendation, a student should have received credit for Biology 111-112, 113-114, Chemistry 101-102, 319-320, 323-324, and Physics 107-108.

The College has cooperative programs with the New York College of Podiatric Medicine, New York Medical College, and Columbia University College of Physicians and Surgeons.

### **Cooperative Program With The New York College Of Podiatric Medicine**

The College of Mount Saint Vincent and the New York College of Podiatric Medicine (NYCOPM) sponsor a joint articulation program in podiatric education. Interested students must apply early in the fall semester of junior year and must take the MCAT in April of their junior year. An index of 3.2 at Mount Saint Vincent and an acceptable MCAT score are required. The curriculum of the combined B.S./D.P.M. program requires the completion of at least 98 credits at Mount Saint Vincent. Upon successful completion of the first two years of study at NYCOPM, the B.S. degree will be awarded by Mount Saint Vincent. The D.P.M. degree will be awarded upon completion of the seventh year of study at NYCOPM. The final decision regarding admission to the program resides with the Admissions Office of the NYCOPM.

### **Cooperative Program With New York Medical College In Physical Therapy**

Students interested in pursuing graduate studies in physical therapy are urged to major in biology, or physical education. Since different schools may require or recommend specific courses, a student who wishes to pursue physical therapy must plan his/her proposed course sequence in close consultation with his/her faculty advisor and with the department's chairperson. After having satisfactorily completed the general biology prerequisite, students are urged to take biology electives from the following list: Biology 306, 309, 319, 441, 443, 445, and

475. The College has a cooperative 3-3 arrangement with New York Medical College, which enables College of Mount Saint Vincent students to earn their baccalaureate degree plus a doctoral degree in Physical Therapy after six years of study. Students who meet the New York Medical College criteria for admission to this physical therapy program will spend the first three years of study at the College and the final three years at New York Medical College at Valhalla, NY. Students should request additional information from the Biology Chair. Final admission to the program resides with the Admissions Office of New York Medical College.

### **Cooperative Program With Columbia University College Of Physicians And Surgeons In Occupational Therapy**

The College has a cooperative 3-2 arrangement with Columbia University College of Physicians and Surgeons which enables Mount students to earn a B.S. degree in biology or psychology and an M.S. degree in occupational therapy after five years of study. Students can apply in their junior year. Those who meet the Columbia University criteria for admission to the occupational therapy program, and are accepted, will spend the first three years of study at the College and the final two years at the University. For additional information, students should go the Columbia University Occupational Therapy website (Hyperlink: MyDocuments/Downloads/[www.columbiaot.org](http://www.columbiaot.org).)

### **Cooperative Program With The State University Of New York (Suny) State College Of Optometry**

The College of Mount Saint Vincent and the SUNY State College of Optometry sponsor both a Joint Degree Affiliation Agreement and an Early Assurance Program Agreement for students interested in pursuing the field of optometry. Students interested in the Joint Degree Affiliation Program must apply early in the fall semester of their junior year and must take the Optometry Admissions Test (OAT) in the spring of junior year. An index of 3.2 at the College of Mount Saint Vincent and an acceptable OAT score are required. The Curriculum of the combined B.S./O.D. program requires the completion of at least 98 credits at the College of Mount Saint Vincent with no science or math grade below a "C". Upon successful completion of the first year at SUNY State College of Optometry, the B.S. degree will be awarded by the College of Mount Saint Vincent. The O.D. degree will be awarded upon completion of the seventh year of study at SUNY State College of Optometry. Final admission to the program resides with the Office of Student Affairs at the SUNY State College of Optometry. Students interested in the Early Assurance Program apply by the end of their sophomore year with a minimum of 60 college credits, and must have completed at least 70% of the prerequisite science and math courses. Following submission of all appropriate application materials, interviews will be conducted by SUNY State College of Optometry and candidates will be notified in writing of their status by August 31. If accepted, in the student's final two years at Mount Saint Vincent, a minimum 3.2 overall GPA and a minimum 3.2 in science and math must be maintained. In addition, by February of senior year, the OAT must be taken and a minimum science score of 320 must be attained.

### **Cooperative Program with the University of Saint Joseph in Pharmacy**

The College of Mount Saint Vincent and the University of Saint Joseph in Connecticut offer a dual degree program through which students are able to earn both a Bachelor's degree and the Doctor of Pharmacy degree in six years of full-time study. During the first three years, students study full-time at the College of Mount Saint



Vincent, completing a prescribed course of study that will lead to the Bachelor of Arts in Biology, Chemistry or Biochemistry. During the fourth through sixth year, students enroll full-time at the School of Pharmacy, University of St. Joseph. The Bachelor of Arts degree is awarded by the College of Mount Saint Vincent upon the successful completion of four years of study in the dual degree program. The Pharm.D. degree is awarded by the University of St. Joseph upon the successful completion of the fourth through sixth years of study at the School of Pharmacy, New Hartford, Connecticut. In order to be eligible to transfer into the University of St. Joseph's School of Pharmacy after three years of study at the College of Mount Saint Vincent, students must complete a tightly defined set of courses during the first three years. Students in the dual degree program must also maintain a high GPA and must perform satisfactorily on the PCAT exam before transferring to the School of Pharmacy.

# ACADEMIC PROGRAMS

## Degree Requirements and Core Curriculum

### REQUIREMENTS FOR A BACCALAUREATE DEGREE

**Number of Credits and Minimum Index:** A candidate for a Bachelor of Arts degree completes a minimum of 120 credits and a candidate for a Bachelor of Science degree completes a minimum of 126 credits. These credits must be distributed in accordance with the requirements of the curriculum the student is pursuing. A candidate for the baccalaureate degree must have a minimum cumulative grade point average of 2.0.

### Core Curriculum

The following constitutes the Core Curriculum requirements for all students enrolling in the college beginning in the fall of 2012. The Core Curriculum requirements for students enrolled prior to the fall of 2012 can be found on pages 49 – 51 of the 2011-2012 *Undergraduate Catalog*.

### CATEGORY A: FRESHMAN FUNDAMENTALS

The first year includes courses explicitly designed for freshman in order to give them a solid grounding in the academic skills necessary for achievement in college (especially through the Writing in Context sequence, as well as the Modern Language Requirement), the support and resources needed (through the First Year Experience Program) as well as the jumpstart in critical thinking in their area of interest through the Freshman Seminar program:

A - 1	FYE (FIRST YEAR EXPERIENCE)	1 credit
A - 2	FRESHMAN SEMINAR	3 credits*
A - 3	ENGL 110 & 120: WRITING IN CONTEXT I and II	6 credits
A - 4	MODERN LANGUAGE AND LITERATURE	6 credits

A – 1            FIRST YEAR EXPERIENCE (FYE) (1 Credit)

A mission-focused introduction to college life, academic expectations and support systems, including a service project as well as a basic introduction to critical thinking and information literacy. The goals of the course derive from the College Motto: “Teach me Goodness, Discipline and Knowledge.”

A – 2            FRESHMAN SEMINAR (3 Credits)

Currently, this is an optional pilot program. Students may opt into the courses at the time of registration.

The Freshman Seminar program features small seminar-style courses, offering a disciplinary-based “narrow slice” that can be explored in depth to increase student engagement and critical reasoning skills. These courses will be oral communication intensive and student focused.

There is an extensive menu of choices for students. These courses are marketed to incoming freshmen. Freshman Seminar courses substitute for 3 Core Credits in the corresponding Core Category (Humanities Electives, Social Science Electives, etc...) or three credits of Major requirement.

#### A – 3 WRITING IN CONTEXT: (6 credits)

A two semester sequence of courses that emphasize the relationship between reading well and writing well. Literary texts serve as the source material for intensive writing instruction. In order to satisfy each of these courses, a C or better is required.

#### WRITING IN CONTEXT I: LITERARY INQUIRY

Working with short stories, poems, and non-fiction essays, WIC-I provides students with basic literary analysis skills and develop those skills in oral and written modes of expression. Students work on development of personal and argument-based essays. The course also contains a systematic formal review of grammar and sentence structure. All sections of WIC-I will contain a shared core of texts, in order that students all have the same core knowledge entering WIC-II.

#### WRITING IN CONTEXT II: ANALYSIS AND RESEARCH

WIC-II takes the basic analytical and writing skills developed in WIC-I, and develops them in depth. The central text of WIC-II is a specific substantial work of the instructor's choice (novel, play, or non-fiction work) around which to focus the writing instruction. This work also serves as a spring-board for the development of research writing. Students are encouraged to find personal and independent ways to connect with the text at hand. A significant introduction to the basics of the research process is included.

#### DEVELOPMENTAL WRITING NOTE:

Students who place in the bottom quintile of the Noel-Levitz index are required to complete English 007, an intensive developmental (0 credit) writing course. After passing this course with a C or better, they will enroll in the first part of the WIC sequence.

#### A – 4 MODERN LANGUAGES AND LITERATURES (MLL-I; MLL-II) (6 Credits)

All students are required to take two semesters of language. Placement in courses is based on prior experience and proficiency, and is determined by the MLL placement guidelines.

Students who have demonstrated advanced language proficiency through AP exams (with a score of 4 or 5) will only be required to take one three-credit course.

### **CATEGORY B: HUMANITIES (9 CREDITS)**

9 credits chosen from three out of four disciplines

Students choose from a menu of topic-driven Literature, History and Fine and Performing Arts, and Philosophy options. Students must choose one course each from three out of the four areas as outlined below in order to fulfill their humanities requirement:

- |       |                          |
|-------|--------------------------|
| B – 1 | Literature               |
| B – 2 | History                  |
| B – 3 | Fine and Performing Arts |
| B – 4 | Philosophy Topics        |

The Topics Courses are designed with individual, focused topics, combined with a very specific set of shared goals and requirements to ensure that all of the courses within a single grouping are giving students the same skills/methods/ workload/outcomes, while using different content to arrive there. These courses will further develop the writing and oral expression skills of students while introducing them to significant modes of inquiry .

All newly-developed courses must be rigorous enough to qualify for major credit in order to qualify for entry into the core curriculum. (e.g. they must be able to double as major electives, introductory courses, or context courses).

Introductory Courses in relevant majors are cross-listed to fulfill core requirement. (e.g. Hist 214, Eng 315). Existing major electives may be approved for Core credit as well. However, there will be specific Core criteria for major courses to qualify.

### **CATEGORY C: SOCIAL SCIENCES (9 CREDITS)**

9 credits chosen from three out of four disciplines:

Students choose from a menu of topic-driven Business Economics, Sociology, Psychology and Communication options. Students must choose one course each from three out of the four areas as outlined below in order to fulfill their Social Science requirement.

- C – 1            Business and Economics
- C – 2            Sociology
- C – 3            Psychology
- C – 4            Communication

The Social Science Topics Courses are designed with focused topics (not wide ranging surveys) and will use the specific topic as a lens through which to introduce students to the disciplinary mode of inquiry.

The Topics Courses feature shared goals (including Quantitative reasoning and Critical Thinking Goals), and clearly designed departmental requirements to ensure that all of the courses within a single grouping are giving students the same skills/methods/workload/ outcomes, while using different content to arrive there. Specific Guidelines for Social Science Area courses, which include both competency and mission goals, ensure consistency among these courses.

All newly developed courses must be rigorous enough to qualify for major credit in order to qualify for entry into the core curriculum. (e.g. they must be able to double as Major electives, introductory courses, or context courses).

Introductory Courses in relevant majors will be cross-listed to fulfill core requirement. (e.g. Psych 103, Econ 110). Existing major electives may be approved for Core credit as well, provided that they meet the guidelines assigned to the Core Social Science Area courses.

**CATEGORY D: SCIENTIFIC AND QUANTITATIVE REASONING (9 CREDITS)**

This category consists of three courses: One Natural Science Course, One Mathematics course, and one additional elective in either science or mathematics.

- D – 1            Natural Science (3 credits)

Students are required to take one Natural Science course. They may either fulfill this requirement through rigorous introductory courses in Biology or Chemistry, or they may take the new Interdisciplinary Topics Courses: "Current Topics in Natural Sciences." This is the umbrella term for a series of courses on contemporary Scientific Issues that the Science Division is developing. There will be multiple topics of this course, so that students may take more than one.

- D – 2            Mathematics (3 credits)

In order to ensure a rigorous standard of Quantitative reasoning, all students are required to take Mathematical Modeling. Students who are not ready to engage in a college-level mathematics course will be offered a series of special tutoring sessions as a pre-requisite to enrolling in Mathematical Modeling.

D – 3                    Quantitative Elective (3 credits)

Students take three additional credits in scientific, and quantitative skills. Courses are drawn from the Natural Sciences and Mathematics.

**CATEGORY E: RELIGION AND ETHICS (9 CREDITS)**

Three courses are required in this category, for a total of nine credits: An Introduction to Ethics course offered by the Philosophy department and two Religious studies requirements.

E – 1                    Philosophy I: Introduction to Ethics. 3 credits

This course is still under development. It will be formally designed and approved in Fall 2012, in order to be offered in Spring 2012.

E – 2                    Religious Studies I: Introduction. 3 credits

This Introduction to Religion offers students a fundamental knowledge of religious terms and concepts, providing them the opportunity to explore dimensions of Faith and Belief reflected in the Christian Tradition. They will become familiar with non-Christian traditions, and explore disputed issues in religion from a critical perspective. Students will leave this class with a shared knowledge base with which to enter the Topics Requirement.

E – 3                    Religious Studies 2: Topics. 3 credits

This course will deepen and expand the knowledge gained in the introductory course in religious studies, by exposing students to a more focused Religious Studies topic of their choosing. Each semester will include a selection of such courses. Examples of the topics of the courses include Modern Catholic Thinkers, Contemporary Moral Issues, Death as a Fact of Life, or Evil Suffering, and God.

**SUMMARY OF REQUIREMENTS**

A:	FRESHMAN DEVELOPMENT (All required)	16 credits*
	A – 1    First Year Experience (FYE):	1 credit
	A – 2    Freshman Seminar:	(3 credits)*
	A – 3    Writing in Context I and II	6 credits
	A – 4    Modern Languages/Literature	6 credits
B:	HUMANITIES (Choice of 3 out of 4)	9 credits

- B – 1 Literature
- B – 2 History
- B – 3 Fine and Performing Arts
- B – 4 Philosophy Topics

C: SOCIAL SCIENCES (Choice of 3 out of 4) 9 credits

- C – 1 Psychology
- C – 2 Economics
- C – 3 Sociology
- C – 4 Communication

D: SCIENTIFIC AND QUANTITATIVE REASONING (All required) 9 credits

- D – 1 Natural Science: 3 credits
- D – 2 Mathematics 3 credits
- D – 3 Science/Math Elective 3 credits

E. RELIGION AND ETHICS (All required) 9 credits

- E – 1 Intro to Ethics (Philosophy) 3 credits
- E – 2 Religious Studies 1 (Intro) 3 credits
- E – 3 Religious Studies 2 (Topics) 3 credits

TOTAL CREDITS: 49

\* The Freshman Seminar is an alternate way of fulfilling a major or Core requirement. Thus the three credits of Freshman Seminar are not counted in the total credits. In addition, the freshman seminar is currently optional, and will gradually be phased in.

## Major

To major in a chosen field, the student is expected to secure the approval of the Chairperson/Director of the department. Each department lists required courses for its major. A minimum of “C” is required for all courses taken to meet major requirements. The student must maintain a cumulative index in the major of 2.0 by the end of junior year (90 credits) in order to register for major senior courses. To be eligible for graduation, the student must maintain the 2.0 index throughout the senior year.

## Upper Level Courses

To be eligible for graduation students must take 30 of their 120 (or 126) credits in courses numbered 300 or 400, planned with guidance, according to their aims and interests.

## Optional Second Major

Students may elect a second major with the permission of the chairpersons of both departments and if scheduling permits.

## Minor

Minors may be earned in most major disciplines of the College. The requirements for each minor are determined by the department or program and include a minimum of 18 credits in the discipline. A contract for the minor indicating the required courses must be signed by the chairperson or the program director and the student no later than the first semester of the student's Junior year. Minimum grade requirements for the minor are the same as for the major. Students who elect a second major may not have a minor.

## Honors Program

The Honors Program at the College of Mount Saint Vincent provides our most competent and motivated students with a stimulating environment in which to maximize their intellectual and personal development. The Honors Curriculum is designed to challenge students through all four years of their undergraduate experience while ensuring that they are exposed to academic experiences that fit the mission of the College. The Honors Curriculum combines unique Honors Courses with select elements of the traditional core curriculum for a baccalaureate degree. The Honors Program allows students the freedom to develop an educational experience suited to their academic and intellectual interests and may be completed while pursuing any of the majors offered by the College. The program's features include small classes and innovative teaching methods (seminars, group projects, individual mentoring, field trips). Incoming full-time freshmen with outstanding academic backgrounds, and full-time first term freshmen who earn a GPA above 3.5, are invited to apply.

### A: FRESHMAN DEVELOPMENT

First Year Experience (FYE):	1 credit
Required Freshman Seminar:	3 credits*
ENGL 110 Writing in Context I:	3 credits
ENGL 120 Writing in Context II:	3 credits
Modern Languages and Literature:	6 credits

### B & C: HUMANITIES & SOCIAL SCIENCES

Freshman Honors topics course	6 credits
Sophomore Honors topics course	6 credits

### D: SCIENTIFIC AND QUANTITATIVE REASONING

Natural Science:	3 credits
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Mathematics	3 credits
Science or Mathematics Elective	3 credits

E. RELIGION AND PHILOSOPHY

Junior Honors Seminar: Ethics	3 credits
Religious Studies 1 & 2 (topics)	6 credits

F. INDEPENDENT SCHOLARSHIP

Honors Thesis Independent Study	3 credits**
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TOTAL CREDITS: 49

\* The credits from the Freshman Seminar will serve as fulfillment of humanities or social science distribution requirements.

\*\* Departments vary regarding whether Honors students do their thesis as an independent study project or as part of a required capstone course.

## Honors and Awards

### AWARDS AND MEDALS:

**Susanne Breckel, R.S.M. Memorial Award** .Awarded to the outstanding communication major.

**Margaret Broderick Memorial Award**. Founded by Bishop Edwin B. Broderick in memory of his mother.

Awarded to an outstanding psychology major.

**Patrick J. Broderick Memorial Award**. Founded by Bishop Edwin B. Broderick in memory of his father.

Awarded to an outstanding student in teacher education.

**Marjorie Connelly Award**. Founded by the administration, faculty and students in memory of a former Director of Continuing Education. Awarded to a student matriculating through the Office of Graduate Studies and Adult Education for outstanding academic achievement.

**Cardinal Cooke Memorial Award**. Founded by the Archdiocese of New York. Awarded to the senior who has maintained the highest scholastic standing during the four-year collegiate course.

**Sister Francis Dolores Covella Writing Award**. Awarded to the student who submits the best research paper in the core writing course.

**John XXIII Award**. Founded by Cardinal Spellman in 1963. Awarded for responsible campus leadership.

**Kathleen P. Knowles Award**. Founded by faculty, alumnae/alumni and friends of the Department of Nursing in honor of the former Academic Vice President. Awarded to a student in nursing for outstanding academic achievement.

**Solange Bruneau Mally Memorial Award**. Founded by Michelle Mally in memory of her mother, an alumna and a former French faculty member. Awarded to an outstanding French Studies or Spanish major.

**Kathryn Magaziner Award.** Founded by Kathryn Magaziner, an alumna of the College, who was a communication specialist and television executive in New York City. This award recognizes leadership skills, involvement in extra curricular activities, and scholastic achievement by a communication student.

**Joseph McGoldrick Memorial Award.** Founded by Ann Nugent McGoldrick '27, in memory of her husband, Dr. Joseph McGoldrick. Awarded to an outstanding biology major.

**Margaret Catterson McKee Award.** Founded by Joseph V. McKee, former Mayor of New York City, in memory of his mother. Awarded for volunteer service both on and off campus.

**Elizabeth Marian Murray, S.C. Award.** Founded by the English faculty of the College in memory of its former Chair and Professor of English. Awarded for excellence in writing to an outstanding writing minor.

**Kimberly Kennedy Sgammato Award.** Founded by Joseph Sgammato, Class of 1993, in memory of his wife Kimberly, Class of 1994. This award recognizes excellence, creativity, and technical expertise in the communication field.

**Doris Smith, S.C. Award.** Founded by the faculty, administration, and staff in honor of the former College president. Awarded to the student with the highest index in the Core Curriculum.

**Dr. Mary C. Stuart Award.** Founded by the administration, faculty, and staff of Mount Saint Vincent to commemorate Dr. Stuart's inauguration as President of the College. Awarded to an outstanding history major.

**Marjorie Walsh, S.C. Memorial Award.** Founded by friends and former students.

#### **Dean's List:**

A student whose semester GPA is 3.50 or higher qualifies for Dean's List if she/he carried at least four courses, earning at least 12 credits during the semester.

#### **Delta Epsilon Sigma National Honor Society:**

Membership in this society is accorded to students with an overall grade index of 3.6 or better and no failures. Students are eligible to become members when they have completed at least half of their credit requirements for a baccalaureate degree. Transfer students must have completed at least one-half of their total credits at the College of Mount Saint Vincent with an index of 3.6 or better to be eligible.

#### **Graduation with Honors**

At Commencement, baccalaureate degrees with honors will be conferred on students who have earned a minimum of 90 credits at the College as follows:

*Summa cum laude* on students who have a cumulative index of 3.9;

*Magna cum laude* on students who have a cumulative index of 3.7;

*Cum laude* on students who have a cumulative index of 3.5.

#### **Graduation with Honors for Transfer Students**

A. If transfer students have earned 90 credits for the B.A. or 96 credits for the B.S. (exclusive of challenge exams and experiential learning credits) at the College of Mount Saint Vincent, and have maintained cumulative grade point average of 3.5 or above at the College of Mount Saint Vincent, they are eligible for graduation with honors.

B. If transfer students have not taken 90 credits for the B.A. or 96 credits for the B.S. of their credits for graduation (120-126) at the College of Mount Saint Vincent, their cumulative index for all courses accepted in transfer must be the equivalent of requirements for honors distinction at Mount Saint Vincent cumulative index in order to graduate with honors. (That is, students' transfer credit index as well as the index earned at the College of Mount Saint Vincent must equal the minimum requirements for honors distinction.)

C. Students who have met the requirements for a second baccalaureate degree and satisfy the requirements listed in A and B above will receive the following distinction:

*Summa cum laude* for a cumulative index of 3.9;

*Magna cum laude* for a cumulative index of 3.7;

*Cum laude* for cumulative index of 3.5.

### **Honor Societies**

The following honor societies have chapters on campus:

Alpha Kappa Delta (Sociology)

Alpha Mu Gamma (Modern Languages)

Beta Beta Beta (Biology)

Delta Epsilon Sigma

Delta Mu Delta (Business Administration)

Gamma Sigma Epsilon (Chemistry and Biochemistry)

Kappa Delta Pi (Education)

Kappa Gamma Pi (Catholic Honor Society)

Kappa Delta Pi (Education)

Lambda Pi Eta (Communication)

Omicron Delta Epsilon (Economics)

Phi Alpha Theta (History)

Psi Chi (Psychology)

Sigma Tau Delta (English)

Sigma Theta Tau (Nursing)

Sigma Xi (Scientific Research)

Theta Alpha Kappa (Religious Studies)

## Majors, Minors, and Pre-Professional Programs

### Majors

Accounting  
Biochemistry  
Biology  
Business  
Business Administration  
Chemistry  
Communication  
Economics  
English  
French Studies  
History  
Liberal Arts  
Mathematics  
Nursing  
Philosophy  
Psychology  
Religious Studies  
Sociology  
Spanish

### Minors

Biochemistry  
Biology  
Business  
Chemistry  
Communication  
Economics  
English  
Fine Arts  
French  
History  
Italian  
International Studies  
Latin American Studies  
Mathematics  
Political Science  
Philosophy  
Psychology  
Religious Studies  
Russian Studies  
Sociology  
Spanish  
Sports Management  
Theatre  
Women's Studies  
Writing

### Pre-professional Programs

Law  
Medicine  
Dentistry  
Physical Therapy  
Occupational Therapy  
Optometry  
Podiatry

Teacher Certification

All full-time programs require a minimum of 12 credit hours per semester and may not exceed 15 credit hours except with special permission. Five-year programs are offered in all Teacher Education curricula and developmental areas except Early Childhood (Birth – Grade 2).

### **TEACHER CERTIFICATION PROGRAMS**

Certification to teach in New York State can be earned in the following areas: Birth-Grade 2, B.A.; Childhood, Grades 1-6, B.A.; Grades 1-6 + 7-9, B.A.; Dual (Special Education + Grades 1-6), B.A.; Adolescence, Grades 7-12, B.A. in the following subject areas: Biology, Chemistry, English, French Studies, Mathematics, Social Studies (History), and Spanish; Grades 7-12 and 5-6 in these same subject areas are four or five year program offerings.

# PROGRAM REQUIREMENTS, FACULTY, AND COURSE DESCRIPTIONS

## Department of Business and Economics

The Department of Business and Economics offers courses leading to a B.S. Degree in Accounting, B.A. degree in Business, B.S. degree in Business Administration, and B.A degree in Economics. The department also offers minor programs in Business, Economics, and Sports Management.

### Faculty

Teresita Ramirez, PhD, Chairperson & Associate Professor

Nina Aversano, DM, Assistant Professor

Rajkumar Kempaiah, PhD, Assistant Professor

Edward Meyer, JD., Professor

Myrna Phillips, MBA, Assistant Professor

Jonathan Rosenberg, MS, Visiting Instructor

Natalia Smirnova, PhD., Associate Professor

## Departmental Learning Outcomes and Assessment Methodology

### B.S. in Accounting, B.A. in Business, B.S. in Business Administration

At the conclusion of their studies, Accounting, Business and Business Administration majors will demonstrate the following learning outcomes:

- 1. Concepts and Theories:** students will demonstrate general business knowledge.
- 2. Understanding of Global Context of Business:** students will demonstrate understanding of global interconnectivity, cultural diversity, and diverse international business issues.
- 3. Data-Gathering:** students will demonstrate business research skills.
- 4. Problem-Solving:** students will demonstrate the ability to solve problems that require use of critical, analytical, and quantitative thinking skills.
- 5. Critical Thinking:** students will assist in the creation of an effective project/business plan.
- 6. Decision-Making:** students will demonstrate understanding of project management.
- 7. Oral & Written Communication:** students will demonstrate the ability to communicate and exchange information with clarity, proficiency, and breadth; they will prepare and produce a business plan, business letters, memorandums, tables and reports.
- 8. Use of Technology Tools & Integration of Knowledge:** students will demonstrate technological currency and information literacy.

9. **Team-Building & Collaborative Behavior:** students will demonstrate understanding of basic business protocol; function effectively in teams to accomplish a common goal.
10. **Business Ethics Awareness:** students will demonstrate an understanding of social responsibility and business ethics and the impact of business decision-making. They will demonstrate knowledge of diverse cultural issues in a business environment.
11. **Specialized Knowledge and Training in Accounting:** for B.S. in Accounting students only.
12. **Specialized Knowledge and Training in an Area of Concentration:** for B.S. in Business Administration students only.

These will be assessed in the following manner:

1. Students will enroll in a capstone course where they will engage in online simulation, case study and case study presentations.
2. Students will complete the ETS Major Field Test.
3. By means of readings, class projects and discussions, essays, research-based projects requiring library and online searches for information; examinations.

Accounting, Business and Business Administration majors also participate in the ETS Effectiveness of College Instruction Survey (SIR II).

## **B.A. in Economics**

At the conclusion of their studies, Economics majors will demonstrate the following learning outcomes:

1. **Accessing and Organizing Existing Knowledge:** students will demonstrate the ability to retrieve, assemble, and organize information on particular topics and issues in economics.
2. **Displaying Command of Existing Knowledge:** students will demonstrate the ability to explain key economic theories and concepts; and describe how they can be used. They will demonstrate the ability to write a summary of a published journal article.
3. **Interpreting Existing Knowledge:** students will demonstrate the ability to interpret economic data; demonstrate research skills; and read and interpret a theoretical analysis reported in an economics journal.
4. **Interpreting and Manipulating Quantitative Data:** students will demonstrate the ability to explain how to understand and interpret numerical data found in published tables; be able to identify patterns and trends in published data; construct tables from already available data to illustrate an economic issue.
5. **Applying Existing Knowledge:** students will demonstrate the ability to prepare an organized, clearly written analysis of a current economic problem; assess the costs and benefits of an economic policy proposal; prepare decision memorandum that recommends some action on an economic decision by the organization.
6. **Creating New Knowledge:** students will demonstrate the ability to identify and formulate a question or a series of questions about some economic issue that will facilitate its investigation; synthesize the literature on a topic to determine gaps in our existing knowledge and how those gaps can be filled.

**7. Questioning for Knowledge and Understanding:** students will demonstrate an understanding of questions that stimulate productive discussions of economic issues; develop a line of questions that probes the meaning and seeks to interpret the meaning of a reading selection written by a well-known economist.

These will be assessed in the following manner:

1. Students will enroll in a Senior Seminar course.
2. Students will complete the ETS Major Field Test.
3. By means of readings, class projects and discussions, essays, research-based projects requiring library and online searches for information; course papers; examinations.

Economics majors also participate in the ETS Effectiveness of College Instruction Survey (SIR II).

## Degree Requirements

### B.S. in Accounting

The B.S. in Accounting requires 127 course credits, including:

College Core Requirements	43 credits*
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Accounting Major	69 credits
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<u>Core Business Requirements:</u>	(39 credits)
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BUSN 105 Principles of Management	(3 credits)
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BUSN 106 Principles of Marketing	(3 credits)
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ECON 130 Macroeconomics	(3 credits)
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BUSN 300 Quantitative Methods	(3 credits)
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BUSN 301 Business Law I	(3 credits)
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BUSN 302 Business Law II	(3 credits)
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BUSN 303 Fundamentals of Information Systems I	(3 credits)
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BUSN 316 Operations: Methods and Systems	(3 credits)
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BUSN 317 Principles of Finance	(3 credits)
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BUSN 318 Human Resource Strategy	(3 credits)
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BUSN 309 International Business	(3 credits)
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BUSN 400 Business Strategy	(3 credits)
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COMM 210 Public Speaking	(3 credits)
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<u>Professional Accountancy Requirements:</u>	(30 credits)
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ACCT 205 Principles of Accounting I	(3 credits)
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ACCT 207 Principles of Accounting II	(3 credits)
ACCT 313 Intermediate Accounting I	(3 credits)
ACCT 314 Intermediate Accounting II	(3 credits)
ACCT 411 Income Taxation	(3 credits)
ACCT 412 Cost Accounting	(3 credits)
ACCT 450 Auditing Theory and Practice	(3 credits)
ACCT 451 Advanced Accounting	(3 credits)
ACCT 460 Accounting Research	(3 credits)
ACCT 475 Accounting Internship	(3 credits)

Open Electives 15 credits

\* Six core credits in the Social Sciences satisfied with Major requirements.

TOTAL 127 credits

NOTE: In completing the College's Core Curriculum requirements Accounting majors must take ECON 120 Microeconomics as a Social Science Core course; and MATH 102 Mathematical Modeling and MATH 120 Computational Mathematics. The grade requirement for the three required cognate courses in the accounting major (COMM 210, MATH 102, and MATH 120) is a C average overall.

## Sample Program

### B.S. in Accounting (127 credits)

#### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
MATH 102 Mathematical Modeling (Mathematics Core)	3 credits
Humanities Core	3 credits
Introduction to Religion Core	3 credits
BUSN 105 Principles of Management	3 credits
BUSN 106 Principles of Marketing	3 credits
TOTAL	31 credits

#### Year 2

ECON 120 Microeconomic Principles (Social Science Core)	3 credits
ECON 130 Macroeconomic Principles	3 credits

Humanities Core	3 credits
Humanities Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy core	3 credits
MATH 120 Computational Mathematics	3 credits
ACCT 205 Principles of Accounting I	3 credits
ACCT 206 Principles of Accounting II	3 credits
ACCT 313 Intermediate Accounting I	3 credits
TOTAL	30 credits

### Year 3

Religious Studies Topics Core	3 credits
COMM 210 Public Speaking (Social Science Core)	3 credits
Social Science Core	3 credits
BUSN 301 Business Law I	3 credits
BUSN 302 Business Law II	3 credits
BUSN 300 Quantitative Methods	3 credits
BUSN 317 Principles of Finance	3 credits
ACCT 313 Intermediate Accounting II	3 credits
ACCT 411 Income Taxation	3 credits
ACCT 412 Cost Accounting	3 credits
Open Elective	3 credits
TOTAL	33 credits

### Year 4

BUSN 303 Fundamentals of Information Systems I	3 credits
BUSN 305 Operations: Methods and Systems	3 credits
BUSN 318 Human Resource Strategy	3 credits
BUSN 309 International Business	3 credits
BUSN 400 Business Strategy	3 credits
ACCT 450 Auditing Theory and Practice	3 credits
ACCT 451 Advanced Accounting	3 credits
ACCT 460 Accounting Research	3 credits
ACCT 475 Accounting Internship	3 credits
Open Electives	6 credits
TOTAL	33 credits
Total Credits for Graduation: 127	

## B.A. in Business

The B.A. in Business and B.S. in Business Administration programs of the Department are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The ACBSP accreditation standards are modeled on the Baldrige National Quality Program, which focuses on a student-centered learning approach in the classroom.

The B.A. in Business requires 121 course credits, including:

College Core Requirements		46 credits*
Business Major		36 credits
ACCT 205 Principles of Accounting I	(3 credits)	
BUSN 105 Principles of Management	(3 credits)	
BUSN 106 Principles of Marketing	(3 credits)	
ECON 130 Macroeconomics	(3 credits)	
BUSN 300 Quantitative Methods	(3 credits)	
BUSN 301 Business Law I	(3 credits)	
BUSN 303 Fundamentals of Information Systems I	(3 credits)	
BUSN 316 Operations: Methods and Systems	(3 credits)	
BUSN 317 Principles of Finance	(3 credits)	
BUSN 318 Human Resource Strategy	(3 credits)	
BUSN 309 International Business	(3 credits)	
BUSN 400 Business Strategy	(3 credits)	
Open Electives		39 credits
TOTAL		121 credits

\* Six core credits in the Social Sciences satisfied with Major requirements.

NOTE: In completing the College's Core Curriculum requirements Business majors must take ECON 120 Microeconomics as a Social Science Core course; and MATH 102 Mathematical Modeling and MATH 120 Computational Mathematics.

## Sample Program

### B.A. in Business (121 credits)

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
MATH 102 Mathematical Modeling (Mathematics Core)	3 credits
BUSN 105 Principles of Management	3 credits
BUSN 106 Principles of Marketing	3 credits
Open Elective	6 credits
TOTAL	31 credits

### Year 2

ECON 120 Microeconomic Principles (Social Science Core)	3 credits
ECON 130 Macroeconomic Principles	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
MATH 120 Computational Mathematics	3 credits
Introduction to Ethics – Philosophy core	3 credits
Introduction to Religion Core	3 credits
ACCT 205 Principles of Accounting I	3 credits
Open Elective	6 credits
TOTAL	30 credits

### Year 3

Religious Studies Topics Core	3 credits
Social Science Core	3 credits
Natural Science Core	3 credits
BUSN 301 Business Law I	3 credits
BUSN 300 Quantitative Methods	3 credits
BUSN 317 Principles of Finance	3 credits
Open Elective	12 credits
TOTAL	30 credits

### Year 4

BUSN 303 Fundamentals of Information Systems I	3 credits
BUSN 305 Operations: Methods and Systems	3 credits
BUSN 318 Human Resource Strategy	3 credits
BUSN 309 International Business	3 credits

BUSN 400 Business Strategy	3 credits
Open Elective	15 credits
TOTAL	30 credits

Total Credits for Graduation: 121

## B.S. in Business Administration

The B.A. in Business and B.S. in Business Administration programs of the Department are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The ACBSP accreditation standards are modeled on the Baldrige National Quality Program, which focuses on a student-centered learning approach in the classroom.

The B.S. in Business Administration requires 127 course credits, including:

College Core Requirements	46 credits*
Business Administration Major	60 credits
Common Professional Component in Business:	(48 credits)
ACCT 205 Principles of Accounting I	(3 credits)
ACCT 207 Principles of Accounting II	(3 credits)
BUSN 105 Principles of Management	(3 credits)
BUSN 106 Principles of Marketing	(3 credits)
ECON 130 Macroeconomics	(3 credits)
BUSN 300 Quantitative Methods	(3 credits)
BUSN 301 Business Law I	(3 credits)
BUSN 302 Business Law II	(3 credits)
BUSN 303 Fundamentals of Information Systems I	(3 credits)
BUSN 316 Operations: Methods and Systems	(3 credits)
BUSN 317 Principles of Finance	(3 credits)
BUSN 318 Human Resource Strategy	(3 credits)
BUSN 309 International Business	(3 credits)
BUSN 400 Business Strategy	(3 credits)
BUSN 375/475 Business Internship	(3 credits)
COMM 210 Public Speaking	(3 credits)
Area of Concentration ( <b>One</b> of the following):	(12 credits)
Accounting (four of the following):	
ACCT 313 Intermediate Accounting I	(3 credits)
ACCT 314 Intermediate Accounting II	(3 credits)
ACCT 411 Income Taxation	(3 credits)
ACCT 412 Cost Accounting	(3 credits)

ACCT 451 Advanced Accounting	(3 credits)
Finance (four of the following):	
BUSN 405 Corporate Financial Analysis	(3 credits)
BUSN 406 Investments	(3 credits)
BUSN 407 Capital and Money Markets	(3 credits)
ECON 305 Money and Banking	(3 credits)
ACCT 411 Income Taxation	(3 credits)
BUSN/ECON 419 International Finance	(3 credits)
ECON 409 Public Finance	(3 credits)
International Business (all of the following):	
BUSN 409 International Marketing	(3 credits)
ECON 336 International Trade	(3 credits)
BUSN 401 International Political Economy	(3 credits)
BUSN/ECON 419 International Finance	(3 credits)
Marketing (four of the following):	
BUSN 307 Marketing Management	(3 credits)
BUSN 409 International Marketing	(3 credits)
BUSN 410 Services Marketing	(3 credits)
COMM 343 Introduction to Advertising	(3 credits)
COMM 344 Introduction to Public Relations	(3 credits)
Information Systems (all of the following):	
BUSN 402 Introduction to Programming	(3 credits)
BUSN 403 Fund. of Information Systems II	(3 credits)
BUSN 404 Multi-User Systems	(3 credits)
BUSN 413 Financial Information Systems	(3 credits)
Human Resource Management (four of the following):	
BUSN 408 Labor Relations & Collective Barg.	(3 credits)
ECON 405 Labor Economics	(3 credits)
PSYC 373 Industrial Psychology	(3 credits)
PSYC 374 Organizational Psychology	(3 credits)
PSYC 344 Group Dynamics	(3 credits)
PSYC 321 Social Psychology	(3 credits)
PSYC 327 Interviewing and Counseling	(3 credits)
COMM 353 Interpersonal Communication	(3 credits)
SOC 302 Race and Ethnicity	(3 credits)
Management of Organizations (four of the following):	
PSYC 374 Organizational Psychology	(3 credits)
COMM 344 Introduction to Public Relations	(3 credits)
COMM 355 Organizational Communication	(3 credits)
COMM 413 Project Management	(3 credits)

PSYC 321 Social Psychology	(3 credits)
PSYC 344 Group Dynamics	(3 credits)
Sports Management (all of the following):	
BUSN 210 Intro. to Sports Management	(3 credits)
BUSN 211 Sports Marketing & Consumer Behavior	(3 credits)
BUSN 322 Sports Event Production & Facility Management	(3 credits)
BUSN 420 Advanced Sports Business Strategies	(3 credits)

Open Electives 21 credits

\* Three core credits in the Social Sciences satisfied with Major requirements.

TOTAL 127 credits

NOTE: In completing the College's Core Curriculum requirements Business Administration majors must take ECON 120 Microeconomics as a Social Science Core course; MATH 102 Mathematical Modeling and MATH 120 Computational Mathematics.

## Sample Program

### B.S. in Business Administration (127 credits)

#### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Humanities Core	3 credits
Humanities Core	3 credits
BUSN 105 Principles of Management	3 credits
BUSN 106 Principles of Marketing	3 credits
MATH 102 Mathematical Modeling (Mathematics Core)	3 credits
TOTAL	31 credits

### Year 2

ECON 120 Microeconomic Principles (Social Science Core)	3 credits
ECON 130 Macroeconomic Principles	3 credits
Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy core	3 credits
Introduction to Religion Core	3 credits
ACCT 205 Principles of Accounting I	3 credits
ACCT 207 Principles of Accounting II	3 credits
MATH 120 Computational Mathematics	3 credits
Open Electives	6 credits
TOTAL	33 credits

### Year 3

Religious Studies Topics Core	3 credits
COMM 210 Public Speaking (Social Science Core)	3 credits
BUSN 301 Business Law I	3 credits
BUSN 302 Business Law II	3 credits
BUSN 303 Fundamentals of Information Systems I	3 credits
BUSN 300 Quantitative Methods	3 credits
BUSN 317 Principles of Finance	3 credits
Major Concentration Course	3 credits
Major Concentration Course	3 credits
Open Elective	3 credits
TOTAL	30 credits

### Year 4

BUSN 305 Operations: Methods and Systems	3 credits
BUSN 318 Human Resource Strategy	3 credits
BUSN 309 International Business	3 credits
BUSN 400 Business Strategy	3 credits
Major Concentration Course	3 credits
Major Concentration Course	3 credits
BUSN 375 Internship	3 credits
Open Electives	12 credits
TOTAL	33 credits
Total Credits for Graduation: 127	



## B.A. in Economics

The B.A. in Economics requires 121 course credits, including:

College Core Requirements	46 credits*
Economics Major	33 credits
Common Professional Component in Economics:	(15 credits)
ECON 120 Principles of Microeconomics	(3 credits)
ECON 130 Principles of Macroeconomics	(3 credits)
ECON 304 Intermediate Price Analysis	(3 credits)
ECON 306 Intermediate Income & Employment Theory	(3 credits)
ECON 305 Money and Banking	(3 credits)
Upper Level (300 & 400) Economics (ECON) Courses*	(18 credits)
* Substitute BUSN courses must be approved by the Department Chair	
Open Electives	42 credits
* Three core credits in the Social Sciences satisfied with Major requirements.	
TOTAL	121 credits

NOTE: In completing the College's Core Curriculum requirements Economics majors must take MATH 102 Mathematical Modeling and MATH 119 Statistics. The grade requirement for the required cognate courses (MATH 102, and MATH 119) is a C average overall.

## Sample Program

### B.A. in Economics (121 credits)

#### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
MATH 102 Mathematical Modeling (Mathematics Core)	3 credits

Open Electives	6 credits
TOTAL	31 credits

### Year 2

ECON 120 Microeconomic Principles (Social Science Core)	3 credits
ECON 130 Macroeconomic Principles	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy core	3 credits
Introduction to Religion Core	3 credits
MATH 119 Statistics	3 credits
Open Electives	6 credits
TOTAL	30 credits

### Year 3

Religious Studies Topics Core	3 credits
ECON 304 Intermediate Price Analysis	3 credits
ECON 306 Intermediate Income and Employment Theory	3 credits
ECON 305 Money and Banking	3 credits
Upper Level (300 & 400) Economics (ECON) Course	3 credits
Upper Level (300 & 400) Economics (ECON) Course	3 credits
Open Elective	12 credits
TOTAL	30 credits

### Year 4

Upper Level (300 & 400) Economics (ECON) Course	3 credits
Upper Level (300 & 400) Economics (ECON) Course	3 credits
Upper Level (300 & 400) Economics (ECON) Course	3 credits
Upper Level (300 & 400) Economics (ECON) Course	3 credits
Open Elective	18 credits
TOTAL	30 credits

Total Credits for Graduation: 121

## **Minors**

### **Requirements for the Minor in Business**

The minor in Business requires eighteen course credits including:

- BUSN 105 Principles of Management
- BUSN 106 Principles of Marketing
- ACCT 205 Principles of Accounting I

## BUSN 301 Business Law I

Six upper-level elective credits selected from courses offered by the Department and approved by the department Chair.

### Requirements for the Minor in Economics

The minor in Economics requires eighteen course credits including:

ECON 120 Principles of Microeconomics

ECON 130 Principles of Macroeconomics

One of the following:

ECON 304 Intermediate Price Analysis

ECON 306 Intermediate Income & Employment Theory

ECON 305 Money and Banking

Two Upper Level (300 & 400) Economics (ECON) Courses\*

\* Substitute BUSN courses must be approved by the Department Chair

### Requirements for the Minor in Sports Management

The minor in Sports Management requires eighteen course credits including:

BUSN 105 Principles of Management

BUSN 106 Principles of Marketing

BUSN 210 Introduction to Sports Management

BUSN 211 Sports Marketing and Consumer Behavior

BUSN 322 Sports Event Production and Facility Management

BUSN 301 Business Law I

NOTE - The Minor in Sports Management is available only to non-Business majors.

## Course Descriptions

### Accounting (ACCT)

**ACCT 205 PRINCIPLES OF ACCOUNTING I.** An introduction to the financial accounting process: measuring, processing, interpreting and using accounting information for business decision-making. It examines the principles and methods of financing business organizations and evaluating internal control problems. It discusses the concepts and analytical techniques applicable to identifying and solving financial management problems.  
3 credits

**ACCT 207 PRINCIPLES OF ACCOUNTING II.** Examines the process of identification, measurement, accumulation, analysis, preparation, interpretation, and communication of financial information used by management to plan, evaluate, and control within an organization, and to assure appropriate use of and

accountability for its resources. The course introduces the student to the preparation of financial reports for non-managerial groups such as shareholders, creditors, regulatory agencies, and tax authorities. Prerequisite: ACCT 205

3 credits

**ACCT 313 INTERMEDIATE ACCOUNTING I.** An in-depth study of financial accounting principles and recording procedures. It includes the evaluation and preparation of financial statements including the statements of income and retained earnings, and the balance sheet. It covers the analysis of financial statement components, issues of valuation and form. Prerequisite: ACCT 205

3 credits

**ACCT 314 INTERMEDIATE ACCOUNTING II.** An in-depth study of accounting procedures and systems related to a firm's financial structure and the issuing and evaluation of corporate securities. It examines the more detailed aspects of the firm's income statement such as earnings per share and its presentation to the firm's income statement, the preparation of cash flow statements, and the analysis of financial statements. Prerequisite: ACCT 313

3 credits

**ACCT 411 INCOME TAXATION.** Theory and problems of federal income taxes as applied to individuals and corporations. It examines the fundamental concepts of the federal income taxation statute. More specifically, it focuses on the U.S. internal revenue code for individuals, and how lawyers and legal institutions have interpreted the statute over time. Prerequisite: ACCT 205

3 credits

**ACCT 412 COST ACCOUNTING.** Examines how managerial accounting information is utilized within an organization for planning, control, motivation, and decision-making. The course focuses on cost information: the accumulation of costs within organizations, the used of costs for planning and control, cost allocation, and the identification of relevant costs for decision-making. It examines various cost accounting systems, including job, prices and standard cost systems and budgeting techniques. Prerequisite: ACCT 205, 207

3 credits

**ACCT 450 AUDITING THEORY AND PRACTICE.** An introduction to the basic principles of auditing: planning an audit, gathering evidence, testing internal controls and account balances, audit sampling, creation of audit work papers and audit reports. It provides practical experience using computer-assisted audit techniques and examines the ethical conduct and liability of auditors. Prerequisites: ACCT 205, 207, 313, 314

3 credits

**ACCT 451 ADVANCED ACCOUNTING.** The course reviews the complete accounting cycle learned in basic accounting. The course deals with specialized topics associated with the work of an accountant. They include: uncollectible accounts, the handling of plant assets, promissory notes, deferrals and accruals, and accounting control systems. It also introduces techniques used in the interpretation of financial statements and trends in the

financial statements of firms which are not always readily available from financial statements. Prerequisites: ACCT 205, 207, 313, 314

3 credits

**ACCT 460 ACCOUNTING RESEARCH.** The course introduces students to research of current issues in accounting using various online databases. Special emphasis is placed on research techniques using the Financial Accounting Research System (FARS) database, and those of the Securities and Exchange Commission, the Financial Accounting Standards Board and the International Accounting Standards Board. The course prepares students for the new computerized format of the uniform CPA examination. Prerequisites: 90 credits of coursework, including ACCT 205, 207,313, 314, 412, 450, 451

3 credits

**ACCT 475 ACCOUNTING INTERNSHIP.** The internship offers students the opportunity to apply accounting theory and concepts in the actual workplace. Prerequisite: ACCT 205, 207, 313, 314

3 credits

## Business (BUSN)

**BUSN 105 PRINCIPLES OF MANAGEMENT.** An introduction to the principles of business management: planning, organizing, staffing, directing, and controlling of businesses. The course combines the traditional management process approach with contemporary systems and behavioral approaches.

3 credits

**BUSN 106 PRINCIPLES OF MARKETING.** A study of the basic principles and concepts in the marketing process, the techniques of market research, and the function of advertising in business operations, the role it plays in the economy, as well as a consideration of the sociological and ethical aspects of current practices.

3 credits

**BUSN 210 INTRODUCTION TO SPORTS MANAGEMENT.** Introduces the student to the scope and breadth of the sports industry, and analyzes the management strategies required of a sports business professional. It explores the history of sports management and explains how economic, technological and legal factors have changed the industry from a recreation-based activity to one of the largest revenue-generating sectors in the United States and the world. Prerequisite: BUSN 105

3 credits

**BUSN 211 SPORTS MARKETING AND CONSUMER BEHAVIOR.** Application of marketing principles and concepts in the sports industry. Topics include historical trends and the evolution of sponsorship marketing, current sponsorship programs and trends, media and sponsorship, sales materials development and creation, sponsorship sales strategies and tactics, program servicing and retention strategies, strategies to guide corporate

sponsorships, and program measurement and evaluation. Prerequisite: BUSN 106

3 credits

**BUSN 300 QUANTITATIVE METHODS FOR ECONOMIC AND BUSINESS ANALYSIS.** Business and econometric modeling techniques are examined through the use of Windows-based microcomputer spreadsheet construction and analysis. Emphasis is placed upon practical application in the business environment. Topics include inventory simulation, capital budgeting, decision analysis, break-even analysis, database management and record keeping, and single and multiple linear regression analysis. Prerequisite: MATH 102, MATH 120

3 credits

**BUSN 301 BUSINESS LAW I.** Introduction to the basic concepts, terminology, and principles of the American legal system. Topics include: civil dispute resolution, constitutional law, administrative law, criminal law, intentional torts, negligence, introduction to contracts, mutual assent, illegal bargains, contract in writing, contract remedies, performance, breach and discharge.

3 credits

**BUSN 302 BUSINESS LAW II.** An overview of commercial law with emphasis on the law of contracts, sales, property, partnerships and corporations, commercial paper, secured transactions, bankruptcy and protection of intellectual property.

3 credits

**BUSN 303 FUNDAMENTALS OF INFORMATION SYSTEMS I.** A survey of computer information systems and how they relate to administration and management in the modern business organization. Topics include choosing the right system for the office environment, site selection and preparation, types of software and their applications, integration of hardware and software, networking techniques and theory, centralized versus decentralized and networked information systems, network topologies, information location and retrieval through the Internet and the World Wide Web, message exchanging through e-mail, message privacy techniques incorporating public key/private key encryption, and emerging trends in information systems. Prerequisite: MATH 102, ENGL 120

3 credits

**BUSN 307 MARKETING MANAGEMENT.** An overview of current strategic planning process used by marketing managers, such as sales promotion and publicity decisions, product-line strategies, marketing organization and distribution-channel developments. Prerequisite: BUSN 106

3 credits

**BUSN 309 INTERNATIONAL BUSINESS.** Explores the major theories and applications that explain international business transactions and the institutions influencing those activities. It studies the social, cultural, political and regulatory environments within which international business transactions take place; the foreign exchange systems which facilitate or constrain such transactions; and the dynamics of international business-

government relationships. (WE) Prerequisite: ECON 120, ECON 130

3 credits

**BUSN 316 OPERATIONS: METHODS AND SYSTEMS.** A survey of frequently used stochastic and deterministic quantitative methodologies used in the management of business organizations and the allocation of scarce resources. Topics and applications include linear programming with graphical and simplex solving, transportation, transshipment, assignment, network models, project management techniques, inventory theory, simulation, queuing, forecasting, and decision theory. Computer-based software tools for management decision-making are integral to the course. Prerequisite: MATH 102, MATH 120

3 credits

**BUSN 317 PRINCIPLES OF FINANCE.** Introduction to the basic concepts, practices, terminologies, and theories of financial management. It provides an overview of financial management as central to the operation of a business enterprise: planning the firm's needs for funds, selecting the least costly source and allocating their use to maximize value of owner's investment. Topics include: ratio analysis of financial statements, yield curves and rates of return, and the measurement of the risk of financial assets. Prerequisites: ACCT 205

3 credits

**BUSN 318 HUMAN RESOURCE STRATEGY.** An examination of the principles of personnel administration and processes of recruitment, placement, development, evaluation, compensation, and effective utilization of the firm's human resources. Case studies are utilized. Prerequisites: BUSN 105

3 credits

**BUSN 322 SPORTS EVENT PRODUCTION AND FACILITY MANAGEMENT.** Explores major event preparation and planning in the sports industry. Discusses techniques for selecting and evaluating particular sites as well as techniques for forecasting demand and supply in specific markets. Topics include the integrated development process of public and sports-specific arena/stadiums/sites; sources of funding; types of development including nonprofit sponsorships; partnerships; organizational development including volunteer staffing; factors influencing success; and potential local obstacles.

3 credits

**BUSN 400 BUSINESS STRATEGY.** A capstone course for seniors in the business program. The course provides a framework for problem identification and strategy formation within organizations. Emphasis will be placed on the interplay of judgment and decision making, the use of both qualitative and quantitative factors in policy formulation and execution and the impact of social and moral values. The course provides an opportunity for students to integrate and apply previously acquired knowledge in the areas of accounting, economics, finance, marketing, and management. Utilizes the case approach as well as readings from other disciplines. (WE) Prerequisites: 90 credits of coursework, including ECON 120, ACCT 205, BUSN 106, BUSN 105.

3 credits

**BUSN 401 INTERNATIONAL POLITICAL ECONOMY.** A study of global political and economic relations, including the place of the United States in the world economy. It explores the interconnectedness between the economic and political factors that have given shape to the current global economy. The issues are discussed in historical perspective, highlighting the major theories that have been developed. Some of the issues examined relate to global security, trade protectionism, international finance, economic and political integration, transnational corporations, the political economy of oil, and global poverty. Prerequisite: ECON 120, 130  
3 credits

**BUSN 402 INTRODUCTION TO PROGRAMMING** (With Java). Introduces syntax, principles, and practices for object-oriented programming with java. Concentration is on single machine programming. Topics include: java syntax; the idea of object-oriented programming; the java libraries; multi-media programming, data, structures, loops and algorithms; and user-interface development. Prerequisite: BUSN 303  
3 credits

**BUSN 403 FUNDAMENTALS OF INFORMATION SYSTEMS II.** Introduces the principles and practices for the system life-cycle phases of elaboration, construction, transition and production, focusing on the dimensions of analysis/design, programming and quality management. Topics include: going from the application model to a conceptual system model, using semantic analysis, type packages, class and role diagrams, and dynamic effectuation models; developing standards and tests for the systems and its components; implementing the system design, final testing, deployment and training. Prerequisite: BUSN 303  
3 credits

**BUSN 404 MULTI-USER SYSTEMS.** Examines the essentials of multi-user information systems as used by business organizations. Topics include: client-server operating systems, multi-tier physical and logical architectures, design and programming for multi-user systems, multi-user databases with use of a SQL-compliant database, system administration and server-side design and programming for web applications. Prerequisite: BUSN 303, BUSN 402  
3 credits

**BUSN 405 CORPORATE FINANCIAL ANALYSIS.** As a second course in financial theory, this course examines problems, procedures, and concepts utilized in managing the assets and liabilities of the corporation. Emphasizing analytical approaches and financial theory, the topics covered include: control of the firm's financial structure, capital budgeting, risk analysis, the theory of valuation for corporate securities, dividend policies and long-term financing options. Prerequisite: BUSN 317  
3 credits

**BUSN 406 INVESTMENTS.** An introduction to the fundamental principles, tools and techniques of investing. It examines asset allocation decisions, the portfolio management process, security market indexes, security valuation, and evaluation of portfolio performance. The course provides a hands-on experience in the use and



analysis of various types of investment information. Prerequisite: BUSN 317

3 credits

**BUSN 407 CAPITAL AND MONEY MARKETS.** Analysis of the role of financial institutions and financial markets in the U.S. economy. Emphasizing theoretical concepts and policy considerations, topics covered include: investment theory, analysis and management of common stock and bonds, and derivative security analysis. The course provides a hands-on experience in the use and analysis of various types of investment information.

Prerequisite: ECON 130, BUSN 317

3 credits

**BUSN 408 LABOR RELATIONS AND COLLECTIVE BARGAINING.** A study of the issues and problems facing management in its relations with organized labor; techniques of collective bargaining; types of union agreements; and current trends in management labor relations. Prerequisite: BUSN 105

3 credits

**BUSN 409 INTERNATIONAL MARKETING.** A study of international marketing operations, including decision-making and policy formation. Special problems involved in directing the flow of a company's goods and services to consumers or users in more than one country. Prerequisite: BUSN 106

3 credits

**BUSN 410 SERVICES MARKETING.** A study of the specific marketing needs of the service sector, including an investigation of its unique nature, emerging theories for service marketing, and applicable management strategies being developed for a variety of service industries. Prerequisite: BUSN 106

3 credits

**BUSN 413 FINANCIAL INFORMATION SYSTEMS.** Examines the essentials of the major types of financial information systems, including systems for accounting and back office, audit and compliance, forecasting and valuation, budget and planning, risk management, trading, portfolio and loan management, sales and marketing, and e-commerce. The course examines the related issues of transactions-based systems, globalization considerations, and enterprise resource planning systems. Prerequisite: BUSN 303, MATH 120, ACCT 205

3 credits

**BUSN 419/ECON 419 INTERNATIONAL FINANCE.** Provides an introduction to the fundamental concepts of international business finance. It discusses the global environment which a multinational corporation faces in the management of the finance function. The major topics include: the international monetary system, the balance of payments, foreign exchange, the management of foreign exchange risk, and country risk analysis. It also examines the foreign investment decision process, the major theories of foreign investment, the role of international banks, and the financing of international business operations through public and private non-bank financial institutions. Prerequisite: ECON 120, ECON 130

3 credits

**BUSN 420 ADVANCED SPORTS BUSINESS STRATEGIES.** This is a capstone course for the sports management area of concentration. It aims to tie all the elements and principles studied in the all the other courses in sports business. Although the specific topics, emphases, and case studies may vary from term to term, the course seeks to impart a mastery and understanding of the structure and operation of sports organizations and their place in the national business landscape, specifically through analysis and evaluation of the essential foundations of the industry: labor, agencies and representation, customer and client development, finance and accounting, facility management and operation, new revenue opportunities, and the media (including television and the Internet). Finally, it considers corporate America's connection to sports through sponsorships and marketing, endorsements and licensing. Prerequisites: BUSN 210, BUSN 211, BUSN 322

3 credits

**BUSN 460 INDEPENDENT STUDY.**

1-3 credits

**BUSN 470, 370 SPECIAL TOPICS IN BUSINESS.** An in-depth investigation of an advanced topic in the field of business based on the interests of upper level majors and faculty members in the Department. Detailed course descriptions will be available in the Department at the time of registration.

3 credits

**BUSN 475, 375 INTERNSHIPS.**

3 credits

## **Economics (ECON)**

**ECON 110 CORE: ECONOMICS.** A basic course in economics designed as part of the College's Core curriculum. It examines the fundamental principles of economics and explains how these principles can be applied to various problems and issues that affect the lives of people. The first part lays the microeconomic foundations of economic analysis. The second part focuses on macroeconomic issues such as inflation, unemployment, income growth, business cycles, taxation, debt and deficits, monetary and fiscal policies, and economic growth.

3 credits

**ECON 120 CORE: PRINCIPLES OF MICROECONOMICS.** A study of the foundations of economic analysis, including the fundamentals of demand/supply analysis, market structure, cost and production functions. The course also discusses welfare issues, the role of the public sector, and government policies. This course is designed for Business and Economics majors and is the first in a sequence of Micro/Macroeconomics courses.

3 credits

**ECON 130 PRINCIPLES OF MACROECONOMICS.** Examines the fundamental principles that govern the workings of the overall economy. It covers topics such as national income, inflation, unemployment, fiscal and monetary policies. The course also explores money supply and the money creation process, business cycles, and economic growth. This course is designed for Business and Economics majors/minors, and is the second in a sequence of Micro/Macroeconomics courses. Prerequisite: ECON 120

3 credits

**ECON 304 INTERMEDIATE PRICE ANALYSIS.** The course builds on the foundation of microeconomic principles and provides an in-depth coverage of the theoretical and empirical aspects of microeconomics. It examines in detail the price mechanism, market structures, and market outcomes. The focus is on the application of microeconomic theories. Prerequisites: ECON 120, 130

3 credits

**ECON 306 INTERMEDIATE INCOME AND EMPLOYMENT THEORY.** The course builds on the foundation of macroeconomic principles and provides an in-depth coverage of the theoretical and empirical aspects of macroeconomics. The economic models of national income, unemployment, inflation, growth, and business cycles are discussed. The emphasis is on the application of theory to the analysis of real macroeconomic issues.

Prerequisites: ECON 120, 130

3 credits

**ECON 305 MONEY AND BANKING.** Provides an in-depth analysis of the monetary system of the United States, the principles of central banking, and the conduct of monetary policy. The course also covers the essentials of financial markets and financial institutions. Prerequisite: ECON 130

3 credits

**ECON 336 INTERNATIONAL TRADE.** Examines the theoretical principles that govern international trade and explores the empirical evidence of patterns in world trade and the trade policies of industrial, developing, and emerging economies. A focal point of discussion is the role of the United States in the international trading system. The course complements many of the topics discussed in International Finance and International Business courses. Topics covered include theory of international trade, public and private barriers to trade, economic integration, and international trade institutions. Prerequisites: ECON 120, 130

3 credits

**ECON 405 LABOR ECONOMICS.** Examines the theoretical developments in the study of labor markets and the empirical research on such topics as the changing roles of men and women in the contemporary economy, the allocation of time between household and the labor market, differences in occupations and earnings, and policies affecting paid work and family. Discussions also include recent developments in the labor market and their impact on women and men, discrimination in the labor market, and gender differences within and among countries.

Prerequisites: ECON 120, 130

3 credits

**ECON 408 MANAGERIAL ECONOMICS.** The application of macroeconomic theory to the solution of business problems. The integration of management and economics emphasizes the analysis of internal business procedures and alternative decision-making in such areas as pricing and allocation of resources. Case studies are utilized. Prerequisites: ECON 120, 130

3 credits

**ECON 409 PUBLIC FINANCE.** Provides an introduction to the theoretical and empirical tools of public finance and budget analysis. Discussions cover topics such as: externalities and public goods; cost-benefit analysis; federal, state and local expenditures; social insurance, income redistribution, and welfare programs.

Prerequisite: ECON 130

3 credits

**ECON 460 INDEPENDENT STUDY.**

1-3 credits

**ECON 470, 370 SPECIAL TOPICS IN ECONOMICS**

3 credits

## Department of Communication

The Department of Communication offers courses leading to a B.A. Degree in Communication. The department also offers a minor program in Communication.

### Faculty

Vincent Fitzgerald, Ph.D., Chairperson & Associate Professor

Brad Crownover, Ph.D., Assistant Professor

Ted Kafala, Ph.D., Associate Professor

Cynthia Meyers, Ph.D., Associate Professor

Michelle Scollo, Ph.D., Assistant Professor

## Departmental Learning Outcomes and Assessment Methodology

At the conclusion of their studies, Communication majors will demonstrate the following learning outcomes:

1. **Theoretical, Critical, and Historical Approaches:** Students will demonstrate the ability to think analytically about contemporary and historical issues in media studies and human communication.
2. **Speaking:** Students will demonstrate the ability to research, organize, and deliver an effective oral presentation.
3. **Writing:** Students will demonstrate the ability to research, organize, and write articles and papers in a variety of styles.
4. **Visual Communication:** Students will demonstrate visual literacy through the ability to understand symbolism, aesthetics, and composition.
5. **Career Preparation:** Students will demonstrate the ability to obtain and perform a position in the communication industry.

These will be assessed in the following manner:

1. **Theoretical, Critical, and Historical Approaches:** Students complete required courses in Introduction to Human Communication, Introduction to Media Studies, and Seminar in Communication where they take exams, write papers, and complete a senior thesis which includes an original research study.
2. **Speaking:** Students complete a required Public Speaking course and also deliver a 20-30 minute oral presentation as part of the department's required capstone course (COMM 490).
3. **Writing:** Students complete a required Media Writing course which includes writing assignments for print, broadcast, and online journalism, and public relations and advertising copy.
4. **Visual Communication:** Students complete a required Visual Communication and Design course and are assessed through oral reports/research presentations, journals, and individual projects which may include development of working websites.
5. **Career Preparation:** Students complete a required internship where they work in the communication industry and write a final comprehensive paper and/or present a portfolio of their work.

Communication majors also take a questionnaire administered by the department to all graduating seniors.

## Degree Requirements

### B.A. in Communication

The B.A. in Communication requires 120 course credits including:

College Core Requirements:		49 credits
Communication Major		36 credits
Major Core Courses	(21 credits)	
COMM 110 Introduction to Human Communication	(3 credits)	
COMM 120 Introduction to Media Studies	(3 credits)	
COMM 210 Public Speaking	(3 credits)	
COMM 220 Visual Communication and Design	(3 credits)	
COMM 230 Media Writing	(3 credits)	
COMM 375 Internship I	(3 credits)	
COMM 490 Seminar in Communication	(3 credits)	
Upper Level electives in Communication	(15 credits)	
Open Electives		35 credits
TOTAL		120 credits

The 15 Upper Level electives in Communication must be completed in one of two concentration areas: 1) Digital Arts and Media Studies; or 2) Strategic and Human Communication. All majors must complete a three credit internship during either their junior or senior year. All majors must attain a minimum grade of C in all Communication courses. No exceptions will be made.

### Lambda Pi Eta

Membership in Lambda Pi Eta (the national communication honor society) is open to all qualified juniors and seniors.

### Sample Program

#### Year 1

FYE 101 The First Year Experience	1 credit
ENGL 110 Writing in Context I	3 credits
ENGL 120 Writing in Context II	3 credits
Modern Languages and Literature Core	6 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
COMM 110 Introduction to Human Communication	3 credits
COMM 120 Introduction to Media Studies	3 credits

Open Elective	6 credits
TOTAL	31 credits

### Year 2

Introduction to Ethics Core	3 credits
Introduction to Religion Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Math Core	3 credits
COMM 210 Public Speaking	3 credits
COMM 220 Visual Communication and Design	3 credits
COMM 230 Media Writing	3 credits
Open Elective	6 credits
TOTAL	30 credits

### Year 3

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science or Math Core	3 credits
Communication course in student's concentration	3 credits
Communication course in student's concentration	3 credits
Communication course in student's concentration	3 credits
Communication course in student's concentration	3 credits
Open Electives	6 credits
TOTAL	30 credits

### Year 4

Religious Studies Topics Core	3 credits
COMM 375 Internship I	3 credits
COMM 490 Seminar in Communication	3 credits
Communication course in student's concentration	3 credits
Open Electives	18 credits
TOTAL	30 credits

Total Credits for Graduation: 120

## **Minors**

### **Requirements for the Minor in Communication**

A minor in Communication consists of 18 credits and the minor contract must be approved by the chairperson.

All minors must attain a minimum grade of C in all Communication courses. No exceptions will be made.

## Course Descriptions

### Communication (COMM)/ Theatre (THTR)

#### Core Courses

The following courses are required for all Communication majors:

#### For Freshmen and Sophomores:

**COMM 110 INTRODUCTION TO HUMAN COMMUNICATION.** This course provides an overview of the Strategic and Human Communication concentration. Topics include the history of the communication field, human communication theories, verbal and nonverbal communication, culture and communication, interpersonal and small group communication, and communication in organizations.

3 credits

**COMM 120 INTRODUCTION TO MEDIA STUDIES.** This course provides an overview of the Digital Arts and Media Studies concentration. It focuses on mass mediated communication fields including newspapers and magazines, sound recording, radio, broadcast television, cable television, movies, advertising, and online media.

3 credits

**COMM 210 PUBLIC SPEAKING.** This course is designed to develop effective and responsible public speaking skills. The course will focus on researching, organizing, writing, and presenting various types of speeches including informational and persuasive.

3 credits

**COMM 220 VISUAL COMMUNICATION AND DESIGN.** Students learn to understand and apply type-image relationships, color, and form in digital design, including basic layouts. The course presents foundations and relevant concepts in visual literacy, symbolism, and aesthetics as applied to practical considerations, such as composition, motion and design.

3 credits

**COMM 230 MEDIA WRITING.** This course is a study of the basic procedures and techniques of print news reporting, writing and editing as well as writing for the electronic news media, online sources, public relations, and advertising. (WE)

3 credits

**COMM 375 INTERNSHIP I.** Students participate in an off-campus training experience closely related to one of the areas of communication. Frequent meetings with an advisor plus a final project are required. Permission of Communication Department Internship Coordinator required. Junior or Senior Majors only.

3 credits



**COMM 490 SEMINAR IN COMMUNICATION.** Students will select a topic in one of the areas of concentration and develop it into a major paper including an original research study. Students will also present their findings in a formal oral presentation. Senior Majors Only.

3 credits

## CONCENTRATIONS

Five courses in one of the two concentrations are required for all Communication majors:

### DIGITAL ARTS AND MEDIA STUDIES CONCENTRATION

**COMM 300 TV STUDIO PRODUCTION.** An introduction to the elements of multicamera television production techniques including camerawork, audio, instantaneous editing, graphics, on-camera appearance, scripts, and directing culminating in student produced talk shows.

3 credits

**COMM 301 VIDEO FIELD PRODUCTION.** This course introduces basic production techniques for nonstudio nonfiction video production. The course will cover camerawork, audio recording, field lighting, shooting strategies, interviewing techniques, basic editing, nonfiction video aesthetics, preproduction planning (scripts and storyboards), and basic postproduction (editing, graphics, effects).

3 credits

**COMM 302 VIDEO POST PRODUCTION AND EDITING.** This course is an in-depth study of assembling footage in preparation of a final cut through the study of nonlinear editing, compositing techniques, titling, color correction, and visual effects (VFX). This includes close analyses of dialog, documentary, action, thriller, music video, motion graphic, broadcast design, branded content, and short film scenes.

3 credits

**COMM 303 SOUND DESIGN.** Students experience the sound design workflow from sampling and midi music creation, through synthesis, audio effects, and channel mixing, to mastering final mixes. The course covers audio postproduction, film and video scoring, psychoacoustics, synthesis fundamentals, computer software, compression and digital audio formatting, and standard music notation.

3 credits

**COMM 304 CINEMATICS & MOTION GRAPHICS.** Motion graphics, visual effects (VFX), and interactive information (informatics) are redefining the territory of cinema and video. This course allows students to draw on communication strategies to create type and image animations, special effects, and video footage for informational, promotional, entertainment, creative, and experimental purposes.

3 credits

**COMM 309 IMAGE DESIGN WITH PHOTOSHOP.** Students explore conceptual and technical aspects of digital imaging, including image capture, color management, editing and correction, composition and layout, and several types of image composites. Master the basics of design with Photoshop, then construct seamless and complex images using masking and compositing techniques.

3 credits

**COMM 310 FEATURE AND MAGAZINE WRITING.** Methods in design, topography, and editing in magazine production. Students also learn how to research, write, and market quality articles in magazine format. (WE)

3 credits

**COMM 311 PRINT AND ONLINE NEWS WRITING.** Students learn to write and report complex, intellectually demanding material involving real and pressing problems that exist in society. (WE)

3 credits

**COMM 312 RADIO AND TV NEWS WRITING.** This course focuses on electronic journalism and news writing for radio and television. Both hard and soft news writing and broadcast news editing are emphasized as well as an overview of the role of the electronic news media in American society. (WE)

3 credits

**COMM 313 SPORTS WRITING.** This course is an introduction to sports journalism. A study of basic procedures and techniques of sports reporting, writing and editing for both print and the electronic media are emphasized.

(WE)

3 credits

**COMM 316 TV NEWS.** This course is designed for students who are interested in pursuing careers as oncamera, television news anchors and reporters. Students write, report, and telecast weekly television news programs. An analysis of the current state of television news is also covered.

3 credits

**COMM 330 COMMUNICATION AND THE LAW.** This course covers legal issues and topics in media law including First Amendment, defamation, privacy, intellectual property, censorship, commercial speech, obscenity, broadcast and cable regulation, media ownership and evolving internet regulation.

3 credits

**COMM 331 MEDIA CRITICISM.** A critical analysis of the mass media, including major theories and research in the field. The course explores media institutions, content, and economic structure and also offers an in-depth investigation into media effects and influence on individuals, society, and culture.

3 credits

**COMM 332 MEDIA PROGRAMMING AND MANAGEMENT.** This course focuses on the programming and management of radio, television, and online media. Topics include program development process, program formats and genres, production processes, program scheduling and oversight, ratings systems and analysis, and advertising.

3 credits

**COMM 333 NEW MEDIA AND SOCIETY.** This course concerns the social, cultural, political, legal, and economic impacts of new media, including the development of digital media and the internet, theories of social change and technology, and the effects of digital media on journalism, entertainment, and social life.

3 credits

**COMM 334 POLITICAL COMMUNICATION.** This course examines, from a theoretical and practical standpoint, the planning, execution, and evaluation of communication strategies in modern political campaigns.

3 credits

**COMM 380 FILM AS ART.** A study of the grammar of the motion picture including cinematography, editing, acting, sound, and director's style with a view to a better understanding of film as an art form. (WE)

3 credits

**COMM 381 AMERICAN FILM.** A survey of the development of American cinema from the silent period to the present exploring the interrelationship between film, the decade, the studio system, and reception theories.

3 credits

**COMM 382 EXPERIMENTAL FILM.** An in-depth analysis of selected major works of experimental filmmakers in America and an overview of their European counterparts from the silent period to the present.

3 credits

**COMM 383 FILM CENSORSHIP AND THE FIRST AMENDMENT.** An overview of the changing ethical and legal issues including court cases dealing with banned films in America.

3 credits

**COMM 384 FILM CRITICISM.** Various models of film criticism are studied and employed by students to provide a working knowledge of contemporary approaches to film analysis including political, feminist, genre, and psychoanalytic-semiotic criticism. Reading and writing of articles and viewing of representative films required.

3 credits

**COMM 385 INTERNATIONAL CINEMA.** The course presents a survey of silent and sound films from Western and Eastern Europe, Asia, and Africa with representative works reflecting the culture of the country, and directorial style.

3 credits

**COMM 386 MAJOR FILMMAKERS.** An analysis of the style, concepts, and narrative design of selected American and international directors.

3 credits

**COMM 387 SCRIPTWRITING (WE).** Planning and writing concepts for a variety of formats including feature films and cooperative scripts and methods of optioning their sale. (WE)

3 credits

**COMM 401 ADVANCED TV STUDIO PRODUCTION.** Practical discussion of techniques in television production. Practical experience is offered to improve lighting, use of special effects, and advanced graphics. Creativity is encouraged, utilizing the abilities acquired in Television Production. Prerequisites: COMM 300

3 credits

**COMM 402 ANIMATION.** This is a basic course in animation, modeling, rendering, storyboarding, and compositing. Students will explore creating 3D models and environments, 3D animating and realistic character development, animation for motion graphics, synthetic lighting, camera movement, material and texture mapping, and rendering associated with a finished animation.

3 credits

**COMM 403 INTERACTIVE DESIGN.** In interactive media design, words meet images in complex media and interactive cyberspace environments. This course offers students the study and practice of interactive online programming and design. The scripting of navigation enables the interactive interface of linkages and transitions between clusters and elements of information on the Internet.

3 credits

## **STRATEGIC AND HUMAN COMMUNICATION CONCENTRATION**

**COMM 240/THTR 100 ACTING I.** A study of the basic principles and techniques of acting: concentration, relaxation, basic stage acting, improvisation, principles of characterization, and analysis of performance.

3 credits

**COMM 309 IMAGE DESIGN WITH PHOTOSHOP.** Students explore conceptual and technical aspects of digital imaging, including image capture, color management, editing and correction, composition and layout, and several types of image composites. Master the basics of design with Photoshop, then construct seamless and complex images using masking and compositing techniques.

3 credits

**COMM 330 COMMUNICATION AND THE LAW.** This course covers legal issues and topics in media law including First Amendment, defamation, privacy, intellectual property, censorship, commercial speech, obscenity, broadcast and cable regulation, media ownership and evolving internet regulation.

3 credits

**COMM 333 NEW MEDIA AND SOCIETY.** This course concerns the social, cultural, political, legal, and economic impacts of new media, including the development of digital media and the internet, theories of social change and technology, and the effects of digital media on journalism, entertainment, and social life.

3 credits

**COMM 334 POLITICAL COMMUNICATION.** This course examines, from a theoretical and practical standpoint, the planning, execution, and evaluation of communication strategies in modern political campaigns.

3 credits

**COMM 341/THTR 200 ACTING II/DIRECTING.** A lecture/laboratory course covering the principles and techniques of the director's art: fundamentals of staging, blocking, movement, business, tempo, script selection and analysis, casting, and rehearsal planning, plus a continuation of acting techniques. Prerequisite: COMM 240

3 credits

**COMM 342 SPEECH FOR RADIO AND TELEVISION.** Practical training for media students in interviewing, reporting, and creative radio and television work. Use of radio and television studios.

3 credits

**COMM 343 INTRODUCTION TO ADVERTISING.** This course is designed to introduce students to the history of advertising in the U.S. and the development of brands. Students will learn fundamental strategies that advertisers use to capture consumer attention, create sales pitches, compete in the marketplace and adapt to the introduction of new technologies. Additional emphasis is given to ethical considerations as they relate to advertising and promotions.

3 credits

**COMM 344 INTRODUCTION TO PUBLIC RELATIONS.** This course is designed to introduce students to principles of public relations and the field. Students will learn about the development and maintenance of relationships between a variety of different kinds of organizations/clients and their publics. Class assignments are structured to encourage students to become better writers, speakers, designers, and strategic thinkers.

3 credits

**COMM 345 STRATEGIC/PROMOTIONAL WRITING.** Strategic/Promotional Writing is designed to compliment other courses in public relations and strategic communication by providing opportunities for students to practice and be critiqued on their copy and design work for multiple kinds of PR, and professional business writing (e.g., news releases, business reports, business correspondence, project proposals, advertising copy).

3 credits

**COMM 351 INTERCULTURAL COMMUNICATION.** A study of the basic principles of intercultural communication and the impact of culture on one's perceptions, beliefs, meanings, and communication.

3 credits

**COMM 353 INTERPERSONAL COMMUNICATION.** This course examines major components in the field of interpersonal communication including communication competence, verbal and nonverbal communication, identity, relationships, and conflict management.

3 credits

**COMM 355 ORGANIZATIONAL COMMUNICATION.** This course is a theoretical exploration of communication processes in a variety of organizational contexts. The course explores how communication affects working relationships, leadership, and management styles.

3 credits

**COMM 356 SMALL GROUP COMMUNICATION.** Emphasis is on the dynamics and interaction of communication processes in small groups. Group development, problem solving, participant roles, and decision making are included.

3 credits

**COMM 403 INTERACTIVE DESIGN.** In interactive media design, words meet images in complex media and interactive cyberspace environments. This course offers students the study and practice of interactive online programming and design. The scripting of navigation enables the interactive interface of linkages and transitions between clusters and elements of information on the Internet.

3 credits

**COMM 412/THTR 350 ACTING III/PERFORMANCE LAB.** This course is a continuation of Acting I (COMM 240) and Acting II/Directing (COMM 341). The course is designed to introduce students to multiple-person scenes and the development of a variety of characters from Shakespeare, theatre of the absurd, tragedy, high comedy, and melodrama. There will be an end of the semester showcase of selected work. Prerequisite: Permission of Instructor

3 credits

**COMM 413 PUBLIC RELATIONS PROJECT MANAGEMENT.** This course examines public relations through the integration of theory and practice in the planning, implementation and evaluation of an actual PR campaign and/or event. Emphasis is placed on the effective design of messages and their distribution among key publics/stakeholders. Course participants will interview for and be selected into a variety of management and team roles in a PR organization made-up of students in the class. Prerequisite: COMM 344

3 credits

**COMM 418 CREATIVE ADVERTISING STRATEGIES.** This course uses a team-based approach in the development of an integrated marketing communications (IMC) campaign for a real world client. Course participants will work in teams and design integrated strategies to solve an advertising problem as agreed upon with their client. Toward the end of the semester, teams will pitch their ideas to the client for industry critique.

Prerequisite: COMM 343

3 credits

## GENERAL COURSES

**COMM 360, 460 INDEPENDENT STUDY.** Independent research is designed for the student majoring in Communication with demonstrated proficiency to work independently on a project related to a specific area and approved in advance by the chairperson and project advisor. Frequent meetings with an advisor and either a research paper or a production project are required. COMM 360 for Independent Study I; COMM 460 for Independent Study II. Prerequisite: A minimum cumulative index of 3.00 or permission of the chair.

1, 2, or 3 credits

**COMM 370,470 TOPICS IN COMMUNICATION I, II, III, IV,V, VI.** These courses are designed around specific topics in communication. Each topic is selected by the department and is in a specialized area of communication. The course is offered as demand warrants. See the chairperson for the topic prerequisites and other details. This course can be repeated under different topics.85

3 credits

**COMM 475 INTERNSHIP II.** Students participate in an off-campus training experience closely related to one of the areas of communication. Frequent meetings with an advisor plus a final project are required. Permission of Communication Department Internship Coordinator required.

3 credits

## Department of English

The Department of English offers courses leading to a B.A. Degree in English, a B.A. in English with a Concentration in Writing, a B.A. in English in a Secondary Education Track and a B.A. in English in an Elementary Education Track. The department also offers minor programs in English and in Writing.

## Faculty

Cathryn McCarthy Donahue, PhD., Chairperson & Associate Professor

Heather Alumbaugh, PhD., Associate Professor

Lynne Bongiovanni, PhD., Associate Professor

Tania Friedel, Ph.D., Assistant Professor

Robert Jacklosky, PhD., Professor

Anthony Lee, Instructor

Barbara Smith, PhD., Director of Writing & Professor

Sarah Stevenson, PhD., Associate Professor

Jackie Zubeck, PhD., Assistant Professor

## Departmental Learning Outcomes and Assessment Methodology

At the conclusion of their studies, English majors will demonstrate the following learning outcomes:

1. **Read and write effectively.**
2. **Speak Cogently.**
3. **Master Critical and Analytical Thinking**
4. **Demonstrate the ability to integrate/synthesize major knowledge.**
5. **Mastery of content.**

These will be assessed in the following manner:

1. **Writing:** Students will complete a final paper for ENGL 421 Topics in Literature.
2. **Speaking:** Students will give oral presentations in ENGL 450 Senior Seminar. This will be assessed according to an established rubric.
3. **Critical and Analytical Thinking:** Students will be assessed based on their Presentation in ENGL 450 Senior Seminar.
4. **Ability to integrate/synthesize major knowledge:** Students will be assessed based on their Presentation in ENGL 450 Senior Seminar.
5. **Mastery of Content:** Students will be assessed based on their Presentation in ENGL 450 Senior Seminar.

## Degree Requirements



## B.A. in English

The B.A. in English requires 121 course credits, including:

College Core Requirements 46 credits\*

English Major 36 credits

Major Core Courses (24 credits)

ENGL 109 Literature: Visions and Values (3 credits)

ENGL 303 Shakespeare (3 credits)

ENGL 315 The English Tradition in Literature I (3 credits)

ENGL 316 The English Tradition in Literature II (3 credits)

ENGL 317 Introduction to Literary Interpretation (3 credits)

ENGL 334 American Literature I (3 credits)

ENGL 335 American Literature II (3 credits)

ENGL 450 Coordinating Seminar (3 credits)

Context courses with emphasis on writing  
and speaking (9 credits)

Upper-level elective in English (3 credits)

ENGL375/475 Internship is recommended.

Open Electives 39 credits

\*Three core credits in the Humanities satisfied with Major requirements.

TOTAL 121 credits

## Sample Program

### Year 1

FYE 101 The First-Year Experience 1 credit

ENGL 110 Writing in Context I (fall) 3 credits

ENGL 120 Writing in Context II (spring) 3 credits

Freshman Seminar 3 credits

Modern Language and Literature Core 6 credits

Mathematics Core 3 credits

Humanities or Social Science Core 3 credits

Humanities or Social Science Core 3 credits

ENGL 109 Literature: Visions and Values	3 credits
Open Elective	3 credits
TOTAL	31 credits

### Year 2

Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
ENGL 315 The English Tradition in Literature I	3 credits
ENGL 316 The English Tradition in Literature II	3 credits
ENGL 317 Introduction to Literary Interpretation	3 credits
ENGL 334 American Literature I	3 credits
Open Elective	6 credits
TOTAL	30 credits

### Year 3

Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
ENGL335 American Literature II	3 credits
ENGL XXX Context course	3 credits
ENGL XXX Context course	3 credits
ENGL 375/475 Internship	3 credits
Open Electives	12 credits
TOTAL	30 credits

### Year 4

Religious Studies Topics Core	3 credits
ENGL450 Coordinating Seminar	3 credits
ENGL303 Shakespeare	3 credits
ENGL XXX Context Course	3 credits
Upper-level elective in English	3 credits
Open Electives	15 credits
TOTAL	30 credits

Total Credits for Graduation: 121

## **B.A. in English with a Concentration in Writing**

The B.A. in English requires 121 course credits, including:

College Core Requirements 46 credits\*

English Major with a Concentration in Writing: 45 credits

Major Core Courses (24 credits)

ENGL 109 Literature: Visions and Values (3 credits)

ENGL 303 Shakespeare (3 credits)

ENGL 315 The English Tradition in Literature I (3 credits)

ENGL 316 The English Tradition in Literature II (3 credits)

ENGL 317 Introduction to Literary Interpretation (3 credits)

ENGL 334 American Literature I (3 credits)

ENGL 335 American Literature II (3 credits)

ENGL 450 Coordinating Seminar (3 credits)

Context courses with emphasis on writing and speaking (6 credits)

Writing Courses (15 credits)

ENGL 296 Language and Individual in Society (3 credits)

ENGL 449 Senior Writing Studio (3 credits)

Two Advanced Writing Courses (6 credits)

ENGL375/475 Writing-Related Internship (3 credits)

Open Electives 30 credits

\*Three core credits in the Humanities satisfied with Major requirements.

TOTAL 121 credits

## Sample Program

### Year 1

FYE 101 The First-Year Experience 1 credit

ENGL 110 Writing in Context I (fall) 3 credits

ENGL 120 Writing in Context II (spring) 3 credits

Freshman Seminar 3 credits

Modern Language and Literature Core 6 credits

Mathematics Core 3 credits

Humanities or Social Science Core 3 credits

Humanities or Social Science Core 3 credits

Humanities or Social Science Core 3 credits

ENGL 109 Literature: Visions and Values 3 credits

TOTAL 31 credits

Year 2

Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
ENGL 315 The English Tradition in Literature I	3 credits
ENGL 316 The English Tradition in Literature II	3 credits
ENGL 317 Introduction to Literary Interpretation	3 credits
ENGL 334 American Literature I	3 credits
ENGL 296 Language and Individual in Society	3 credits
Open Elective	3 credits
TOTAL	30 credits

Year 3

Natural Science or Mathematics Core	3 credits
ENGL335 American Literature II	3 credits
ENGL XXX Context course	3 credits
ENGL XXX Context course	3 credits
Advanced Writing Course	3 credits
Advanced Writing Course	3 credits
Open Electives	12 credits
TOTAL	30 credits

Year 4

Religious Studies Topics Core	3 credits
ENGL450 Coordinating Seminar	3 credits
ENGL303 Shakespeare	3 credits
ENGL 449 Senior Writing Studio	3 credits
ENGL375/475 Writing Internship	3 credits
Open Electives	15 credits
TOTAL	30 credits

Total Credits for Graduation: 121

## **B.A. in English with a Concentration in Secondary Education**

The B.A. in English with a Concentration in Secondary Education requires 122 course credits, including:

College Core Requirements 46 credits\*

English Major 36 credits

Major Core Courses (27 credits)

ENGL 109 Literature: Visions and Values (3 credits)

ENGL 303 Shakespeare (3 credits)

ENGL 315 The English Tradition in Literature I (3 credits)

ENGL 316 The English Tradition in Literature II (3 credits)

ENGL 317 Introduction to Literary Interpretation (3 credits)

ENGL 334 American Literature I (3 credits)

ENGL 335 American Literature II (3 credits)

ENGL 449 Senior Writing Studio (3 credits)

ENGL 450 Coordinating Seminar (3 credits)

Writing course (One of the following) (3 credits)

ENGL 203 Writing Workshop

ENGL 217 Advanced Writing Narrative

ENGL 219 Advanced Writing Nonfiction

ENGL 300 Creative Writing Workshop: Fiction

ENGL 304 Advanced Writing: Argument

ENGL 325 Professional Writing

Two context courses\* with emphasis on writing (6 credits)

and speaking **or** One context course and ENGL 296

Language and the Individual in Society

\*Note - Context courses with a modern or an American literature component, such as ENGL 417

Modern Literature I, ENGL 418 Modern Literature II, ENGL 419 Contemporary Literature or ENGL 336

Major American Writers is recommended.

Education Courses (31 credits)

EDUC 211 Education and Society (3 credits)

EDUC 212 Psychology of Teaching and Learning (3 credits)

PSYC 346 Adolescent Psychology (3 credits)

EDUC 327 Teaching Literacy in the Inclusive Classroom (3 credits)

EDUC 340 Introduction to Students with Disabilities (3 credits)

EDUC 360 Teaching English in Middle and Secondary School (3 credits)

EDUC 366 Practicum IV (2 credits)

EDUC 425 Student Teaching in Secondary Education (7 credits)

EDUC 304 Health Education in Schools (1 credit)

COMM 210 Public Speaking (3 credits)

\*Note - Students completing the Adolescent Education Certification program should consult closely with their academic and education advisors to determine selection of core courses needed to fulfill New York State Department of Education requirements for certification.

Open Electives 9 credits

\*Three core credits in the Humanities satisfied with Major requirements.

TOTAL 122 credits

## Sample Program

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
ENGL 109 Literature: Visions and Values	3 credits
TOTAL	31 credits

### Year 2

Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
ENGL 315 The English Tradition in Literature I	3 credits
ENGL 316 The English Tradition in Literature II	3 credits
ENGL 317 Introduction to Literary Interpretation	3 credits
ENGL 334 American Literature I	3 credits
EDUC 211 Education and Society	3 credits
EDUC 212 Psychology of Teaching and Learning	3 credits
EDUC 340 Intro to Students with Disabilities	3 credits
COMM 210 Public Speaking	3 credits
TOTAL	33 credits

### Year 3

Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
ENGL335 American Literature II	3 credits
ENGLXXX Context course	3 credits
ENGLXXX Context course or ENGL296 Language and the Individual in Society	3 credits
ENGLXXX Advanced writing course	3 credits
PSYC 346 Adolescent Psychology	3 credits
EDUC 327 Teaching Literacy in the Inclusive Secondary Classroom	3 credits
EDUC 360 Teaching English in Middle and Secondary School	3 credits
EDUC366 Practicum IV	2 credits
Open Elective	3 credits
TOTAL	32 credits

### Year 4

Religious Studies Topics Core	3 credits
ENGL450 Coordinating Seminar	3 credits
ENGL303 Shakespeare	3 credits
ENGL449 Senior Writing Studio	3 credits
EDUC 425 Student Teaching in Secondary Education	7 credits
EDUC 304 Health Education in Schools	1 credit
Open Electives	6 credits
TOTAL	26 credits

Total Credits for Graduation: 122

## **B.A. in English with a Concentration in Childhood Education**

The B.A. in English with a Concentration in Elementary Education requires 126 course credits, including:

College Core Requirements	46 credits*
English Major	36 credits
Major Core Courses	(27 credits)
ENGL 109 Literature: Visions and Values	(3 credits)
ENGL 303 Shakespeare	(3 credits)
ENGL 315 The English Tradition in Literature I	(3 credits)
ENGL 316 The English Tradition in Literature II	(3 credits)
ENGL 317 Introduction to Literary Interpretation	(3 credits)

ENGL 334 American Literature I	(3 credits)
ENGL 335 American Literature II	(3 credits)
ENGL 300 Creative Writing Workshop: Fiction	(3 credits)
ENGL 450 Coordinating Seminar	(3 credits)
Writing course ( <u>One</u> of the following)	(3 credits)
ENGL 203 Writing Workshop	
ENGL 217 Advanced Writing Narrative	
ENGL 219 Advanced Writing Nonfiction	
ENGL 304 Advanced Writing: Argument	
ENGL 325 Professional Writing	

Two context courses\* with emphasis on writing (6 credits)  
and speaking **or** One context course and ENGL 296  
Language and the Individual in Society

\*Note - Context courses with a modern or an American literature component, such as ENGL 417  
Modern Literature I, ENGL 418 Modern Literature II, ENGL 419 Contemporary Literature or ENGL 336  
Major American Writers is recommended.

\*Three core credits in the Humanities satisfied with Major requirements.

Education Courses		44 credits
EDUC 211 Education and Society	(3 credits)	
EDUC 212 Psychology of Teaching and Learning	(3 credits)	
PSYC 345 Child Psychology	(3 credits)	
EDUC 322 Teaching Elementary School in Inclusive Settings I	(3 credits)	
EDUC 323 Practicum I	(3 credits)	
EDUC 324 Teaching Elementary School in Inclusive Settings II	(3 credits)	
EDUC 325 Practicum II	(3 credits)	
EDUC 326 Teaching Literacy in the Inclusive Classroom	(3 credits)	
EDUC 340 Introduction to Students with Disabilities	(3 credits)	
EDUC 431 Student Teaching in Childhood Education	(7 credits)	
EDUC 428 Assessment and Remediation of Literacy Disabilities	(3 credits)	
EDUC 304 Health Education in Schools	(1 credit)	
COMM 210 Public Speaking	(3 credits)	
MATH 222 Math for Elementary School	(3 credits)	

\*Students completing the Childhood Education Certification program should consult closely with their  
academic and education advisors to determine selection of core courses needed to fulfill New York  
State Department of Education requirements for certification.

TOTAL		126 credits
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## Sample Program

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
ENGL 109 Literature: Visions and Values	3 credits
TOTAL	31 credits

### Year 2

Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
ENGL 315 The English Tradition in Literature I	3 credits
ENGL 316 The English Tradition in Literature II	3 credits
ENGL 317 Introduction to Literary Interpretation	3 credits
ENGL 334 American Literature I	3 credits
EDUC 211 Education and Society	3 credits
EDUC 212 Psychology of Teaching and Learning	3 credits
PSYC 345 Child Psychology	3 credits
EDUC 340 Intro to Students with Disabilities	3 credits
COMM 210 Public Speaking	3 credits
TOTAL	36 credits

### Year 3

ENGL335 American Literature II	3 credits
ENGL XXX Context course	3 credits
ENGLXXX Context course or ENGL296 Language and the Individual in Society	3 credits
ENGLXXX Advanced writing course	3 credits
EDUC 322 Teaching Elementary School in Inclusive Settings I	3 credits
EDUC 323 Practicum I	3 credits
EDUC 324 Teaching Elementary School in Inclusive Settings II	3 credits

EDUC 325 Practicum II	3 credits
EDUC 326 Teaching Literacy in the Inclusive Elementary Classroom	3 credits
MATH 222 Math for Elementary School	3 credits
TOTAL	30 credits

#### Year 4

Religious Studies Topics Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
ENGL450 Coordinating Seminar	3 credits
ENGL303 Shakespeare	3 credits
ENGL300 Creative Writing Workshops	3 credits
EDUC 431 Student Teaching in Childhood Education	7 credits
EDUC 428 Assessment and Remediation of Literacy Disabilities	3 credits
EDUC 304 Health Education in Schools	1 credit
TOTAL	29 credits

Total Credits for Graduation: 126

## Minors

### Requirements for the Minor in English

Students take eighteen credits in advanced English courses, selected in consultation with the chair of the Department of English. An English minor must take either ENGL 315 (The English Tradition in Literature I) or ENGL 316 (The English Tradition in Literature II) and either ENGL 334 (American Literature I) or ENGL 335 (American Literature II). An advanced core English course may count toward the minor in English. The minor contract should be signed no later than the first semester of the junior year.

### Requirements for a Minor in Writing

The minor in writing is designed for those who wish to develop special competence in the use of the English language, including:

1. students whose prospective job responsibilities require ability to convey ideas effectively in writing, e.g., those who aspire to be lawyers, teachers, executives, administrators, supervisors, and public relations personnel;
2. those who wish to develop their own writing talents specifically for careers as published authors or teachers of writing;
3. those who plan to pursue advanced degrees involving written theses or dissertations.

The goal of the writing minor is to help students express ideas in writing with authority, purpose, and skill, by requiring them to:

1. learn to conduct an inquiry based on data that will lead to a presentation in writing;
2. assess information gained in research, interpret it logically, and reach sound and defensible conclusions;
3. reflect on how language functions in human society, and make informed and sensitive linguistic choices in the light of ethical and social values;
4. explore through broad-based reading how other writers work, using language, form, and style in order to move their audiences;
5. learn to write for audiences, reflecting the discourse communities of varied professions and of a multi-cultural society.

### Requirements for a Minor in English

Students take eighteen credits in advanced writing, language, and rhetoric courses, selected in consultation with the program advisor. The minor contract should be signed no later than the start of the first semester of Junior year.

Requirements:

ENGL 296 Language and the Individual in Society	3 credits
ENGL 449 Senior Writing Studio	3 credits
Three of the following:	9 credits
ENGL 203 Writing Workshop	
ENGL 215 Dialogue with World Writers	
ENGL 217 Advanced Writing Narrative	
ENGL 219 Advanced Writing Nonfiction	
ENGL 219 Advanced Writing Nonfiction	
ENGL 300 Creative Writing Workshop: Fiction	
ENGL 301 Creative Writing Workshop: Drama,	
ENGL 302 Creative Writing Workshop: Poetry	
ENGL 304 Advanced Writing: Argument	
ENGL 325 Professional Writing	
ENGL 400 Advanced Fiction Writing	
ENGL375/475 Writing-Related Internship	3 credits

NOTE - A course with a writing emphasis designation (WE) may be substituted for one of the writing elective courses. If the student is already required to do an Internship in his or her major or does student-teaching as a part of the Teacher Education program, an additional course from this list may be substituted for the Internship requirement. A 3-credit Writing Emphasis course may be used toward the minor, provided that this course

requires at least 15 pages of writing. A 2.8 average must also be achieved by the end of Junior year in those courses taken specifically for the minor, in order to qualify for admission to the Senior Writing Studio. The Core writing course itself will not be accepted as part of the minor, unless the student has been placed into an advanced course (203, 219 or 304), and completed it with a grade of “B” or better.

## Theatre Minor

The theatre minor brings together theatre-related course offerings across a number of academic departments and adds to them with the introduction of a focused theatre training program with emphases in acting/directing and playwriting/scriptwriting. The theatre minor is one in which students have the opportunity to be guided through a structured experience in one of two theatre concentrations: acting/directing or playwriting/scriptwriting. All students are required to take 18 credits to complete the minor, which includes an introductory course in acting (THTR 100, 3 credits), 3 credits in an introductory course in drama/performance studies (THTR 110 or THTR 120), 9 credits in their area of concentration/track and 3 credits in a final performance lab.

The acting/directing track of the minor program has been developed in such a way as to introduce students to acting in a more concentrated and comprehensive way. By collaboratively focusing the expectations of some of our current introductory courses in the program (i.e., THTR 100, THTR 110, THTR 120 and THTR 200) and requiring a capstone type course to culminate the program (THTR 350), the academic component of the theatre minor reflects contemporary acting techniques, performance styles and industry expectations and would provide a strong foundation for students as they pursue future opportunities in theatre, performance writing and/or related pursuits. While the acting/directing track introduces students to a diversity of approaches to acting, students will gain an in-depth understanding of objective-based acting. Also, built into the minor program are numerous opportunities for student performances and for students to form a working company in THTR 350

### Guidelines for minor program administration:

1. The minor would be organized and contracted between the program coordinator, the interested student, and either the department chairs of Communication or English. Students contracting an area of concentration in acting/directing would need to have the authorization of the Communication department chair. For playwriting/scriptwriting, the student would need the authorization of the English department chair.
2. Students who previously took courses required to complete the minor can receive credit for these courses toward their certification of minor completion, if they earned a passing grade in the course. It would be the responsibility of the theatre program coordinator to work with students on an individual advising basis to retrospectively apply previously taken courses toward the theatre minor.
3. While there will be a number of courses open to any student attending the College of Mount Saint Vincent (e.g., THTR 100, THTR 110 and THTR 120), students wishing to complete the minor and enroll in THTR 350 (By Permission Only) would be required to complete an application of intent to complete the theatre minor. The

application would be reviewed by the coordinator of the theatre program and a decision of whether or not to accept the student into THTR 350 and the minor program would be based on the quality of his/her application materials and faculty recommendations. Outside of the variation on THTR 350, all courses listed as part of the theatre minor would be governed by whatever prerequisites required for the course (e.g., THTR 100 for THTR 200) and would be open to all Mount students who successfully completed the prerequisite requirement.

4. Upon acceptance, students would complete the contract for their specific area of concentration and attain all necessary authorizations. All students must complete the theatre minor contract prior to enrolling in THTR 350. Once the contract is signed and submitted to the Director of Academic Advisement, any changes to the contract would need to be re-negotiated between all parties (i.e., program coordinator, respective dept. chair and the student).

5. Upon submission of the contract to the Director of Academic Advisement, the contract will then go to the Registrar to be placed on file. Additionally, copies of the contract would be given to the student, the students' academic advisor, the program coordinator, and the chair of the involved academic department.

6. If a student is not granted permission to enroll in THTR 350, he/she can re-apply and will be encouraged to meet with the program coordinator to discuss how to improve his/her application materials.

### **Acting/Directing Track, Theatre Minor Program**

#### **Sample Academic Program – 18 Credits**

*Year One, Fall Semester (THTR 100 & THTR 110 or THTR 120 are recommended co-requisites)*

1. THTR 100—cross-listed with COMM 240 (Acting 1)
2. THTR 110—cross-listed with ENGL 314 (Drama) or  
THTR 120—cross-listed with ENGL 328 (Plays in Performance)

**(NOTE:** The two English courses would alternate on the schedule each fall semester)

*Year One, Spring Semester*

1. THTR 200—cross-listed with COMM 341 (Acting II/Directing)

**Summer**—Students will be encouraged to do one or more of the following:

1. Study at an offsite theatre school in NYC
2. Complete an internship in theatre
3. Perform in summer stock theatre offerings
4. Participate in a summer intensive offered at the Mount (TBD)

These summer offerings would be non-credit bearing unless a way of earning credit could be negotiated between the program coordinator and an academic department that may be able to offer internship and/or independent

study credit. These internship or independent study credits would be cross-listed with THTR 300—Practicum in Theatre/Performance Writing.

At some point toward completion of the minor (Acting/Directing Track), students would be required to take 6 elective credits from the following list (or other pre-approved courses):

ENGL 303        Shakespeare  
ENGL 314        Drama (also THTR 110)  
ENGL 328        Plays in Performance (also THTR 120)  
FREN 455        French Theatre of the 20<sup>th</sup> Century  
SPAN 436        Modern Spanish Theatre  
ENGL 319        The Age of Satire  
COMM 342 Speech for Radio and TV  
ART 117 Foundations of Design  
ART 427 Topics in Studio  
ART 436 Selected Topics Course  
ART 104 Chorus (1 credit)  
ART 109 Jazz Dance I (1 credit)  
ART 111 Dance and Movement (1 credit)

**NOTE:** As they are offered, these courses (except for ENGL 314 and ENGL 328) would be cross-listed with TOPICS in THEATRE (e.g., THTR 310 and/or THTR 320).

*Year Two, Spring Semester*

THTR 350—cross-listed with COMM 412 (Acting III/Performance Lab)

**Playwriting/Scriptwriting Track, Theatre Minor Program**

Sample Academic Program – **18 Credits**

*Year One, Fall Semester (THTR 100 & THTR 110 or THTR 120 are recommended co-requisites)*

1. THTR 100—cross-listed with COMM 240 (Acting 1)
2. THTR 110—cross-listed with ENGL 314 (Drama) or  
THTR 120—cross-listed with ENGL 328 (Plays in Performance)

**(NOTE:** The two English courses would alternate on the schedule each fall semester)

*Year One, Spring Semester*

1. THTR 210—cross-listed with ENGL 300 (Creative Writing: Drama) *or*  
THTR 220—cross-listed with COMM 387 (Scriptwriting) *or*  
THTR 230—cross-listed with ENGL 217 (Advanced Writing: Narrative)

**Summer**—Students will be encouraged to do one or more of the following (same note about practicum credit on the previous page): 1. Participate in a writer’s workshop

2. Complete an internship/apprenticeship in writing

*Year Two, Fall Semester (take 2 of the following and/or an approved writing course of interest offered during the corresponding semester plus 1 of the following)*

1. THTR 210—cross-listed with ENGL 300 (Creative Writing: Drama) *or*  
THTR 220—cross-listed with COMM 387 (Scriptwriting) *or*  
THTR 230—cross-listed with ENGL 217 (Advanced Writing: Narrative)

**NOTE:** Any approved course taken besides those listed would be cross-listed and registered as TOPICS in THEATRE (e.g., THTR 310 and/or THTR 320).

*Year Two, Spring Semester*

1. THTR 350—cross-listed with COMM 412 (Acting III/Performance Lab)

## Course Descriptions

### English (ENGL), Theatre (THTR)

#### **WRITING**

Fulfillment of the Core Requirement is a prerequisite for advanced writing courses.

**ENGL 007 FOUNDATIONAL WRITING.** Foundational writing is a non-credit bearing course designed to prepare students for the successful completion of the two-course writing sequence required for the Core. In addition to helping students improve their basic reading, writing, and critical thinking skills, ENGL 007 is designed to help students master the grammatical, syntactical, and organizational skills they will need to succeed in the Core writing program. A grade of C or better is required for students to pass this course and register for Writing in Context I. **(Only for students who enter the college beginning in the fall of 2012.)**

0 credits

**ENGL 110 Writing in Context I.** Writing in Context I is the first of the required two-course sequence in Core writing instruction. It provides students with the expository writing skills necessary to succeed in college. In

addition, it provides them with a background in poetry, short fiction, and drama, and with the tools necessary to respond to such literature in writing. Students must pass WIC I with a C or better to become eligible to register for ENGL 120. **(Only for students who enter the college beginning in the fall of 2012.)**

3 credits

**ENGL 120 Writing in Context II.** The second of the required two-course sequence in writing, Writing in Context II, builds on the skills learned in ENGL 110 by providing students with the writing, critical-thinking, information literacy, and research skills necessary for success in college and in the professional world. The emphasis is on analysis, argument, and research. Students must pass this course with a grade of C or better. Pre-requisite: ENGL 110. **(Only for students who enter the college beginning in the fall of 2012.)**

3 credits

**ENGL 114 COMPOSITION WORKSHOP.** First course in a two-semester sequence, designed to develop college-level thinking and communication skills. Students complete reading, writing, speaking, and listening tasks of increasing difficulty, to gain facility in formulating, supporting, and revising their ideas; they then take ENGL 115 to fulfill the Core writing requirement. Not for English major credit. **(Only for students who entered the college prior to fall 2012.)**

3 credits

**ENGL 115 WRITING FOR COLLEGE.** Techniques of inquiry and expression for papers in the Core disciplines, with emphasis on data-based writing and reasoned argument. Assignments build effective research skills, development and organization of ideas, and ability to edit one's own prose. Core writing requirement; not for English major credit. Prerequisite for advanced writing electives. **(Only for students who entered the college prior to fall 2012.)**

3 credits

**ENGL 203 WRITING WORKSHOP.** A sequence of writing projects combining classroom, cooperative, and independent out-of-class activities, with emphasis on effective invention, arrangement and style, and practice in data-based writing.

3 credits

**ENG 215 DIALOGUE WITH WORLD WRITERS.** A course designed to foster understanding and appreciation of world writers, especially current ones, and to introduce students to different perspectives from which to write about literature. Alternate Spring semesters.

3 credits

**ENGL 217/ THTR 230 ADVANCED WRITING: NARRATIVE.** A workshop process course in which students explore and develop their creativity in the writing of fiction, biography, autobiography or other narrative forms. Alternate Spring semesters.

3 credits



**ENGL 219 ADVANCED WRITING: NONFICTION.** A workshop process course in which students create short pieces in contemporary non-fiction forms such as interviews, personal profiles, travel writing, science writing, reviews and commentary, and research and write a major expository article in the area of their choice. Alternate Fall semesters.

3 credits

**ENG 296 LANGUAGE AND THE INDIVIDUAL IN SOCIETY.** Students explore theories of language to discover how human beings acquire and use discourse, and learn to negotiate within various discourse communities. The course also provides an introduction to semantics, stylistic techniques, and the social, mental, intellectual, political and literary functions of language.

Alternate Spring semesters.

3 credits

**ENGL 300 CREATIVE WRITING WORKSHOP: FICTION.** Workshop class in writing fiction for publication. Topic varies, and is published at time of registration. Instructors are professional writers in the genre, either on the English faculty or teaching in collaboration with them.

3 credits

**ENGL 301/THTR 210 CREATIVE WRITING WORKSHOP: DRAMA.** Workshop class in writing drama for production. Topic varies, and is published at time of registration. Instructors are professional writers in the genre, either on the English faculty or teaching in collaboration with them.

3 credits

**ENGL 302 CREATIVE WRITING WORKSHOP: POETRY.** Workshop class in writing poetry for publication. Topic varies, and is published at time of registration. Instructors are professional writers in the genre, either on the English faculty or teaching in collaboration with them.

3 credits

**ENGL 304 ADVANCED WRITING: ARGUMENT.** Students explore and define their positions on topics of their choosing, and research and argue their point of view orally and in writing. Ability to articulate knowledge and opinions credibly in academic writing is a primary goal; attention will be given to the public discourse of the student's chosen field.

3 credits

**ENGL 325 PROFESSIONAL WRITING.** A course in transactional writing, to help students develop practical writing skills while analyzing discourses and documents from a variety of disciplines. Forms include analyses, reports, proposals, case studies, business letters and memos, resumes and letters of application.

3 credits

**ENGL400: ADVANCED CREATIVE WRITING, FICTION: A follow-up to ENGL300: Creative Writing – Fiction**

This class hones the skills and practices necessary to prepare students to write and publish short stories and longer works of fiction. ENGL300: Creative Writing - Fiction is a prerequisite.

3 credits

**ENGL 449 SENIOR WRITING STUDIO.** A workshop to polish and hone writing skills, as the capstone of the student's undergraduate writing portfolio. Each student will complete two papers and a proposal for future work, to demonstrate writing proficiency in the discourse of the chosen major or discipline. Required for senior writing minors. Prerequisite: ENGL 296 and two advanced writing courses and seniors in the English Secondary Education Track. Minimum 2.8 index in writing minor courses.

3 credits

**ENGL 375, 475 INTERNSHIP**

3 credits each

**LITERATURE**

**ENG 109 LITERATURE: VISIONS AND VALUES.** A Core Foundation course designed to challenge students to think about their own values and those of society through reading and analysis of selected poetry, fiction and drama. (Only for students who entered the college prior to fall 2012.)

3 credits

**ENG 215 DIALOGUE WITH WORLD WRITERS.** A course designed to foster understanding and appreciation of world authors, especially current writers, and to introduce students to different perspectives from which to write about literature. Alternate Spring semesters.

3 credits

**ENGL 297 TOPICS IN LANGUAGE AND LITERATURE I.** Introduction to basic issues of language and/or literary theory, with rotating topics, to be announced at registration time. Prerequisite: ENGL 109

3 credits

**ENGL 303 SHAKESPEARE.** Exploration of selected comedies, histories, tragedies, and romances, as theatrical scripts and literary texts, in the context of Renaissance English life.

3 credits

**ENGL 307 THE NOVEL.** Reading and discussion of major novels from American, English, and world literature, with emphasis on developing trends. Context course, alternating with Topics courses in the genre.

3 credits

**ENGL 311 SEVENTEENTH CENTURY LITERATURE.** Close reading of Jonson, Donne, Milton, and other writers, against the backdrop of a culture at war with itself. Context course.

3 credits

**ENGL 313 WOMEN AND LITERATURE.** A study of gender issues in selected poems, short fiction, and novels, primarily by nineteenth and twentieth-century women writers.

3 credits

**ENGL314 THTR 110 DRAMA.** A study of the development of Western drama from its beginnings in ancient Greece to the present. Emphasis on the literary, and theatrical aspects of representative plays, and their relation to the cultural milieu in which they were produced.

3 credits

**ENGL 315-316 THE ENGLISH TRADITION IN LITERATURE.** A study of the development and continuity of English literature emphasizing selected works of major writers, literary movements, and the evolution of literary forms. Required for sophomore English majors; open to non-majors with permission of instructor.

3 credits each

**ENGL 317 INTRODUCTION TO LITERARY INTERPRETATION.** A study of the basic skill set of an English major: close analysis, literary theory, and research methods. Required for all English majors entering in Fall 2007 and after. Open to non-majors with permission of instructor. Offered every spring.

3 credits

**ENGL 318 CHAUCER.** A Study of *The Canterbury Tales* with secondary emphasis on other works in the Chaucerian canon. Context course.

3 credits

**ENGL 319 THE AGE OF SATIRE.** Satire as a response to the social, political, and cultural milieu of the eighteenth century. Close reading of Dryden, Swift, Pope, Johnson, and other writers; attention paid to the birth of the English novel in works by Defoe, Fielding, and Austen. Context course.

3 credits

**ENGL 320 WORLD LITERATURE.** A Core curriculum Enrichment course, inviting close reading of selected texts of world renown and discussion of them in global context. Not for English credit.

3 credits

**ENGL 328/ THTR 120 PLAYS IN PERFORMANCE** This course is an interactive introduction to Drama and theatre. We will use New York City theatre as our primary "textbook" --- with five of the course's 14 evenings meeting in the city to see a range of theatre. The course is designed to explore the relationship between drama

as literature and as a blueprint for performance. We will combine in-depth script analysis with an introduction to the basic theatrical arts: Acting, Directing, and design.

3 credits

**ENG 334 AMERICAN LITERATURE I: FROM THE ORIGINS THROUGH THE CIVIL WAR.** Study and discussion of the development of American Literature and literary history from the early Colonial Period to the eve of the Civil War. Major topics include the complex legacy of Puritanism, the anxious state of American authorship, the modes of American individualism, and the relationship between history and cultural mythology. Required for English majors; open to non-majors with permission of instructor.

3 credits

**ENG 335 AMERICAN LITERATURE II: FROM THE CIVIL WAR UNTIL 1945.** Study and discussion of the development of American Literature and literary history from the post-Civil War period through 1945. The course evaluates the origins, characteristics and interrelationships between American realism and American modernism. Required for English majors; open to non-majors with permission of instructor.

3 Credits

**ENGL336 MAJOR AMERICAN WRITERS.** A seminar-style class in which students will perform an in-depth analysis of several works by a single, significant American writer or works by a cluster of interrelated, significant American writers, with at least one of the writers having written after 1945. Context Course. Offered every third Semester

3 Credits

**ENGL 401 THE ROMANTIC AGE.** Major trends of nineteenth-century romanticism, with reading and discussion of writers who shaped English literature from 1798 to 1837. Special emphasis on the revolutionary impulses that fueled the work of Wordsworth, Keats and Shelley; the role of women novelists like Radcliffe, Austen and Mary Shelley, and lesser known female poets. Context course.

3 credits

**ENGL403 THE VICTORIAN AGE.** Reading and discussion of major authors in light of the mid and late nineteenth-century cultural, historical and political atmosphere. Introduction to theoretical perspectives on works by Dickens, the Brontes and the Brownings, as well as less celebrated texts. Context course.

3 credits

**ENGL 417 MODERN LITERATURE I.** Study and discussion of modern British, Irish, and American authors from 1890 to 1950, with emphasis on international literary movements. Context course.

3 credits

**ENGL 418 MODERN LITERATURE II.** Students will be introduced to major poetical movements, major playwrights, and the diverse types of novels that are part of the literary world in the West so heavily impacted by the experience of World War II, existentialism, the Beat Generation, Civil Rights movements, feminist concerns,

and the early presence of multiculturalism. Context course.

3 credits

**ENGL 419 CONTEMPORARY LITERATURE.** Study discussion of recent English language works by American, British and international authors, with emphasis on contemporary issues of multiculturalism, gender identity, the impact of mass media on literature, and the question of popular vs. "academic" writing. Context course.

3 credits

**ENG 421 TOPICS IN LITERATURE II.** Close study of one or more selected authors, or of a genre or theme in literature, such as the dream vision, the millennium, or science fiction. Context course, with specific subject published at time of registration. Context course.

3 credits

**ENGL 450 COORDINATING SEMINAR.** An advanced seminar exploring in depth a literary topic, a single author, genre, or problem, involving several oral presentations and the submission of several papers demonstrating students' analytical and critical abilities. Required for Senior English majors.

3 credits

**ENGL 460, 461 INDEPENDENT STUDY.**

3 credits

**ENGL 375, 475 INTERNSHIP**

3 credits each

**ACSK 102 COLLEGE STUDY SKILLS.** Using the content and challenges of the core curriculum, this course offers a systematic, competency-based approach. Skills and techniques are developed which contribute to academic achievement. Two hours.

1 credit

## Department of Fine Arts

The Department of Fine Arts offers courses leading to a minor in Fine Arts. Students may take a concentration in Fine Arts, as one of their two concentrations in a Liberal Arts major.

## Faculty

Richard Barnet, MFA, Chair and Associate Professor

Enrico Giordano, M.S., Associate Professor

## Departmental Learning Outcomes and Assessment Methodology

At the conclusion of their studies, Fine Arts students will demonstrate the following learning outcomes:

Visual Art Courses:

1. Students will gain an understanding of the role of art in historical context.
2. Students will develop visual literacy skills by learning to decipher visual symbols and contextual clues.
3. Students will identify commonalities and differences between Western and non-Western forms of visual expression.
4. Students will demonstrate techniques of visual expression.

These will be assessed in the following manner:

1. Students will create two-dimensional work that exhibits an understanding of the use of symbols.
2. Students will incorporate images from cultures studies into art projects, discussions, exams and research.
3. Students will create studio drawing, painting and design portfolios.

Visual Art Drawing Courses:

1. Object drawing: contour. Students will gain the ability to observe and draw outlines of simple and complex objects, singly and in groups.
2. Students will demonstrate a recognition of color wheels, adjacent and complements grids, perspectives and directional lighting.
3. Students will demonstrate the ability to do practices and constructions is artworks.

These will be assessed in the following manner:

1. Students participate in class critiques, exams, and technique demonstrations..

#### Music Courses:

1. Students will demonstrate an awareness of chronology of period styles.
2. Students will develop the ability to recognize instruments and dynamics.
3. Students will develop an understanding of notation – clefs, keys, meters, rhythms, tempo and markings.

These will be assessed in the following manner:

1. Students participate in lectures, demonstrations and exams.
2. Students utilize listening and theory to create a one-minute composition.

### **Minor in Fine Arts; and Liberal Arts major with a concentration in Fine Arts**

A Minor in Fine Arts requires completion of eighteen Fine Arts Department credits. A Minor in Fine Arts contract must be signed by the Department Chair.

Students interested both in Fine Arts, and in another discipline, may elect to take a Liberal Arts major with a Fine Arts concentration. A concentration in Fine Arts for a Liberal Arts major is the same as a minor in Fine Arts. A Liberal Arts major must take as well at least eighteen credits in the other discipline. The Chairs both of the Fine Arts Department, and of the other discipline, must sign the Liberal Arts major contract.

All courses taken in the Fine Arts Department fulfill both the requirements for a Fine Arts minor and for the Fine Arts part of a Liberal Arts major. That is, all courses count equally, whether they are taken in visual arts, dance, music, or any combination of all these. The Fine Arts Department may, on the basis of individual talents and interests of a student, suggest additional courses to take, both inside and outside the Department.

### **Course Descriptions**

#### **Art (ART)**

**ART 104 CHORUS.** The Chorus meets for one hour per week. Students participating in the chorus will be expected to attend all regularly scheduled chorus meetings as well as perform in concert with the chorus. These meetings will consist primarily of vocal exercises and training as well as extensive preparation and rehearsal of the current assigned repertoire for public performance. The repertoire will vary from semester to semester and the music sung can range anywhere from renaissance madrigals to selections from current Broadway musicals (this is somewhat dependent on the students enrolled in the class). There will be time spent on teaching students the fundamentals of music reading, notation and sight-singing. Students taking this course can expect to heighten their knowledge of music reading, choral score reading, understanding and experiencing different styles of music first-hand and, most importantly, take part in learning to become a disciplined, polished, performing ensemble. Course may be repeated up to a maximum of three credits

1 credit

**ART 109 JAZZ DANCE I.** Course emphasis is on warm-ups, isolation of body movement combinations to jazz and contemporary music, and development of the individual's own movement style. One two-hour laboratory.  
1 credit

**ART 111 DANCE AND MOVEMENT: A CROSS-CULTURAL BLEND.** Through theory and practice, students will explore a variety of movement styles ranging from ballet, modern dance, jazz, to folk and ethnic dance forms. The origins of the various dance styles will be put into historical and cultural context.  
1 credit

**ART 115 DRAWING I.** A beginning class in drawing designed to introduce students to a wide variety of skills and experiences ranging from still life, portraiture, perspective and shading to the dynamic use of the figure.  
3 credits

**ART 116 – DRAWING II** – continues themes of DRAWING I, ART 115. No prerequisites.  
3 credits

**ART 117 FOUNDATIONS OF DESIGN.** A beginning class which explores, in a hands-on and conceptual way, principles involved in two-dimensional design, e.g., color, composition and assemblage. Emphasis is on developing a working knowledge of twentieth century abstraction.  
3 credits

**ART 118 FOUNDATIONS OF DESIGN II.** Continuation of themes explored in ART 117 FOUNDATIONS OF DESIGN, and focuses on the development of the students' unique design style. No prerequisites.  
3 credits

**ART 127 DRAWING AND WATERCOLOR.** Work is done in traditional and more recent graphic and aqueous media, and may be representational and/or more abstract as to treatments of design and subject matter. It may include explorations in computer applications. Some attention to historical/cultural precedents, including Chinese, Japanese, and 17<sup>th</sup>-21<sup>st</sup> century Western approaches. Field trips possible.  
3 credits

**ART 203 – PHOTOGRAPHY: AMBIENT DAYLIGHT.** . Digital photography in varieties of daylight: bright overcast, assisted, etc., and technical artistic issues. Use of cameras and accessories, editing on Mac Pro computers, printing. Thematic projects, photo essays, field trips. Some cameras available, or provide own.  
3 credits

**ART 205 – PHOTOGRAPHY: ARTIFICIAL LIGHT.** Digital photography in varieties of studio and night lighting: set-up, flash, strobe, available indoors/outdoors. Use of cameras and lenses; editing on Mac Pro computers; printing; photo essays, stories, field trips. Some cameras available, or provide own.  
3 credits



**ART 210 CORE FINE ARTS: VISUAL ARTS or DRAWING.** Foundations of art and design. This course explores themes in the history of the arts and in basic methods of art making. Drawing is devoted entirely to developing drawing skills. These courses explore themes in the history of the arts and in basic methods of creating in the arts. These themes are essential to the visual arts especially painting, drawing, sculpture, and architecture. Emphasis is on the continuity between history and creation in the arts.

3 credits

**ART 211 CORE FINE ARTS: MUSIC.** Foundations of musical expression. This course explores themes in the history of music from ancient times to the present. Emphasis is on the relationship between musical styles and historical context – demonstrated through lectures and discussions, keyboard demonstrations, and listening activities.

3 credits

**ART 215 FIELD WORK ABROAD.** Locales will be visited that are significant for visual arts, dance, and music. Course approaches and contents will be determined by (1) resources at these sites, (2) backgrounds and interests of students and faculty, (3) and time available. Requires travel to foreign locales: either one or multiple sites. May be repeated for credit as a different section of the course, with a different locale(s) and/or changed contents (subject matter).

**ART 222- GRAPHIC ARTS** Introduces the art of creating designs, with the goal of mastering all the parts necessary to create a portfolio. A portfolio represents who you are and what you can design--It is the key to success in the competitive business of graphics. This course explores elements of concepts, shapes, colors, layouts, and typography. Projects include brochures, newsletters, ads in varied media, and album covers. Work on Mac Pro computers with Adobe Photoshop, In-Design, and Illustrator.

3 credits

**ART 243 LIFE DRAWING I.** Work with the human figure in varied media such as chalk, charcoal, pencil, and watercolor to explore both traditional representation, and issues of design with the figure. Work may include: (1) drawing from nude models; (2) anatomy for artists; (3) portraiture; (4) field trips, including two exhibitions.

3 credits

**ART 305 PAINTING I.** A beginning class in painting which covers the basics of materials, paint techniques, color, and composition. Assignments are given which focus on these elements in a problem-solving context, and yet reinforce the student's individual direction in painting..

3 credits

**ART 306 PAINTING II.** Continuations of themes explored in ART 305 PAINTING I, and focuses on the development of the students' unique painting styles. No prerequisites.

3 credits

**ART 311 – DESIGNING IN CLAY** An exploration of possibilities of creating in clay. Studio projects involving hand building techniques, reflecting functional and nonfunctional design issues. The aesthetic relationship between form and function is the overriding principal of the class.

3 credits

**ART 312 – CERAMICS II – 3D DESIGN.** A multimedia course utilizing forms, shapes, textures, and composition, in relation to the expression of ideas, in positive/negative space. Emphasis on the student's inventive use of materials and techniques in response to three dimensional design studio assignments.

3 credits

**ART 317 - ADVERTISING DESIGN** This course provides students with hands-on experience in essential skills in business-focused design scenarios. Assignments are in: digital imaging and retouching; creating icons and illustrations; use of color; preparing presentation graphics; font management and typography; designing print and display ads; and creating brand identity. Work on Mac Pro computers with Adobe Photoshop, In-Design, and Illustrator.

3 credits

**ART 345 SCULPTURE.** Introduction to concepts and modes of three-dimensional design and to materials and techniques. Projects are developed in both representational and abstract visual language. Materials include clay, plaster and wood.

3 credits

**ART 349 PRINTMAKING.** An introduction to forms and techniques of printmaking; and to the procedures of drawing and design, including in-color, in these arts. Forms of printmaking may include woodcut, linoleum cut, work with found objects, building printing surfaces in 3-dimensional relief, and others. Uses of print surfaces – papers and others – and various inks and paints – will be explored. Photography, digital arts, and other image sources may be incorporated.

3 credits

**ART 427 TOPICS IN STUDIO.** A hands-on course designed to explore historical and recent concepts, trends, and techniques of studio art. Painting, photography, digital photography, drawing, design, sculpture, computer-generated art, and performing arts may be approached independently or as multi-media. Also offered as study abroad course.

3 credits

**ART 427 STUDIO DRAWING** This course introduces drawing with an emphasis on developing perceptual skills. Line, value, placement, and perspective with still life and interiors as subjects. A variety of media, Water Color , Charcoal and pencil drawing with exploration of techniques with emphasis on drawing, composition, and color.

3 credits

**ART 428 INDEPENDENT FINE ARTS STUDY.** Individual study with a member of the department. Open only to students who have secured the approval of the Chair of the Department and the consent of the individual instructor. A student may elect this course only once for credit towards the Minor in Fine Arts.

3 credits

**ART 460 INDEPENDENT STUDY.** Individual study with a member of the department. Open only to students who have secured the approval of the Chair of the Department and the consent of the individual instructor. Reserved for students who excel in Art and wish to explore a more independent in depth study of a particular area of Art. A student may elect this course only once for credit towards the Minor in Fine Arts.

3 credits

**ART 461 INDEPENDENT STUDY.** Individual study with a member of the department. Open only to students who have secured the approval of the Chair of the Department and the consent of the individual instructor. Reserved for students who excel in Art and wish to explore a more independent in depth study of a particular area of Art. A student may elect this course only once for credit towards the Minor in Fine Arts.

3 credits

**ART 475 INTERNSHIP.** Student participate in an off-campus training experience closely related to their area of study. Frequent meetings with their advisor plus a paper are required. Permission of the chair of the department and the college internship coordinator is required.

3 credits

## HISTORY OF ART

**ART 313 NINETEENTH CENTURY ART.** Important movements in painting and sculpture. Emphasis is on such major art trends as Impressionism, Post-Impressionism, and Expressionism. Gallery and museum visits. Lectures, seminars, workshops.

3 credits

**ART 314 MODERN ART.** Important movements in painting, sculpture, architecture, film and other relevant art forms from the late 19th century to 1950. Gallery and museum visits. Lectures, seminars, workshops.

3 credits

**ART 431 ART OF NATIVE CULTURES.** A study of the role of indigenous art in cultures such as Native Americans, Latin Americans, South Americans, Eskimo, African, Caribbean, etc. Lectures, seminars, workshops.

3 credits

**ART 435 CURRENT TRENDS.** A course to introduce the student to the current New York art scene. Visits to galleries, studios, museums and performance places. Lectures, seminars, workshops.

3 credits

**ART 436 TOPICS IN ART.** Contemporary and historical issues related to cultural expression are explored in the visual and performing arts. The history of the Arts and Architecture, as well as hands-on exploration of the creative process are central themes of this course. Also offered as study abroad course.

3 credits

## Department of History

The Department of History offers courses leading to the B.A. degree in history. The department also offers a minor in history, a minor in political science, and a concentration in history for History majors.

### Faculty

Joseph M. Skelly, Ph.D., Chairperson & Professor

David Gallo, Ph.D., Associate Professor

Charles L. Flynn, Jr., Ph.D., Professor

Daniel Opler, Ph.D., Associate Professor

## Departmental Learning Outcomes and Assessment Methodology

At the conclusion of their studies, History majors will demonstrate the following learning outcomes:

1. **Writing:** Students will demonstrate clear and correct written understanding of historical concepts and theories.
2. **Research & Information Literacy:** Students will demonstrate the ability to do substantial directed research demonstrating information literacy.
3. **Oral Expression:** Students will demonstrate clear and correct oral explanation and defense of an area of research.

These will be assessed in the following manner:

1. **Writing:** Students will compile and submit a portfolio in a 3-ring binder containing at least one representative sample from each history course taken from freshman to senior year. A final evaluation will be done at the end of the academic year according to a rubric for portfolio assessment that considers written communication skills, historical knowledge, and historical thinking, writing and research.
2. **Research & Historical Literacy:** Students will conduct a semester-long research project and write a 25-40 page research paper in the capstone course (HIST 496). A random sample of these papers will be assessed according to the rubric for portfolio assessment.
3. **Oral Expression:** In the capstone course (HIST 496) students will prepare an oral presentation for their peers and department faculty members based on the topic of their research. This presentation will be assessed by department faculty members using a five-point scale.

History majors will also participate in an exit interview conducted with all graduating seniors at the end of their senior year.

## Degree Requirements

## B.A. in History

The B.A. in history requires 121 course credits, including:

College Core Requirements		46 credits*
History Major		30 credits
HIST Core Course (HIST 201, 202, 203 or 214)	(3 credits)	
Pre-Modern History - One of the following:	(3 credits)	
HIST 300 Classical Civilizations		
HIST 301 Medieval History		
HIST 302 Eastern Roman Empire		
American History	(6 credits)	
European History	(6 credits)	
Global History	(6 credits)	
HIST 496 Senior Research Seminar	(3 credits)	
Upper-Level Elective in History	(3 credits)	
Open Electives		45 credits
TOTAL		121 credits

\*Three core credits in the Humanities satisfied with Major requirements.

NOTE: History majors, in consultation with their academic advisors in the Department, design individual courses of study centered on the required courses listed above. During their final year, students select a period, issue or historical figure for in-depth study in the senior research seminar. Majors are encouraged to complete a three-credit internship during their junior or senior years.

### Phi Alpha Theta

Membership in Phi Alpha Theta (the national history honor society) is open to qualified students.

## Sample Program

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits

ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
History Core Course (HIST 201, 202, 203 or 214)	3 credits
Pre-Modern History Course (HIST 300, 301 or 302)	3 credits
Open Elective	3 credits
TOTAL	31 credits

#### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
HIST XXX U.S. History course	3 credits
HIST XXX European History course	3 credits
Open Electives	9 credits
TOTAL	30 credits

#### Year 3

Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
HIST XXX Global History course	3 credits
HIST XXX European History course	3 credits
HIST XXX U. S. History course	3 credits
Open Electives	15 credits
TOTAL	30 credits

#### Year 4

Religious Studies Topics Core	3 credits
HIST 496 Colloquium	3 credits
HIST XXX Global History course	3 credits
HIST XXX History elective	3 credits
Open Electives	18 credits
TOTAL	30 credits

Total Credits for Graduation: 121

## Minors and Concentration

### Requirements for the Minor in History

The minor in history requires 18 course credits in history, selected in consultation with the Coordinator of the Minor in History, including:

History Core Course (HIST 201, 202, 203 or 214)

Three credits in American history

Three credits in European history

Three credits in Global history

Six upper-level elective credits in history

### Requirements for the Minor in Political Science

The minor in Political Science requires 18 course credits, at least one of which must be a History course. At least one course must be taken in two of the other eligible disciplines, which include Business, Economics, Communications, Philosophy, Religious Studies, Sociology, and Integrated Classes, with at least 4 courses at the 300/400 level. The minor contract should be approved by the Coordinator of the Minor in Political Science and signed no later than the start of the first semester of the junior year.

### Requirements for the Concentration in History

The concentration in history for history majors requires 12 course credits. History majors will select a concentration in one of several available areas of history in consultation with their academic advisor.

## Course Descriptions

### History (HIST)

**HIST 201 NATURAL RIGHTS, CIVIL RIGHTS AND HUMAN RIGHTS.** This course examines major themes in the development of natural rights, civil rights and human rights. These topics include natural law theory; conflicts between individual rights and state authority; the moral and philosophical origins of human rights; Western, American, and International interpretations of human rights; the Bill of Rights; the Civil Rights Movement; the Universal Declaration of Human Rights; case studies in women's rights; and relevant U.S. Supreme Court decisions.

3 credits

**HIST 202 ROYALTIES AND REVOLUTIONS: PRE-MODERN TO THE MODERN WORLDS.** This course explores the transition from the pre-modern era to the modern world through the history of France, from seventeenth-century Absolutism through the Age of Enlightenment to the French Revolution. Topics include the cultural and political machinery of the Versailles monarchy; the increasingly vocal critiques of that system, from Voltaire to the *Philosophes*; and the outbreak, course and aftermath of the French Revolution (1789-1815), which



gave birth to modern political discourse.

3 credits

**HIST 203 WITCHES, SLAVES, AND REBELS: INEQUALITY IN EARLY AMERICA.** Inequality – due to race, class, gender, nationality, and many other factors – was a defining feature of life in colonial North America. This course will examine how inequality shaped people's lives in colonial North America, focusing particularly on questions of the changing relationship of Native Americans with different European colonists, the formation of new understandings of race and class, early American patterns of slavery and servitude, and the Salem witch trials.

3 credits

**HIST 214 CORE: THE SHAPING OF THE MODERN WORLD.** A study through the use of primary sources of the major developments in world history since the Renaissance that have influenced the modern world.

3 credits

**HIST 300 CLASSICAL CIVILIZATIONS.** A study of the political, economic, social, and cultural development of the Near East and Mediterranean World from earliest times to the end of the fifth century A.D.

3 credits

**HIST 301 MEDIEVAL HISTORY.** This course covers the late Roman Empire and its devolution in the West; early Christianity; the division of the Roman legacy in the East and in the West; Manorialism; the Carolingian Revival and Feudalism; the rise of Islam; relations between the Greek East and the Latin West; the Crusades; the cultural and intellectual achievements of the Medieval West.

3 credits

**HIST 302 EASTERN ROMAN EMPIRE.** The Christianization of the Roman Empire and the transfer of its capital to Constantinople gave rise to a powerful and stable Eastern Roman Empire lasting a thousand years after the collapse of the Empire in the West. This course is an inquiry into the reasons for its stability and longevity. It also attempts to explain why the Eastern Roman Empire declined and was finally conquered by the Ottoman Turks. Emphasis is given to the Eastern Empire's disastrous relations with the Latin West during the Crusades as the chief reason for its decline and fall. Thus, this course offers a way to understand the heritage of the ancient world as well as the origins of some of the current ethnic, political and religious problems still facing Greece, Turkey, the Balkans and Russia.

3 credits

**HIST 309 U.S.: COLONIES TO THE CIVIL WAR.** In this course we explore the first half of American history. Emphasis will be on encounters between Native Americans and European settlers; the complex and uneven development of democracy in the eighteenth and nineteenth centuries; the creation of new relations of race, class, and gender in the new republic; and the crises leading to the Civil War.

3 credits

**HIST 310 U.S.: CIVIL WAR TO THE PRESENT.** An overview of the major developments in American life since the Civil War, including the changing role of the federal government in the daily lives; the roles played by race, class, and gender in American history; the ways in which international developments affected life in America; and the relationships between cultural, political, and social historical developments in American life.

3 credits

**HIST 315 COLONIAL LATIN AMERICA.** This course traces the history of Colonial Latin America from its Native American and Iberian roots to independence. Focus will be placed on the social, economic, cultural and religious developments from the period that influenced the formation of modern Latin America.

3 credits

**HIST 317 MODERN LATIN AMERICA IN THE NINETEENTH AND TWENTIETH CENTURIES.** This course traces the history of the nations of modern Latin America from the wars of independence in the early nineteenth century to the present day. Focus will be placed on the social, economic, and political developments that have contributed to the shaping of Latin American culture and society.

3 credits

**HIST 330 COLONIALISM IN AFRICA AND ASIA.** This course provides an overview of major thematic topics in the history of the European colonial system in Africa and Asia. Thematic topics include: the ideological motivations for imperialism; the impact of the colonial system on the colonizer as well as the colonized; nationalism and anti-colonial resistance; decolonization; and colonialism's legacy in present-day Africa and Asia.

3 credits

**HIST 333 MODERN ASIA.** The transformation of the traditional values and institutions of China, Japan and India as a result of their encounter with the West; reform and revolution; their international position.

3 credits

**HIST 341 U.S.: RECONSTRUCTION TO THE PROGRESSIVE ERA.** American history from the end of the Civil War until World War I. Examines such topics as Reconstruction, the Gilded Age, the settling of the western frontier, labor relations, immigration, and Progressive reform.

3 credits

**HIST 346 U.S.: AMERICA FROM THE ROARING TWENTIES TO WORLD WAR II.** American history from the 1920s to the 1940s. Explores the rise of consumer culture; debates about the benefits and drawbacks of "modern" life in the 1920s; how the Great Depression and the New Deal changed American life; and the ways in which World War II affected America's role in world politics as well as life on the home front.

3 credits

**HIST 349 MODERN AFRICA.** Focus on Africa's colonial background; slavery; the rise of nationalism; the establishment of independent states; political and developmental challenges.

3 credits

**HIST 356 AMERICAN PRESIDENCY.** This course focuses on the presidency from the time of the Constitutional Convention of 1787 to the Civil War. Emphasis will be on the men who have had the greatest impact on the Presidency. A chronological, biographical approach is used. An analysis of present-day government structures will also be carried out.

3 credits

**HIST 363 CONTEMPORARY MIDDLE EAST.** A dynamic discussion of some of the most important issues affecting the Middle East today, including the roles and responsibilities of women; varieties of Islam; constitutional democracy versus authoritarian politics; youth culture versus established social traditions; economics and oil in the Persian Gulf; the status of Iraq, Iran, Afghanistan, and Pakistan; the Israeli-Palestinian dispute; the future of the United States and the United Nations in the region; Arab literature, poetry and film.

3 credits

**HIST 364 ISLAM AND POLITICS: FROM DEMOCRACY TO THEOCRACY TO ISLAMISM.** This course investigates the interrelationship of Islam and various forms of government, from liberal democracy to theocracy to militant Islamism. It examines the historical evolution of Islamic politics; the wide range of Islamic manifestations of governance; Islamist ideologues such as Sayyid Qutb and Ayman al-Zawahiri; enlightened Muslim political philosophers, from Averroes in the Middle Ages to George Hourani, one of the founders of an Islamic theory of human rights; and, it proposes models for reconciling Islam with women's rights and liberal democracy in the modern era.

3 credits

**HIST 365 AMERICA IN THE 1960s.** Major concentration will be on national politics and foreign affairs from the J.F.K. Presidency through the early Nixon years; the Vietnam War; civil rights; women's liberation' student protest movements; the counterculture.

3 credits

**HIST 367 THE U.S. ROLE IN VIETNAM, 1940-1975.** An examination of the root causes of American involvement in the war in Vietnam; the course of the conflict on the battlefield; its disruptive impact at home, including the anti-war movement on American campuses; its portrayal in American cinema; and the lingering effects of the war on the conduct of contemporary American foreign policy.

3 credits

**HIST 380 HISTORY OF THE CITY OF ROME.** This course is part of the College of Mount Saint Vincent's study abroad program in Rome, Italy. The course traces the history of the city of Rome from its ancient origins to the present, situating Rome in the broader context of the development European civilization and the creation of

modern Italy. The majority of lectures will be conducted on-site at key museums, monuments, and churches within the city of Rome.

3 credits

**HIST 400 EUROPE, 1550-1700: POLITICS AND SOCIETY IN EARLY MODERN EUROPE.** An examination of the development of the religious, political, economic, social and cultural foundations of early modern Europe, including the Renaissance; the Reformation; Wars of Religion; the age of Absolutism; dynastic conflict; the beginnings of constitutionalism; and the European Enlightenment.

3 credits

**HIST 410 THE FRENCH MONARCHY, 1560-1789 (WE).** A thorough examination of the development of the political, economic, social and cultural foundations of Old Régime France: the Wars of Religion; the restoration of royal authority under Henri IV; the workings of state under Louis XIII and Richelieu; popular revolts and the *Fronde*; the Reign of Louis XIV and the monarchy at Versailles; the French *Encyclopédie* and Enlightenment; attempts at reform under Louis XV; and, the final crisis of the monarchy under Louis XVI.

3 credits

**HIST 415 THE ENGLISH CIVIL WAR AND GLORIOUS REVOLUTION: THE BIRTH OF LIBERTY.** This course assesses major events in seventeenth-century England, in Europe, and in the Atlantic world, including two epic conflicts that proved pivotal to the preservation of American liberty and the development of the American Constitutional tradition, that is, the English Civil War of 1641-51 and the Glorious Revolution of 1688-89.

3 credits

**HIST 420 EUROPE, 1700- 1830: AGE OF ENLIGHTENMENT AND REVOLUTIONS.** An examination of the political, economic and social conflicts of this period, including the Enlightenment; the French Revolution; the Atlantic world; the age of Napoleon; the Congress of Vienna; comparable world revolutions; and women in revolution.

3 credits

**HIST 430 EUROPE, 1830-1914: INDUSTRIALIZATION, IDEOLOGIES, IMPERIALISM.** A review the causes and consequences of the Industrial Revolution; the competing political ideologies of the nineteenth century; the origins, course and outcomes of the Revolutions of 1848; the rise of nationalism; European imperialism in Africa and Asia; nineteenth-century European culture; the role of women in nineteenth-century Europe; the state of Europe at the dawn of the twentieth century.

3 credits

**HIST 437 EUROPE, 1914-1945: WORLD WARS AND THE HOLOCAUST.** The history of Europe from the First to the Second World Wars in the context of the rise of totalitarian regimes, including the political, social, economic and moral transformations wrought by these conflicts.

3 credits

**HIST 438 EUROPE: TWENTIETH-CENTURY DICTATORS.** This course focuses on Hitler and the growth of Nazism; on Mussolini and Fascism; and on Lenin, Stalin, and the Communist state.

3 credits

**HIST 440: MODERN IRELAND, 1798 – 1998: THE QUEST FOR NATIONHOOD.** This course explores the major trends, events, and personalities that have shaped modern Ireland from the end of the eighteenth century to the dawn of the twenty-first, from 1798 to 1998. These processes, episodes and figures include the Rebellion of 1798; Daniel O’Connell; the Great Famine; the Land War; the rise of Parnell; the 1916 Rising; the War of Independence; the foundations of Independent Ireland; and the conflict in Northern Ireland.

3 credits

**HIST 445 EUROPE, 1945-1995: FROM THE COLD WAR TO DEMOCRATIC REVOLUTIONS.** A study of the origins and course of the Cold War and post-war organizations; NATO and the Atlantic Alliance; European-American diplomatic relations; the rise, decline and fall of the USSR; the issue of resurgent nationalism as a challenge to the future of the European Union.

3 credits

**HIST 446 MODERN RUSSIA, 1900-89.** Imperial background; the role of Lenin; the 1905 and 1917 revolutions; transformation of Russian institutions and society under the Soviet system; the international role of the Soviet Union; the collapse of the Soviet Union; the formation of the contemporary Russian state.

3 credits

**HIST 447 CONTEMPORARY IRISH POLITICS: NORTH AND SOUTH.** An examination of the three political traditions in Ireland: constitutional nationalism, physical force republicanism, Ulster Unionism; the democratic institutions of the Irish state and Northern Ireland; political parties both North and South; the role of women in politics; the Troubles in Northern Ireland; the peace process and terrorism; economic development and the Celtic Tiger; Irish foreign policy.

3 credits

**HIST 448 MODERN FRANCE, 1789-PRESENT.** The history of modern France from the French Revolution of 1789 to the present day. Focus will be placed on the social, cultural, economic, and political developments which have contributed to the making of modern France as well as the transformation of Europe and the world during the nineteenth and twentieth centuries. Major themes include: the French Revolution; nineteenth century social change; the realist movement; the Third Republic; French colonialism; the two World Wars; Existentialism; France in the European Union; immigration and France today.

3 credits

**HIST 449 MODERN ITALY.** The history of modern Italy from its unification in the nineteenth century to the present day. Focus will be placed on the socio-economic, political, and cultural developments that have impacted

contemporary Italian politics and society. Major themes include the Risorgimento; the Liberal Regime; the Southern Question; Fascism and the Second World War; the economic miracle and consumer culture; post-war politics and corruption; as well as issues of identity and culture in Italy today.

3 credits

**HIST 450 HISTORY OF NEW YORK CITY.** The history of New York City from its founding to the present, as an example of larger national and international processes and events, as well as the ways in which the city obtained its unique historical importance. Concentration on colonial wars; the city's role in the American Revolution; class formation; the New York City Draft Riots; immigration; and the changing nature of the city in twentieth-century America.

3 credits

**HIST 455 WOMEN IN AMERICAN HISTORY.** A study of women's experiences in American history, including women's roles in historical events from the Salem witch hunts of the 1600s through the Revolutionary War; the abolitionist movement; the twentieth century; the women's movement of the 1960s; ways in which an understanding of women's history changes our understandings of American history.

3 credits

**HIST 461 WOMEN IN TWENTIETH-CENTURY EUROPE.** An examination of the role of women in politics, society, and the economy throughout the twentieth century; an assessment of evolving conceptions of the role of women; the contribution of women to European culture and the arts.

3 credits

**HIST 463 CROSSING INTERNATIONAL BORDERS; WORLD MIGRATION 1800-PRESENT.** From Europe and Africa to Asia and the Americas, this course takes a comparative look at the history of global migrations and discusses how they have shaped modern social and cultural identities across national borders and political divides. Introducing students to transnational approaches to the study of history, this course will discuss the impact of immigration on a host countries as well as the impact of emigration on nations of origin.

3 credits

**HIST 466 INTERNATIONAL TERRORISM.** A study of the legal and political definitions of terrorism; the causes and origins of international terrorism around the world; counterterrorism strategies and tactics; ethical dilemmas in counterterrorism; major events in the Global War on Terror; the war in Afghanistan; Operation Iraqi Freedom; international terrorist organizations such as the Irish Republican Army, FARC in Colombia, ETA in Spain, the Tamil Tigers, Al Qaeda, the Taliban, Hamas, and Hezbollah.

3 credits

**HIST 467 THE UNITED NATIONS AND INTERNATIONAL AFFAIRS.** This course examines major components of the United Nations in the past and present, including collective security; the origins of the United Nations; the United Nations Charter; the main organs of the United Nations; the UN and international security; UN peacekeeping; the United Nations

and the role of women; the UN and human rights; the UN and international development; the UN and climate change; the UN and terrorism; the UN and regional politics; the UN and arms control; the UN and international law; the UN and humanitarian relief; reform of the United Nations; and UN specialized agencies (UNESCO, WHO, World Bank).

3 credits

**HIST 370 TOPICS IN U.S. HISTORY.** An intensive study of a particular event, period, or issue. The specific subject will be available at time of registration.

3 credits

**HIST 375, 475 INTERNSHIP.**

3 credits each

**HIST 376, 476 TOPICS IN GLOBAL HISTORY.** An intensive study of a particular event, period, or issue. The specific subject will be available at the time of registration.

3 credits

**HIST 460 INDEPENDENT STUDY.**

3 credits

**HIST 470 INDEPENDENT STUDY: HONORS.**

3 credits

**HIST 495 PRACTICUM IN THE TEACHING OF HISTORY.** History majors with a concentration in secondary education assist in the planning, teaching, and evaluation of the department's introductory Core course, HIST 214. Normally open only to juniors or to seniors with permission of the chairs of History and Teacher Education.

3 credits

**HIST 496 SENIOR RESEARCH SEMINAR.** For senior majors only.

3 credits

## Department of Mathematics

The Department of Mathematics offers courses leading to a B.A. Degree in Mathematics, a B.A. Degree in Mathematics with Secondary School Certification and a B.A. Degree in Mathematics with Elementary School Certification. The department also offers a minor program in Mathematics.

### Faculty

Bjorn Schellenberg, Ph.D., Chairperson & Assistant Professor

Victor Miroshnikov, PhD., Assistant Professor

Amir Niknejad, PhD., Assistant Professor

### Departmental Learning Outcomes and Assessment Methodology

At the conclusion of their studies, Mathematics majors will demonstrate the following learning outcomes:

- 1. Develop mathematical thinking and communication skills:** progress from a procedural/computational understanding of mathematics to a broad understanding encompassing logical reasoning, generalization, abstraction and formal proof; gain experience in careful analysis of data; become skilled at conveying their mathematical knowledge in a variety of settings, both orally and in writing.
- 2. Develop skill with a variety of technological tools:** gain experiences with tools such as computer algebra systems, visualization software, statistical packages, and computer programming languages.
- 3. Acquire a broad view of mathematical sciences:** gain significant experience working with ideas representing the breadth of the mathematical sciences. In particular, students will be exposed to a number of contrasting but complementary points of view: continuous and discrete, algebraic and geometric, deterministic and stochastic, theoretical and applied.

These will be assessed by means of a comprehensive examination in Senior Year.

### Degree Requirements

#### B. A. in Mathematics

The B.A. in Mathematics requires 121 course credits, including:

College Core Requirements	43 credits*
Mathematics Major:	51 credits
Major Core Courses	(45 credits)



MATH 131 Calculus I	(4 credits)
MATH 132 Calculus II	(4 credits)
MATH 231 Calculus III	(3 credits)
MATH 241 Linear Algebra I	(3 credits)
MATH 242 Linear Algebra II	(3 credits)
MATH 261 Symbolic Computing	(3 credits)
MATH 262 Numerical Computing	(3 credits)
MATH 341 Abstract Algebra I	(3 credits)
MATH 342 Abstract Algebra II	(3 credits)
MATH 321 Introduction to Higher Geometry	(3 credits)
MATH 255 Ordinary Differential Equations	(3 credits)
MATH 331 Real Analysis	(3 credits)
MATH 431 Vector Calculus	(3 credits)
MATH 121 Biomedical Statistics	(4 credits)

Two other Math courses at level 200 or higher (6 credits)

Open Electives 27 credits

\*Six core credits in Mathematics satisfied with Major requirements.

TOTAL 121 credits

## Sample Program

### Version A (students starting in 2012, 2014...)

#### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Humanities or Social Science Core	3 credits
MATH 131 Calculus I (fall)	4 credits
MATH 132 Calculus II (spring)	4 credits
Open Elective	3 credits
TOTAL	30 credits

### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
MATH 241 Linear Algebra I (fall)	3 credits
MATH 231 Calculus III (spring)	3 credits
Open Electives	6 credits
TOTAL	30 credits

### Year 3

Humanities or Social Science Core	3 credits
MATH 255 Ordinary Differential Equations (fall)	3 credits
MATH 261 Symbolic Computing (fall)	3 credits
MATH 121 Biomedical Statistics (fall)	4 credits
MATH 341 Abstract Algebra I (fall)	3 credits
MATH 342 Abstract Algebra II (spring)	3 credits
MATH 262 Numerical Computing (spring)	3 credits
Open Electives	9 credits
TOTAL	31 credits

### Year 4

Religious Studies Topics Core	3 credits
MATH 321 Introduction to Higher Geometry (fall)	3 credits
MATH 431 Vector Calculus (fall)	3 credits
MATH 331 Real Analysis (spring)	3 credits
MATH 242 Linear Algebra II (spring)	3 credits
Mathematics Electives	6 credits
Free Electives	9 credits
TOTAL	30 credits
Total Credits for Graduation: 121	

## **Version B (student starting in 2013, 2015...)**

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits

ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Humanities or Social Science Core	3 credits
MATH 131 Calculus I (fall)	4 credits
MATH 132 Calculus II (spring)	4 credits
Open Elective	3 credits
TOTAL	30 credits

### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
MATH 255 Ordinary Differential Equations (fall)	3 credits
MATH 261 Symbolic Computing (fall)	3 credits
MATH 231 Calculus III (spring)	3 credits
MATH 262 Numerical Computing (spring)	3 credits
TOTAL	30 credits

### Year 3

Humanities or Social Science Core	3 credits
MATH 241 Linear Algebra I (fall)	3 credits
MATH 321 Introduction to Higher Geometry (fall)	3 credits
MATH 431 Vector Calculus (fall)	3 credits
MATH 242 Linear Algebra II (spring)	3 credits
MATH 331 Real Analysis (spring)	3 credits
Math Elective	3 credits
Open Electives	9 credits
TOTAL	30 credits

### Year 4

Religious Studies Topics Core	3 credits
MATH 121 Biomedical Statistics (fall)	4 credits
MATH 341 Abstract Algebra I (fall)	3 credits
MATH 342 Abstract Algebra II (spring)	3 credits
Math Elective	3 credits
Open Electives	15 credits

TOTAL 31 credits

Total Credits for Graduation: 121

## B. A. in Mathematics with Certification in Secondary School Education

The B.A. in Mathematics with a Concentration in Secondary Education requires 122 course credits, including:

College Core Requirements 43 credits\*

Mathematics Major: 39 credits

Major Core Courses (33 credits)

MATH 131 Calculus I (4 credits)

MATH 132 Calculus II (4 credits)

MATH 231 Calculus III (3 credits)

MATH 241 Linear Algebra I (3 credits)

MATH 261 Symbolic Computing (3 credits)

MATH 262 Numerical Computing (3 credits)

MATH 341 Abstract Algebra I (3 credits)

MATH 321 Introduction to Higher Geometry (3 credits)

MATH 331 Real Analysis (3 credits)

MATH 121 Biomedical Statistics (4 credits)

Two other Math courses at level 200 or higher (6 credits)

Education Courses 31 credits

EDUC 211 Education and Society (3 credits)

EDUC 212 Psychology of Teaching and Learning (3 credits)

PSYC 346 Adolescent Psychology (3 credits)

EDUC 327 Teaching Literacy in the Inclusive Classroom (3 credits)

EDUC 340 Introduction to Students with Disabilities (3 credits)

EDUC 360 Teaching English in Middle and Secondary School (3 credits)

EDUC 366 Practicum IV (2 credits)

EDUC 425 Student Teaching in Secondary Education (7 credits)

EDUC 304 Health Education in Schools (1 credit)

COMM 210 Public Speaking (3 credits)

\*Note - Students completing the Adolescent Education Certification program should consult closely with their academic and education advisors to determine selection of core courses needed to fulfill New York State Department of Education requirements for certification.

Open Electives	9 credits
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\*Six core credits in the Mathematics satisfied with Major requirements.

TOTAL	122 credits
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## Sample Program

### Version A (students starting in 2012, 2014...)

#### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Humanities or Social Science Core	3 credits
MATH 131 Calculus I (fall)	4 credits
MATH 132 Calculus II (spring)	4 credits
Open Elective	3 credits
TOTAL	30 credits

#### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
MATH 241 Linear Algebra I (fall)	3 credits
MATH 231 Calculus III (spring)	3 credits
EDUC 211 Education & Society (fall)	3 credits
EDUC 212 Psychology of Teaching & Learning (fall)	3 credits
EDUC 340 Intro to Students with Disabilities (spring)	3 credits
COMM 210 Public Speaking	3 credits
TOTAL	33 credits

### Year 3

Humanities or Social Science Core	3 credits
MATH 261 Symbolic Computing (fall)	3 credits
MATH 121 Biomedical Statistics (fall)	4 credits
MATH 341 Abstract Algebra I (fall)	3 credits
MATH 262 Numerical Computing (spring)	3 credits
Mathematics Elective	3 credits
EDUC 327 Teaching Literacy in the Inclusive Classroom	3 credits
EDUC 360 Teaching English in Middle and Secondary School	3 credits
EDUC 366 Practicum IV	2 credits
PSYCH 346 Adolescent Psychology	3 credits
TOTAL	30 credits

### Year 4

Humanities or Social Science Core	3 credits
Religious Studies Topics Core	3 credits
MATH 321 Introduction to Higher Geometry (fall)	3 credits
MATH 331 Real Analysis (spring)	3 credits
Mathematics Elective	3 credits
EDUC 425 Student Teaching in Secondary Education	7 credits
EDUC 304 Health Education in Schools	1 credit
Open Electives	6 credits
TOTAL	29 credits

Total Credits for Graduation:122

## **Version B (student starting in 2013, 2015...)**

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Humanities or Social Science Core	3 credits
MATH 131 Calculus I (fall)	4 credits
MATH 132 Calculus II (spring)	4 credits
Open Elective	3 credits
TOTAL	30 credits

### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
MATH 231 Calculus III (spring)	3 credits
MATH 262 Numerical Computing (spring)	3 credits
MATH 261 Symbolic Computing (fall)	3 credits
EDUC 211 Education & Society (fall)	3 credits
EDUC 212 Psychology of Teaching & Learning (fall)	3 credits
EDUC 340 Intro to Students with Disabilities (spring)	3 credits
COMM 210 Public Speaking	3 credits
TOTAL	33 credits

### Year 3

Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
MATH 241 Linear Algebra I (fall)	3 credits
MATH 321 Introduction to Higher Geometry (fall)	3 credits
MATH 331 Real Analysis (spring)	3 credits
Math Elective	3 credits
EDUC 327 Teaching Literacy in the Inclusive Classroom	3 credits
EDUC 360 Teaching English in Middle and Secondary School	3 credits
EDUC 366 Practicum IV	2 credits
PSYC 346 Adolescent Psychology	3 credits
TOTAL	29 credits

### Year 4

Humanities or Social Science Core	3 credits
Religious Studies Topics Core	3 credits
MATH 121 Biomedical Statistics (fall)	4 credits
MATH 341 Abstract Algebra I (fall)	3 credits
Math Elective	3 credits
EDUC 425 Student Teaching in Secondary Education	7 credits
EDUC 304 Health Education in Schools	1 credit
Open Electives	6 credits
TOTAL	30 credits

Total Credits for Graduation: 122

## **B. A. in Mathematics with Certification in Childhood Education**

The B.A. in Mathematics with a Concentration in Elementary Education requires 123 course credits, including:

College Core Requirements 43 credits\*

Mathematics Major: 33 credits

Major Core Courses (30 credits)

MATH 131 Calculus I (4 credits)

MATH 132 Calculus II (4 credits)

MATH 231 Calculus III (3 credits)

MATH 241 Linear Algebra I (3 credits)

MATH 120 Computational Math (3 credits)

MATH 261 Symbolic Computing (3 credits)

MATH 321 Introduction to Higher Geometry (3 credits)

MATH 222 Math for Elem School Teachers (3 credits)

MATH 121 Biomedical Statistics (4 credits)

One other Math course at level 200 or higher (3 credits)

\*Six core credits in the Mathematics satisfied with Major requirements.

Education Courses 41 credits

EDUC 211 Education and Society (3 credits)

EDUC 212 Psychology of Teaching and Learning (3 credits)

PSYC 345 Child Psychology (3 credits)

EDUC 322 Teaching Elementary School in Inclusive Settings I (3 credits)

EDUC 323 Practicum I (3 credits)

EDUC 324 Teaching Elementary School in Inclusive Settings II (3 credits)

EDUC 325 Practicum II (3 credits)

EDUC 326 Teaching Literacy in the Inclusive Classroom (3 credits)

EDUC 340 Introduction to Students with Disabilities (3 credits)

EDUC 431 Student Teaching in Childhood Education (7 credits)

EDUC 428 Assessment and Remediation of Literacy Disabilities (3 credits)

EDUC 304 Health Education in Schools (1 credit)

COMM 210 Public Speaking (3 credits)

\*Note - Students completing the Childhood Education Certification program should consult closely with their academic and education advisors to determine selection of core courses needed to fulfill New York State Department of Education requirements for certification.

Open Electives 6 credits



TOTAL

123 credits

## Sample Program

### Version A (students starting in 2012, 2014...)

#### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Humanities or Social Science Core	3 credits
MATH 131 Calculus I (fall)	4 credits
MATH 132 Calculus II (spring)	4 credits
MATH 120 Computational Math	3 credits
TOTAL	30 credits

#### Year 2

Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
MATH 241 Linear Algebra I (fall)	3 credits
MATH 231 Calculus III (spring)	3 credits
EDUC 211 Education & Society (fall)	3 credits
EDUC 212 Psychology of Teaching & Learning (fall)	3 credits
EDUC 340 Intro to Students with Disabilities (spring)	3 credits
COMM 210 Public Speaking	3 credits
PSYC 345 Childhood Psychology	3 credits
TOTAL	30 credits

#### Year 3

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
MATH 222 Math for Elem School Teachers	3 credits
MATH 261 Symbolic Computing (fall)	3 credits
MATH 121 Biomedical Statistics (fall)	4 credits
EDUC 322 Teaching Elementary School in Inclusive Settings I	3 credits
EDUC 323 Practicum I	3 credits

EDUC 324 Teaching Elementary School in Inclusive Settings II	3 credits
EDUC 325 Practicum II	3 credits
EDUC 326 Teaching Literacy in the Inclusive Classroom	3 credits
TOTAL	31 credits

#### Year 4

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Religious Studies Topics Core	3 credits
MATH 321 Introduction to Higher Geometry (fall)	3 credits
Mathematics Elective	3 credits
EDUC 431 Student Teaching in Childhood Education	7 credits
EDUC 428 Assessment and Remediation of Literacy Disabilities	3 credits
EDUC 304 Health Education in Schools	1 credit
Open Electives	6 credits
TOTAL	32 credits

Total Credits for Graduation: 123

### **Version B (student starting in 2013, 2015...)**

#### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Humanities or Social Science Core	3 credits
MATH 131 Calculus I (fall)	4 credits
MATH 132 Calculus II (spring)	4 credits
MATH 120 Computational Math	3 credits
TOTAL	30 credits

#### Year 2

Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
MATH 261 Symbolic Computing (fall)	3 credits
MATH 231 Calculus III (spring)	3 credits
EDUC 211 Education & Society (fall)	3 credits
EDUC 212 Psychology of Teaching & Learning (fall)	3 credits

EDUC 340 Intro to Students with Disabilities (spring)	3 credits
COMM 210 Public Speaking	3 credits
PSYC 345 Childhood Psychology	3 credits
TOTAL	30 credits

### Year 3

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
MATH 222 Math for Elem School Teachers	3 credits
MATH 321 Introduction to Higher Geometry (fall)	3 credits
MATH 241 Linear Algebra I (fall)	3 credits
EDUC 322 Teaching Elementary School in Inclusive Settings I	3 credits
EDUC 323 Practicum I	3 credits
EDUC 324 Teaching Elementary School in Inclusive Settings II	3 credits
EDUC 325 Practicum II	3 credits
EDUC 326 Teaching Literacy in the Inclusive Classroom	3 credits
TOTAL	33 credits

### Year 4

Humanities or Social Science Core	3 credits
Religious Studies Topics Core	3 credits
MATH 121 Biomedical Statistics (fall)	4 credits
Mathematics Elective	3 credits
EDUC 431 Student Teaching in Childhood Education	7 credits
EDUC 428 Assessment and Remediation of Literacy Disabilities	3 credits
EDUC 304 Health Education in Schools	1 credit
Open Electives	6 credits
TOTAL	30 credits

Total Credits for Graduation: 123

## **Minor**

### **Requirements for a Minor in Mathematics:**

20 credits:

MATH 131 Calculus I	(4 credits)
MATH 132 Calculus II	(4 credits)
MATH 231 Calculus III	(3 credits)
Three additional Mathematics Courses	(9 credits)

## Course Descriptions

### Mathematics (MATH)

**MATH 100 PRE-CALCULUS.** Basic set theory. Functions and their graphs. Linear and quadratic equations and systems. Trigonometry. Cartesian Coordinates. Congruence transformations in the plane. Preparation for Calculus.

3 credits

**MATH 102 MATHEMATICAL MODELING (CORE).** Communication through graphs. Linear, exponential and logarithmic modeling of real data. Regression analysis, critical evaluation of appropriateness of a model, quality-of-fit analysis. Unit conversions.

3 credits

**MATH 107 – COMPUTATIONAL MATH WITH SPREADSHEETS (CORE).** General computer concepts and important applications of numerical evaluation of formulas and statistical, logical, mathematical, financial, date-time, and database functions in the environment of separate and related spreadsheets. Co-requisite of Pre-requisite: Mathematical Modeling.

3 credits

**MATH 119 – STATISTICS (CORE).** Communicating with Graphs. Data Analysis and Sample statistics. Sampling methods. Probability. Combinatorics. Normal Distribution. Hypothesis testing. Optionally, Monte Carlo Simulation. Pre-requisite: Mathematical Modeling.

3 credits

**MATH 120 – COMPUTATIONAL MATHEMATICS (CORE).** Numerical, graphical, critical, logical, and statistical analysis of experimental data from databases by mapping of mathematical structures. Development of graphic user interfaces for mathematical modeling and statistical processing of a developed hypothesis. Presentation of computed results. Pre-requisite: Mathematical Modeling.

3 credits

**MATH 121 – BIOMEDICAL STATISTICS (CORE).** Rigorous introduction to statistics with applications in biological and health sciences using available public domain biomedical data sets. Exploratory data analysis, elements of probability, one- and two sample tests, nonparametric methods, contingency table analysis and linear regression. Pre-requisite: Mathematical Modeling.

4 credits

**MATH 131 - CALCULUS I.** Real functions of a single real variable: limits, continuity, derivatives, integrals, Fundamental Theorem of Calculus. Prerequisite: Pre-Calculus or approval of Department chairperson.  
4 credits

**MATH 132 - CALCULUS II.** Techniques of Integration. Transcendental functions. Optimization. Convexity and Concavity. Improper integrals. Sequences and series, convergence criteria. Taylor series. Applications in physics. Prerequisite: Calculus I.  
4 credits

**MATH 222 – MATHEMATICS FOR ELEMENTARY EDUCATION.** Theory and application of arithmetic, algebra, geometry, and probability at the primary school level. This course is exclusively for students pursuing a certification in elementary school education; it is a co-requisite of EDUC 322.  
3 credits

**MATH 231 - CALCULUS III.** Vectors, vector operations, dot product, cross product. Multivariate functions and vector valued functions, continuity, partial derivatives. Gradient, tangent plane, total derivative. Classification of quadratic surfaces. Multiple integrals. Prerequisite: Calculus II.  
3 credits

**MATH 241 – LINEAR ALGEBRA I.** The first part of a two semester sequence. Linear equations and matrices, vector spaces, subspaces, linear independence, bases, dimension, inner product, linear transformations, Eigenvalues and -Eigenvectors, orthogonal matrices, diagonalization. Prerequisite: Calculus II  
3 credits

**MATH 242 –LINEAR ALGEBRA II.** The second part of a two semester sequence. A continuation of topics in Linear Algebra, with emphasis on orthogonality, inner product spaces, -Eigenvalues and -Eigenvectors, canonical forms, quadratic forms. Numerical Methods. Prerequisites: Calculus III and Linear Algebra I  
3 credits

**MATH 255 – ORDINARY DIFFERENTIAL EQUATIONS.** Ordinary differential equations of first and second order: exact solutions and numerical methods, use of mathematical software. Systems of differential equations. Laplace transforms. Applications in physics, chemistry, biology. Prerequisite: Calculus III.  
3 credits

**MATH 261 –SYMBOLIC COMPUTING.** Concepts and practical use of a Computer Algebra System such as Maple: Data types and control structures. Two- and three dimensional plotting. Symbolic computing of solutions to selected problems in algebra and analysis. Contrasting exact and numerical solutions.  
3 credits

**MATH 262 –NUMERICAL COMPUTING.** Programming constructs and data structures for a programming

language suitable for compute intensive applications, such as C++. Development, implementation, and debugging of algorithms for selected computational problems on workstations and clusters. Prerequisite: Symbolic Computing or permission of the Department chairperson.

3 credits

**MATH 321 – INTRODUCTION TO HIGHER GEOMETRY.** Euclidean, Non-Euclidean, Axiomatic Geometry.

Optionally, analytic geometry of conic sections. Projective Geometry. Prerequisite: Calculus III.

3 credits

**MATH 331 – REAL ANALYSIS.** Calculus of a single real variable, with emphasis on proofs. Axiomatic foundation of real number system. Rigorous development of Riemann integration. Optionally, Introduction to theory of measure, Fourier analysis. Prerequisites: Calculus III and Linear Algebra I.

3 credits

**MATH 341 – ABSTRACT ALGEBRA I.** The first part of a two semester sequence. An introduction to algebraic structures with an emphasis on groups, normal subgroups, cosets, Lagrange's Theorem, and the fundamental homomorphism theorems. Prerequisites: Linear Algebra I.

3 credits

**MATH 342 – ABSTRACT ALGEBRA II.** The second part of a two semester sequence. Further study of algebraic structures, such as rings, integral domains, fields. The homomorphism theorem and its applications. Prerequisites: Abstract Algebra I.

3 credits

**MATH 431 – VECTOR CALCULUS.** Calculus for vector functions. Line and surface integrals. Theorems of Gauss, Green, and Stokes. Applications in electrostatics, electrodynamics, fluid dynamics. Prerequisite: Calculus III.

3 credits

**MATH 453 – COMPLEX FUNCTIONS (ELECTIVE).** Complex plane and elementary complex functions. Analytic functions, Cauchy-Riemann equations, and Cauchy integral theorem. Taylor series, Laurent series, singularities, zeroes, and calculus of residues. Conformal mapping and its applications. Prerequisite: Real Analysis.

3 credits

**MATH 455 – PARTIAL DIFFERENTIAL EQUATIONS (ELECTIVE).** Classification of second-order linear partial differential equations. The method of separation of variables, the method of Fourier series, and the method of integral transforms. General solutions, initial problems, boundary problems, and initial-boundary value problems. Prerequisite: Ordinary Differential equations.

3 credits

**MATH 465 – TOPICS IN MATHEMATICS (ELECTIVE).** A special topic will be offered when demand warrants.

Participation requires permission by department chairperson.

3 credits

**MATH 469 – INDEPENDENT STUDY (ELECTIVE).** Independent study and/or research under faculty guidance.

Requires approval of chair person.

3 credits

## The Division of Natural Sciences

The Division of Natural Sciences offers courses leading to a B.S. degree in Biochemistry, a B.A. degree in Biochemistry, a B.S. degree in Chemistry, a B.A. degree in Chemistry, a B.S. degree in Biology, and a B.A. degree in Biology. The Division also offers minor programs in Biology and Chemistry. In addition, in conjunction with the Department of Teacher Education, the Division offers a B.A. in Chemistry with Teacher Certification (7-12) and a B.A. degree in Biology with Teacher Certification (7-12).

### Faculty

Patricia Grove, PhD, Professor and Director of the Division of Natural Sciences

Daniel Amarante, PhD, Assistant Professor

Felix Bocchino, PhD, Associate Professor

James J. Fabrizio, PhD, Associate Professor

Pamela Kerrigan, PhD, Associate Professor

Andrea Minei, PhD, Assistant Professor

Ana Ribeiro, PhD, Assistant Professor

Janet Rollins, PhD, Assistant Professor

Ioanna Visviki, PhD, Associate Professor

Sr. Mary Edward Zipf, PhD, Professor

## Departmental Learning Outcomes and Assessment Methodology

### Biochemistry majors:

At the conclusion of their studies, Biochemistry majors will satisfy the following learning outcomes:

- 1. Explain the fundamental principles of Biochemistry.**
- 2. Demonstrate technological competency and information literacy in Biochemistry.**
- 3. Demonstrate oral presentation and scientific writing skills in Biochemistry.**
- 4. Use problem solving, critical analysis, and critical reasoning skills in Biochemistry.**

These will be assessed in the following manner:

1. A comprehensive exam administered at the conclusion of all chemistry lecture classes for the major.
2. Final laboratory exams administered in General Chemistry I and II and Organic Chemistry I and II; laboratory reports are assigned in General Chemistry I and II and Organic Chemistry I and II.
3. Literature review papers and oral presentations assigned in Biochemistry I and Biochemistry II; laboratory reports assigned in Biochemistry Lab (an ACS-style final report of an inquiry-based lab.)
4. A major field diagnostic test in Chemistry administered to all senior Biochemistry majors.



## Chemistry majors:

At the conclusion of their studies, Chemistry majors will satisfy the following learning outcomes:

1. **Explain of the fundamental principles of Chemistry.**
2. **Demonstrate technological competency and information literacy in Chemistry.**
3. **Demonstrate oral presentation and scientific writing skills in Chemistry.**
4. **Use problem solving, critical analysis, and critical reasoning skills in Chemistry.**

These will be assessed in the following manner:

1. A comprehensive exam administered at the conclusion of all chemistry lecture classes for the major.
2. Final laboratory exams administered in General Chemistry I and II and Organic Chemistry I and II; laboratory reports are assigned in General Chemistry I and II and Organic Chemistry I and II.
3. Literature review papers assigned in upper-level chemistry courses.
4. A major field diagnostic test in Chemistry administered to all senior Chemistry majors.

## Biology majors:

At the conclusion of their studies, Biology majors will satisfy the following learning outcomes:

1. **Explain of the fundamental principles of Biology.**
2. **Demonstrate technological competency and information literacy in Biology.**
3. **Demonstrate oral presentation and scientific writing skills in Biology.**
4. **Use problem solving, critical analysis, and critical reasoning skills in Biology.**

These will be assessed in the following manner:

1. A non-standardized cumulative final exam administered in General Biology I and II.
2. Multiple formative and summative assessments including examinations, projects, presentations, reports of independent investigations, journal clubs, and laboratory examinations.
3. A senior monograph (literature review) required of Biology Colloquium, the senior capstone course. The senior monograph is also delivered orally as a formal scientific presentation to all senior majors and faculty members in the Division of Natural Sciences.
4. A standardized exam, the ETS Major Field Achievement Test in Biology administered in Biology Colloquium.

## Degree Requirements

The B.S. in Biochemistry requires 126 course credits, including:

College Core Requirements

40 credits\*

Biochemistry Major 82 or 83 credits

Chemistry Core Courses (47 credits)

CHEM 120-121 General Chemistry I & II (8 credits)

CHEM 219-220 Organic Chemistry I & II (6 credits)

CHEM 223-224 Organic Chemistry Lab I & II (4 credits)

CHEM 302 Analytical Chemistry (5 credits)

CHEM 335 Inorganic Chemistry (3 credits)

CHEM 309 Physical Chemistry I (3 credits)

CHEM 311 Physical Chemistry Lab I (2 credits)

CHEM 433-434 Biochemistry I and II (6 credits)

CHEM 436 Biochemistry Lab (2 credits)

CHEM 437 Computers, Structures and Bonding (3 credits)

Cognate Requirements: (35 or 36 credits)

BIOL 111-112 General Biology I & II (8 credits)

BIOL 217 Genetics (4 credits)

BIOL 321 Molecular Biology (4 credits)

MATH 131-132 Calculus I and II (8 credits)

MATH 255 Calculus III (3 credits)

*or*

MATH 120 Biomedical Statistics (4 credits)

PHYS 107- 108 Introductory Physics I & II (8 credits)

Open Electives: (3 or 4 credits)

\*Nine core credits in Natural Sciences and Mathematics satisfied with Major requirements.

TOTAL 126 credits

## Sample Program

### Year 1

FYE 101 The First-Year Experience 1 credit

ENGL 110 Writing in Context I (fall) 3 credits

ENGL 120 Writing in Context II (spring) 3 credits

Freshman Seminar 3 credits

MATH 131-132 Calculus I and II 8 credits

CHEM 120-121 General Chemistry 8 credits

BIOL 111-112 General Biology	8 credits
TOTAL	34 credits

### Year 2

Humanities or Social Science Core	3 credits
Modern Language and Literature Core	6 credits
CHEM 219-220 Organic Chemistry	6 credits
CHEM 223, 224 Organic Chemistry Laboratory	4 credits
MATH 255 (or 120) Calculus III (or Biomedical Statistics)	3 or 4 credits
PHYS 107-108 Introductory Physics I & II	8 credits
TOTAL	30 or 31 credits

### Year 3

Introduction to Religion Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
BIOL 217 Genetics	4 credits
CHEM 309-310 Physical Chemistry I & II	6 credits
CHEM 311-312 Physical Chemistry Lab I & II	4 credits
CHEM 433-434 Biochemistry I and II	6 credits
CHEM 436 Biochemistry Lab	2 credits
TOTAL	31 credits

### Year 4

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Religious Studies Topics Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
BIOL 321 Molecular Biology	4 credits
CHEM 302 Analytical Chemistry	5 credits
CHEM 355 Inorganic Chemistry	3 credits
CHEM 437 Computers, Structures and Bonding	3 credits
Open electives	3 or 4 credits
TOTAL	30 or 31 credits

Total Credits for Graduation: 126

## **B.A. in Biochemistry**

The B.A. in Biochemistry requires 120 course credits, including:

College Core Requirements 40 credits\*

Biochemistry Major 72 credits

Chemistry Core Courses (44 credits)

CHEM 120-121 General Chemistry I & II (8 credits)

CHEM 219-220 Organic Chemistry I & II (6 credits)

CHEM 223-224 Organic Chemistry Lab I & II (4 credits)

CHEM 302 Analytical Chemistry (5 credits)

CHEM 335 Inorganic Chemistry (3 credits)

CHEM 309 Physical Chemistry I (3 credits)

CHEM 433-434 Biochemistry I and II (6 credits)

CHEM 436 Biochemistry Lab (2 credits)

Advanced Biology or Chemistry electives (7 credits)

Cognate Requirements: (28 credits)

BIOL 111-112 General Biology I & II (8 credits)

BIOL 217 Genetics (4 credits)

MATH 131-132 Calculus I and II (8 credits)

PHYS 107- 108 Introductory Physics I & II (8 credits)

Open Electives 8 credits

\*Nine core credits in Natural Science and Mathematics satisfied with Major requirements.

TOTAL 120 credits

## Sample Program

### Year 1

FYE 101 The First-Year Experience 1 credit

ENGL 110 Writing in Context I (fall) 3 credits

ENGL 120 Writing in Context II (spring) 3 credits

Freshman Seminar 3 credits

Modern Language and Literature Core 6 credits

CHEM 120-121 General Chemistry 8 credits

BIOL 111-112 General Biology 8 credits

TOTAL 32 credits

### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
MATH 131-132 Calculus I and II	8 credits
CHEM 219-220 Organic Chemistry	6 credits
CHEM 223-224 Organic Chemistry Lab	4 credits
TOTAL	30 credits

### Year 3

Humanities or Social Science Core	3 credits
Religious Studies Topics Core	3 credits
BIOL 217 Genetics	4 credits
CHEM 433-434 Biochemistry I and II	6 credits
CHEM 436 Biochemistry Lab	2 credits
PHYS 107-108 Introductory Physics I & II	8 credits
Open Electives	3 credits
TOTAL	29 credits

### Year 4

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
CHEM 309 Physical Chemistry I	3 credits
CHEM 302 Analytical Chemistry	5 credits
CHEM 335 Inorganic Chemistry	3 credits
Advanced Biology or Chemistry electives	7 credits
Open Electives	5 credits
TOTAL	29 credits

Total Credits for Graduation: 120

## **B.S. in Chemistry**

The B.S. in Chemistry requires 126 course credits, including:

College Core Requirements	40 credits*
Chemistry Major	70 credits
Chemistry Core Courses	(48 credits)

CHEM 120-121 General Chemistry I & II	(8 credits)
CHEM 219-220 Organic Chemistry I & II	(6 credits)
CHEM 223-224 Organic Chemistry Lab I & II	(4 credits)
CHEM 302 Analytical Chemistry	(5 credits)
CHEM 309-310 Physical Chemistry I & II	(6 credits)
CHEM 311-312 Physical Chemistry Lab I & II	(4 credits)
CHEM 335 Inorganic Chemistry	(3 credits)
CHEM 336 Inorganic Chemistry Lab	(2 credits)
CHEM 437 Computers, Structure, Bonding	(3 credits)
CHEM 542 Advanced Spectroscopy	(3 credits)
Advanced Chemistry Electives	(4 credits)

Cognate Requirements: (22 credits)

MATH 131-132 Calculus I and II	(8 credits)
MATH 231 Calculus III	(3 credits)
MATH 255 Differential Equations	(3 credits)
PHYS 107-108 Introductory Physics I & II	(8 credits)

Open Electives 16 credits

\*Nine core credits in Natural Science and Mathematics satisfied with Major requirements.

TOTAL 126 credits

## Sample Program

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
MATH 131-132 Calculus I and II	8 credits
CHEM 120-121 General Chemistry I & II	8 credits
TOTAL	32 credits

### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits

CHEM 219-220 Organic Chemistry I & II	6 credits
CHEM 223-224 Organic Chemistry Lab I & II	4 credits
CHEM 335 Inorganic Chemistry	3 credits
CHEM 336 Inorganic Chemistry Lab	2 credits
MATH 231 Calculus III	3 credits
Open Electives	3 credits
TOTAL	30 credits

### Year 3

Introduction to Religion Core	3 credits
CHEM 302 Analytical Chemistry	5 credits
CHEM 309-310 Physical Chemistry I & II	6 credits
CHEM 311-312 Physical Chemistry Lab I & II	4 credits
MATH 255 Differential Equations	3 credits
PHYS 107-108 Physics I and II	8 credits
Advanced Chemistry elective	3 credits
TOTAL	32 credits

### Year 4

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Religious Studies Topics Core	3 credits
CHEM 437 Computers, Structure, Bonding	3 credits
CHEM 452 Advanced Spectroscopy	3 credits
Advanced Chemistry electives	3 credits
Open Electives	11 credits
TOTAL	32 credits

Total Credits for Graduation: 126

## **B.A. in Chemistry**

The B.A. in Chemistry requires 120 course credits, including:

College Core Requirements	40 credits*
Chemistry Major	58 credits
Chemistry Core Courses	(39 credits)
CHEM 120-121 General Chemistry I & II	(8 credits)

CHEM 219-220 Organic Chemistry I & II	(6 credits)
CHEM 223-224 Organic Chemistry Lab I & II	(4 credits)
CHEM 302 Analytical Chemistry	(4 credits)
CHEM 309 Physical Chemistry I	(3 credits)
CHEM 311 Physical Chemistry Lab I	(2 credits)
CHEM 335 Inorganic Chemistry	(3 credits)
CHEM 336 Inorganic Chemistry Lab	(2 credits)
Advanced Chemistry Electives	(7 credits)

Cognate Requirements: (19 credits)

MATH 131-132 Calculus I and II	(8 credits)
MATH 231 Calculus III	(3 credits)
PHYS 107-108 Introductory Physics I & II	(8 credits)

Open Electives 22 credits

\*Nine core credits in Natural Science and Mathematics satisfied with Major requirements.

TOTAL 120 credits

## Sample Program

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
MATH 131-132 Calculus I and II	8 credits
CHEM 120-121 General Chemistry I & II	8 credits
TOTAL	32 credits

### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
CHEM 219-220 Organic Chemistry I & II	6 credits
MATH 231 Calculus III	3 credits
PHYS 107-108 Physics I and II	8 credits
Open Elective	3 credits



TOTAL	29 credits
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### Year 3

Introduction to Religion Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
CHEM 223-224 Organic Chemistry Lab I & II	4 credits
CHEM 302 Analytical Chemistry	5 credits
CHEM 309 Physical Chemistry I	3 credits
Open Electives	9 credits
TOTAL	30 credits

### Year 4

Humanities or Social Science Core	3 credits
Religious Studies Topics Core	3 credits
CHEM 311 Physical Chemistry Lab I	2 credits
CHEM 335 Inorganic Chemistry	3 credits
CHEM 336 Inorganic Chemistry Lab	2 credits
Chemistry Elective	3 credits
Open Electives	13 credits
TOTAL	29 credits

Total Credits for Graduation: 120

## **B.A. in Chemistry (with Teacher Certification 7-12)**

In conjunction with the Department of Teacher Education, the Chemistry Program also offers a B.A. in Chemistry with grades 7-12 teacher certification. Students interested in this program should apply to the Department of Teacher Education in their Freshman year.

The B.A. in Chemistry with Teacher certification 7-12 requires 124 course credits, including:

College Core Requirements	40 credits*
Chemistry Major	53 credits
Chemistry Core Courses	(34 credits)
CHEM 120-121 General Chemistry I & II	(8 credits)
CHEM 219-220 Organic Chemistry I & II	(6 credits)
CHEM 223-224 Organic Chemistry Lab I & II	(4 credits)
CHEM 302 Analytical Chemistry	(4 credits)

CHEM 309 Physical Chemistry I	(3 credits)
CHEM 311 Physical Chemistry Lab I	(2 credits)
Advanced Chemistry Electives	(7 credits)

Cognate Requirements: (19 credits)

MATH 131-132 Calculus I and II	(8 credits)
MATH 231 Calculus III	(3 credits)
PHYS 107-108 Introductory Physics I & II	(8 credits)

Education Courses 31 credits

EDUC 211 Education and Society	(3 credits)
EDUC 212 Psychology of Teaching and Learning	(3 credits)
PSYC 346 Adolescent Psychology	(3 credits)
EDUC 327 Teaching Literacy in the Inclusive Classroom	(3 credits)
EDUC 340 Introduction to Students with Disabilities	(3 credits)
EDUC 364 Teaching Science in Middle and Secondary School	(3 credits)
EDUC 366 Practicum IV	(2 credits)
EDUC 425 Student Teaching in Secondary Education	(7 credits)
EDUC 304 Health Education in Schools	(1 credit)
COMM 210 Public Speaking	(3 credits)

\*Nine core credits in Natural Science and Mathematics satisfied with Major requirements.

TOTAL 124 credits

\*Note - Students completing the Adolescent Education Certification program should consult closely with their academic and education advisors to determine selection of core courses needed to fulfill New York State Department of Education requirements for certification.

## Sample Program

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
MATH 131-132 Calculus I and II	8 credits
CHEM 120-121 General Chemistry I & II	8 credits
TOTAL	32 credits

### Year 2

CHEM 219-220 Organic Chemistry I & II	6 credits
CHEM 323-324 Organic Chemistry Lab I & II	4 credits
EDUC 211 Education and Society	3 credits
EDUC 212 Psychology of Teaching and Learning	3 credits
EDUC 340 Intro to Students with Disabilities	3 credits
MATH 231 Calculus III	3 credits
PHYS 107-108 Physics I and II	8 credits
COMM 210 Public Speaking	3 credits
TOTAL	33 credits

### Year 3

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Introduction to Religion Core	3 credits
CHEM 302 Analytical Chemistry	5 credits
CHEM 309 Physical Chemistry I	3 credits
CHEM 311 Physical Chemistry Lab I	2 credits
EDUC 364 Teaching Science in Middle and Secondary School	3 credits
EDUC 304 Health Education in Schools	1 credit
EDUC 327 Teaching Literacy in the Inclusive Secondary Classroom	3 credits
EDUC 366 Practicum IV	2 credits
PSYC 346 Adolescent Psychology	3 credits
TOTAL	31 credits

### Year 4

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Religious Studies Topics Core	3 credits
Advanced Chemistry Electives	6 credits
EDUC 425 Student Teaching in Secondary Education	7 credits
TOTAL	28 credits
Total Credits for Graduation: 124	

## **B.S. in Biology**

The B.S. in Biology requires 126 course credits, including:

College Core Requirements 40 credits\*

Biology Major 77 credits

Biology Core Courses (17 credits)

BIOL 111-112 General Biology I & II (8 credits)

BIOL 217 Genetics (4 credits)

BIOL 223 Ecology (4 credits)

BIOL 404 Biology Colloquium (1 credit)

Biology electives (26 credits)

Cognate Requirements: (34 credits)

CHEM 120-121 General Chemistry I and II (8 credits)

CHEM 219-220 Organic Chemistry I and II (6 credits)

CHEM 223-224 Organic Chemistry Laboratory I and II (4 credits)

MATH 131-132 Calculus I and II\*\* (8 credits)

PHYS 107-108 Introductory Physics I & II (8 credits)

\*\* Biomedical statistics (MATH 120) may be substituted for MATH 132.

Open Electives 9 credits

\*Nine core credits in Natural Science and Mathematics satisfied with Major requirements.

TOTAL 126 credits

NOTE - Every student considering a Biology major must consult the Director of the Division of Natural Sciences as soon as possible and be assigned an academic advisor in the major. The General Biology sequence (BIOL 111-112) is the portal to the biology major. As such, a student must begin this sequence within two semesters of declaring the major. Biology 111 and 112 are pre-requisites for all 200, 300, and 400-level biology courses toward the major. Students who take a science course at another college must have earned at least a B in the course to transfer credits. Biology majors may apply a total of 7 credits toward the major from a combination of the following courses: Research in Biology, Independent Study in Biology, and Internship in Biology.

## Sample Program

### Year 1

FYE 101 The First-Year Experience 1 credit

ENGL 110 Writing in Context I (fall) 3 credits

ENGL 120 Writing in Context II (spring) 3 credits

Freshman Seminar 3 credits

Introduction to Ethics – Philosophy Core 3 credits

Humanities or Social Science Core	3 credits
CHEM 120-121 General Chemistry I & II	8 credits
BIOL 111-112 General Biology I & II	8 credits
TOTAL	32 credits

### Year 2

Modern Language and Literature Core	6 credits
CHEM 219-220 Organic Chemistry I & II	6 credits
CHEM 223-224 Organic Chemistry Laboratory I and II	4 credits
BIOL 217 Genetics	4 credits
BIOL 223 Ecology	4 credits
Biology electives	8 credits
TOTAL	32 credits

### Year 3

Introduction to Religion Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Biology electives	8 credits
MATH 131-132* Calculus I and II*	8 credits
PHYS 107-108 Physics I and II	8 credits
TOTAL	33 credits

### Year 4

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Religious Studies Topics Core	3 credits
BIOL Electives	10 credits
BIOL 404 Biology Colloquium	1 credit
Open Electives	9 credits
TOTAL	29 credits

Total Credits for Graduation: 126

\*MATH 120 (Biomedical Statistics) may be substituted for MATH 132.

## **B.A. in Biology**

The B.A. in Biology requires 120 course credits, including:

College Core Requirements	40 credits*
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Biology Major		64 credits
Biology Core Courses	(17 credits)	
BIOL 111-112 General Biology I & II	(8 credits)	
BIOL 217 Genetics	(4 credits)	
BIOL 223 Ecology	(4 credits)	
BIOL 404 Biology Colloquium	(1 credit)	
Biology electives	(18 credits)	
Cognate Requirements:	(29 credits)	
CHEM 101-102 General Chemistry I and II	(8 credits)	
CHEM 219-220 Organic Chemistry I and II	(6 credits)	
MATH 102 Mathematical Modeling	(3 credits)	
MATH 120 Biomedical Statistics	(4 credits)	
PHYS 107-108 Introductory Physics I & II	(8 credits)	
Open Electives		16 credits
TOTAL		120 credits

\*Nine core credits in Natural Science and Mathematics satisfied with Major requirements.

NOTE - Every student considering a Biology major must consult the Director of the Division of Natural Sciences as soon as possible and be assigned an academic advisor in the major. The General Biology sequence (BIOL 111-112) is the portal to the biology major. As such, a student must begin this sequence within two semesters of declaring the major. Biology 111 and 112 are pre-requisites for all 200, 300, and 400-level biology courses toward the major. Students who take a science course at another college must have earned at least a B in the course to transfer credits. Biology majors may apply a total of 7 credits toward the major from a combination of the following courses: Research in Biology, Independent Study in Biology, and Internship in Biology.

## Sample Program

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Humanities or Social Science Core	3 credits

CHEM 101-102 General Chemistry I & II	8 credits
BIOL 111-112 General Biology I & II	8 credits
TOTAL	32 credits

### Year 2

Humanities or Social Science Core	3 credits
Modern Language and Literature Core	6 credits
CHEM 319-320 Organic Chemistry I & II	6 credits
MATH 102 Mathematical Modeling	3 credits
MATH 120 Biomedical Statistics	3 credits
BIOL 217 Genetics	4 credits
BIOL 223 Ecology	4 credits
TOTAL	29 credits

### Year 3

Introduction to Religion Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Biology electives	8 credits
PHYS 107-108 Physics I and II	8 credits
Open Electives	6 credits
TOTAL	31 credits

### Year 4

Humanities or Social Science Core	3 credits
Religious Studies Topics Core	3 credits
Biology Electives	11 credits
BIOL 404 Biology Colloquium	1 credit
Open Electives	10 credits
TOTAL	28 credits

Total Credits for Graduation: 120

## **B.A. in Biology (with Teacher Certification 7-12)**

In conjunction with the Department of Teacher Education, the Biology Program also offers a B.A. in Biology with grades 7-12 teacher certification. Students interested in this program should apply to the Department of Teacher Education in their Freshman year.

The B.A. in Biology with Teacher certification 7-12 requires 127 course credits, including:

College Core Requirements		40 credits*
Biology Major		56 credits
Biology Core Courses	(17 credits)	
BIOL 111-112 General Biology I & II	(8 credits)	
BIOL 217 Genetics	(4 credits)	
BIOL 223 Ecology	(4 credits)	
BIOL 404 Biology Colloquium	(1 credit)	
Biology electives	(14 credits)	
Cognate Requirements:	(25 credits)	
CHEM 101-102 General Chemistry I and II	(8 credits)	
CHEM 219-220 Organic Chemistry I and II	(6 credits)	
MATH 102 Mathematical Modeling	(3 credits)	
PHYS 107-108 Introductory Physics I & II	(8 credits)	
Education Courses		31 credits
EDUC 211 Education and Society	(3 credits)	
EDUC 212 Psychology of Teaching and Learning	(3 credits)	
PSYC 346 Adolescent Psychology	(3 credits)	
EDUC 327 Teaching Literacy in the Inclusive Classroom	(3 credits)	
EDUC 340 Introduction to Students with Disabilities	(3 credits)	
EDUC 364 Teaching Science in Middle and Secondary School	(3 credits)	
EDUC 366 Practicum IV	(2 credits)	
EDUC 425 Student Teaching in Secondary Education	(7 credits)	
EDUC 304 Health Education in Schools	(1 credit)	
COMM 210 Public Speaking	(3 credits)	

\*Nine core credits in Natural Science and Mathematics satisfied with Major requirements.

TOTAL 127 credits

\*Note - Students completing the Adolescent Education Certification program should consult closely with their academic and education advisors to determine selection of core courses needed to fulfill New York State Department of Education requirements for certification.

## Sample Program

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits



ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Humanities or Social Science Core	3 credits
CHEM 101-102 General Chemistry I & II	8 credits
BIOL 111-112 General Biology I & II	8 credits
TOTAL	32 credits

#### Year 2

Modern Language and Literature Core	6 credits
BIOL 223 Ecology	4 credits
BIOL 217 Genetics	4 credits
MATH 100	3 credits
CHEM 219-220 Organic Chemistry I & II	6 credits
EDUC 211 Education and Society	3 credits
EDUC 212 Psychology of Teaching and Learning	3 credits
EDUC 340 Intro to Students with Disabilities	3 credits
TOTAL	32 credits

#### Year 3

Humanities or Social Science Core	3 credits
Introduction to Religion Core	3 credits
Biology Electives	3 credits
EDUC 364 Teaching Science in Middle and Secondary School	3 credits
EDUC 304 Health Education in Schools	1 credit
EDUC 327 Teaching Literacy in the Inclusive Secondary Classroom	3 credits
EDUC 366 Practicum IV	2 credits
COMM 210 Public Speaking	3 credits
PSYC 346 Adolescent Psychology	3 credits
PHYS 107-108 Physics I and II	8 credits
TOTAL	32 credits

#### Year 4

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Religious Studies Topics Core	3 credits
BIOL 404 Biology Colloquium	1 credit
Biology Electives	11 credits
EDUC 425 Student Teaching in Secondary Education	7 credits
TOTAL	31 credits

Total Credits for Graduation: 124

## Concentrations

### **SUGGESTED BIOLOGY ELECTIVES FOR A PARTICULAR CONCENTRATION**

The following are not to be considered requirements but merely guides. Each student, in consultation with her/his advisor, should elect courses to prepare the student for her/his post-baccalaureate goals.

Students with an interest in ENVIRONMENTAL RESEARCH might elect courses such as:

BIOL 211 Microbiology and Human Disease  
BIOL 301 Comparative Chordate Anatomy  
BIOL 304 Invertebrate Zoology  
BIOL 305 Plant Biology  
BIOL 320 Systemic Physiology  
BIOL 321 Molecular Biology  
BIOL 326 Animal Behavior  
BIOL 409 Marine and Estuarine Biology

Students with an interest in FORENSIC SCIENCE might elect courses such as:

BIOL 211 Microbiology and Human Disease  
BIOL 301 Comparative Chordate Anatomy  
BIOL 305 Plant Biology  
BIOL 320 Systemic Physiology  
BIOL 321 Molecular Biology  
BIOL 328 Forensic Biology  
BIOL 333 Human Pathophysiology  
BIOL 401 Histology  
BIOL 426 Immunology

Students considering a career in PHYSICAL or OCCUPATIONAL THERAPY might elect courses such as:

BIOL 107 Anatomy & Physiology I  
BIOL 108 Anatomy & Physiology II  
BIOL 211 Microbiology and Human Disease  
BIOL 306 Physiology of Exercise  
BIOL 309 Kinesiology  
BIOL 333 Human Pathophysiology  
BIOL 401 Histology

Students considering a HEALTH PROFESSION (medical, dental, optometry, etc.) might elect courses such as:

BIOL 211 Microbiology and Human Disease  
BIOL 301 Comparative Chordate Anatomy  
BIOL 305 Plant Biology  
BIOL 320 Systemic Physiology  
BIOL 321 Molecular Biology  
BIOL 401 Histology  
BIOL 405 Neurobiology  
BIOL 426 Immunology  
CHEM 433-434 Biochemistry I & II

Students considering doctoral studies and a career in BIOMEDICAL RESEARCH might elect courses such as:

BIOL 211 Microbiology and Human Disease  
CHEM 433-434 Biochemistry I & II  
BIOL 302 Developmental Biology  
BIOL 331 Cell Biology  
BIOL 401 Histology  
BIOL 426 Immunology  
BIOL 321 Molecular Biology  
BIOL 405 Neurobiology  
BIOL 416 Tissue Culture

Students with an interest in TEACHING at the secondary school level might elect courses such as the following.

(These students must be registered in the Department of Teacher Education.)

BIOL 107 Anatomy and Physiology I  
BIOL 108 Anatomy and Physiology II  
BIOL 211 Microbiology and Human Disease  
BIOL 317 Evolution  
BIOL 302 Developmental Biology  
BIOL 304 Invertebrate Zoology  
BIOL 305 Plant Science  
BIOL 321 Molecular Biology  
BIOL 326 Animal Behavior

## **Minors**

### **MINOR IN CHEMISTRY**

The minor in Chemistry requires eighteen course credits in Chemistry (CHEM). Students who wish to minor in chemistry must complete a minor's contract with the Director of the Division of Natural Sciences no later than the

end of the first semester of the junior year.

The minor in Chemistry includes:

CHEM 219-220 Organic Chemistry I & II (6 credits)

CHEM 223-224 Organic Chemistry Laboratory I and II (4 credits)

Eight additional credits of chemistry (above the 100 level) selected in consultation with the Director of the Division of Natural Sciences.

## MINOR IN BIOLOGY

The minor in Biology requires eighteen course credits in Biology (BIOL) above the 100-level. Students who wish to minor in biology must complete a minor's contract with the Director of the Division of Natural Sciences no later than the end of the first semester of the junior year.

## Course Descriptions

### Natural Sciences (NSCI)

**NSCI 100 CORE: TOPICS IN NATURAL SCIENCE – GREAT DISCOVERIES IN SCIENCE.** A study of the discoveries that have provided the foundation for biology, chemistry and physics. The great discoveries will start with the Greek philosophers and span up to the 21<sup>st</sup> century. Three lectures.

3 credits

**NSCI 101 CORE: TOPICS IN NATURAL SCIENCE – CHEMISTRY OF OUR DAILY LIVES.** An exploration of the degree to which chemistry is an integral part of our everyday lives. Three lectures.

3 credits

### Biology (BIOL)

**BIOL 109-110 ANATOMY AND PHYSIOLOGY.** Structure and functions of the organs and systems of the human body with expanded coverage of topics such as mechanisms of disease. Three lectures and one three-hour laboratory (BIOL 109L-110L).

4 credits each

**BIOL 111-112 GENERAL BIOLOGY.** An exploration of the central concepts of cell biology, plant and animal biology, molecular biology, genetics, evolution, ecology and biodiversity. Three lectures and one three-hour laboratory (BIOL 111L-112L).

Prerequisite for BIOL 112: BIOL 111

4 credits each

NOTE: Biology majors must complete BIOL 111 and 112 with at least a C in order to register for additional courses in the department (except BIOL 107-108).

**BIOL 204 HUMAN GENETICS.** An exploration of the basic principles of human genetics, including chromosomal structure, DNA replication, transcription and translation, and, importantly, how changes in DNA lead to mutations, the mode of inheritance of these mutations, prevention, genetic counseling and gene therapies. Three lectures. *Biology majors may not use this course as credit toward the major.*

3 credits

**BIOL 217 GENETICS.** Fundamental principles of transmission and molecular genetics with special emphasis placed on Mendelian inheritance, epistasis, recombination mapping, complementation, and the central dogma of molecular biology. Three lectures and one three-hour laboratory (BIOL 217L).

4 credits

**BIOL 221 INTRODUCTORY NUTRITION.** A survey of nutritional needs throughout the life cycle. Recommended for nursing, and liberal arts majors. Three lectures. *Biology majors cannot use this course as credit toward the major.*

3 credits

**BIOL 223 ECOLOGY.** Introduction to the study of the distribution, abundance and interactions of organisms and their environment. Survey of ecological principles at the level of individuals, populations, communities, and ecosystems. Three lectures and one three-hour laboratory (BIOL 223L).

4 credits

**BIOL 211 MICROBIOLOGY AND HUMAN DISEASE.** A survey of microorganisms related to human disease and the laboratory procedures employed in their identification. Three lectures and one three-hour laboratory (BIOL 211L).

4 credits

**BIOL 301 COMPARATIVE CHORDATE ANATOMY.** Anatomy, physiology, and evolutionary relationships of chordates. Three lectures and one three-hour laboratory (BIOL 301L).

4 credits

**BIOL 302 DEVELOPMENTAL BIOLOGY.** A study of cellular and molecular process underlying the development of various organisms. Emphasis will be placed on fertilization events, spatial organization, pattern formation and gene action in development. Three lectures and one three-hour laboratory (BIOL 302L).

Pre- or co-requisite: BIOL 217

4 credits

**BIOL 304 INVERTEBRATE ZOOLOGY.** Morphological and physiological characteristics of selected invertebrates and consideration of their ecological relationships. Three lectures and one three-hour laboratory

(BIOL 304L).

4 credits

**BIOL 305 PLANT BIOLOGY.** Physiological, biochemical and anatomical aspects of plants will be studied in the context of their native environments. Three lectures and one three-hour laboratory (BIOL 305L).

4 credits

**BIOL 306 PHYSIOLOGY OF EXERCISE.** The investigation of human physiological responses to exercise in relation to age, sex, physical fitness and environmental conditions. Three lectures.

Pre-requisites: BIOL 107-108

3 credits

**BIOL 309 KINESIOLOGY.** The study of mechanical and anatomical aspects of human movement. Three lectures.

Pre-requisites: BIOL 107-108

3 credits

**BIOL 310, 311, 410, 411 RESEARCH IN BIOLOGY.** Investigation of challenging problems. Three, 6, or 9 hours per week including a conference with sponsor. Sponsorship by a faculty member in the Division of Natural Sciences must be obtained in advance of registration.\*

1, 2 or 3 credits each

**BIOL 317 EVOLUTIONARY BIOLOGY.** An exploration of evolutionary theory with emphasis on genetic variation, evolutionary processes, adaptation, units of selection, evolution of life histories, species and speciation and coevolution. Three lectures.

3 credits

**BIOL 320 SYSTEMIC PHYSIOLOGY.** A detailed examination of the physiology of the major organ systems of the human body, including digestion, respiration, cardiovascular, urinary, and reproduction, centered on the theme of homeostasis. Three lectures and one three-hour laboratory (BIOL 320L).

4 credits

**BIOL 321 MOLECULAR BIOLOGY.** In-depth treatment of nucleic acid structure, information coding, transcription, translation, DNA replication, recombinant DNA technology, and other aspects of nucleic acid metabolism. Three lectures and one three-hour laboratory (BIOL 321L).

Prerequisites: BIOL 217 or CHEM 433

4 credits

**BIOL 326 ANIMAL BEHAVIOR.** The biological basis of animal behavior from an ecological and evolutionary perspective. Three lectures and one three-hour laboratory (BIOL 326L).

Pre- or co-requisite: BIOL 223

4 credits

**BIOL 328 FORENSIC BIOLOGY.** The scientific examination of simulated crime scenes, with emphasis on the preservation of evidence; organic and inorganic analyses of physical evidence; analysis of biological evidence including hair, fingerprint, serological, and DNA samples; potential drug analysis; document and voice assessment. The accompanying laboratory will expose the students to many of the basic techniques and equipment used in a modern forensic laboratory. Three lectures and one three-hour laboratory (BIOL 328L).

Pre-requisite: BIOL 217

4 credits.

**BIOL 331 CELL BIOLOGY.** This course is designed to provide an in-depth analysis of the internal organization of the cell that is simply not provided in biochemistry, molecular biology, or developmental biology courses. The course will cover topics such as membrane structure, vesicular trafficking, signal transduction, the cytoskeleton, and the cell cycle. 3 lectures.

Pre-requisite: BIOL 217 or CHEM 433.

3 credits.

**BIOL 333 HUMAN PATHOPHYSIOLOGY.** Understanding the underlying mechanisms of disease, the rationale for designated treatments, and the complex interrelationships between critical systems. Three lectures.

Pre-requisites: BIOL 107-108

3 credits

**BIOL 334 PHARMACOPHYSIOLOGY.** Discussion of disease states and their treatment by pharmacological means. Special emphasis will be placed on the descriptive influence of pathology on systemic function and the use of drugs to restore balance. Three lectures.

Pre-requisites: BIOL 107-108

3 credits

**BIOL 360 INDEPENDENT STUDY IN BIOLOGY \*** Independent study of an area of biology. Three, 6, or 9 hours per week including a weekly conference with sponsor. Sponsorship by a faculty member in the Division of Natural Sciences and permission of the Director must be obtained in advance of registration. Biology majors can apply up to 3 credits of Independent Study toward the major.

1, 2 or 3 credits

**BIOL 375 INTERNSHIP \*** Placement coordinated through the Office of Career Development and Internships. Biology majors can apply up to 3 credits of Internship toward the major. Students wishing to pursue an internship must have completed 60 credits of course work and have earned a minimum GPA of 2.5 in the major and overall.

3 credits

**BIOL 401 HISTOLOGY.** Survey of cellular structure and ultrastructure of mammalian tissues and organs. Three lectures and one three-hour laboratory (BIOL 401L).

4 credits

**BIOL 404 BIOLOGY COLLOQUIUM.** Study and discussion of biological topics, the preparation of a written monograph, and oral presentation of the work. One discussion period.

1 credit

**BIOL 405 NEUROBIOLOGY.** Examination of the basic principles of the nervous system including the cellular and molecular biology of the neuron, synaptic transmission, sensory and motor systems and their integration. Three lectures and one three-hour laboratory (BIOL 405L).

Prerequisite/Co-requisite: BIOL 320 or 331

4 credits

**BIOL 406 SPECIAL TOPICS IN BIOLOGY.** Current problems and studies in biology. Consult Division Director for topic. Three lectures.

3 credits

**BIOL 409 MARINE AND ESTUARINE BIOLOGY.** Principles of marine ecology in an oceanic and estuarine environment with emphasis on tropical and temperate communities. Three lectures and one three-hour laboratory (BIOL 409L).

4 credits

**BIOL 426 IMMUNOLOGY.** Study of fundamental properties of antigens and antibodies. Theories of antibody production, tolerance, transplantation, immunity, autoimmunity, tumor immunology, and immunochemistry. Introduction to antibody-mediated and cell-mediated reactions. Three lectures.

Pre-requisite: Biol 217

3 credits

\* Biology majors may apply a total of 7 credits toward the major from a combination of these courses: Research in Biology, Independent Study in Biology, and Internship in Biology.

## Chemistry (CHEM)

**CHEM 109 GENERAL, ORGANIC and BIOCHEMISTRY.** An introductory course in the principles of chemistry for nursing students. Fundamentals of general chemistry, organic chemistry and biochemistry. Appropriate laboratory exercises to illustrate these principles and to develop techniques. This course cannot be taken for major credit or as a prerequisite for Organic Chemistry. Three lectures and one three-hour laboratory period.

4 credits



**CHEM 120 -121 GENERAL CHEMISTRY.** The fundamental laws and principles of chemistry; appropriate laboratory exercises to illustrate these principles and to develop proper techniques; introduction to quantitative analytical methodology. The second semester of the laboratory includes an introduction to systematic inorganic qualitative analysis. Three lectures and one three-hour laboratory period. It is recommended that a student achieve a grade of C or higher in CHEM 120 before taking CHEM 121.

8 credits

**CHEM 219-220 ORGANIC CHEMISTRY.** The chemistry of carbon compounds. Emphasis on structure and mechanisms of organic reactions. Three lectures.

Prerequisite: CHEM 121

6 credits

**CHEM 223-224 ORGANIC CHEMISTRY LABORATORY.** Synthesis, purification, analysis, mechanistic studies, and spectral characterization of organic compounds. Four hours of laboratory.

Prerequisite or co requisite: CHEM 219 for 223; 220 for 224

4 credits

**CHEM 302 ANALYTICAL CHEMISTRY.** Principles and applications of classical analytical techniques such as gravimetric and volumetric methods, statistical evaluations of analytical data, as well as modern analytical techniques such as electrochemistry, spectroscopy and chromatography. Statistical evaluation of analytical data. Three lectures and a four-hour laboratory. Prerequisite: CHEM 320 and 324

5 credits

**CHEM 309 PHYSICAL CHEMISTRY I.** The application of thermodynamics to the study of the properties of gases, the states of matter, thermal chemistry, phase equilibria, chemical equilibria, chemical kinetics, reaction dynamics, and catalysis. Three lectures.

Prerequisites: CHEM 121, MATH 131 Co requisite: CHEM 311

3 credits

**CHEM 310 PHYSICAL CHEMISTRY II.** The elucidation of the molecular structure of matter by classical physical and quantum mechanical theories, principles, techniques, and applications. Three lectures.

Prerequisites: CHEM 309, PHYS 107, MATH 132. (Suggested prerequisites: PHYS 108, MATH 231, MATH 255).

Corequisite: CHEM 312.

3 credits

**CHEM 311 PHYSICAL CHEMISTRY LABORATORY I.** Laboratory studies of physical chemical measurements on gases, heats of chemical processes, equilibrium and kinetics. One four-hour laboratory.

Prerequisite: CHEM 121. Co requisite: CHEM 310

2 credits

**CHEM 312 PHYSICAL CHEMISTRY LABORATORY II.** Laboratory studies of molecular structure through the use of spectroscopic techniques and molecular modeling. One four-hour laboratory. Prerequisite: CHEM 311. Co-requisite CHEM 310.

2 credits

**CHEM 335 INORGANIC CHEMISTRY.** The chemistry of the elements and their compounds. Industrial, biochemical, environmental, and geochemical applications of inorganic chemistry are emphasized. The periodic table, elementary bonding models and thermodynamic data are used to organize, understand and predict chemical and physical properties of inorganic compounds. Three lectures.

Pre-or Co-requisite: CHEM 309

3 credits

**CHEM 336 INORGANIC CHEMISTRY LABORATORY.** Study of the properties, synthesis, and characterization of inorganic compounds. Experiments include preparations of metallic and non-metallic elements from compounds; simple salts by wet and dry methods; common gases; coordination compounds; air sensitive compounds; organometallic compounds; high temperature superconductors. A four-hour laboratory.

Prerequisite: CHEM 302; Pre/Co requisite: CHEM 335

2 credits

**CHEM 360, 460 INDEPENDENT STUDY IN CHEMISTRY\*.** Independent study of an area of chemistry. Three, 6, or 9 hours per week including a weekly conference with sponsor. Sponsorship by a faculty member in the Division of Natural Sciences and permission of the Director must be obtained in advance of registration. Biochemistry and chemistry majors can apply up to 3 credits of Independent Study toward the major.

1, 2 or 3 credits each

**CHEM 375, 475 INTERNSHIP\*.** Placement coordinated through the Office of Career Development and Internships. Chemistry and biochemistry majors can apply up to 3 credits of Internship toward the major.

3 credits each

**CHEM 404 CHEMISTRY COLLOQUIUM.** Study and discussion of chemical topics and the completion of a monograph. One discussion period.

1 credit

**CHEM 415 ADVANCED ORGANIC CHEMISTRY.** Structure, mechanism and synthesis in modern organic chemistry. An introduction to the chemistry of natural products and heterocyclic compounds will be included. Three lectures.

Prerequisite: CHEM 320

3 credits

**CHEM 421 ADVANCED TOPICS IN CHEMISTRY.** Advanced topics in chemistry will be either polymer chemistry or environmental chemistry. A student may elect this course more than once if the topics are different each time.

Three lectures.

Prerequisite: CHEM 310 and 320

3 credits

**CHEM 427 ADVANCED PHYSICAL CHEMISTRY.** Topics in theoretical physical chemistry with an introduction to the chemical aspects of quantum and statistical mechanics and group theory.

Three lectures.

Prerequisite: CHEM 310

3 credits

**CHEM 433 BIOCHEMISTRY I.** An introduction to the chemistry of biologically important amino acids, proteins, carbohydrates, lipids, vitamins and hormones. Enzyme kinetics and catalysis, protein structure and function, introduction to intermediary metabolism will be included. Three lectures.

Prerequisite: CHEM 320

3 credits

**CHEM 434 BIOCHEMISTRY II.** Chemistry and metabolism of proteins, carbohydrates, and lipids. Protein folding and post-translational modification. Three lectures.

Prerequisite: CHEM 433

3 credits

**CHEM 435 ADVANCED INORGANIC CHEMISTRY.** Molecular structure and bonding theory. Transition metal chemistry. An introduction to spectroscopy, catalysis and organometallic chemistry. Three lectures.

Prerequisite: CHEM 310 and 335

3 credits

**CHEM 436 BIOCHEMISTRY LABORATORY.** Four-hour laboratory with emphasis on techniques used in protein and enzymology laboratories.

Prerequisite or Co requisite: CHEM 434

2 credits

**CHEM 437 COMPUTERS, STRUCTURES AND BONDING.** An intermediate-level presentation of the fundamental ideas of metallic, ionic, and covalent bonding. The consequences of these bonding schemes are then related to the plenitude of three dimensional chemical, biochemical, and crystalline structure. The latest computer software of interest to chemists and biochemists is incorporated in a hands-on approach in order to render chemical structures and deduce chemical properties based on the bonding pertinent to those structures using the computer for chemical literature searching and manuscript preparation. Three lectures.

Prerequisites: CHEM 309, 320, 335

3 credits

**CHEM 452 ADVANCED SPECTROSCOPY.** A fundamental and theoretical approach to the derivation of chemical structure through high-resolution spectroscopic and computational tools. The consequences of the bonding schemes that arise from chemical structure derivations are related to molecular function for chemical and biochemical purposes. Three lectures.

Prerequisites: CHEM 310, 312

**5 credits**

**CHEM 460, 461 CHEMICAL RESEARCH\*.** An investigation of an original nature carried out by the student under the guidance of a faculty member in the Division of Natural Sciences; a brief written report is submitted to and approved by all the faculty members of the Department.

1 or 2 credits

\* Biochemistry and chemistry majors may apply a total of 7 credits toward the major from any combination of these courses: Chemical Research, Independent Study in Chemistry, and Internship in Chemistry.

## Physics (PHYS)

**PHYS 107-108 INTRODUCTORY PHYSICS I & II.** An algebra-based approach to the basic concepts of mechanics, heat, electricity, magnetism, optics and elementary atomic and nuclear physics. Emphasis is on biological applications. Three lectures and one three-hour laboratory.

4 credits each

## Department of Modern Languages and Literatures

The Department of Modern Languages and Literatures offers courses in Filipino, French, Italian and Spanish, leading to the B.A. degree in French Studies, the B.A. degree in Spanish, and Teacher Certification in French and Spanish. In addition, students are encouraged to consider combining language studies with other disciplines, resulting in double Majors. The Department also offers Minors in French, Italian, Latin American Studies, and Spanish, as well as courses leading to the Minor in International Studies. Other languages, such as Chinese, Classical Languages (Greek and Latin), Hebrew, Irish, Japanese and Russian, are available for study in cooperation with Lehman College at Lehman College's campus. Students enrolled in those courses will follow Lehman College's catalog and schedule.

### Faculty

David Aliano, PhD, Chairperson & Assistant Professor

Marie-Claire Picher, PhD, Associate Professor

Rosita E. Villagómez, PhD, Assistant Professor

Y.L. Mariela Wong, PhD, Assistant Professor

## Departmental Learning Outcomes and Assessment Methodology

### French Studies majors:

At the conclusion of their studies, French Studies majors will demonstrate the following learning outcomes:

1. Students will comprehend and read French proficiently at a complex level, speak it effectively before a group, and write critical, well-researched, well-developed and convincing essays.
2. Students will demonstrate knowledge, understanding and appreciation of the history and cultural traditions of the French speaking world.
3. Students will demonstrate an understanding of techniques of modern analysis and criticism of major French literary texts and other cultural productions (film, music, etc.), thereby demonstrating the ability to think critically and logically.

These will be assessed in the following manner:

1. Students enroll in a required 300- or 400-level literature or culture exit course that will be designated as a capstone course. In this course they will write essays that will be assessed based on specifications and standard rubrics that measure logical thinking, critical skills, and matters of research and organization; give oral presentations where the performance evaluation will be based on specifications and standard rubrics that measure effectiveness and appropriate use of technology; and take written exams where standard rubrics will be used that measure language proficiency, critical skills, and matters of research and organization

2. In the capstone course, the cultural context of the literary texts will be an important component of the essays, oral presentations and exams. The rubric system for each will reflect this component.

### Spanish majors:

At the conclusion of their studies, Spanish majors will demonstrate the following learning outcomes:

1. Students will comprehend and read Spanish proficiently at a complex level, speak it authoritatively and effectively before a group, and write critical, well-researched, well-developed and convincing essays.
2. Students will demonstrate knowledge, understanding and appreciation of the history and cultural traditions of the Spanish speaking world.
3. Students will demonstrate an understanding of techniques of modern analysis and criticism of major Spanish literary texts and other cultural productions (film, music, etc.), thereby demonstrating the ability to think critically and logically.

These will be assessed in the following manner:

1. A mid-point assessment process, based on the capstone model, will be used in SPAN 350 Masterworks in Latin American Literature I, SPAN 351 Masterworks in Latin American Literature II, Spanish 352 Masterworks in Peninsular Literature I, or SPAN 353 Masterworks in Peninsular Literature II.
2. Students enroll in a required 400-level Advanced Literature course that will be designated as a capstone course. In this course they will write essays that will be assessed based on specifications and standard rubrics that measure logical thinking, critical skills, and matters of research and organization; give oral presentations where the performance evaluation will be based on specifications and standard rubrics that measure effectiveness and appropriate use of technology; and take written exams where standard rubrics will be used that measure language proficiency, critical skills, and matters of research and organization.
3. In the capstone course the cultural context of the literary texts will be an important component of the essays, oral presentations and exams. The rubric system for each will reflect this component.

### Policies

1. **Core Curriculum.** All students are required to take two semesters, or 6 credits, of a modern language other than English at the College of Mount Saint Vincent. These credits must be in the same language. The Department of Modern Languages and Literatures strongly recommends that all students fulfill their core modern language requirement during their Freshman year.

2. **Placement.** Entering students who continue language study begun elsewhere are placed in an appropriate language course on the basis of their academic record (GPA, SAT, AP, IB, rank, grades), number of years of language study and intended major.
  
3. **TOEFL Exam.** International students who have presented TOEFL scores for admission are usually excused from the modern language requirement, but must take additional courses (6 credits) in English. They must first consult the Department Chairperson for approval.
  
4. **Modern Language Proficiency Certificate:** The Department of Modern Languages and Literatures awards a certificate in modern language proficiency in French, Italian and Spanish based on demonstrated ability to comprehend, read, speak, and write the language. Requirements: A grade of "B" or better in six credits taken in language and literature courses at or above the 300 level, and an oral proficiency examination administered by the Department. The certificates are awarded upon reception of a baccalaureate degree.
  
5. **Study Abroad Programs:** Students are strongly encouraged to study abroad either for a year, a semester, or a summer term at an approved program abroad. To be eligible for study abroad, students must have an index of 2.8 and an average grade of 2 in the language of study.

## Degree Requirements

### B.A. in French Studies - Option A: French

The B.A. in French Studies – Option A requires 121 course credits, including:

College Core Requirements		43 credits*
French Studies Major		30 credits
FREN 307 Advanced Grammar and Composition	(3 credits)	
FREN 350 Introduction to French Literary Study	(3 credits)	
Eight French (FREN) courses numbered 201-460	(24 credits)	
Open Electives		48 credits
*Six core credits in Modern Languages and Literature satisfied with Major requirements.		
TOTAL		121 credits

NOTE - No more than 12 credits at the 200 level or 6 AP/IB credits may be applied to the Major.

## B.A. in French Studies - Option B: Interdisciplinary

The B.A. in French Studies – Option B requires 121 course credits, including:

College Core Requirements		43 credits*
French Studies Major		30 credits
FREN 307 Advanced Grammar and Composition	(3 credits)	
FREN 350 Introduction to French Literary Study	(3 credits)	
Four French (FREN) courses numbered 201-460	(12 credits)	
Interdisciplinary Courses**	(12 credits)	
<p>** Approved courses whose content is devoted substantially to the study of French or Francophone culture—literature, art, and history. The eligible disciplines include Fine Arts, History, Modern Languages and Literatures, and Philosophy. These courses may be in French or English.</p>		
Open Electives		48 credits
<p>*Six core credits in Modern Languages and Literature satisfied with Major requirements.</p>		
TOTAL		121 credits

NOTE - No more than 12 credits at the 200 level or 6 AP/IB credits may be applied to the Major.

Although the French courses comprising the French Studies Major are sequential (levels 200, 300 and 400), students in Option B may begin the program by taking approved Art, History or Philosophy courses alongside required French language courses.

French Studies majors seeking teacher certifications must include within Option B at least 6 additional credits in French. Such students will complete a minimum of 24 credits in French within the 30-credit French Studies Major – Option B. FREN 340 (French Civilization), FREN 341 (Contemporary French Civilization), and FREN 342 (The Francophone World: A Cultural Study) are highly recommended. In addition, these students are strongly encouraged to take a minimum of 12 credits in a second modern language (other than English). A major's program of study must be carefully planned with a French Faculty advisor to insure oral and written proficiency in French.

## Sample Program – Options A or B



### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
FREN Courses	6 credits
Open Elective	9 credits
TOTAL	31 credits

### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
FREN 307 Advanced Grammar and Composition	3 credits
FREN 350 Introduction to French Literary Study	3 credits
Open Electives	6 credits
TOTAL	30 credits

### Year 3

Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
FREN Courses	6 credits
FREN/HIST/FINE ARTS/PHIL Major Course	3 credits
Open Electives	15 credits
TOTAL	30 credits

### Year 4

Religious Studies Topics Core	3 credits
FREN/HIST/FINE ARTS/PHIL Major Courses	9 credits
Open Electives	18 credits
TOTAL	30 credits

Total Credits for Graduation: 121

## B.A. in Spanish

The B.A. in Spanish requires 121 course credits, including:

College Core Requirements	43 credits*
Spanish Major:	30 credits
Spanish 307 Advanced Grammar and Composition	(3 credits)
Two of the following: Spanish 350 Masterworks in Latin American Literature I , Spanish 351 Masterworks in Latin American Literature II, Spanish 352 Masterworks in Peninsular Literature I, or Spanish 353 Masterworks in Peninsular Literature II.	(6 credits)
Seven SPAN courses 210 – 460, three must be at the 400 level	(21 credits)
Open Electives	48 credits
*Six core credits in Modern Languages and Literature satisfied with Major requirements.	
TOTAL	121 credits

NOTE - No more than 6 credits at the 200 level or 6 AP/IB credits may be applied to the Major.

For Spanish majors seeking teacher certifications, Spanish 340 (Spanish Civilization) and Spanish 341 (Latin American Civilization) are highly recommended as electives within the 30 credits. In addition, these students are strongly encouraged to take a minimum of 12 credits in a second modern language (other than English).

A major's program must be carefully conceived in consultation with a Spanish Faculty advisor.

## Sample Program

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits

SPAN 210 Writing Spanish, or SPAN 217 Spanish for Heritage Speakers I	3 credits
SPAN 220 Speaking Spanish, or SPAN 218 Spanish for Heritage Speakers II	3 credits
Open Elective	9 credits
TOTAL	31 credits

### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
SPAN 307 Advanced Grammar and Composition	3 credits
SPAN 350 Masterworks in Latin American Literature I	3 credits
Open Electives	6 credits
TOTAL	30 credits

### Year 3

Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
SPAN 351 Masterworks in Latin American Literature II	3 credits
SPAN Electives	6 credits
Open Electives	15 credits
TOTAL	30 credits

### Year 4

Religious Studies Topics Core	3 credits
SPAN Electives 6 credits at 400 level	9 credits
Open Electives	18 credits
TOTAL	30 credits

Total Credits for Graduation: 121

## Minors

### Requirements for the Minor in French

The Minor in French requires eighteen course credits in French. The Minor must constitute a coherent program of study designed with a French Faculty Minor advisor and aimed at achieving oral and written proficiency in the language.

FREN 350 Introduction to French Literary Study (3 credits)

Five courses numbered 201-460 (15 credits)

NOTE - Of these, a maximum of 12 credits may be applied from the 200 level, and only 6 credits of 300- and 400- level work may be transferred from a study abroad program. No more than 6 AP/IB credits may be applied to the Minor.

### Requirements for the Minor in Italian

The Minor in Italian requires eighteen course credits in Italian. The Minor must constitute a coherent program of study designed with an Italian Faculty Minor advisor and aimed at achieving oral and written proficiency in the language.

ITAL 350 Introduction to Italian Literary Study (3 credits)

Five courses numbered 201-460 (15 credits)

NOTE - Of these, a maximum of 12 credits may be applied from the 200 level, and only 6 credits of 300- and 400- level work may be transferred from a study abroad program. No more than 6 AP/IB credits may be applied to the Minor.

### Requirements for the Minor in Spanish

The Minor in Spanish requires eighteen course credits in Spanish. The Minor must constitute a coherent program of study designed with a Spanish Faculty Minor advisor and aimed at achieving oral and written proficiency in the language.

Spanish 307 Advanced Grammar and Composition (3 credits)

One of the following: Spanish 350 Masterworks in Latin American Literature I , Spanish 351 Masterworks in Latin American Literature II, Spanish 352 Masterworks in Peninsular Literature I, or Spanish 353 Masterworks in Peninsular Literature II

(3 credits)

Four courses numbered 209-460 (12 credits)

NOTE - Of these, only 6 credits may be applied from the 200 level, and only 6 credits of 300- or 400-level work may be transferred from a study abroad program. No more than 6 AP/IB credits may be applied to the Minor.

### Requirements for the Minor in Latin American Studies

The Minor in Latin American Studies provides students with a greater awareness and appreciation of the diverse people and culture of Latin America as well as a greater sensitivity towards the problems and issues facing Latin America today. The program is an area-specific cultural studies alternative to the Spanish Minor which allows students the option of taking up to two courses from other departments. In the

spirit of a liberal arts education, it provides students completing a wide-range of degrees the possibility of pursuing their interest in Latin America, all the while making them more attractive job candidates in an increasingly competitive global market.

The Minor in Latin American Studies requires eighteen course credits in Spanish. A minimum of four courses in Spanish related to Latin America is required, including SPAN 341: Latin American Civilization and SPAN 350 or 351 Masterworks in Spanish Literature I or II (both parts provide a survey of Latin American Literature). A maximum of two approved courses related to Latin American Studies from other disciplines may be applied toward the Minor. At least four of the courses must be at the 300/400 level. A minimum grade of "C" is required for credit in each of the six courses. A maximum of six credits is accepted from courses that have been taken to satisfy requirements in a student's Major or Minor, or in the Core Curriculum.

## Faculty

Program Coordinators:

David Aliano Ph.D (Modern Languages and Literatures)

Rosita E. Villagómez Ph.D (Modern Languages and Literatures)

Approved courses listed by department, including pre- and co-requisites:

### DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

*\_SPAN 210 WRITING SPANISH.*

*\_SPAN 220 SPEAKING SPANISH.*

*SPAN 217-218 SPANISH FOR HERITAGE SPEAKERS*

UPPER-LEVEL COURSES offered through the Department of Modern Languages and Literatures.

Prerequisite for all 300-level courses: One of the following: Spanish 202 with recommendation of the professor; 210 and 220 , or 217 and 218; or placement with an extraordinary background in Spanish.

*SPAN 300 THE MUSICAL HERITAGE OF THE AMERICAS.*

*SPAN 303 HISPANIC CULTURE THROUGH FILM.*

*SPAN 307 ADVANCED GRAMMAR AND COMPOSITION.*

*SPAN 341 LATIN AMERICAN CIVILIZATION.*

*SPAN 350, 351 MASTERWORKS IN LATIN AMERICAN LITERATURE I, II.*

ADVANCED COURSES Prerequisite for all 400-level Spanish courses: Spanish 307, 350 and 351, or permission of the Chairperson.

*SPAN 420,320 SPECIAL TOPICS IN SPANISH.*

*SPAN 423 GREAT HISPANIC POETS.*

*SPAN 424 THE MODERN NOVEL IN SPAIN AND LATIN AMERICA.*

*SPAN 435 LATIN AMERICAN SHORT FICTION.*

*SPAN 440 GENDER STUDIES IN HISPANIC LITERATURE.*

*SPAN 460 INDEPENDENT STUDY.*

#### DEPARTMENT OF HISTORY

*HIST 315 COLONIAL LATIN AMERICA.*

*HIST 317 MODERN LATIN AMERICA IN THE 19TH AND 20TH CENTURIES.*

*HIST 376, 476 TOPICS IN WORLD HISTORY*

#### DEPARTMENT OF SOCIOLOGY

*SOC 304 GLOBALIZATION AND INEQUALITY*

*SOC 305 URBAN SOCIOLOGY*

*SOC 328 SOCIETIES AND CULTURES OF LATIN AMERICA*

#### DEPARTMENT OF FINE ARTS

*ART 436 TOPICS IN ART*

#### INTEGRATED

*INTG 325 A NATION OF IMMIGRANTS*

*INTG 328 GLOBAL CHALLENGES*

*INTG 391 SPECIAL TOPICS IN INTEGRATED STUDIES*

## **Course Descriptions**

FREN/ITAL/SPAN 102 or the equivalent is the prerequisite for all FREN/ITAL/SPAN courses numbered 201 or higher.

Courses numbered 201-216 are Foundation courses intended for students who have completed 102 or have an equivalent course elsewhere. In general, these courses are designed for students who have not studied abroad. 300-level courses are upper-level courses intended for students who have already completed 210 and 220 or the equivalent. 400-level courses are advanced courses intended for students who have already completed three 300-level courses in French, Italian or Spanish or who have studied abroad for at least a semester.

## **Filipino (FILI)**

### **FOUNDATION COURSES**

**FILI 101-102 FILIPINO FOR BEGINNERS.** An introduction to the four basic language skills—listening, speaking, reading and writing—with emphasis on speaking and comprehending spoken Tagalog. The course also provides an introduction to the culture of the Philippine islands. . A two-semester course sequence.

3 credits each

**FILI 216 ASPECTS OF PHILIPPINE CULTURE.** An intermediate course conducted in Tagalog with a focus on various aspects of Philippine culture, language and society. It reinforces and improves students' listening, speaking, reading and writing skills in Tagalog that were introduced in Filipino 101-102, and introduces students to the art, literature, music, film, cuisine and cultural heritage of the Philippines and its diaspora. The course is designed for students who have taken Filipino 101-102 or can demonstrate an equivalent proficiency. It provides the cultural context and linguistic competency required for the study of the Philippines at an advanced level.

3 credits

#### **UPPER-LEVEL COURSES**

**FILI 340 PHILIPPINE CIVILIZATION.** An upper-level course on Philippine culture, history and society. It aims to provide students with an understanding of the historical, socio-economic and geographical factors that helped shape Philippine culture, politics and society, and explores how these factors relate and contribute to current global and U.S. developments. The course is conducted *entirely in English*.

3 credits

### **French (FREN)**

The Department of Modern Languages and Literatures offers courses leading to the B.A. degree in French Studies. It also offers a Minor in French.

#### **FOUNDATION COURSES**

**FREN 101-102 FRENCH FOR BEGINNERS.** An introduction to the four basic language skills—listening, speaking, reading and writing—with emphasis on speaking and comprehending spoken French. The course also provides an introduction to the culture of French-speaking peoples. A two-semester course sequence. For students with little or no background in French, or with a maximum of two years of high school French.

3 credits each

**FREN 201-202 FRENCH FOR COMMUNICATION.** An intensive review of French and further development of listening, speaking, reading, and writing skills through extensive use of audio and visual aids. A two-semester course sequence. Prerequisite: French 102 or a maximum of three years of high school French.

3 credits each

**FREN 210 WRITING FRENCH.** Intensive practice of writing skills through extensive use of aural and written materials. Review of grammar. Prerequisite: French 202, 220, four years of high school French, or placement with a strong background in French.

3 credits

**FREN 220 SPEAKING FRENCH.** Intensive practice of oral skills through the use of aural and written materials. Review of grammar. Prerequisite: French 202, 210, four years of high school French, or placement with a strong background in French.

3 credits

**FREN 216, 316 ASPECTS OF FRENCH AND FRANCOPHONE CULTURE.** An on-site study of different aspects of the political, socio-economic, and cultural life of France or Québec together with a survey of its artistic heritage. The course is offered in France or Québec during the summer.

3 credits each

#### **UPPER-LEVEL COURSES**

Prerequisite for all 300-level courses is one of the following: French 209, and 210 or 216; or placement with an extraordinary background in French.

#### **FREN 303 FRENCH AND FRANCOPHONE CULTURE THROUGH FILM.**

French language, and the history and civilization of the French-speaking world are studied through the viewing and study of great films. The course may be conducted in French or in English, as needed. In the latter case, it is open to all students. Prerequisites for French Studies Majors or French minors: French 210 and 220. For French credit, all written work must be done in French.

3 credits

**FREN 307 ADVANCED GRAMMAR AND COMPOSITION.** An intensive study of the grammatical structures of French aimed at perfecting the student's written and oral command of the language. Required for all French Studies majors, and highly recommended for French minors.

3 credits

**FREN 340 FRENCH CIVILIZATION.** The historical, social, and cultural background of France from the Middle Ages through the nineteenth century. Lectures, readings, discussions, and reports in French. Highly recommended for French Studies majors and French minors.

3 credits



**FREN 341 CONTEMPORARY FRENCH CIVILIZATION.** The historical, social, and cultural background of France and the Francophone world from the twentieth century to the present. Lectures, readings, discussions, and reports in French. Highly recommended for French Studies majors and French minors.

3 credits

**FREN 342 THE FRANCOPHONE WORLD: A CULTURAL STUDY.** This course examines Francophone literary texts from regions such as the Caribbean, Sub-Saharan Africa, the Maghreb and Lebanon. Topics such as colonialism, post-colonialism, gender and religion, as well as the concept of identity of the colonized and the colonizer, will be discussed through fiction, essays, poems, music and films. Lectures, readings, discussions and reports in French.

3 credits

**FREN 350 INTRODUCTION TO FRENCH LITERARY STUDY.** A survey of the great writers and literary movements of the French-speaking world together with an introduction to the analysis of literary texts. Required for all French Studies majors and for French minors.

3 credits

#### **ADVANCED COURSES**

Prerequisite for all 400-level French courses is the completion of 307, 350, and one of the following: 340, 341, or 342; or permission of the Chairperson.

**FREN 420, 320 SPECIAL TOPICS IN FRENCH.** An intensive study of a single author, genre, movement, or literary topic. The specific subject will be available at the time of registration. Lectures, readings, discussions and reports in French.

3 credits

**FREN 460 INDEPENDENT STUDY.** In consultation with the professor and with the approval of the Chairperson. Offered as needed.

3 credits

## **Italian (ITAL)**

The Department of Modern Languages and Literatures offers courses leading to the Minor in Italian.

#### **FOUNDATION COURSES**

**ITAL 101-102 ITALIAN FOR BEGINNERS.** An introduction to the four basic language skills—listening, speaking, reading, and writing—with emphasis on speaking and comprehending spoken Italian. The course also provides an introduction to Italian culture. A two-semester course sequence. For students with

little or no background in Italian, or with a maximum of two years of high school Italian.

3 credits each

**ITAL 201-202 ITALIAN FOR COMMUNICATION.** An intensive review of Italian and further development of listening, speaking, reading, and writing skills through extensive use of audio and visual aids. A two-semester course sequence. Prerequisite: Italian 102 or a maximum of three years of high school Italian.

3 credits each

**ITAL 210 WRITING ITALIAN.** Intensive practice of writing skills through extensive use of aural and written materials. Review of grammar. Prerequisite: Italian 202, 220 four years of high school Italian, or placement with a strong background in Italian.

3 credits

**ITAL 220 SPEAKING ITALIAN.** Intensive practice of oral skills through the use of aural and written materials. Review of grammar. Prerequisite: Italian 202, 210, four years of high school Italian, or placement with a strong background in Italian.

3 credits

**ITAL 216, 316 ASPECTS OF ITALIAN CULTURE.** An on-site study of different aspects of the political, socio-economic, and cultural life of Italy together with a survey of its artistic heritage. The course is offered in Italy during the summer or the winter intersession.

3 credits

#### **UPPER-LEVEL COURSES**

Prerequisite for all 300-level courses is one of the following: Italian 210 or 216, and 220; or placement with an extraordinary background in Italian.

**ITAL 303 ITALIAN CULTURE THROUGH FILM.** Italian language, history, and civilization are studied through the viewing and study of great films. The course is conducted in English and is open to all students. Prerequisites for Italian minors: Italian 210 and 220. For Italian credit, all readings and written work must be done in Italian.

3 credits

**ITAL 307 ADVANCED GRAMMAR AND COMPOSITION.** An intensive study of the grammatical structures of Italian aimed at perfecting the student's oral and written command of the language. Highly recommended for Italian minors.

3 credits

**ITAL 340 MEDIEVAL AND RENAISSANCE ITALIAN CIVILIZATION.** A study of the art, music, philosophy, and literature of Medieval Italy and its development into the Renaissance of Western culture. Lectures, readings, and discussions in Italian.

3 credits

**ITAL 341 CONTEMPORARY ITALIAN CIVILIZATION.** The major issues affecting modern Italy are explored through art, music, film, philosophy, and literature, as well as through readings on its political, economic, and social reality. Lectures, readings, and discussions in Italian.

3 credits

**ITAL 350 INTRODUCTION TO ITALIAN LITERARY STUDY** A survey of the great writers and literary movements of Italy together with an introduction of the analysis of literary texts.

3 credits

### **ADVANCED COURSES**

Prerequisite for all 400-level Italian courses is the completion of 307, 350, and either 340 or 341; or permission of the Chairperson.

**ITAL 420, 320 SPECIAL TOPICS IN ITALIAN.** An intensive study of a single author, genre, movement, or literary theme. The specific subject will be available at the time of registration. Lectures, readings, discussions and reports in Italian.

3 credits

**ITAL 460 INDEPENDENT STUDY.** In consultation with the professor and with the approval of the Chairperson.

3 credits

## **Spanish (SPAN)**

The Department of Modern Languages and Literatures offers courses leading to the B.A. degree in Spanish. It also offers a Minor in Spanish.

### **FOUNDATION COURSES**

**SPAN 101-102 SPANISH FOR BEGINNERS.** An introduction to the four basic language skills—listening, speaking, reading, and writing – with emphasis on speaking and comprehending spoken Spanish. The course also provides an introduction to the culture of Spanish-speaking peoples. A two-semester course sequence. For students with little or no background in Spanish, or with a maximum of two years of high school Spanish.

3 credits each

**SPAN 201-202 SPANISH FOR COMMUNICATION** . An intensive review of Spanish and further development of listening, speaking, reading, and writing skills through extensive use of audio and visual aids. A two-semester course sequence. Prerequisite: Spanish 102 or a maximum of three years of high school Spanish.

3 credits each

**SPAN 210 WRITING SPANISH.** Intensive practice of writing skills through extensive use of aural and written materials. Review of grammar. Prerequisite: Spanish 202, 220 , four years of high school Spanish, or placement with a strong background in Spanish. Not intended for native or heritage speakers of Spanish. Native speakers are students born in another country who received some formal education in another language before coming to the United States; heritage speakers are students usually born in the United States who have learned Spanish in their home environment but have little or no formal training in the language.

3 credits

**SPAN 220 SPEAKING SPANISH.** Intensive practice of oral skills through the use of aural and written materials. Review of grammar. Prerequisite: Spanish 202, 210 , four years of high school Spanish, or placement with a strong background in Spanish. Not intended for native or heritage speakers of Spanish.

3 credits

**SPAN 217-218 SPANISH FOR HERITAGE SPEAKERS.** A course designed for students, usually born in the United States, who have learned Spanish in their home environment but need formal training to improve their communicative skills. The course helps students develop proficiency in reading and writing and provides an introduction to the culture and civilization of Spanish-speaking peoples. A two-semester course sequence. For heritage speakers only.

3 credits each

#### **UPPER-LEVEL COURSES**

Prerequisite for all 300-level courses: One of the following: Spanish 210 and 220 , or 217 and 218; or placement with an extraordinary background in Spanish.

**SPAN 300 THE MUSICAL HERITAGE OF THE AMERICAS.** An examination of the rich and diverse traditions of Latinos in the Americas through the use of music, and including literature and film.

3 credits

**SPAN 303 HISPANIC CULTURE THROUGH FILM.** Spanish conversation and composition as well as a study of Hispanic culture, through the viewing and analysis of films from Spain and Latin America.

3 credits

**SPAN 307 ADVANCED GRAMMAR AND COMPOSITION.** An intensive study of the grammatical structures of Spanish aimed at perfecting the student's oral and written command of the language.

Required for all Spanish majors and minors.

3 credits

**SPAN 319 SPANISH FOR BUSINESS.** An introduction to the terminology and business practices of the Spanish-speaking world. The course includes a review of grammar as well as a discussion of cultural factors that affect commercial transactions.

3 credits

**SPAN 340 SPANISH CIVILIZATION.** The major issues that have affected Spain are explored through film, art, and the reading of historical and literary texts. The course has a strong focus on discussion. Lectures, readings, and discussions in Spanish. Highly recommended for all Spanish majors and minors.

3 credits

**SPAN 341 LATIN AMERICAN CIVILIZATION.** The major issues that have affected Latin America are explored through film, art, and the reading of historical and literary texts. The course has a strong focus on discussion. Lectures, readings, and discussions in Spanish. Highly recommended for all Spanish majors and minors.

3 credits

**SPAN 350 MASTERWORKS IN LATIN AMERICAN LITERATURE I.** A survey of the great writers and literary movements of Latin America together with an introduction to the analysis of literary texts.

Students will read and analyze poetry, short stories, plays, essays, and novel excerpts from the Pre-Colonial period to *modernismo*. Among the writers studied will be Las Casas, Sor Juana, Echevarría, Avellaneda, Martí, Silva and Darío. Along with reading primary sources, students will be exposed to the history and politics of Latin America. This course fulfills a requirement for the Spanish Major, the Spanish Minor, and the Latin American Studies Minor. .

3 credits

**SPAN 351 MASTERWORKS IN LATIN AMERICAN LITERATURE II.** A survey of the great writers and literary movements of Latin America together with an introduction to the analysis of literary texts. Students will read and analyze plays, poetry, short stories, essays and novel excerpts from the twentieth century on. They will examine the diverse literary movements and tendencies such as vanguardism, regionalism, cosmopolitanism, magical realism, boom, post-boom, and postmodernism, Among the authors studied will

be Quiroga, Mistral, Vallejo, Borges, Fuentes, García Márquez, Valenzuela, Allende and Vega. Along with reading primary sources, students will be exposed to the history and politics of Latin America. This course fulfills a requirement for the Spanish Major, the Spanish Minor, and the Latin American Studies Minor.

3 credits

**SPAN 352 MASTERWORKS IN PENINSULAR LITERATURE I.** A survey of the great writers and literary movements of Spain together with an introduction to the analysis of literary texts. Students will read and analyze Spanish poetry, short stories and novel excerpts from the ninth to the eighteenth century, written by authors from Spain. Along with reading primary sources, students will be exposed to the history and politics of Spain. The course fulfills a requirement for the Spanish Major and the Spanish Minor.

3 credits

**SPAN 353 MASTERWORKS IN PENINSULAR LITERATURE II.** A survey of the great writers and literary movements of Latin America together with an introduction to the analysis of literary texts. Students will read and analyze Spanish plays, short stories and novel excerpts from the eighteenth to the twenty-first century.. Along with reading primary sources, students will be exposed to the history and politics of Spain. The course fulfills a requirement for the Spanish Major and the Spanish Minor.

3 credits

#### **ADVANCED COURSES**

Prerequisite for all 400-level Spanish courses: Spanish 307, and two of the following: 350, 351, 352 or 353; or permission of the Chairperson.

**SPAN 420, 320 SPECIAL TOPICS IN SPANISH.** An intensive study of a single author, genre, movement, or literary topic. The specific subject will be available at the time of registration. Lectures, readings, discussions and reports in Spanish.

3 credits

**SPAN 423 GREAT HISPANIC POETS.** An introduction to the analysis of poetry through the study of the great poets of the Spanish language such as Garcilaso, St. John of the Cross, Góngora, Sor Juana Inés de la Cruz, Bécquer, Martí, Darío, Jiménez, Machado, Mistral, Lorca, Vallejo, and Neruda.

3 credits

**SPAN 424 THE MODERN NOVEL IN SPAIN AND LATIN AMERICA.** A survey of the development of modern fiction from the great nineteenth century Spanish Realists (Galdós and Clarín) to the Latin American "Boom" (Asturias, García Márquez, Carpentier, Fuentes, Vargas Llosa, among others).

3 credits

**SPAN 427 CERVANTES: DON QUIXOTE.** An in-depth discussion and analysis of *Don Quixote*.

3 credits.

**SPAN 429 THE SPANISH GOLDEN AGE.** A survey of the history, art, and literature of Spain during the sixteenth and seventeenth centuries.

3 credits

**SPAN 435 LATIN AMERICAN SHORT FICTION.** A study of the development of short narrative forms in Latin America in relationship to the social, political, and historical reality. Readings from the works of Quiroga, Borges, García Márquez, Cortázar, Fuentes, Vargas Llosa, Rulfo, and Donoso.

3 credits

**SPAN 436 MODERN SPANISH THEATRE.** A critical examination of the structure, themes, and style of the genre through the works of Valle-Inclán, Benavente, Grau, Lorca, Casona, Buero, Vallejo, Sastre, and Arrabal.

3 credits

**SPAN 440 GENDER STUDIES IN HISPANIC LITERATURE.** Modalities of portrayal of gender by writers from the nineteenth century to the present with emphasis on the reinterpretation of the role of gender within the new socio-political reality of the Hispanic world.

3 credits

**SPAN 460 INDEPENDENT STUDY.** In consultation with the professor and with the approval of the Chairperson.

3 credits

## Department of Nursing

The Department of Nursing offers courses leading to a B.S. degree in Nursing.

### Faculty

Justine Taddeo, Ed.D, Director and Professor

Maryann A. Witt, D.N.Sc, Assistant Director and Associate Professor

Lisette J. Dorfman, Ph.D., Assistant Professor

Magalie Elie, M.A., Instructor

Maureen Heitmann, M.A., Visiting Instructor

Sandra Hillman, Ph..D, Associate Professor

Deborah Kramer, Ed.D, Associate Professor

Jennifer A. Malone, MS, Visiting Instructor

Joanne R. Martin, MS, Instructor

Carine McDonald, MS, Visiting Instructor

Joseph Molinatti, Ed.D, Assistant Professor

Patricia A. Montano, MSN, Instructor

Joann Paoletti, MS, Instructor

Mirian Zavala, DNSc, Assistant Professor

### Departmental Learning Outcomes and Assessment Methodology

At the conclusion of their studies, Nursing majors will demonstrate the following learning outcomes:

- 1. Students will provide nursing care using the nursing process in a variety of settings through collaboration with clients and other health care providers.**
- 2. Students will use information and communication technology to obtain nursing practice data, and to document and evaluate client outcomes**
- 3. Students will employ critical thinking in nursing practice.**

These will be assessed in the following manner:

1. Students will complete Kaplan Standardized Examinations.
2. Students will complete various assignments that include information and communication technology for their nursing practice in the clinical courses. These will be evaluated using a scoring rubric which will measure effective use of information technology for nursing practice.



3. Students will take the National Council Licensure Examination for Registered Nurses Examination (NCLEX-RN) at the completion of their undergraduate program.

## Policies

1. Required science courses may only be repeated once. No more than one science course may be repeated. The total number of withdrawals that a student may have from required science courses is two. Any withdrawal after the first two will be considered a failure. An additional withdrawal or failure in a required science course will result in the student's dismissal from the nursing program.
2. Courses in the nursing major may only be repeated once. No more than one nursing course may be repeated. The total number of withdrawals that a student may have from nursing courses is two. Any withdrawal after the first two will be considered a failure. An additional withdrawal or failure in a nursing course will result in the student's dismissal from the nursing program.
3. Because of the importance of accountability and personal responsibility in the nursing profession, absences in the classroom and in experiential learning activities and clinical experience must be related to acute physical illness or family crises. The student must notify the instructor and/or clinical agency of an absence prior to the start of the clinical day. If the student is unable to contact the instructor or the clinical facility, they must leave a message with the Department of Nursing at the Riverdale campus for those enrolled there or the Mid-Manhattan site for those enrolled there.
4. Students are expected to fill out an "intent for clinical placement" letter by mid- semester before the first clinical course (NURS 229)
5. Nursing students enrolled at the Riverdale campus may register for courses at the Mid- Manhattan site only on a space-available basis in the following components: Science Component, Social Science Component, and the non-clinical nursing courses, NURS 109, NURS 119, NURS 209, NURS 219 Registration is contingent upon class space.
6. Nursing students enrolled at the Mid- Manhattan site may register for courses at the Riverdale campus on a space-available basis in the following components: Core Enrichment Component, Science Component, Social Science Component, Elective Components and the non-clinical nursing courses, NURS 109, NURS 119, NURS 209, NURS 219. Registration is contingent upon class space. All required science course requiring a lab components are completed on the Riverdale campus.
7. Nursing students enrolled at the College of Mount Saint Vincent, Riverdale, campus may enroll in the clinical nursing courses at the Mid-Manhattan site on a space available basis with written permission from the Director of the Department of Nursing. Nursing students enrolled at the Mid-Manhattan site may enroll in the clinical nursing courses at the College of Mount Saint Vincent, Riverdale campus on a space available basis with written permission from the Director of the Department of Nursing. Once a student chooses this option, all subsequent clinical courses must be completed at the chosen location. Students participating in the accelerated program may only register for nursing courses designated (A)
8. The requirements for Health Clearance must be fulfilled no later than 2 months prior to the beginning of their first clinical course (NURS 229) and then annually. If these dates are not adhered to, students

will not be allowed to continue in the clinical course. Each Nursing major student, prior to Junior and Senior year, must have Continuation through junior and senior year requires an annual physical examination. All students must be certified in CPR before beginning clinical, have completed FIT and color vision testing and have a background check and urine for toxicology testing

9. Senior students who have a 3.0 GPA may enroll in graduate core courses with permission of their Academic Advisor and the Director of the Department of Nursing.

## **TRANSFER STUDENTS**

Nursing students transferring into CMSV must have earned a minimum grade of “B” in all required science courses transferred into the college. If the grade is below a “B” the student has the option to repeat the required science course at CMSV and must achieve a minimum grade of “C+” or achieve a minimum grade of “B” at another institution and be approved by the Chair of the appropriate CMSV science department.

Grades earned in any required science course taken more than five years from the date of application must be evaluated by the Chair of the respective science department. The college reserves the right to mandate assessment and appropriate placement in courses considered essential for satisfactory academic progress.

Applicants who have been accepted into the College’s Bachelor of Science degree program in Nursing as transfer students or second degree students should carefully consider the following guidelines for enrollment into clinical courses before accepting the College’s offer of admission and before paying a tuition deposit to confirm their intent to register for the anticipated entry term:

(1) Registration into clinical courses cannot occur until a student has satisfied EACH of the following pre-requisites:

- a. the student has earned a minimum of 60 credits at the College or has had a minimum of 60 credits transferred into the College;
- b. the student has earned the required minimum grade for all the required science pre-requisite courses within 5 years of beginning clinical courses. The required pre-requisite courses include Anatomy & Physiology I & II, General, Organic and Biochemistry and Microbiology. The minimum grade for all required science courses is “C+” if the course is taken at the College of Mount Saint Vincent, or a grade of “B” if taken at another institution.
- c. the student’s cumulative grade point index is 3.0

(2) Nursing clinical courses begin in the spring semester.

(3) Clinical placements for entering transfer students cannot be guaranteed for the semester immediately following a students’ acceptance into the Nursing Program. However, the Nursing Department will make every effort to place fully qualified transfer students into clinical placements that are available for the

upcoming term.

(4) As clinical placements become available, fully qualified students will be enrolled into clinical courses following a priority ranking based on GPA and Enrollment date.

(5) Fully qualified students who are not accommodated into clinical courses for the fall semester following their entry to the College will be able to start their clinical placement the following fall semester provided they maintain a 3.0 GPA. Those students will need to confirm with the Department of Nursing by November 30th of their intent to begin clinical the following fall.

This set of guidelines is necessary for the orderly and fair accommodation of fully qualified nursing students into the College's limited number of clinical placements

## Degree Requirements

### B. S. in Nursing

The following constitutes the Nursing Curriculum requirements for all students enrolling in the college beginning in the fall of 2012. The Nursing Curriculum requirements for students enrolled prior to the fall of 2012 can be found in the 2011-2012 *Undergraduate Catalog*.

The B.S. in Nursing requires 126 course credits, including:

College Core Requirements		40 credits*
Nursing Major		53 credits
NURS 109 Professional Roles & Contemporary Issues in Nursing	(3 credits)	
NURS 119 Health Promotion Across the Lifespan	(3 credits)	
NURS 209 Theoretical and Research Foundations of Nursing	(3 credits)	
NURS 219 General Health Assessment	(3 credits)	
NURS 229 Concepts of Basic Nursing Care	(4 credits)	
NURS 319 Adult Nursing I	(8 credits)	
NURS 329 Adult Nursing II	(8 credits)	
NURS 409 Process of Leadership in Nursing	(3 credits)	
NURS 431 Nursing Care of the Family I-Maternity Nursing	(4 credits)	
NURS 433 Nursing Care of the Family II-Pediatric Nursing	(4 credits)	
NURS 434 Nursing Care of the Community I-Psychiatric Nursing	(3 credits)	
NURS 436 Nursing Care of the Community II-Community Nursing	(3 credits)	
NURS 440 Preceptorship	(3 credits)	

NURS 449 Nursing Care Case Management	(1 credit)	
Cognate Requirements:		27 credits
BIOL 109-110 Anatomy & Physiology I & II	(8 credits)	
BIOL 211 Microbiology and Human Disease	(3 credits)	
BIOL 204 Human Genetics	(3 credits)	
BIOL 333 Human Pathophysiology	(3 credits)	
BIOL 334 Pharmacophysiology	(3 credits)	
CHEM 109 General, Organic and Biochemistry	(4 credits)	
PSYC 326 Lifespan Development	(3 credits)	

Open Electives 6 credits

\*Six core credits in Natural Science and three core credits in Social Science (Psychology) satisfied with Major requirements.

TOTAL 126 credits

NOTE - Nursing students must maintain a minimum of "C+" in all nursing and required science courses.

## Sample Program

### B.S. in Nursing

#### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Humanities or Social Science Core	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
BIOL 109-110 Anatomy & Physiology I & II	8 credits
NURS 109 Professional Roles & Contemporary Issues in Nursing	3 credits
NURS 119 Health Promotion Across the Lifespan	3 credits
TOTAL	33 credits

#### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits

Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
CHEM 109 General, Organic and Biochemistry	4 credits
BIOL 211 Microbiology and Human Disease	3 credits
NURS 209 Theoretical and Research Foundations of Nursing	3 credits
NURS 219 General Health Assessment	3 credits
NURS 229 Concepts of Basic Nursing Care	4 credits
TOTAL	32 credits

### Year 3

BIOL 204 Human Genetics	3 credits
BIOL 333 Human Pathophysiology	3 credits
BIOL 334 Pharmacology-Physiology	3 credits
PSYC 326 Lifespan Development	3 credits
NURS 319 Adult Nursing I	8 credits
NURS 329 Adult Nursing II	8 credits
Open Elective	3 credits
TOTAL	31 credits

### Year 4

Religious Studies Topics Core	3 credits
Humanities or Social Science Core	3 credits
NURS 409 Process of Leadership in Nursing	3 credits
NURS 431 Nursing Care of the Family I-Maternity Nursing	4 credits
NURS 433 Nursing Care of the Family II-Pediatric Nursing	4 credits
NURS 434 Nursing Care of the Community I-Psychiatric Nursing	3 credits
NURS 436 Nursing Care of the Community II-Community Nursing	3 credits
NURS 440 Preceptorship	3 credits
NURS 449 Nursing Care Case Management	1 credit
Open Elective	3 credits
TOTAL	30 credits

Total credits for Graduation: 126

## **Course Descriptions**

### **Nursing (NURS)**

**NURS 109 PROFESSIONAL ROLES AND CONTEMPORARY ISSUES IN NURSING.** This is the first nursing theory course which explores the development of professional nursing and introduces students to selected concepts and theories. The values, principles and standards of professional practice are introduced as a framework for professional development and students are introduced to the nursing process and evidence-based practice. Major contemporary nursing issues are explored within historic, economic, philosophical and political contexts. In addition to the classroom experience students will be introduced to experiential learning through simulation.

3 credits

**NURS 119 HEALTH PROMOTION ACROSS THE LIFESPAN.** This course addresses theories, advances in technology and current research related to the promotion of health, prevention of disease, and the maintenance of health for individuals, families and communities across the lifespan. The focus is on strategies to enhance wellness.

3 credits

**NURS 209 THEORETICAL AND RESEARCH FOUNDATIONS OF NURSING.** The development of a theoretically-based research approach to health care and the practice of nursing is the focus of discussion. The research process and major theoretical frameworks from nursing and related disciplines are explored.

3 credits

**NURS 219 GENERAL HEALTH ASSESSMENT** This course is designed to introduce students to the critical elements necessary in performing a comprehensive health assessment. Techniques necessary to obtain a health history and perform a physical examination are the focus of this course. Emphasis is on differentiating between normal and abnormal findings. Experiential learning occurs in the college's Simulation Laboratory and assists the student in developing the necessary skills required for performing both a comprehensive health history and physical examination. Prerequisites: BIO 109 & 110

3 credits

**NURS 229 CONCEPTS OF BASIC NURSING CARE.** This course focuses the students on concepts related to the basic needs of patients across the lifespan in various non-acute health care settings where direct basic nursing care is delivered. Course content is applied in a variety of experiential learning contexts.. This is the first nursing practice experience where past relevant knowledge and new theoretical content associated with basic human needs is applied. Prerequisites: NURS 219, CHEM 109

4 credits

**NURS 319 ADULT NURSING CARE I.** This is the first of two adult nursing courses which emphasizes the application of the nursing process to health promotion, health restoration and health maintenance for individuals and families from young adulthood to older adults experiencing co (The correct word is common here I made a mistake and don't know how to fix it) acute and chronic health problems associated

with body systems. Theoretical knowledge and clinical skills required for the safe and appropriate delivery of nursing care is the focus of this course. This clinical course provides students with opportunities in a variety of health care environments including both out-patient and acute care settings. Perioperative nursing care is also included in this course. Classroom and experiential learning will foster the integration and application of newly acquired theoretical content and clinical skills as well as knowledge from previous courses. Prerequisites: NURS 109, NURS 119, NURS 229, NURS 209, BIOL 333 BIOL 211; co-requisite BIOL 334

8 credits

***NURS 329 ADULT NURSING CARE II.*** This is the second of two adult nursing courses which emphasizes the application of the nursing process to health promotion, health restoration and health maintenance for individuals and families from young adulthood to older adults experiencing complex acute and chronic health problems associated with body systems. Theoretical knowledge and clinical skills required for the safe and appropriate delivery of nursing care is the focus of this course. This clinical course provides students with opportunities in a variety of acute care and selected ambulatory settings. Theoretical knowledge and nursing care of common health problems gained in the first Adult care course serves as the basis for the development of nursing care management plans for providing safe and appropriate care for patients facing acute and critical medical and surgical problems. Classroom and experiential learning will foster the integration and application of newly acquired theoretical content and clinical skills as well as knowledge from previous courses. Prerequisites: NURS 319.

8 credits

***NURS 409 PROCESS OF LEADERSHIP IN NURSING.*** Senior level course in which students identify their responsibility for leadership within the health care delivery system. Ideological, social, political, legal, ethical, economic, and cultural influences on the health care delivery system will be explored. Relevant theories of leadership, change, group and communication, as well as recent research will provide the background to assume professional responsibility in the delivery of health care within a multidisciplinary health team. Prerequisites: NURS 329.

3 credits

***NURS 431 NURSING CARE OF THE FAMILY I - MATERNITY NURSING.*** Major concepts are presented which address needs/problems of families with the focus on assisting them to maintain, restore, and promote health and well-being. Physical and psychological alterations in health, which affect families, are discussed, as they relate to childbearing concepts. Clinical practice experiences are provided in hospital and community-based facilities that reflects the content area. Four hours theory and twelve hours of field/lab experience for 7 weeks. Prerequisites: NURS 329, BIOL 217, BIOL 334, PSYC 326

4 credits

**NURS 433 NURSING CARE OF THE FAMILY II - PEDIATRIC NURSING.** Major concepts are presented which address needs/problems and development of children and their families with the focus on assisting them to maintain, restore and promote health and well-being. Physical and psychological alterations in health, which affect children and their families, are discussed, as they relate to child rearing concepts. Clinical practice experiences are provided in hospital and community based facilities that reflect the content area. Four hours of theory and twelve hours of field lab experience for 7 weeks. Prerequisites NURS 329, BIOL 217, BIOL 334, PSYC 326.

4 credits

**NURS 434 NURSING CARE OF THE COMMUNITY I - PSYCHIATRIC NURSING.** Major concepts are presented which address needs/problems of families with the focus on assisting them to maintain, restore and promote mental health and well-being. Psychological alterations in health, which affect families, are discussed. Clinical practice experiences are provided in mental health nursing across the life span in hospitals and the community. Four hours of theory and twelve hours of field/lab time for 5 weeks.

Prerequisites: NURS 431, NURS 433, NURS 209.

3 credits

**NURS 436 NURSING CARE OF THE COMMUNITY II - COMMUNITY NURSING.** A population focus is used to target the specific needs of aggregates. The role of the nurse in caring for a community is explored as it builds upon prior individual and family experiences. Clinical experiences will be provided in a variety of community-based facilities. Four hours theory and twelve hours clinical for 5 weeks. Prerequisites: NURS 431, NURS 433, NURS 209,

3 credits

**NURS 440 PRECEPTORSHIP.** This course offers a concentrated four-week experience, which emphasizes transition from the student role to the graduate role. The clinical settings that are used to provide a realistic environment in which to: test and clarify a philosophy of nursing practice, identify clinical knowledge gaps, integrate relevant nursing research, evaluate one's own impact on the collaborative process within the health care team, and initiate a plan for self-growth. For four weeks of the final semester; 8 hours for 18 shifts or 12 hours for 12 shifts for a total of 144 hours. Co-requisites NURS 434, NURS 436, NURS 409

3 credits

**NURS 449 NURSING CARE CASE MANAGEMENT.** This course allows students in a seminar format to analyze, discuss and develop collaborative plans of care which reflect patients' needs through a case study format. Case studies will reflect the needs of patients across the lifespan and require management of both chronic and acute problems as they apply to patients in a variety of health care settings including acute care, ambulatory care and home care environments. Emphasis is placed on a collaborative and interdisciplinary approach to the management of health care needs. Prerequisites: NURS 431, NURS 433.



1 credit

**NURS 470 Independent Study** This is an elective course which allows for the pursuit of a special topic or project within diverse community settings under the guidance of a faculty member. This opportunity combines the research process with an opportunity to integrate previous learning and apply it to the study of some elective area of interest in nursing. This course is available for honor students or by special permission of the Director of the Nursing Department. 1-3 credits.

## Department of Philosophy and Religious Studies

The Department of Philosophy and Religious Studies offers Minors in Philosophy and Religious Studies.

### Faculty

Sr. Eileen Fagan, PhD., Chairperson & Assistant Professor

Paul R. Douillard, PhD, Professor

Margaret I. Hughes, Instructor

Joshua A. Shmikler, PhD., Assistant Professor

Edward Zukowski, PhD., Professor

### Requirements

#### Minors

##### Minor in Philosophy

Students choosing to minor in Philosophy must complete 18 credits, including:

PHIL 212 The Life of Reason

15 additional credits in Philosophy courses.

Note - Some integrated courses may apply. Students should consult with the Philosophy faculty in choosing upper level courses.

##### Minor in Religious Studies

Students choosing to minor in Religious Studies must complete 18 credits, including:

RELS 208 The Life of Faith

15 additional credits in Religious Studies courses on the 300 and 400 levels.

NOTE - Students should consult with the Religious Studies faculty in choosing upper level courses.

Students with an interest in both Philosophy and Religious Studies may also pursue both within a Liberal Arts major. This would require 18 credits from Philosophy and 18 credits from Religious Studies. Programs can be designed to focus on special interests such as applied ethics. Contact a faculty member in either department for details.

#### Theta Alpha Kappa

Honor Society Membership in the Eta charter chapter (#007) of Theta Alpha Kappa, the National Honor Society in Religious Studies/Theology, is open to qualified students.

## Course Descriptions

### Philosophy (PHIL)

**PHIL212 CORE: THE LIFE OF REASON.** An introduction to the basic problems of philosophy. What is it all about? What can we know? What does it mean to be human? What is the good life? What is the best kind of community? Students are encouraged to develop their reasoning skills in order to discover answers to these questions.

3 credits

**PHIL 241 LOGIC.** The opportunity to acquire the logical tools for coming to rational conclusions and making responsible choices. Both formal and informal logic will be considered with practical applications in the modern world, including reasoning in law, science, medicine, art, business and ethics.

3 credits

**PHIL 302 PHILOSOPHY OF THE PERSON.** An investigation into the basic questions about human nature, such as “What does it mean to be human?” and “What are people for?” The answers offered by philosophers will be compared with the ideas presented in contemporary media, theatre and literature.

(WE)

3 credits

**PHIL 314 ETHICS.** An examination of the questions pertaining to human conduct and happiness: ‘What should I do?’ ‘What is good?’ ‘What is evil?’ ‘What is freedom?’ ‘What is happiness?’ Various philosophical positions will provide insight for the students to examine their own moral code. (WE)

3 credits

**PHIL319 AESTHETICS.** An investigation into the nature of art, the claims art makes, and how art is different from other pursuits. The major arts will be explored not only from a spectator position, but from the perspective of the artist as well. (WE)

3 credits

**PHIL 326 THOUGHT AND CULTURE.** An analysis of the world we live in as reflected in the ideas, myths, and symbols that surround us. The focus will be on questions that reveal conflicts deep within the culture.

For example: ‘Why is there so much violence?’ ‘What does technology really do for us and to us?’ ‘How did ‘the environment’ become a problem?’ ‘Is the family relevant anymore?’ (WE)

3 credits

**PHIL 330 AMERICAN PHILOSOPHY.** The exploration of the cultural history of America as revealed in philosophical thought. The works of several philosophers will be examined in an effort to understand the ideas that have shaped our country. (WE)

3 credits

**PHIL 334 EXISTENTIALISM.** The study of existentialist themes including: the individual, freedom and choice, the role of extreme experiences, and the nature of communication. The ideas of several philosophers will be studied with the personal and social implications of their ideas. (WE).

3 credits

**PHIL 370, 470 TOPICS IN PHILOSOPHY.** This course offers an in-depth philosophical investigation of contemporary issues. Students will be offered the opportunity to explore and analyze issues critically and within a moral framework when appropriate. They will be encouraged to propose thoughtful solutions to problems and to empower themselves to have the courage of their convictions. (WE)

3 credits

**PHIL 412 DIALOGUES WITH GREAT THINKERS.** The historical background and ideas of one or more major philosophers will be examined. The philosophers to be studied will be specified at the time of registration. Students are welcome to suggest philosophers and topics of interest to them. (WE)

3 credits

**PHIL 460,461 INDEPENDENT STUDY (WE).**

3 credits

## Religious Studies (RELS)

**RELS 208 CORE: THE LIFE OF FAITH.** A critical and in-depth study of fundamental dimensions of religious experience common to a wide diversity of faiths. This includes reflection upon the responsibility of the individual to and for the community of other people and nature.

3 credits

**RELS 211 JUDAISM: FAITH AND HISTORY.** A study of the Jewish People as they evolved through many ages; how the major historical events affected them as a people, in their theology, and in their religious practices and beliefs.

3 credits

**RELS 215 INTRODUCTION TO THE EASTERN RELIGIONS.** A survey of the major Eastern religions, opportunities afforded for visits to Hindu, Buddhist, Islamic and other religious centers, institutions and

monasteries in the New York area.

3 credits

**RELS 295 INTRODUCTION TO SPIRITUALITY.** A look at self-development within a religious context, the journey of an emphasis on the self into the sacred, spiritual methods and as traditions of Christianity and other religions; readings and discussions of significant spiritual texts.

3 credits

**RELS 305 UNDERSTANDING THE BIBLE.** What is the Bible; texts, authorship, literary forms, transmission through manuscripts and translation, the ecumenical Bible canon. How to read the Bible; history of interpretation hermeneutics and the new hermeneutic experience of the Bible.

3 credits

**RELS 313 CHRISTIAN BELIEF.** An exploration of the major beliefs of the Christian faith tradition emphasizing the interconnections among the symbols of creation, fall, salvation, and consummation. Emphasis will be placed on contemporary theological interpretations of these symbols.

3 credits

**RELS 327 MODERN CATHOLIC THINKERS.** A study of Catholic faith and experience in the light of modern thought. Examples of innovative Catholic thinkers of this century such as Merton, Rahner, Daly, Teilhard de Chardin, Kung, Sobrino, Ruether will be examined.

3 credits

**RELS 350 THE ROMAN CATHOLIC CHURCH.** An introduction to the history, distinctive doctrines and practices, structure, and contemporary controversial issues of the single largest Christian church. Emphasis will be placed on comparing and contrasting the values of this tradition with those prevalent in contemporary society.

3 credits

**RELS 410 DEATH AS A FACT OF LIFE.** An examination of the religious, legal, medical, and psychological questions concerning death. Reflections on the moral aspects of such issues as care of the dying and bereaved, cessation of treatment, euthanasia, suicide, and the hope of life after death.

3 credits

**RELS 416 SAINTS: YESTERDAY AND TODAY.** The course examines the function of holy men and women both within their religious traditions and more especially in their ethical perspectives on the contemporary world. Included will be a study of the cult of the saints, hagiography, and "Saints" in our own times.

3 credits

**RELS 420 BELIEF AND UNBELIEF.** A critical analysis of the historical, philosophical, scientific, and religious roots of contemporary atheism and agnosticism. It will include an in-depth critical analysis of the various reasons why people do and do not believe in God.

3 credits

**RELS 429 EVIL, SUFFERING, AND GOD.** A critical study of perhaps the most poignant of all religious issues: the "Problem of Evil", or "How can a good God allow suffering and evil?" A variety of responses to this question from several major religious and philosophical traditions will be examined and brought to bear upon contemporary problems such as the Holocaust, AIDS, world hunger, abortion, euthanasia, etc.

3 credits

**RELS 430 CONTEMPORARY MORAL ISSUES.** A theological and ethical investigation of selected moral problems of our time such as truth in government, violence, economic injustice and racism. Student participation and discussion of additional moral issues.

3 credits

**RELS 435 CHRISTIAN MARRIAGE.** The concept and development of human love. Scriptural, sacramental, and ethical considerations in marriage and sexuality. The problems of sexual relationships, contraception, abortion and other topics are considered in the light of Judeo-Christian theology, other religious traditions and the social sciences.

3 credits

**RELS 370, 470 TOPICS IN RELIGION.** In-depth investigation of particular areas of religion occasioned by contemporary major events or controversies within religion and/or the availability of experts in a particular field. Each Spring the 470 course will be conducted in a seminar fashion for the sake of the Religion majors. Detailed course descriptions will be available in the Department at the time of registration.

3 credits

**RELS 460, 461 INDEPENDENT STUDY.**

3 credits

## **Integrated Courses (INTG)**

These courses emphasize the integration of two or more disciplines and encourage student growth, exploration of ethics and values, personal self-directed learning, and critical thinking. Faculty and students are co-learners in the integration of the perspectives and the methodologies of these different disciplines. Integrated courses offer numerous opportunities for writing and reflection, and explore the theme of values: ethical and spiritual.

One integrated course is required in the junior year and a second integrated course which explicitly involves Religious Studies is required in the senior year. Should a student take an upper level Religious Studies elective from a pre-selected list, he or she may choose from any integrated course for the senior year. **(Only for students who enrolled in the college prior to the fall of 2012.)**

*These courses are offered on a rotating basis and will be printed in the Fall and Spring schedules.*

#### **Junior Level:**

**INTG 303 THE HUDSON RIVER.** This course focuses on environmental ethics through the study of the Hudson River. The ecology and history of the river will be explored in light of the effects and implications of human activity. Students will have an opportunity to research solutions for the future of the river and develop an awareness of the problems involved in reconciling economic and social demands with ecological balance.

3 credits

**INTG 306 ALTERNATIVE FUTURES.** This course will examine selected models projected by leading futurists and discuss key areas of future development, e.g., ecology, family life, religion, science and medicine, communication. Emphasis is placed on the importance of informed, ethically-based choices in the present to insure an equitable and rewarding society in the future.

3 credits

**INTG 310 LEGACIES: FAMILY STRUCTURES AND FUNCTIONS.** This course will explore variations in family structures, underlying dynamics and functions, focusing primarily upon American families. The families of various ethnic groups will be analyzed from the integrated, interdisciplinary perspectives of history, sociology, and psychology. Students will conduct a psychosocial analysis of historical changes in their families.

3 credits

**INTG 312 GENDER IN AMERICA: PAST, PRESENT, FUTURE.** Gender, the different understandings of masculinity and femininity, has both been affected by and has affected history. This course will examine the roles played by gender in 20<sup>th</sup> century America, looking in particular at issues of foreign policy, social policy, immigration, and class conflict.

3 credits

**INTG 318 WOMEN'S LIVES, WOMEN'S VOICES.** This course will focus on the lives of selected women who have made contributions in the arts and sciences. Students will identify the obstacles which these women encountered and the methods they employed for successful achievement in their respective

disciplines. Students will be introduced to contemporary women's issues and to the responses of contemporary feminist research.

3 credits

**INTG 321 HEROES AND HEROINES: A LEGACY OF LEADERSHIP.** This course will focus on different styles of leadership and the dimensions of leadership from the integrated perspectives of sociology, history, and nursing. Leadership as related to values, mentorship, and philanthropy will be investigated. Students will have the opportunity to put their classroom learning and experience into practice by volunteering their services at a local community service agency.

3 credits

**INTG 325 A NATION OF IMMIGRANTS.** This course will cover United States immigration from Colonial times to the present with particular emphasis on the factors which determine migration. It will focus on the theories of immigration and on such related topics as nativism, Americanization, family structure, legislation, and the contributions of immigrants to American life.

3 credits

**INTG 327 ETHICS IN HEALTH CARE.** This course is designed to encourage students to reflect critically on ethical issues in contemporary health care as these issues affect providers and consumers. A study of major philosophical ethical theories will provide tools for the analysis of concrete cases. Identification of values and the use of reasoned arguments in which students justify their ethical positions will be emphasized.

3 credits

**INTG 328 GLOBAL CHALLENGES.** This course will analyze the most important issues challenging today's world, e.g., globalization, growth in the developing world, environmental concerns, and political changes. The disciplines of history, economics, and ethics will be used to explain these key issues. The pervading theme will be: "How can the world of the third millennium be a more provident, peaceful one for all people?" (WE)

3 credits

**INTG 333 CONTEMPORARY HISTORY THROUGH FILM.** Selected fiction and documentary films portraying socio-historical conditions in America and Europe, viewed and analyzed from cinematic, historical, and ethical perspectives encompassing selected twentieth century topics.

3 credits

**INTG 346 BUSINESS ETHICS.** This course is designed to aid students in developing criteria for handling ethical problems in business, to sharpen student awareness of the varied ethical issues that surface in business, and to help students (especially through case studies) to apply moral reasoning to some of these



problems. Although Philosophy and Business are the primary disciplines around which the course is structured, the disciplines of psychology, religious studies, communications, economics, and law will also be brought into class lectures and discussions. (WE)

3 credits

**INTG 350 EPIDEMICS IN HUMAN HISTORY.** The role of infectious diseases in human history is examined with emphasis on historical, socio-cultural, and environmental factors that lead to the emergence of epidemics, as well as social and scientific advancements that contribute to their abatement.

3 credits

**INTG 355 GENOMES, EVOLUTION, AND HUMAN NATURE.** The principles of heredity and the role of the genome in shaping the development, structure and function of the individual are examined. Human prehistory and the interrelationships of humans and other primates are delineated. Particular emphasis is given on the scientific, sociopolitical and ethical considerations arising from the decoding of the human genome and the applications of genomic technology.

3 credits

**INTG 391 SPECIAL TOPICS IN INTEGRATED STUDIES.** A special course offered by faculty members from two different areas of study. This course may address a question of special relevance to the time, take advantage of special faculty expertise, or may be a trial run of a developing course. As in all integrated courses, questions of values: ethical and spiritual will be addressed. 3 credit

#### Senior Level:

**INTG 402 THE HUMAN CONDITION.** This course examines selected contemporary issues, particularly those affected by the technological revolution. Questions such as genetic engineering and world hunger will be viewed from the perspective of ethics, literature and psychology. The definition of complex moral issues and the need for responsible decision making will be emphasized.

3 credits

**INTG 403 WOMEN AND RELIGION.** This course introduces students to contemporary women's scholarship as seen in theology and English literature. It explores different views of "femininity," clarifies values of personal identity and social justice, identifies the barriers to achievement faced by women, and explores the role of religion and spirituality in women's lives.

3 credits

**INTG 404 ALTERNATIVE HEALING.** A critical exploration of alternative modalities of healing that transcend the boundaries of conventional physical medicine, especially within the context of religious

belief. The topics range from classic “faith-healing to psychosomatic dynamics to the “vibrational medicine” of Richard Gerber.

3 credits

**INTG 405 GENOCIDE.** An examination of genocide, focusing on its religious dimensions and shared socio-psychological processes. The course begins with an in-depth analysis of questions like the nature and psychology of evil and socio-psychological processes leading to the construction of a template from which to study the various genocides that have occurred throughout history, such as the Armenian Genocide of 1915, the Holocaust, the massacres in Rwanda of 1994, and the present tragedy of Darfur.

3 credits

**INTG 406 DEATH.** An examination of the various aspects of death, with particular emphasis upon their relationship to religion and their expression in notable works of literature. Topics include the definition of death; the psychology of dying and grief; moral issues such as euthanasia; and the hope of, ideas about, and evidence for life after death.

3 credits

**INTG 408 PSYCHE AND SPIRIT.** This course is an integrated inquiry into the nature, dynamics, and paranormal dimensions of the human mind and spirit. Special attention will be paid to the contributions of both the great psychologists - from Psychoanalysis to Existentialism – and to the great spiritual masters from a variety of religious traditions – ancient Buddhism to modern Catholicism.

3 credits

**INTG 420 SEXUALITY, THE INDIVIDUAL, AND SOCIETY.** This course will explore human sexuality using a cross-cultural, social learning, and developmental perspective. Issues relevant to the development of sexuality will be explored through the disciplines of psychology, health, sociology, anthropology, history, fine arts, literature and religion.

3 credits

**INTG 425 SCIENCE AND RELIGION.** An examination of the historical and contemporary relationship between science and religion in terms of a critical comparison and contrast of their respective methodologies and truth claims. Historic cases of the clash between the two (e.g., Galileo and Darwin) will be used as vehicles for this study which will also emphasize implications for the student’s personal value system.

3 credits

**INTG 430 RELIGION AND SOCIOLOGY: MAKING SENSE OF INEQUALITY.** An exploration of poverty and inequality on a national and global level, bringing together religious and sociological perspectives to examine inequality’s causes as well as potential solutions.

3 credits

**INTG 445 BIOETHICS.** This course will emphasize the ethical and social problems inherent in recent advances in cell biology, reproductive technologies, medicine, population control, allocation of resources, and the social and political role of scientists. Responsible, ethical decision-making will be emphasized in the consideration of these issues.

3 credits

**INTG 491 SPECIAL TOPICS IN INTEGRATED STUDIES.** A special course offered by faculty members from two different areas of study, one of which must be religious studies. This course may address a question of special relevance to the time, take advantage of special faculty expertise, or may be a trial run of a developing course. As in all integrated courses, questions of values: ethical and spiritual will be addressed.

3 credits

## Department of Psychology

The Psychology department offers courses leading to a B.S. degree in Psychology, a B.A. degree in Psychology and a B.A. degree in Psychology and Childhood Education. The department also offers a Minor in Psychology.

### Faculty

Daniel Hrubes, PhD., Chairperson & Associate Professor

Lisa Abrams, PhD., Visiting Assistant Professor

Stephanie A. Berger, PhD., Associate Professor

Eileen Brady, PhD., Professor

Rita Scher Dytell, PhD., Professor

Mary Fuller, PhD., Associate Professor

Tracy A. Prout, PhD., Assistant Professor

### Departmental Learning Outcomes and Assessment Methodology

At the conclusion of their studies, Psychology majors will demonstrate the following learning outcomes:

1. Students will understand psychology as a science.
2. Students will demonstrate a deep knowledge of, as well as an ability to apply, psychological principles, concepts and theories
3. Students will understand how psychological principles, concepts and theories vary across different populations and cultures
4. Students will conduct themselves in accordance with professional standards of the discipline in information literacy, communication skills and ethics.

These will be assessed in the following manner:

1. A standard Psychology Major test will be administered in PSYC 450 Capstone Seminar.
2. The final project in PSYC 315, Research Methods I, will be evaluated on a standardized rubric to assess understanding of the scientific method in Psychology, use of appropriate sources, use of APA format and ethical responsibility.
3. Students will complete a self-report survey at the end of their senior year.

Students who wish to declare a major in Psychology should consult with the Chairperson. Psychology majors must achieve a grade of C or better in Introduction to Psychology I before taking any other Psychology courses. Students who are considering graduate school should consult with their faculty advisor before their junior year and are advised to take the Graduate Record Examination (GRE).

Pre-med Preparation: Students who want to undertake professional training in Medicine or Dentistry should complete the B.S. degree in psychology. The science requirements recommended by the American Medical Association and the American Dental Association for admission into professional schools include: General Biology I & II (BIOL 111-112, 113-114), General Chemistry (CHEM 101-102), Organic Chemistry I & II (CHEM 319-320, 323-324), Calculus I and II (MATH 103-104) and Physics I and II (PHYS 107-108).

In order to remain a Psychology Major or Psychology Minor in good standing, a student may have no more than 2 failing grades and/or withdrawals in Psychology courses.

## Degree Requirements

### B.S. in Psychology

The B.S. degree is recommended for students who intend to prepare for medical school or research related graduate study. Students complete courses in a variety of areas of Psychology with an emphasis on research.

College Core Requirements	40 credits*
Psychology Major	36 credits
Major Foundations Courses	(12 credits)
PSYC 103 Introduction to Psychology I	(3 credits)
PSYC 104 Introduction to Psychology II	(3 credits)
PSYC 205 Psychological Statistics	(3 credits)
PSYC 315 Research Methods I	(3 credits)
PSYC 405 Advanced Research Methods	(3 credits)
PSYC 450 Capstone Seminar	(3 credits)
Six courses from the Major Content Areas of Psychology and Psychology Electives which meet the following criteria:	(18 credits)
a) Four courses are selected from 4 different major content areas	
b) All courses must be at the 300 level or above	
c) at least two course must be at the 400 level (This requirement cannot be fulfilled with PSYC 429 or PSYC 475 )	
Cognate Requirements:	8 credits
BIOL 111-112 General Biology I & II with lab BIOL 111L & 112L <b>or</b>	
BIOL 107-108 Anatomy & Physiology I & II with lab BIOL 107L & 108L	

Open Electives 42 credits

\*Three core credits in Social Sciences and six core credits in Natural Science satisfied with Major requirements.

TOTAL 126 credits

## Sample Program

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
PSYC 103 Introduction to Psychology I	3 credits
PSYC 104 Introduction to Psychology II	3 credits
TOTAL	31 credits

### Year 2

Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
BIOL 107 & 108 Anatomy and Physiology or	8 credits
BIOL 111,111L & 112, 112L General Biology	
PSYC 205 Psychological Statistics	3 credits
PSYC 315 Research Methods I (WE)	3 credits
PSYC 3XX Psychology Course 1 – Content Area 1	3 credits
PSYC 3XX Psychology Course 2 – Content Area 2	3 credits
Open Electives	6 credits
TOTAL	32 credits

### Year 3

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits

PSYC 3XX Psychology Course 3 – Content Area 3	3 credits
PSYC 4XX Psychology Course 4 – Content Area 4, 1st 400-level course	3 credits
PSYC XXX Psychology Course 5 – 300 or 400 level elective	3 credits
Open Electives	18 credits
TOTAL	33 credits

Year 4

Religious Studies Topics Core	3 credits
PSYC 4XX Psychology Course 6 - 2nd 400-level course	3 credits
PSYC 405 Advanced Research Methods	3 credits
PSYC 450 Capstone Seminar	3 credits
Open Electives	18 credits
TOTAL	30 credits

Total credits for Graduation: 126

## B.A. in Psychology

The B.A. degree provides students with the opportunity to prepare for a variety of careers as well as graduate study. Students may choose to explore different areas of psychology or to focus on one area of interest.

College Core Requirements 46 credits\*

Psychology Major 30 credits

Major Foundations Courses (12 credits)

PSYC 103 Introduction to Psychology I (3 credits)

PSYC 104 Introduction to Psychology II (3 credits)

PSYC 205 Psychological Statistics (3 credits)

PSYC 315 Research Methods I (3 credits)

PSYC 450 Capstone Seminar (3 credits)

Five courses from the Major Content Areas of Psychology (15 credits)

and Psychology Electives which meet the following criteria:

- a) Three courses are selected from three different major content areas
- b) No more than one course is at the 200 level
- c) at least one course must be at the 400 level (This requirement cannot be fulfilled with PSYC 429 or PSYC 475 )

Open Electives 45 credits

\*Three core credits in Social Sciences satisfied with Major requirements.

TOTAL 121 credits

## Sample Program

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
PSYC 103 Core: Introduction to Psychology I	3 credits
PSYC 104 Introduction to Psychology II	3 credits
Open Elective	3 credits
TOTAL	31 credits

### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
PSYC 205 Psychological Statistics	3 credits
PSYC 3XX Psychology Course 1 – Content Area 1	3 credits
PSYC 3XX Psychology Course 2 – Content Area 2	3 credits
Open Electives	6 credits
TOTAL	30 credits

### Year 3

Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
PSYC 315 Research Methods in Psychology (WE)	3 credits
PSYC 3XX Psychology Course 3 – Content Area 3	3 credits



PSYC XXX Psychology Course 4 – Elective at any level	3 credits
Open Electives	15 credits
TOTAL	30 credits

#### Year 4

Religious Studies Topics Core	3 credits
PSYC 4XX Psychology Course 5 – 400 level course	3 credits
PSYC 450 Capstone Seminar	3 credits
Open Electives	21 credits
TOTAL	30 credits

Total credits for Graduation: 121

## **B.A. in Psychology and Childhood Education**

The B.A. degree with Teacher Certification provides students with the opportunity to prepare for a career in teaching.

College Core Requirements	46 credits*
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Psychology Major	30 credits
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Major Foundations Courses	(12 credits)
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PSYC 103 Introduction to Psychology I	(3 credits)
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PSYC 104 Introduction to Psychology II	(3 credits)
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PSYC 205 Psychological Statistics	(3 credits)
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PSYC 315 Research Methods I	(3 credits)
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PSYC 321 Social Psychology	(3 credits)
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PSYC 345 Psychology of Childhood	(3 credits)
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PSYC 346 Psychology of Adolescence	(3 credits)
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One of the following options:	(3 credits)
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PSYC 324 Learning & Memory	
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PSYC 424 Cognition	
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PSYC 432 Motivation & Emotion	
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Two courses from the Major Content Areas of Psychology	(6 credits)
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and Psychology Electives which meet the following criteria:

a) One course may be at the 200 level

b) If 324 taken as option, one course must be at the 400 level (This requirement cannot be fulfilled with PSYC 429 or PSYC 475 )

NOTE – PSYC 450 Capstone Seminar is strongly encouraged.

Education Courses		41 credits
EDUC 211 Education and Society	(3 credits)	
EDUC 212 Psychology of Teaching and Learning	(3 credits)	
EDUC 322 Teaching Elementary School in Inclusive Settings I	(3 credits)	
EDUC 323 Practicum I	(3 credits)	
EDUC 324 Teaching Elementary School in Inclusive Settings II	(3 credits)	
EDUC 325 Practicum II	(3 credits)	
EDUC 326 Teaching Literacy in the Inclusive Classroom	(3 credits)	
EDUC 340 Introduction to Students with Disabilities	(3 credits)	
EDUC 431 Student Teaching in Childhood Education	(7 credits)	
EDUC 428 Assessment and Remediation of Literacy Disabilities	(3 credits)	
EDUC 304 Health Education in Schools	(1 credit)	
MATH 222 Math for the Elementary School Teacher	(3 credits)	
COMM 210 Public Speaking	(3 credits)	

Open Electives 3 credits

\*Three core credits in Social Sciences satisfied with Major requirements.

TOTAL 120 credits

## Sample Program

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
Introduction to Religion Core	3 credits
PSYC 103 Core: Introduction to Psychology I	3 credits
PSYC 104 Introduction to Psychology II	3 credits
TOTAL	31 credits

### Year 2

Humanities or Social Science Core	3 credits
Natural Science Core	3 credits

Introduction to Ethics – Philosophy Core	3 credits
PSYC 205 Psychological Statistics	3 credits
PSYC 321 Social Psychology	3 credits
PSYC 345 Psychology of Childhood	3 credits
EDUC 211 Education & Society (fall)	3 credits
EDUC 212 Psychology of Teaching & Learning (fall)	3 credits
EDUC 340 Intro to Students with Disabilities (spring)	3 credits
COMM 210 Public Speaking	3 credits
TOTAL	30 credits

### Year 3

Natural Science or Mathematics Core	3 credits
PSYC 315 Research Methods in Psychology (WE)	3 credits
PSYC 346 Psychology of Adolescence	3 credits
PSYC 324 or PSYC 424 or PSYC 432	3 credits
<u>MATH 222 Mathematics for Elementary School</u>	<u>3 credits</u>
EDUC 322 Teaching Elementary School in Inclusive Settings I	3 credits
EDUC 323 Practicum I	3 credits
EDUC 324 Teaching Elementary School in Inclusive Settings II	3 credits
EDUC 325 Practicum II	3 credits
EDUC 326 Teaching Literacy in the Inclusive Classroom	3 credits
TOTAL	30 credits

### Year 4

Religious Studies Topics Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
PSYC XXX Psychology Course 1 – Elective at any level	3 credits
PSYC 4XX Psychology Course 2 (400-level course if PSYC 324 option taken)	3 credits
EDUC 431 Student Teaching in Childhood Education	7 credits
EDUC 428 Assessment and Remediation of Literacy Disabilities	3 credits
EDUC 304 Health Education in Schools	1 credit
Open Elective	3 credits
TOTAL	29 credits

Total credits for Graduation: 120

## MINOR

Every student who wishes to declare a minor in Psychology should consult with the Chairperson. Students select 18 credits of Psychology in consultation with the Chairperson and in accordance with the pre-requisites. Psychology minors must achieve a grade of C or better in Introduction to Psychology I before taking any other Psychology courses

### Course Descriptions

Students select courses from the Foundation Courses, Major Content Areas and Psychology Electives based on requirements for their specific degree as described above.

#### Foundation Courses:

PSYC 103 Introduction to Psychology I  
PSYC 104 Introduction to Psychology II  
PSYC 205 Psychological Statistics  
PSYC 315 Research Methods I  
PSYC 405 Advanced Research Methods  
PSYC 450 Capstone Seminar

#### Major Content Areas:

Biological: PSYC 432 Motivation & Emotion and PSYC 435 Physiological Psychology  
Clinical: PSYC 327 Interviewing & Counseling, PSYC 355 Abnormal Psychology, and PSYC 437 Contemporary Psychotherapy  
Developmental: PSYC 345 Psychology of Childhood, PSYC 346 Psychology of Adolescence, and PSYC 320 Psychology of Adulthood & Aging  
Cognitive: PSYC 324 Learning and Memory, and PSYC 424 Cognition  
Social: PSYC 321 Social Psychology, and PSYC 347 Personality

#### Psychology Electives:

PSYC 216 Behavior Modification  
PSYC 220 Psychology of Family Relations  
PSYC 240 Psychology of Women  
PSYC 251 Psychology of Delinquent & Criminal Behavior  
PSYC 302 Psychological Testing  
PSYC 330 Special Topics  
PSYC 341 Health & Stress  
PSYC 344 Group Dynamics  
PSYC 360, 460 Independent Study

PSYC 373 Industrial Psychology  
PSYC 374 Organizational Psychology  
PSYC 329, 430 Research in Psychology I & II  
PSYC 375, 475 Internship I & II

## Psychology (PSYC)

100-200 Level Courses

**PSYC 103 INTRODUCTION TO PSYCHOLOGY I.** This course provides students with a fundamental grasp of the research, principles, and theories of psychology. Students will acquire a better understanding of their behavior through such topics as development, learning, memory, personality, social behavior, abnormal behavior and therapy.

3 credits

Psychology 103 is a prerequisite for all other Psychology courses.

**PSYC 104 INTRODUCTION TO PSYCHOLOGY II.** This course provides students with a fundamental grasp of the application of the scientific method to the study of psychology. Topics include: research methodology, biological bases of animal and human behavior, sensation and perception, motivation, intelligence, and problem-solving.

3 credits

**PSYC 205 PSYCHOLOGICAL STATISTICS.** In this course, students will apply descriptive and inferential statistics to Psychological research. Topics include: measures of central tendency and variability, correlation and regression, students t-test, and analysis of variance. Statistical computer packages will be used for data analysis.

3 credits

**PSYC 216 BEHAVIOR MODIFICATION.** A survey of the research, principles, and techniques of operant and classical conditioning as applied to selected problems of behavior.

3 credits

**PSYC 220 PSYCHOLOGY OF FAMILY RELATIONSHIPS.** The focus of this course is on the study of love, intimacy, and commitment in traditional and non-traditional families. Topics include: friendship, dating, communication, sexuality, decisions on parenting and violence and coming apart.

3 credits

**PSYC 240 PSYCHOLOGY OF WOMEN.** An introduction to the psychology of women, surveying psychological, social, and biological determinants of behavior.

3 credits

**PSYC 251 PSYCHOLOGY OF DELINQUENT AND CRIMINAL BEHAVIOR.** This course is a survey of psychosocial causes of criminal behavior. Topics include: the antisocial personality, drug abuse, neuropsychological components of criminality, and the critical evaluation of detection methods.

3 credits

**PSYC 302 PSYCHOLOGICAL TESTING.** This course surveys the various tests available to psychologists, including intelligence, achievement, aptitude, and personality tests. The student is not trained for clinical interpretations.

Prerequisite: PSYC 205

3 credits

**PSYC 315 RESEARCH METHODS I.** This course examines the application of the scientific method to psychology, focusing on such methods as surveys, simple experiments and complex experiments.

Laboratory work, library research, and writing of research reports are required. (WE)

Prerequisites: PSYC 104 and PSYC 205

3 credits

**PSYC 319 CHILDHOOD AND ADOLESCENCE.** This course surveys the physical, emotional, social, and intellectual development of the person from conception through adolescence. The essential research and theories explaining the development of language, conceptual skills, interpersonal skills, and personality will be discussed and evaluated.

This course may not be taken by psychology majors.

3 credits

**PSYC 320 ADULTHOOD AND AGING.** This course examines the physical, social, emotional, and intellectual alterations occurring in adulthood and old age. The fundamental research and theories explaining the stages and developmental tasks of adulthood will be described and evaluated.

3 credits

**PSYC 321 SOCIAL PSYCHOLOGY.** This course studies the processes by which the behaviors, thoughts, and feelings of the individual are influenced by his/her social environment. Topics include: social perception and attribution, attitude development and change, interpersonal attraction and interpersonal relations, such as friendship, aggression, and prosocial behavior.

3 credits

**PSYC 324 LEARNING AND MEMORY.** This first part of this course covers essential theories of learning, focusing on the principles of classical conditioning, operant conditioning and cognitive theories of learning. Memory processes of encoding, storage, and retrieval and memory distortions and failures are covered in

the second half of the course.

3 credits

**PSYC 326 LIFESPAN DEVELOPMENT.** This course explores the major milestones of development across the human life-span, theories that explain these developments, and individual differences in human development from the psycho-bio-social perspective. The course emphasizes how this content relates to working with individuals in health care settings. ***This course is exclusively for Nursing Majors.***

3 credits

**PSYC 327 PRINCIPLES AND TECHNIQUES OF INTERVIEWING AND COUNSELING.** This course explores the techniques for establishing a stable working relationship with a client and examines prominent contemporary approaches to interviewing and counseling from theoretical and practical standpoints.

3 credits

**PSYC 329-430 RESEARCH IN PSYCHOLOGY.** Supervised participation in research design, data collection, statistical analysis, and interpretation of results in conjunction with ongoing research projects in psychology. Students must complete an application and obtain permission of the faculty mentor before registration. Students may register for one or two semesters.

3 credits each

**PSYC 330 SPECIAL TOPICS IN PSYCHOLOGY.** This course explores new course offerings in any area of psychology. Topics are listed in the registration book. Descriptions of specific topics are posted in the psychology department.

Specific requirements will depend on topic

3 credits

**PSYC 341 PSYCHOLOGY OF HEALTH AND STRESS.** This course focuses on the psychological processes that affect health with a focus on stress and stress management. Topics include: psychological analysis of health promoting and health compromising behaviors and psychobiological perspectives on stress, pain management, chronic illness, and terminal illness.

3 credits

**PSYC 344 GROUP DYNAMICS.** This course is an introduction to small group processes, including theory, research and application. Topics include leadership, power, decision-making, and conflict.

3 credits

**PSYC 345 PSYCHOLOGY OF CHILDHOOD.** This course is the study of the physical, mental, emotional, and social development of the child from conception to adolescence. Topics include: factors affecting

prenatal development, sensation and perception, cognition, personality, and social development.

Students who have taken PSYC 319 may not take PSYC 345.

3 credits

**PSYC 346 PSYCHOLOGY OF ADOLESCENCE.** This course is the study of the physical, mental, emotional, and social development of the adolescent.

Students who have taken PSYC 319 may not take PSYC 346.

3 credits

**PSYC 347 PERSONALITY.** An examination of the research and theories explaining the development of personality and its functioning.

3 credits

**PSYC 355 ABNORMAL PSYCHOLOGY.** This course surveys a variety of psychological disorders ranging from anxiety to depression and schizophrenia. Current theories regarding their causes are discussed and compared. Approaches to treating the disorders are also covered with particular emphasis on the psychotherapies and associated behavioral techniques.

3 credits

**PSYC 360, 460 INDEPENDENT STUDY IN PSYCHOLOGY.** This course is designed to allow psychology majors to pursue an area of special interest in psychology. Students must present a preparatory outline to qualify. Permission of the faculty mentor is required at the time of registration.

3 credits each

**PSYC 373 INDUSTRIAL PSYCHOLOGY.** This course involves the application of psychological principles and methods to the study of individuals and groups in the workplace. Topics include: personnel selection, placement and evaluation, training and development, and human factors engineering.

3 credits

**PSYC 374 ORGANIZATIONAL PSYCHOLOGY.** This is an analysis of human behavior in organizations. Topics include: organizational structures and dynamics, motivation and job satisfaction, management styles, and problems in human relations.

3 credits

**PSYC 375, 475 INTERNSHIP.** The internship provides students with the opportunity to explore the ways in which psychologists function in various institutional settings. Students are required to sign a contract which specifies the number of hours or days that will be spent in the institution, the responsibilities that must be fulfilled, and the project that must be completed. The contract is signed by the supervisor, the faculty



member, and the internship coordinator at the time of registration.

3 credits each

*Psychology 315 is a prerequisite for all 400 level Psychology courses.*

**PSYC 405 ADVANCED RESEARCH METHODS.** This course involves the examination of research techniques, methodological issues and recent theoretical models in one area of Psychology. Field and laboratory studies will be designed, implemented, and reported. (WE) This course will be offered once every 2 years.

3 credits

**PSYC 424 COGNITION.** This course surveys operations of the mind as viewed from the information processing perspective. The focus is on experimental cognitive psychology with additional attention given to research in neuropsychology that connects cognitive theories to brain processes. Attention, perception, the representation of knowledge, problem solving, reasoning, and language are studied.

3 credits

**PSYC 432 MOTIVATION AND EMOTION.** An introduction to human motivation and its interactions with emotions, surveying the research and theories of motivational states such as hunger, sex, affiliation, achievement, and of emotions such as happiness, fear, and anger.

3 credits

**PSYC 435 PHYSIOLOGICAL PSYCHOLOGY.** This course analyzes biological factors underlying behavior with emphasis on anatomy and functions of the nervous system. Topics include: behavioral genetics and the neurophysiological substrates of learning, motivation, and abnormal behavior.

3 credits

**PSYC 437 CONTEMPORARY PSYCHOTHERAPY.** Contemporary forms of psychotherapy, including psychoanalysis, behaviorism, Gestalt, and humanistic therapies, are discussed and critically evaluated.

3 credits

**PSYC 450 CAPSTONE SEMINAR.** In this capstone experience, students will integrate and apply skills and knowledge acquired as a Psychology major. Students will explore their own interests in psychology using self-directed learning. This will include reading and discussing journal articles, and completing an independent project in which they apply their knowledge to an existing controversy, social problem or research question.

3 credits

## Department of Sociology

The goal of the Sociology Department is to provide a unique experience for each student. We have a variety of formalized offerings and programs, but also seek to individualize the curriculum around the needs and interests of each student. Our formal programs include a major B.A. degree program with concentrations in General Sociology, Criminology and Justice, Education, and Social Service. The department also offers a Minor in Sociology. We are now offering the opportunity for students to enter an accelerated Master's Degree program in conjunction with St. John's University in Sociology or in Criminology and Justice.

Beyond our formal programs, we encourage students into a variety of opportunities outside of the classroom, including field internships, where students are able to earn credit and experience substantial professional responsibilities in occupational or service settings. We also encourage students to engage in their own original research with the goal of presenting that work at professional conferences, and we aid the student in pursuing travel opportunities whenever possible.

A student who graduates with a degree in Sociology will be prepared for careers in a wide range of fields or graduate schools. Our students will be prepared to work in marketing, social services, criminal justice, non-profit organizations, education, and beyond. Recently we have placed students into the NYPD, U.S. Marshalls, teaching English overseas, caseworkers in social service organizations, private sector management, education, and government agencies. Our students have also excelled in graduate schools including programs for Sociology, Social Work, Public Administration, Nonprofit Management, Labor Studies, Nursing and Health related fields, Child Studies and more. Our students have been accepted into prestigious graduate schools such as Columbia University and King's College in London. Additionally, we have had a number of students accepted into law school.

## Faculty

Alfred R. D'Anca, PhD., Chairperson & Associate Professor

Kristin Lawler, PhD., Assistant Professor

Omar Nagi, PhD., Associate Professor

## Departmental Learning Outcomes and Assessment Methodology

All students earning a degree in Sociology will develop a variety of essential skills and aptitudes, including;

1. *Being Trained in Research from Conception to Measurement*—students will spend a minimum of 6 credits building their own research project.
2. *Developing Skills to Master the Gamut of Critical Thinking*—between the classroom requirements and opportunities outside of class, students will learn the techniques to develop their own lines of thought as well as the ability to apply learning in the field.
3. *Professional Socialization and Development*—we will teach a set of knowledge ranging from alternative theoretical perspectives for understanding our world, to alternative methodological techniques for measuring our social world. However, we go beyond the classroom and teach the expectations of a successful professional. We do this through individual interaction with professors as well as opportunities to perform in the field.
4. *Cultural Competency and a Global Perspective*—We seek to utilize the rich environment of New York City as a learning resource, but also seek to expose students to the much bigger world beyond New York City. Our graduates are trained to be exemplary ambassadors of our discipline, our college, and our society.
5. *Leadership and Whole Person Development*—As sociologists, students will learn to understand the world with greater complexity and in its most comprehensive form. This will position our students to be better able to frame important questions, and take the lead in problem solving as they go through life. The sociological perspective will make the student a leader, both in one's career and in private life.
6. *Student Feedback*—Both informally and informally, we continually assess the progress of our students and upgrade the efficacy of education. Because we know each of our students on a personal level, we continually solicit their feedback and work to fill in the gaps of learning and mentoring that may not be covered in standing classes. Our students are also *our* best teachers as we strive to become better educators.

**These will be assessed in the following manner:**

1. During SOC 307 Social Research Methods and SOC 416 Senior Seminar, students will build a research project of their own from conception to measurement. This will represent 6 credits in sociology. This research will be graded by the professors teaching the courses, but the process will be assessed by all sociology faculty. Additionally, students will be encouraged to work with all sociology faculty as they build this project over multiple semesters.
2. Students take an oral exam at the end of SOC 324 Sociological Theories that assess their ability to provide a theoretical analysis on important issues in today's world. This will be one of a variety of measures we will use to assess a student's ability to place the modern world into a sociological context, as well as a measure of the development of students' verbal skills in a professional setting.
3. Students will be asked to provide formal feedback regarding their experiences outside of the classroom (such as field internships and study abroad).
4. Students participate in an exit interview at the end of the senior year to assess the effect of their overall experience in the department.

## Degree Requirements

### B.A. in Sociology

The B.A. in Sociology requires 121 course credits, including:

College Core Requirements		46 credits*
Sociology Major		30 credits
Major Core Courses	(12 credits)	
SOC 304 Globalization and Inequality	(3 credits)	
SOC 307 Survey Research	(3 credits)	
SOC 324 Sociological Theories	(3 credits)	
SOC 416 Seminar in Sociology	(3 credits)	
Area of Concentration Courses	(18 credits)	
Open Electives		45 credits
*Three core credits in the Social Sciences satisfied with Major requirements.		
TOTAL		121 credits

NOTE - Students will choose courses in their area of concentration after consultation with a departmental advisor. Students should take SOC 304 during their sophomore year, SOC 324 during their junior year, SOC 307 during the fall semester of senior year, and SOC 416 during spring semester of senior year.

### AREAS OF CONCENTRATION

#### General Sociology

The specialization of a student will depend on the goals, interests and skills of an individual student. General sociology will prepare students to pursue as an avenue for any given specialty. Recommended for students interested in research in sociology, teaching, law, business administration (personnel, sales), public administration, urban planning, human services, and related fields.

#### Required Courses:

SOC 304 Globalization and Inequality	(3 credits)
SOC 307 Survey Research	(3 credits)
SOC 324 Sociological Theories	(3 credits)
SOC 416 Seminar in Sociology	(3 credits)

**Recommended Courses:**

The best slate of courses for this concentration will depend on the individual student, in consultation with the faculty members of the department.

**Criminology and Justice**

Recommended for students interested in pursuing careers in the legal profession, crime analysis, law enforcement, probation and parole, and related areas of the system of criminal justice.

**Required Courses:**

SOC 309 Criminology

SOC 361 Foundations of Justice

SOC 364 Criminal Law and Society

**Recommended Courses:**

SOC 302 Race and Ethnicity

SOC 305 Urban Sociology

SOC 308 Juvenile Delinquency

SOC 310 Sociology of Deviance

SOC 345 New York City Ethnic Communities

SOC 362 Organized Crime

SOC 363 Prisons and Probation

SOC 365 Police and Society

SOC 366 White Collar Crime

SOC 315 Special Topics

Students also are strongly encouraged to do an internship in this area of concentration.

**Education and Society**

Recommended for students interested in teaching and other careers related to education.

**Required Courses:**

SOC 304 Globalization and Inequality (3 credits)

SOC 307 Survey Research (3 credits)

SOC 324 Sociological Theories (3 credits)

SOC 416 Seminar in Sociology (3 credits)

**Recommended Courses:**

The best slate of courses for this concentration will depend on the individual student, in consultation with the faculty members of the department.

**Social Service**

Recommended for students interested in human services, social work and related careers.

**Required Courses:**

SOC 210 Introduction to Social Work

SOC 212 Social Work Practice I

### Recommended Courses:

The best slate of courses for this concentration will depend on the individual student, in consultation with the faculty members of the department.

### College of Mount Saint Vincent – St. John’s University Alliance for Graduate Study

An alliance between the College of Mount Saint Vincent and St. John’s University’s Graduate School of Arts and Sciences permits motivated students who compile a record of high-level performance (i.e., a cumulative grade-point average of 3.5 in Sociology courses and an overall cumulative grade-point average of 3.0) to earn a graduate degree in accelerated fashion. Students take graduate courses in their junior and senior years ( that is, one graduate course in each semester of junior and senior year, for a total of 12 graduate credits), During the year following graduation from the college, these students complete all requirements for a Master’s Degree in Sociology or in Criminology and Justice at St. John’s University.

## Sample Programs

### B.A. in Sociology (General Sociology Concentration)

*Students interested in pursuing a sociology major are encouraged to take at least 3 sociology credits every semester. This will allow us to develop a working relationship as soon as possible in the student’s undergraduate career.*

#### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
SOC 301 Social Problems	3 credits
Sociology Elective	3 credits
Open Electives	3 credits
TOTAL	31 credits

#### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits

Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
SOC 304 Globalization and Inequality	3 credits
SOC 399 Sociology of Gender	3 credits
Sociology Concentration Course	3 credits
Open Electives	6 credits
TOTAL	30 credits

### Year 3

Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
SOC 324 Sociological Theories	3 credits
Sociology Concentration Courses	3 credits
Open Electives	15 credits
TOTAL	30 credits

### Year 4

Religious Studies Topics Core	3 credits
SOC 307 Research Methods	3 credits
SOC 416 Senior Seminar	3 credits
Sociology Concentration Course	3 credits
Open Electives	18 credits
TOTAL	30 credits

Total credits for Graduation: 121

## **B.A. in Sociology (Criminology and Justice Concentration)**

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
SOC 309 Criminology	3 credits
Sociology Elective	3 credits

Open Electives	3 credits
TOTAL	31 credits

Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
SOC 304 Globalization and Inequality	3 credits
SOC 361 Foundations of Justice	3 credits
Sociology Concentration Course	3 credits
Open Electives	6 credits
TOTAL	30 credits

Year 3

Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
SOC 324 Sociological Theories	3 credits
SOC 364 Criminal Law and Society	3 credits
Sociology Concentration Course	3 credits
Open Electives	15 credits
TOTAL	30 credits

Year 4

Religious Studies Topics Core	3 credits
SOC 307 Research Methods	3 credits
SOC 416 Senior Seminar	3 credits
Sociology Concentration Course	3 credits
Open Electives	15 credits
TOTAL	30 credits

Total credits for Graduation: 121

**B.A. in Sociology (Education and Society Concentration)**

Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits



ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
SOC 302 Race and Ethnicity	3 credits
Sociology Elective	3 credits
Open Electives	3 credits
TOTAL	31 credits

Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
SOC 304 Globalization and Inequality	3 credits
SOC 302 Race and Ethnicity	3 credits
Sociology Concentration Course	3 credits
Open Electives	6 credits
TOTAL	30 credits

Year 3

Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
SOC 324 Sociological Theories	3 credits
SOC 306 The Family	3 credits
Sociology Concentration Course	3 credits
Open Electives	15 credits
TOTAL	30 credits

Year 4

Religious Studies Topics Core	3 credits
SOC 307 Research Methods	3 credits
SOC 416 Senior Seminar	3 credits
Sociology Concentration Course	3 credits
Open Electives	15 credits
TOTAL	30 credits

Total credits for Graduation: 121

## **B.A. in Sociology (Social Service Concentration)**

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
SOC 302 Race and Ethnicity	3 credits
Sociology Elective	3 credits
Open Electives	3 credits
TOTAL	31 credits

### Year 2

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Introduction to Religion Core	3 credits
SOC 304 Globalization and Inequality	3 credits
SOC 210 Introduction to Social Work	3 credits
SOC 212 Social Work Practice I	3 credits
Open Electives	6 credits
TOTAL	30 credits

### Year 3

Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
SOC 324 Sociological Theories	3 credits
Sociology Concentration Courses	6 credits
Open Electives	15 credits
TOTAL	30 credits

### Year 4

Religious Studies Topics Core	3 credits
SOC 307 Research Methods	3 credits

SOC 416 Senior Seminar	3 credits
SOC 375 Internship	3 credits
Open Electives	15 credits
TOTAL	30 credits
Total credits for Graduation: 121	

## Minor

### Requirements for the Minor in Sociology

The minor in history requires eighteen course credits in history, selected after consultation with a departmental advisor including:

**One** course from the following dealing with social differentiation:

SOC 304 Globalization and Inequality

SOC 302 Race and Ethnicity

SOC 302 Race and Ethnicity

**One** course from the following emphasizing the application of sociological analysis to one or several institutions of society:

SOC 306 The Family

SOC 309 Criminology

SOC 310 Sociology of Deviance

SOC 301 Social Problems

**Four** additional courses in Sociology

NOTE - Minors cannot take SOC 416, Senior Seminar.

## Course Descriptions

### Sociology (SOC)

**SOC 101 CORE: SOCIOLOGY.** Introduction to the nature and scope of the science of sociology.

Emphasis on societies, social structure and institutions, social groups, and on various social processes associated with social organization, socialization, and social change.

3 credits

**SOC 202 INTRODUCTION TO CULTURAL ANTHROPOLOGY.** Introduction to basic concepts, aims and methods of social anthropology. A comparative examination of human cultures, past and present.

3 credits

**SOC 210 INTRODUCTION TO SOCIAL WORK.** The foundation of social work as a profession, its historical and philosophical development, its social purpose, value assumptions and theoretical base. A review of the current methodologies for social work practice. Case studies, analyses of programs, policies and issues.

3 credits

**SOC 301 SOCIAL PROBLEMS.** Critical analysis of causes and impact of social problems using major theoretical approaches developed in sociology. Topics include poverty, the environment, corporate power, war, racism, and health care.

3 credits

**SOC 302 RACE AND ETHNICITY.** History of racial and ethnic relations in the United States analyzed in terms of sociological theories, concepts, and research findings. Critical study of patterns of intergroup relations including conflicts, discrimination, and ethnic and racial identity formation.

3 credits

**SOC 304 GLOBALIZATION AND INEQUALITY.** Despite greater levels of absolute wealth, social inequality in both the United States and throughout the world is more severe than it was 40 years ago. This course explores patterns of inequality in America, patterns of inequality among nations of the globe, and also examines how processes of globalization are tied to inequality in America and the world.

3 credits

**SOC 305 URBAN SOCIOLOGY.** For the first time in human history, most people are now living in urban areas. However, the nature of cities, and the degree of urbanization still varies within the United States and throughout the world. This course explores how cities influence the structures, cultures, and well being of societies around the globe. Additionally, it will consider how contemporary cities act as lynchpins for processes of globalization. New York City will be used as a prominent example of both an American and global city, and consideration will be given to cities around America and the world. Field trip may be included in the course. This course spends about 50% of its content on international issues.

3 credits

**SOC 306 THE FAMILY.** The nature and structure of the family as a group and a social institution. Cross-cultural, historical and contemporary variations in family structure and interaction. Patterns in mate selection, marriage, parenthood and divorce, and their correlations to such variables as income, ethnicity, religion and education.

3 credits

**SOC 307 SOCIAL RESEARCH METHODS.** This course will examine the scientific method both in terms of its abstract structure and the technical details required to carry out research. Special emphasis is placed

on survey research design as well as the development of a research design to actually be applied in the SOC 416, Senior Seminar. Additionally, the class will be a survey class that also provides a comprehensive background of methodological knowledge.

Required Pre-requisite for SOC 416.

3 credits

**SOC 308 JUVENILE DELINQUENCY.** Sociological perspectives on the nature, causes, and treatment of delinquency.

3 credits

**SOC 309 CRIMINOLOGY.** A sociological examination and analysis of crime and theories of crime causation. Topics also include the extent of crime, types of crimes, indices of crime, and societal responses to crime.

3 credits

**SOC 310 SOCIOLOGY OF DEVIANCE.** Study of stigmatized social behavior, including areas such as drug dependence, prostitution, swinging, homosexuality, and violence. Sociological theories to explain deviance are analyzed.

3 credits

**SOC 311 INDIVIDUAL IN SOCIETY.** The influence of social structure, social processes and social change on individual attitudes and behavior. Topics include socialization and the development of self, attitude, organization and change, social influence processes and social power, group structure and processes, and the effects of variables such as ethnicity, class, and religion on personality behavior.

3 credits

**SOC 312 SOCIAL WORK PRACTICE.** Students will be introduced to the theories used in social work practice. Issues such as helping people in crisis will also be discussed. The focus will be on generalist practice and the different roles and methods social workers use in working with groups and communities.

3 credits

**SOC 315, 316 SPECIAL TOPICS IN SOCIOLOGY/ANTHROPOLOGY.** New course offerings in any area of sociology. Topics will be listed in the pre-registration booklets. Course outlines will be posted in the department before pre-registration period.

3 credits

**SOC 324 SOCIOLOGICAL THEORIES.** Survey and critical analysis of the most influential classical and contemporary sociological theories. Class readings include the work of Durkheim, Marx, Weber, Freud, and Simmel, as well as that of key figures within the theoretical perspectives of Symbolic Interactionism,

Feminism, Critical Theory, and Postmodernism.

3 credits

**SOC 327 POWER AND CONFLICT.** This course examines the nature of political power and the dynamics of change in the United States and around the world. It will examine theories of distribution of political power, devices used by different groups to influence social change, and alternative modes for the distribution of political power. Special emphasis will be given to the role of social movements in political and social structures.

3 credits

**SOC 328 SOCIETIES AND CULTURES OF LATIN AMERICA.** A study of the native and contemporary cultures of Latin American societies from an anthropological perspective. Analysis of the processes of socio-cultural change and the external forces affecting Latin American cultures.

3 credits

**SOC 331 WORK AND ORGANIZATIONS.** Many spheres of human activity are dominated by organizational life. This course surveys complex organizations. Among the topics discussed are: organizational structure and types of organizations; organizations and technological change; organizational culture; informal processes within organizations; and how organizations interact with their environment.

3 credits

**SOC 335 CULTURE, HEALTH, AND ILLNESS.** Application of anthropological and sociological methods and theory in the comparative analysis of illness, medical practices and health systems.

3 credits

**SOC 338 SCHOOLS AND SOCIETY.** Examination of how schools in the United States and abroad are organized and operate, why there are class, race, and sex differences in how much education people get, why better-educated people get the best jobs, and what must be done to reform our schools.

3 credits

**SOC 345 NEW YORK CITY ETHNIC COMMUNITIES.** New York City will serve as a model for studying ethnic communities. Central sociological themes, such as population, ethnic transition, assimilation, community structure, etc., will be studied through field visits, readings, and reports.

3 credits

**SOC 361 FOUNDATIONS OF JUSTICE.** An analysis of the organizational and human dimensions of agencies in the administration of justice, with emphasis on the nature of law enforcement, the court system and its processes, as well as prisons and rehabilitation agencies.

3 credits

**SOC 362 ORGANIZED CRIME.** Analysis of the origin, organization, control, and consequences of organized crime in the United States. Emphasis on conflicting theories and current research, and the global face of this crime phenomenon.

3 credits

**SOC 363 PRISONS AND PROBATION.** The correctional system in relation to punishment, treatment, and reclamation of offenders. Types of correctional institutions, parole, and probation. Theories and methods of corrections emphasized.

3 credits

**SOC 364 LAW AND SOCIETY.** An exploration of the development of legal systems in different societies. Criminal law in the United States will be discussed within the context of social and political influences on its making, administration and enforcement. An underlying question to be examined: "Is law an effective form of social control?"

3 credits

**SOC 365 POLICE AND SOCIETY.** A socio-historical and comparative analysis of the structure, functions and organization of contemporary police departments. This course will address the patrol, investigative and specialized operations in policing; police discretion and decision-making; police culture and personality; police misconduct and current issues.

3 credits

**SOC 366 WHITE COLLAR CRIME.** Street crimes command the attention of politicians and the mass media. But white collar crimes cost our society far more in lives hurt and lost, and property damaged. These white collar crimes take such diverse forms as professional misconduct, deliberate industrial pollution, and governmental repression of political opponents. The course examines the content, causes, and means of controlling these various white collar crimes.

3 credits

**SOC 369 CURRENT CONTROVERSIES IN CRIME AND JUSTICE.** Current and controversial issues in crime and justice will be explored and analyzed in this course. The topics will be debated in a classroom setting that will combine traditional lectures with student presentations and full class discussions.

3 credits

**SOC 375,475 INTERNSHIP PROGRAM.** Students work in agencies related to their prospective careers (e.g., legal services, urban planning, polling bureaus, corrections, probation offices, counseling centers, social work agencies, etc.). Students should obtain the permission of their advisor before registering for an internship and then register through the Career Services/Internships office. Six credits of internship are

permitted: three credits will count for sociology major credit (SOC 375) and the other three for elective credit (SOC 475).

3 credits

**SOC 380 LEISURE AND AMERICAN SOCIETY.** Entertainment media, sports, and other forms of leisure have distinctive characteristics in American society. Topic in the course will include: the cultural evolution of leisure activities in America; the leisure class; how forms of entertainment contribute to the social debate on a number of issues; and how subcultures can form around different types of activities.

3 credits

**SOC 399 GENDER AND SOCIETY.** This course will include wide variety of topics and teach students to understand gender from a sociological perspective. A considerable portion of the course will be oriented toward understanding gender conceptually and theoretically. Additionally, focus will be directed to current issues of both gender in American and the international context of gender. As part of the requirement for this course, students will select their own sub-area of interest and develop further expertise through individualized course work. This course spends approximately 50% of its content on international issues.

3 credits

**SOC 416 SENIOR SEMINAR.** The focus of this course is on a student's development of a research paper that permits application of theoretical and methodological principles, and a presentation of their research to department majors. (WE)

Prerequisite : SOC 307 and SOC 324

3 credits

**SOC 460 INDEPENDENT STUDY.** A course of study designed for students with particular research interests not covered in the department's curriculum. Topics and methods of research are carefully worked out by the student in consultation with the supervising professor. Before registration, topics and objectives must be approved by the supervising professor and the department Chairperson.

1 to 3 credits

**SOC 465 RESEARCH IN SOCIOLOGY.** Participation in current research projects in the department. Permission of Chairperson and supervising professor required before registration. Prerequisite: SOC 307

3 credits



## Department of Teacher Education

The Department of Teacher Education offers teacher performance-based certification programs in one or more of several areas of education: Early Childhood (Birth - Grade 2); Childhood (Grades 1-6); Childhood and Ext. 7-9; Adolescence Education (Grades 7-12); Adolescence Education (Grades 7-12) and 5-6 Ext. and dual program in Special and General education (Grades 1-6).

All programs as listed have been approved by and registered with the New York State Education Department. The Department of Teacher Education is accredited by the Teacher Education Accreditation Council (TEAC).

Students may elect a four-year (BA) or five-year (BA and MS) program of study depending upon the choice of academic major. Selection of fifth year program must be made by the second semester of junior year.

## Faculty

Mary Ellen Sullivan, PhD., Chairperson & Assistant Professor

Seonhee Cho, PhD, Assistant Professor

Chris J. Anderson, Instructor

Jennifer Dolan-Waldman, Ed.D., Assistant Professor

Sr. Margaret Egan, Ed.D., Professor

Ron Scapp, PhD., Professor

## Departmental Learning Outcomes and Assessment Methodology

At the conclusion of their studies students in the Teacher Education program will demonstrate the following learning outcomes:

- 1. Subject matter knowledge and pedagogical knowledge.**
- 2. The ability to teach all students in an effective and caring manner.**
- 3. Positive values and ethical practice.**
- 4. Reflective practice and willingness to seek opportunities for professional growth.**

These will be assessed in the following manner:

1. Students are evaluated by cooperating teachers using evaluation instruments at mid and end of semester during each field experience.
2. Students are formally observed by field supervisor during each field experience in the junior and senior year. An evaluation instrument is completed by the field supervisor once during each practicum experience and twice during student teaching experience.

3. An employer survey is completed eighteen months after program completion that asks employers to assess each of these learning outcomes.

Additionally, the students complete a portfolio as a capstone assignment for the student teaching experience. Each of the four portfolio sections is aligned to one of the department claims and is assessed using a standard rubric.

Students who satisfactorily complete the four-year program are eligible for College recommendation for New York State Initial Certification. This certification enables students to qualify for teaching positions in New York State. Students who satisfactorily complete the five-year program are eligible for College recommendation for New York State Initial Certification. In addition, they fulfill academic coursework requirements for New York State Professional Certification. Students who complete the four and five year programs are also eligible for certification in other states according to the reciprocity agreements and requirements of the state.

## Degree Requirements

*MAJOR:* Students in all programs complete one of the relevant academic majors as described in this catalog. Students in the 7-12 adolescence program major in one of the subject areas: Biology, Chemistry, English, French Studies, History, Mathematics, or Spanish.

*LIBERAL ARTS MAJOR:* A student who desires to pursue a career in Early Childhood or Childhood Education may complete this program with a concentration in two, rather than one area of study. Such a program enables the student to develop competence in disciplines related to teaching and to the student's specific interests. The Liberal Arts major permits the student to design an individual course of study within the parameters defined by the Liberal Arts and Teacher Education advisors. A total of 36 credits, 18 from one subject area and 18 from another, is required. Twelve of the 18 credits must be in upper level courses. The Liberal Arts BA in General Science major is designed specifically for the student who wishes to major in the sciences while pursuing Early Childhood, Childhood or Dual (Childhood/Special Education). Sample courses of study in the liberal arts major are: Biology/Sciences, Math/Science, Math/English, English/History, Spanish/English, Spanish/Math, Psychology/English, Sociology/History.

## Teacher Certification

*Field Experience:* The College continues an ongoing professional relationship with schools within the District 10 area in the Bronx. Field experiences are also provided in nearby Yonkers, Hastings and in non-

public school settings. Through these collaborations, students are afforded realistic teaching experiences and opportunities to be assessed in knowledge, skills, and professionalism within the actual classroom setting. Students must attain a satisfactory level of performance on all required outcomes. The Teacher Education Department makes all practicum and student teaching assignments.

*Eligibility and Academic Requirements:* Students who wish admission to the Teacher Education program in sophomore year must have attained a 2.5 cumulative index prior to the start of coursework. Students should apply to the chairperson of the department in spring semester of their freshman year. The first and second semesters of coursework are described as preliminary to admission. During this time students demonstrate articulation of career goals, good health, emotional stability, a professional attitude, competency in oral and written communication and a steadily increasing index, if needed. Additionally, the following requirement must be fulfilled before official admission to the program: Those graduating in 2013 must attain a passing score on the Liberal Arts and Science Test (LAST). Those graduating in 2014 and beyond must pass the Academic Literacy Skills Test. This should be accomplished during sophomore year—the first year of Teacher Education coursework. For transfer students this is required no later than second semester of Teacher Education coursework. A course with a lower than C grade will not be accepted for credit in the department.

In addition to successful performance in all required coursework, students must have attained a 2.75 cumulative index before they are qualified to student teach. Those who elect the five-year program must have attained a 3.0 cumulative index before the start of the fourth year.

Only students who have completed the stated prerequisites and who are approved by the Department will be registered for student teaching.

### **CERTIFICATION/EMPLOYMENT**

*Professional Decorum:* Students who wish to receive College endorsement for New York State Certification must demonstrate academic and teaching competence as well as professional decorum in all aspects of their preparation. Professional decorum includes consistent adherence to coursework and fieldwork guidelines, demonstrated responsibility for one's personal and professional development and receptivity to guidance offered by mentors and advisors.

*New York State Examinations:* At this time the New York State Department of Education (NYSED) is revising all certificate examinations for those graduating in 2014 and beyond. Students will be advised of changes when notification from NYSED is received.

*Interstate Certification:* While New York State is a member of the Interstate Certification Project, which recognizes comparable initial academic program requirements among member states, students are

responsible to consult out-of-state or local boards of education to ascertain their specific requirements. The department will assist in the planning which should be initiated in sophomore year.

## Degree Requirements

### **FOUR YEAR PROGRAMS—INCLUSION EDUCATION, SPECIAL EDUCATION**

#### ***Early Childhood (Birth–Grade 2):***

Forty-four Credits including student teaching:

EDUC 211 Education and Society	(3 credits)
EDUC 212 Psychology of Teaching and Learning	(3 credits)
EDUC 304 Health Education in Schools	(1 credit)
EDUC 321 Early Childhood Education in Inclusive Settings	(3 credits)
EDUC 322 Teaching Mathematics in Inclusive Settings (1-6)	(3 credits)
EDUC 323 Practicum I	(3 credits)
EDUC 324 Teaching Science & Social Studies in an Inclusive Setting (1-6)	(3 credits)
EDUC 325 Practicum II	(3 credits)
EDUC 326A Teaching Literacy in the Inclusive Elementary Classroom	(3 credits)
EDUC 328 Children/Adolescent Literature <b>or</b>	(3 credits)
EDUC 428 Assessment & Remediation of Literacy Disabilities	
EDUC 340 Introduction to Students with Disabilities	(3 credits)
EDUC 430 Student Teaching in Early Childhood Education	(7 credits)
COMM 210 Public Speaking	(3 credits)
PSYC 345 Child Psychology	(3 credits)

#### ***Childhood (Grades 1-6):***

Forty-four credits including student teaching:

EDUC 211 Education and Society	(3 credits)
EDUC 212 Psychology of Teaching and Learning	(3 credits)
EDUC 304 Health Education in Schools	(1 credit)
EDUC 322 Teaching Mathematics in Inclusive Settings (1-6)	(3 credits)
EDUC 323 Practicum I	(3 credits)
EDUC 324 Teaching Science & Social Studies in an Inclusive Setting (1-6)	(3 credits)

EDUC 325 Practicum II	(3 credits)
EDUC 326A Teaching Literacy in the Inclusive Elementary Classroom	(3 credits)
EDUC 428 Assessment & remediation of Literacy Disabilities	(3 credits)
EDUC 340 Introduction to Students with Disabilities	(3 credits)
EDUC 431 Student Teaching in Childhood Education	(7 credits)
COMM 210 Public Speaking	(3 credits)
MATH 222 Mathematics for Elementary School	(3 credits)
PSYC 345 Child Psychology	(3 credits)

***Double Certification (Early Childhood and Childhood):***

Fifty credits including student teaching in Early Childhood and Childhood:

Students pursue New York State certification in both areas. Fieldwork and coursework adjustments will be made with the Teacher Education advisor. The decision to pursue both certifications must be made during the second semester of sophomore year.

***Childhood (Grade 1-6) plus Grades 7-9 Extension:***

Forty-eight credits including student teaching:

EDUC 211 Education and Society	(3 credits)
EDUC 212 Psychology of Teaching and Learning	(3 credits)
EDUC 304 Health Education in Schools	(1 credit)
EDUC 322 Teaching Mathematics in Inclusive Settings (1-6)	(3 credits)
EDUC 323 Practicum I	(3 credits)
EDUC 324 Teaching Science & Social Studies in an Inclusive Setting (1-6)	(3 credits)
EDUC 325 Practicum II	(3 credits)
EDUC 326A Teaching Literacy in the Inclusive Elementary Classroom	(3 credits)
EDUC 428 Assessment & Remediation of Literacy Disabilities	(3 credits)
EDUC 340 Introduction to Students with Disabilities	(3 credits)
EDUC 431 Student Teaching in Childhood Education	(7 credits)
Appropriate Content Elective (Teaching Academic Subject)	(3credits)
EDUC 365 Practicum III	(1 credit)
COMM 210 Public Speaking	(3 credits)
MATH 222 Mathematics for Elementary School	(3 credits)
PSYC 319 Childhood and Adolescence	(3 credits)

**Adolescence (Grades 7-12):**

Thirty-one credits including student teaching:

EDUC 211 Education and Society	(3 credits)
EDUC 212 Psychology of Teaching and Learning	(3 credits)
EDUC 304 Health Education in Schools	(1 credit)
EDUC 327 Teaching Literacy in the Inclusive Secondary Classroom	(3 credits)
EDUC 340 Introduction to Students with Disabilities	(3 credits)
EDUC 36X Teaching Academic Subject	( 3 credits)
EDUC 366 Practicum IV	(2 credits)
EDUC 425 Student Teaching in Secondary Education	(7 credits)
COMM 210 Public Speaking	(3 credits)
PSYC 346 Adolescent Psychology	(3 credits)

NOTE - A major in a relevant academic area—Biology, Chemistry, English, French Studies, History, Mathematics or Spanish. History majors also take a course in Economics.

**Adolescence (Grades 7-12) and Grades 5-6 Extension:**

Thirty-five credits including student teaching:

EDUC 211 Education and Society	(3 credits)
EDUC 212 Psychology of Teaching and Learning	(3 credits)
EDUC 304 Health Education in Schools	(1 credit)
EDUC 327 Teaching Literacy in the Inclusive Secondary Classroom	(3 credits)
EDUC 340 Introduction to Students with Disabilities	(3 credits)
Appropriate Content Elective (Teaching Academic Subject)	(3 credits)
EDUC course related to the major	(3 credits)
EDUC 365 Practicum III	(1 credit)
EDUC 366 Practicum IV	(2 credits)
EDUC 425 Student Teaching in Secondary Education	(7 credits)
COMM 210 Public Speaking	(3 credits)
PSYC 319 Childhood and Adolescence	(3 credits)

**Dual Program—Special Education (Grades 1-6) and Childhood Education (Grades 1-6):**

Students pursue New York State certification in both areas—Special Education (Grades-1-6 ) and General Education (Grades 1-6).

Fifty credits including student teaching in Special and General Education:

EDUC 211 Education and Society	(3 credits)
EDUC 212 Psychology of Teaching and Learning	(3 credits)
EDUC 304 Health Education in Schools	(1 credit)
EDUC 322 Teaching Mathematics in Inclusive Settings (1-6)	(3 credits)
EDUC 323 Practicum I	(3 credits)
EDUC 324 Teaching Science & Social Studies in an Inclusive Setting (1-6)	(3 credits)
EDUC 325 Practicum II	(3 credits)
EDUC 326B Teaching Literacy in the Inclusive Elementary Classroom	(3 credits)
EDUC 427 Classroom Management & Social Skills Instruction	(3 credits)
EDUC 428 Assessment & Remediation of Literacy Disabilities	(3 credits)
EDUC 340 Introduction to Students with Disabilities	(3 credits)
EDUC 431 Student Teaching in Childhood Education	(7 credits)
EDUC 450 Student Teaching in Special education 1-6	(3 credits)
COMM 210 Public Speaking	(3 credits)
MATH 222 Mathematics for elementary School	(3 credits)
PSYC 345 Child Psychology	(3 credits)

*Dual Program—Special Education (Grades 7-12) and Adolescence Education (Grades 7-12):* As of February 2011 NYSED eliminated all Content Specialist certifications in Students with Disabilities at the adolescent level (grades 7-12) and replaced these certification titles with an Adolescent Generalist certification. Consequently, the Teacher Education Department has rewritten the dual program in adolescent education to fulfill the new requirements. The revised program will lead to content area certification in Biology, Chemistry, English, French, Mathematics, Social Studies or Spanish and Adolescent Generalist Certification. Under the Generalist certificate candidates will function in the role as a co-teacher providing support to the students with special needs in the general education classroom or in a resource room setting.

## Sample 4-Year Programs

### B.A. DEGREE (BIRTH - GRADE 2)

#### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits

Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
TOTAL	31 credits

EDUC 211 Education and Society	3 credits
EDUC 212 Psychology of Teaching and Learning	3 credits
EDUC 321 Early Childhood Education in Inclusive Settings	3 credits
EDUC 340 Introduction to Students with Disabilities	3 credits
COMM 210 Public Speaking	3 credits
Introduction to Religion Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
Major	6 credits
TOTAL	30 credits

### Year 3

EDUC 322 Teaching Mathematics in Inclusive Setting	3 credits
EDUC 323 Practicum I	3 credits
EDUC 324 Teaching Science and Social Studies in Inclusive Settings (1-6)	3 credits
EDUC 325 Practicum II	3 credits
EDUC 326 Teaching Literacy in the Inclusive Elementary Classroom	3 credits
PSYC 345 Child Psychology	3 credits
Major	12 credits
TOTAL	30 credits

### Year 4

EDUC 304 Health Education in Schools	1 credit
EDUC 328 Children/Adolescent Literature <b>or</b>	3 credits
EDUC 428 Assessment and Remediation of Literacy Disabilities	
EDUC 430 Student Teaching in Early Childhood Education	7 credits
Religious Studies Topics Core	3 credits
Humanities or Social Science Core	3 credits
Major	12 credits
TOTAL	29 credits

Total credits for graduation: 120 (Credits vary according to major)



## **B.A. DEGREE (CHILDHOOD EDUCATION GRADES 1 - 6)**

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
TOTAL	31 credits

### Year 2

EDUC 211 Education and Society	3 credits
EDUC 212 Psychology of Teaching and Learning	3 credits
EDUC 340 Introduction to Students with Disabilities	3 credits
PSYC 345 Child Psychology	3 credits
COMM 210 Public Speaking	3 credits
Introduction to Religion Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
Major	6 credits
TOTAL	30 credits

### Year 3

EDUC 322 Teaching Mathematics in Inclusive Setting	3 credits
EDUC 323 Practicum I	3 credits
EDUC 324 Teaching Science and Social Studies in Inclusive Settings (1-6)	3 credits
EDUC 325 Practicum II	3 credits
EDUC 326 Teaching Literacy in the Inclusive Elementary Classroom	3 credits
MATH 222 Mathematics for the Elementary School	3 credits
Major	12 credits
TOTAL	30 credits

Year 4

EDUC 304 Health Education in Schools	1 credit
EDUC 428 Assessment and Remediation of Literacy Disabilities	3 credits
EDUC 431 Student Teaching in Childhood Education	7 credits
Religious Studies Topics Core	3 credits
Humanities or Social Science Core	3 credits
Major	12 credits
TOTAL	29 credits

Total credits for graduation: 120 (Credits vary according to major)

**B.A DEGREE - DUAL CERTIFICATION (SPECIAL EDUCATION 1-6/CHILDHOOD EDUCATION GRADES 1 -6)**

Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
TOTAL	31 credits

Year 2

EDUC 211 Education and Society	3 credits
EDUC 212 Psychology of Teaching and Learning	3 credits
EDUC 340 Introduction to Students with Disabilities	3 credits
PSYC 345 Child Psychology	3 credits
COMM 210 Public Speaking	3 credits
Introduction to Religion Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
Major	6 credits
TOTAL	30 credits

### Year 3

EDUC 322 Teaching Mathematics in Inclusive Setting	3 credits
EDUC 323 Practicum I	3 credits
EDUC 324 Teaching Science and Social Studies in Inclusive Settings (1-6)	3 credits
EDUC 325 Practicum II	3 credits
EDUC 326 Teaching Literacy in the Inclusive Elementary Classroom	3 credits
EDUC 304 Health Education in Schools	1 credit
MATH 222 Mathematics for the Elementary School	3 credits
Major	12 credits
TOTAL	31 credits

### Year 4

EDUC 427 Classroom Management and Social Skills Instruction	3 credits
EDUC 450 Student Teaching in Special Education	3 credits
EDUC 428 Assessment and Remediation of Literacy Disabilities	3 credits
EDUC 431 Student Teaching in Childhood Education	7 credits
Religious Studies Topics Core	3 credits
Humanities or Social Science Core	3 credits
Major	12 credits
TOTAL	34 credits

Total credits for graduation: 126 (Credits vary according to major)

## **B.A. DEGREE (GRADES 7-12)**

### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
TOTAL	31 credits

### Year 2

EDUC 211 Education and Society	3 credits
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EDUC 212 Psychology of Teaching and Learning	3 credits
EDUC 340 Introduction to Students with Disabilities	3 credits
PSYC 346 Adolescent Psychology or*	
PSYC 319 Childhood and Adolescence	3 credits
COMM 210 Public Speaking	3 credits
Introduction to Religion Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
Major	6 credits
TOTAL	30 credits

\*With Grade 5-6 Extension

### Year 3

EDUC 304 Health Education in Schools	1 credit
EDUC 327 Teaching Literacy in the Inclusive Secondary Classroom	3 credits
EDUC 360-4 Teaching (subject area) in Middle and Secondary School	3 credits
EDUC 366 Practicum IV	2 credits
Major	15 credits
Open electives	6 credits
TOTAL	30 credits

### Year 4

EDUC 425 Student Teaching in Secondary Education	7 credits
Religious Studies Topics Core	3 credits
Humanities or Social Science Core	3 credits
Major	9 credits
Open electives	6 credits
TOTAL	29 credits

Total credits for graduation: 120 (Credits vary according to major)

### **FIVE YEAR PROGRAMS—BA/MS INCLUSION, SPECIAL EDUCATION** (Initial Certification plus

Academic requirements for Professional Certification in New York State)

Students who choose a five-year program can achieve an undergraduate major in their area of concentration and a Master of Science degree in Urban and Multicultural Education. Upon satisfactory completion of the program, the student receives College recommendation for New York State Initial certification in the area of specialization. In addition, the student will have completed academic coursework requirements for the New York State Professional Certificate. The number of required credits varies according to the undergraduate major as well as selection of elective concentration in the graduate

program. Students should consult their Teacher Education advisor for specific guidelines. A sample program is included in this catalog. The department offers five-year programs in Childhood Education, Adolescent Education, and Dual programs in Special and General Education. See Graduate Catalog for descriptions of courses offered during the fourth and fifth years of study.

## Sample 5-Year Program

### **B.A./M.S. DEGREE-DUAL CERTIFICATION (SPECIAL EDUCATION GRADES 1-6/CHILDHOOD EDUCATION GRADES 1-6)**

#### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
<b>TOTAL</b>	<b>31 credits</b>

#### Year 2

EDUC 211 Education and Society	3 credits
EDUC 212 Psychology of Teaching and Learning	3 credits
EDUC 340 Introduction to Students with Disabilities	3 credits
PSYC 345 Child Psychology	3 credits
COMM 210 Public Speaking	3 credits
Introduction to Religion Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
Major	6 credits
<b>TOTAL</b>	<b>30 credits</b>

#### Year 3

EDUC 322 Teaching Mathematics in Inclusive Setting	3 credits
EDUC 323 Practicum I	3 credits

EDUC 324 Teaching Science and Social Studies in Inclusive Settings (1-6)	3 credits
EDUC 325 Practicum II	3 credits
EDUC 326 Teaching Literacy in the Inclusive Elementary Classroom	3 credits
MATH 222 Mathematics for the Elementary School	3 credits
Major	12 credits
TOTAL	30 credits

#### Year 4

EDUC 428 Assessment and Remediation of Literacy Disabilities	3 credits
EDUC 450 Student Teaching Special Education	3 credits
EDUC 714 Practicum Assessment	3 credits
EDUC 608 Contemporary Health	3 credits
EDUC 712 Strategies Inclusion	3 credits
Religious Studies Topics Core	3 credits
Humanities or Social Science Core	3 credits
Major	12 credits
TOTAL	33 credits

#### YEAR 5

EDUC 504 Cross-Cultural Comm.	3 credits
EDUC 506 Lang. Cog. Develop.	3 credits
EDUC 527 Classroom Management	3 credits
EDUC 531 Student Teaching	7 credits
EDUC 602 Research	3 credits
EDUC 502 Fdns Urban & Multi. Ed.	3 credits
EDUC 716 Life Span Sp. Ed.	3 credits
TOTAL	25 credits

Total Credits: 149 (Credit requirements vary according to major)

### **B.A./M.S DEGREE (CHILDHOOD EDUCATION GRADES 1-6)**

#### Year 1

FYE 101 The First-Year Experience	1 credit
ENGL 110 Writing in Context I (fall)	3 credits
ENGL 120 Writing in Context II (spring)	3 credits
Freshman Seminar	3 credits
Modern Language and Literature Core	6 credits
Mathematics Core	3 credits
Humanities or Social Science Core	3 credits

Humanities or Social Science Core	3 credits
Natural Science Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
TOTAL	31 credits

#### Year 2

EDUC 211 Education and Society	3 credits
EDUC 212 Psychology of Teaching and Learning	3 credits
EDUC 340 Introduction to Students with Disabilities	3 credits
PSYC 345 Child Psychology	3 credits
COMM 210 Public Speaking	3 credits
Introduction to Religion Core	3 credits
Humanities or Social Science Core	3 credits
Natural Science or Mathematics Core	3 credits
Major	6 credits
TOTAL	30 credits

#### Year 3

EDUC 322 Teaching Mathematics in Inclusive Setting	3 credits
EDUC 323 Practicum I	3 credits
EDUC 324 Teaching Science and Social Studies in Inclusive Settings (1-6)	3 credits
EDUC 325 Practicum II	3 credits
EDUC 326 Teaching Literacy in the Inclusive Elementary Classroom	3 credits
MATH 222 Mathematics for the Elementary School	3 credits
Major	12 credits
TOTAL	30 credits

#### Year 4

EDUC 428 Assessment and Remediation of Literacy Disabilities	3 credits
EDUC 502 Foundations of Urban and Multicultural Education	3 credits
EDUC 504 Cross-cultural Communication	3 credits
EDUC 608 Contemporary Health Issues in Urban Education	3 credits
Religious Studies Topics Core	3 credits
Humanities or Social Science Core	3 credits
Major	12 credits
TOTAL	30 credits

## Year 5

EDUC 506 Language, Cognitive Development, and Cultural Diversity	3 credits
EDUC 531 Student Teaching in Childhood Education	7 credits
EDUC 602 Research for Classroom Teachers	3 credits
EDUC 702 Education and Development of the Middle School Learner	3 credits
EDUC 704 Curriculum in Middle School Education	3 credits
EDUC 706 Applied Research in Middle Level Education	3 credits
TOTAL	22 credits
Total Credits: 143 (Credit requirements vary according to major)	

## Course Descriptions

### Education (EDUC)

**EDUC 211 EDUCATION AND SOCIETY.** An exploration of developments and current trends in education; historical, philosophical and sociological aspects of general and special education are studied; extensive interaction among participants is fostered. (WE)  
3 credits

**EDUC 212 PSYCHOLOGY OF TEACHING AND LEARNING.** An investigation of psychological theories as they apply to teaching and learning. Topics include cognitive, behavioral and humanistic theory, social development and social skills instruction, moral development and education, language development, motivation, classroom management theory and issues, and an introduction to instructional modification to meet the needs of a diverse student body. Three lecture hours.  
3 credits

**EDUC 304 HEALTH EDUCATION IN SCHOOLS.** A course designed specifically for teacher education that focuses on a broad overview of health topics significant to teachers. Basic content is provided in drug education, communicable and non-communicable diseases, safety, and nutrition.  
1 credit

**EDUC 321 EARLY CHILDHOOD EDUCATION IN INCLUSIVE SETTINGS.** A study of the educational development of the very young child; develops knowledge and skills in effective teaching in all curriculum areas; varied educational approaches are examined; emphasis on modifying instruction to meet the developmental needs of exceptional children. Includes Field experience—two lecture hours/one morning per week.



3 credits

**EDUC 322 TEACHING MATHEMATICS IN INCLUSIVE SETTINGS (1-6).** The exploration of content, learning process, use of materials including technology, classroom activities, and assessment at different developmental levels as applied to elementary mathematics. The special needs of multicultural, multilingual, special needs, and gifted populations are addressed. Techniques of lesson planning are developed. Multidisciplinary integration is fostered. Three lecture hours. Required field experience with co-requisite EDUC 325.

3 credits

**EDUC 323 PRACTICUM I.** In conjunction with EDUC 324, students observe and teach mathematics in an inclusive or general elementary classroom. In addition, students and faculty meet regularly in a coordinating seminar to review field experiences, to address additional issues of pedagogy, and to synthesize practice with theory. One seminar hour plus field—one full day or two half-days/week.

3 credits

**EDUC 324 TEACHING SCIENCE AND SOCIAL STUDIES IN INCLUSIVE SETTINGS (1-6).** The exploration of content, learning process, use of materials including technology, classroom activities, and assessment at different developmental levels as applied to elementary social studies and science. The special needs of multicultural, multilingual, and gifted populations are addressed. A model for instructional modification with language and learning disabilities is presented and applied. Techniques of unit planning are developed. Multidisciplinary integration is fostered. Three lecture hours. (WE) Required field experience with co-requisite EDUC 323.

3 credits

**EDUC 325 PRACTICUM II.** In conjunction with EDUC 322, students observe and teach social studies and science in an inclusive or general elementary classroom. Students learn individual, group, and whole class approaches to instruction. In addition, students and faculty meet regularly in a coordinating seminar to review field experiences, to address additional issues of pedagogy, and to synthesize practice with theory. One seminar hour plus field—one full day or two half-days/week.

3 credits

**EDUC 326A TEACHING LITERACY IN THE INCLUSIVE ELEMENTARY CLASSROOM.** An examination of reading and language arts in the total communication process. Emphasis is on the study of developmental literacy. Strategies to meet individual needs in a balanced elementary literacy program are presented. Techniques of informal assessment and lesson planning are developed. A model for instructional modification for students with language and learning disabilities is presented and applied.

Three lecture hours.

3 credits

**EDUC 326B TEACHING LITERACY IN THE INCLUSIVE ELEMENTARY CLASSROOM--SPECIAL**

**EDUCATION.** An examination of reading and language arts in the total communication process. Emphasis is on the study of developmental literacy. Strategies to meet individual needs in a balanced elementary literacy program are presented. Techniques of informal assessment and lesson planning are developed. A model for instructional modification for students with language and learning disabilities is presented and applied. The roles, responsibilities and skills for the delivery of systematic, in-depth literacy practices for students with special needs and those at risk for reading failure will be addressed. Three lecture hours.

3 credits

**EDUC 327 TEACHING LITERACY IN THE INCLUSIVE SECONDARY CLASSROOM.**

An examination of literacy as part of the total communication process within the secondary classroom. Special emphasis is on reading and writing skills as a means to content area learning. Techniques of informal assessment and lesson planning are developed. Special issues and strategies for students with language and learning disabilities in inclusive content area classrooms are presented. A model for instructional modification to meet individual student needs is applied. Three lecture hours.

3 credits

**EDUC 328 CHILDREN/ADOLESCENT LITERATURE.**

The development of an appreciation of literature written for children and young adolescents; this course appraises prose and poetry and presents strategies for arousing and sustaining the student's interest in and appreciation of good literature.

3 credits

**EDUC 330 MATHEMATICS FOR ADOLESCENTS WITH DISABILITIES.**

This course is designed to provide a foundation in basic mathematics instruction for students in the Adolescent Special Education program who are mathematics majors. Emphasis will be placed on understanding the effects of disabilities on the comprehension of concepts as well as integrating mathematics study with other subjects taught at the secondary level.

1 credit

**EDUC 340 INTRODUCTION TO STUDENTS WITH DISABILITIES.**

An exploration of the etiology, characteristics, services, and programs for students with disabilities. Focuses on legal mandates, program options, family issues, and the roles of general and special educators as members of multidisciplinary teams and participants in effective inclusion programs. Case studies will be used extensively. Three lecture hours. Field experience—one morning /week.

3 credits

**EDUC 360 TEACHING ENGLISH IN MIDDLE AND SECONDARY SCHOOL**

**EDUC 361 TEACHING SOCIAL STUDIES IN MIDDLE AND SECONDARY SCHOOL**

**EDUC 362 TEACHING MATHEMATICS IN MIDDLE AND SECONDARY SCHOOL**

**EDUC 363 TEACHING ANOTHER LANGUAGE IN MIDDLE AND SECONDARY SCHOOL**

**EDUC 364 TEACHING SCIENCE IN MIDDLE AND SECONDARY SCHOOL**

Each course provides students with the knowledge and skills necessary to teach an academic discipline effectively in Grades 5-6 and 7-12. Students study generic principles of middle and secondary teaching, specific content and approaches in the teaching of subject areas and practical application of these principles and knowledge. Course content focuses on the comparative study of middle level and high school in terms of philosophy, methodology and curriculum. This course emphasizes the unique nature of middle level education and explores developmentally appropriate strategies to meet the needs of diverse adolescent learners including interdisciplinary instruction, team teaching, cooperative learning, and advisory programs. The course includes two lecture hours with the teacher education faculty and one lecture hour with liberal arts faculty.

3 credits

**EDUC 365 PRACTICUM III.** Offered as extended field experience when required to accommodate existing programs. Students observe and teach in program related experiences. Faculty observe and confer with students individually. Field experience—one-half day/week. ``

1 credit

**EDUC 366 PRACTICUM IV.** In conjunction with middle/secondary curriculum courses 360-364, students observe and teach their primary discipline in a middle school. Faculty observe and confer with students individually. Field experience—one day or two half-days/week.

2 credits

**EDUC 425 STUDENT TEACHING IN SECONDARY EDUCATION.** Senior students teach for one semester in a nearby secondary school under the supervision of cooperating teachers and teacher education and liberal arts faculty. Placements are made in inclusive or general education classrooms. Faculty observe and confer with student teachers individually. In addition, students and faculty meet regularly in a coordinating seminar to review field experiences, to synthesize current practice with prior learning and to prepare for employment and further professional study. Prospective student teachers plan for field placements during the registration period prior to student teaching. Students may choose one of

the following weekly scheduling options: 425—four mornings and one full day

7 credits

**EDUC 427/527 CLASSROOM MANAGEMENT AND SOCIAL SKILLS INSTRUCTION.** An examination of theories and methodology of classroom management and the psychosocial development of children and adolescents, especially those at high risk. Emphasis is on the elements of effective planning that prevent management problems, encourage intrinsic motivation to learn, and foster social competence of all children in the inclusive classroom. Techniques of informal assessment will be presented, and a model for instructional modification for students with behavior disorders or social skills deficits will be applied.

***This course will be taken in fall of fifth year for those completing Five-year program in Urban and Multicultural Education leading to dual certification***

3 credits

**EDUC 428 ASSESSMENT AND REMEDIATION OF LITERACY DISABILITIES.** A study of assessment procedures, prescriptive measures and best corrective practices as applied in early childhood, childhood and middle childhood classrooms. Field experience is required in remedial or inclusive settings. Students spend part of their course in tutorial field experiences. Three lecture hours. Field experience—16 hours/semester.

3 credits

**EDUC 429 STUDENT TEACHING Pre-K-2:** This course is designed for students who are seeking certification in both Childhood and Early Childhood Education. Senior students teach for one semester under the supervision of cooperating teachers and teacher education faculty. Placement is in a pre-kindergarten, kindergarten or grade one or two classroom setting. Faculty observe and confer with student teachers individually. In addition, students and faculty meet regularly in a coordinating seminar to review field experiences, to synthesize current practice with prior learning and to prepare for employment and further professional study. Prospective student teachers plan for field placements during the registration period prior to student teaching. Field experience—four mornings

3 credits

**EDUC 430 STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION** This course is designed for students who are seeking certification in Early Childhood Education (Birth – Grade 2) only. Senior students teach for one semester under the supervision of cooperating teachers and teacher education faculty. Placements are in pre-kindergarten, kindergarten or grade one or two classroom in inclusive or general settings. Faculty observe and confer with student teachers individually. In addition, students and faculty meet regularly in a coordinating seminar to review field experiences, to synthesize current practice with prior learning and to prepare for employment and further professional study. Prospective student teachers plan for field placements during the registration period prior to student teaching. Field experience—four

mornings, one full day/week.

7 credits

**EDUC 431 STUDENT TEACHING IN CHILDHOOD EDUCATION.** Senior students teach for one semester under the supervision of cooperating teachers and teacher education faculty. Placements are in a grade one – six classroom in inclusive or general settings. Faculty observe and confer with student teachers individually. In addition, students and faculty meet regularly in a coordinating seminar to review field experiences, to synthesize current practice with prior learning and to prepare for employment and further professional study. Prospective student teachers plan for field placements during the registration period prior to student teaching. Field experience—four mornings, one full day/week.

7 credits

**EDUC 450 STUDENT TEACHING IN SPECIAL EDUCATION—1-6.** Senior students teach for one semester under the supervision of cooperating teachers and teacher education faculty. Placements are in special education settings. Faculty observe and confer with student teachers individually. In addition, students and faculty meet regularly in a coordinating seminar to review field experiences, to synthesize current practice with prior learning and to prepare for employment and further professional study. Prospective student teachers plan for field placements during the registration period prior to student teaching. Field experience—four mornings/.

3 credits

**EDUC 451 STUDENT TEACHING IN SPECIAL EDUCATION—7-12.** Senior students teach for one semester under the supervision of cooperating teachers and teacher education faculty. Placements are in special education settings. Faculty observe and confer with student teachers individually. In addition, students and faculty meet regularly in a coordinating seminar to review field experiences, to synthesize current practice with prior learning and to prepare for employment and further professional study. Prospective student teachers plan for field placements during the registration period prior to student teaching. Field experience—four mornings.

3 credits

**EDUC 461-463 INDEPENDENT STUDY IN EDUCATION.** A program of study designed for students with research interests that are not part of the usual curriculum. Topics and a plan of study are carefully developed by the student in consultation with the supervising professor in the department. Approval of the department chairperson is required.

1-3 credits

**EDUC 470 SPECIAL TOPICS IN EDUCATION.** Students work with a faculty advisor on the intensive study of selected issues, curriculum and instructional strategies in education. Projects, logs and fieldwork may

be required.

3 credits

**EDUC 471 TOPICS IN SPECIAL EDUCATION.** Students enrolled in the dual certification programs in special and regular education (Grades 1-6) receive in-depth exposure to and practice with research validated instructional practices appropriate for children and with special needs and those at risk for educational failure.

1 credit

#### **GRADUATE LEVEL**

**EDUC 525 STUDENT TEACHING IN SECONDARY SCHOOL.** This course is designed for students in the five-year program. Course requirements are similar for that of EDUC 425. In addition, students complete specified research and application related to multicultural education.

7 graduate credits

**EDUC 531 STUDENT TEACHING IN ELEMENTARY SCHOOL.** This course is designed for students in the five-year program. Course requirements are similar for that of EDUC 431. In addition, students complete specified research and application related to multicultural education.

7 graduate credits

# INTERDISCIPLINARY PROGRAMS

## B.A. in Liberal Arts

The Liberal Arts major permits a student to design an individual course of study by combining courses selected from the offerings of two disciplines. Because of the individual nature of this program, students who apply for admission to it are expected:

1. to design a focused major proposal which clearly relates to their future goals; and
2. to give evidence of exceptional maturity by their willingness to refine and develop their proposals through open-ended discussion with appropriate members of the College faculty, particularly the Liberal Arts advisor, and their faculty advisors in the two areas they propose to combine.

A total of 36 credits, 18 from each of two areas, is required for this major. No more than six credits at introductory level are permitted in each area. The College does not approve combining this major with a program leading to certification in secondary education. A student who desires to design a Liberal Arts major must complete the application procedures no later than the completion of his or her Sophomore year.

Transfer students may apply for this major. They are expected to complete at least nine Mount Saint Vincent credits in each of the two areas selected.

During the discussion of the student's proposal, the Chairperson/ Director establishes minimum departmental requirements, designates appropriate introductory courses, determines general guidelines, and may make specific recommendations concerning upper-division courses.

When the appropriate faculty have signified their approval of the student's proposal, the student brings the proposal to the Liberal Arts advisor who, after reviewing it and, if deeming it necessary, making additional recommendations, completes the application procedure by signing the proposal and registering the student as a Liberal Arts major.

At each subsequent registration period, students following individual Liberal Arts programs are required to present both their approved application and their semester's program card when seeking their faculty advisor's signature.

Internships: A variety of interesting internship opportunities are open to students with a Liberal Arts major reflecting one or both major areas of interest.

# Sample Program

## B.A. in Liberal Arts with English Component

### Year 1

ENGL 115 Writing for College  
ENGL 109 Literature: Visions and Values  
PSYC 103 Introduction to Psychology I  
MFL Modern Foreign Language requirement  
MATH 102 Modern Mathematics  
HIST 214 Core: The Shaping of the Modern World  
ART 210 Core: The Arts Experience  
MATH107 Computational Math with Spreadsheets  
BIOL 101 Concepts in Biology  
FYE 101 The First-Year Experience

### Year 2

ENGL 315-316 The English Tradition in Literature  
ENGL334 American Literature I  
ECON 110 Core: Economics  
SOC 101 Core: Sociology  
CHEM 100 Core: Foundations of Chemistry  
PHIL212 Core: The Life of Reason  
RELS 208 Core: The Life of Faith  
Other Major 6 credits  
Elective 3 credits

### Year 3

ENGL335 American Literature II  
ENGL320 World Literature  
INTG 3XX Junior level Integrated course  
Other Major 6 credits  
Electives 12 credits

### Year 4

ENGLXXX 3 credit course at 300 or 400 level  
INTG 4XX Senior level Integrated course  
Other Major 3 electives  
Electives 21 credits



*Total credits for Graduation: 121*

## **Interdisciplinary Minors**

### **International Studies Minor**

The College of Mount Saint Vincent offers a Minor in International Studies, an interdisciplinary program of ten participating Departments jointly offering 61 courses. International Studies prepares students for dialogue between cultures and civilizations.

First, it is a multi-disciplinary field, in which students are exposed to economics, art, social and political history, literature, and a modern language (other than English) of their choice. Indeed, any discipline can enrich International Studies if it contributes to a better understanding of the nature of international issues. The International Studies Minor broadens the knowledge base of College of Mount Saint Vincent students wishing to pursue a graduate education in law or in international studies, as well as those who wish to obtain careers in international affairs, business, government, non-governmental organizations or international organizations.

Second, the field of International Studies emphasizes a multi-cultural world view and values multi-lingual competency, thus fostering understanding and communication across cultural divides. Currently, College of Mount Saint Vincent students originate from many different countries, and the proportion of students whose mother tongue is not English is over 40%. Given its multi-cultural orientation, the International Studies Minor is well suited to meet both the interpersonal and the intellectual needs of this diverse group of students.

#### **Program Goals**

The goal of the International Studies Minor is to contribute to a better understanding of the nature of international issues by equipping students with a relational, interdisciplinary and multi-cultural perspective on international society and systems, at both the intergovernmental and non-governmental levels. Emphasis is placed on cross-cultural communication and the acquisition of multi-lingual competency.

#### **Program Coordinators**

David Aliano, Ph.D. (Modern Languages and Literatures)

Rosita E. Villagómez, Ph.D. (Modern Languages and Literatures)

#### **Program Requirements**

## Requirements for the Minor in International Studies

1. The Minor in International Studies is 18 course credits.
2. One course must be in Modern Languages and Literatures, in addition to the 6-credit core curriculum requirement. This can be any 200- or 300-level language or culture course, according to the students' needs.
3. Five additional courses must be taken in the eligible disciplines, which include Business and Economics, Communications, English, Fine Arts, History, Modern Languages and Literatures, Philosophy/Religious Studies, Psychology, Sociology, Teacher Education, and Integrated Courses.
4. At least one course must be in Business and Economics, and one in History.
5. No more than two courses can be taken in any one discipline.
6. At least four of the courses must be at the 300/400 level.
7. A minimum grade of "C" is required for credit in each of the six courses.
8. A maximum of six credits is accepted from courses that have been taken to satisfy requirements in a student's Major or Minor, or in the core curriculum.
9. A Minor contract must be approved by the Coordinator(s) of the Minor in International Studies.

## Course Requirements

**Category A.** One course in the Department of Modern Languages and Literatures, in addition to the 6-credit core curriculum requirement. This can be any 200- or 300-level language or culture course, according to the students' level of proficiency. *See course descriptions. 3 credits.*

**Category B.** Five courses from the following list of courses, no more than two of which can be taken in any one discipline. At least one course must be in Business and Economics, and one in History. *15 credits*

### ***Business and Economics***

*BUSN 309 INTERNATIONAL BUSINESS.*

*BUSN/ECON 370, 470 SPECIAL TOPICS IN BUSINESS/ECONOMICS.*

*BUSN 401 INTERNATIONAL POLITICAL ECONOMY.*

*BUSN 409 INTERNATIONAL MARKETING.*

*BUSN 419 INTERNATIONAL FINANCE.*

ECON 336 INTERNATIONAL TRADE

**Communications**

COMM 370,470 TOPICS IN COMMUNICATION I, II, III, IV,V, VI.

COMM 371 INTERCULTURAL COMMUNICATION.

**English**

ENG 215 DIALOGUE WITH WORLD WRITERS.

ENG 421 TOPICS IN LITERATURE II.

**Fine Arts**

ART 313 NINETEENTH CENTURY ART.

ART 314 MODERN ART.

ART 431 ART OF NATIVE CULTURES.

ART 436 TOPICS IN ART

**History**

HIST 315 COLONIAL LATIN AMERICA.

HIST 317 MODERN LATIN AMERICA IN THE 19TH AND 20TH CENTURIES.

HIST 330 COLONIALISM IN AFRICA AND ASIA

HIST 333 MODERN ASIA.

HIST 349 MODERN AFRICA.

HIST 376, 476 TOPICS IN WORLD HISTORY.

HIST 414 HISTORY OF RUSSIA

HIST 417 THE U.S. ROLE IN VIETNAM, 1940-1975.

HIST 430 EUROPE, 1830-1914: INDUSTRIALIZATION, IDEOLOGIES, IMPERIALISM.

HIST 437 EUROPE, 1914-45: WORLD WARS AND THE HOLOCAUST.

HIST 445 EUROPE, 1945-1995: FROM THE COLD WAR TO DEMOCRATIC REVOLUTIONS.

HIST 447 MODERN IRISH POLITICS: NORTH AND SOUTH.

HIST 448 MODERN FRANCE. 1789 TO THE PRESENT.

HIST 449 EUROPE: MODERN ITALY.

HIST 466 INTERNATIONAL TERRORISM.

**Integrated Courses**

INTG 325 A NATION OF IMMIGRANTS.

INTG 328 GLOBAL CHALLENGES.

INTG 391 SPECIAL TOPICS IN INTEGRATED STUDIES.

**Modern Languages and Literatures**

*Prerequisite for all 300-level courses is one of the following: French/Italian/ Spanish 209, and 210 or 216, or placement with an extraordinary background in French/Italian/Spanish, or near-native fluency.*

*Prerequisite for all 400-level courses: 307, 350, and one of the following: 340, 341, 342 or 351; or with the permission of the Chairperson.*

*FREN 216/316 ASPECTS OF FRENCH AND FRANCOPHONE CULTURE.*

*FREN 303 FRENCH AND FRANCOPHONE CULTURE THROUGH FILM.*

*FREN 340 FRENCH CIVILIZATION.*

*FREN 341 CONTEMPORARY FRENCH CIVILIZATION.*

*FREN 342 THE FRANCOPHONE WORLD: A CULTURAL STUDY.*

*FREN 420 SPECIAL TOPICS IN FRENCH.*

*ITAL 216, 316 ASPECTS OF ITALIAN CULTURE.*

*ITAL 303 ITALIAN CULTURE THROUGH FILM.*

*ITAL 340 MEDIEVAL AND RENAISSANCE ITALIAN CIVILIZATION.*

*ITAL 341 CONTEMPORARY ITALIAN CIVILIZATION.*

*ITAL 420,320 SPECIAL TOPICS IN ITALIAN.*

*SPAN 300 HISPANIC MUSICAL HERITAGE.*

*SPAN 303 HISPANIC CULTURE THROUGH FILM.*

*SPAN 340 SPANISH CIVILIZATION.*

*SPAN 341 LATIN AMERICAN CIVILIZATION.*

*SPAN 420, 320 SPECIAL TOPICS IN SPANISH.*

*SPAN 440 GENDER STUDIES IN HISPANIC LITERATURE.*

### ***Philosophy/Religious Studies***

*PHIL 326 THOUGHT AND CULTURE.*

*PHIL 370, 470 TOPICS IN PHILOSOPHY.*

*RELS 215 INTRODUCTION TO THE EASTERN RELIGIONS.*

*RELS 370, 470 TOPICS IN RELIGION*

### ***Psychology***

*PSYC 321 SOCIAL PSYCHOLOGY.*

*PSYC 330 SPECIAL TOPICS IN PSYCHOLOGY.*

### ***Sociology***

*SOC 302 RACE AND ETHNICITY.*

*SOC 304 GLOBALIZATION AND INEQUALITY.*

*SOC 305 URBAN SOCIOLOGY.*

*SOC 362 ORGANIZED CRIME.*

*SOC 399 SOCIOLOGY OF GENDER.*

## **Teacher Education**

*EDUC 504 CROSS-CULTURAL COMMUNICATION*

## **Women's Studies Minor**

All students are welcome to pursue an interdisciplinary minor in Women's Studies. Such a minor demonstrates to potential employers and graduate programs that you are capable of serious, critical thinking from many different disciplinary perspectives. In addition, it shows a breadth of knowledge of women's issues and provides an understanding of the legal, moral, and political issues confronting women today.

A Women's Studies minor will help you choose from exciting career opportunities in many different fields, including teaching, writing, publishing, health, politics, law, psychology, and social work.

## **Coordinators**

Heather Alumbaugh, PhD., Associate Professor

Daniel Opler, PhD., Associate Professor

## **Program Requirements**

The minor in Women's Studies requires 18 course credits (six courses), one of which must be Women's Studies 101: Introduction to Women's Studies (WE). The five additional courses may be made up of a combination of eligible courses from different departments, and students may use courses that satisfy major field or course requirements to satisfy the minor in Women's Studies.

## **Eligible Courses**

The following courses can count towards the 18 credits required for completion of a minor in Women's Studies:

COMM 340: Media Criticism

ENGL 313: Women in Literature

HIST 455: Women in American History

HIST 461: Women in European History

NURS 103: Introduction to Nursing

SPAN 440: Women in Hispanic Literature

PSYC 321: Social Psychology

PSYC 343: Psychology of Women

SOC 399: Gender Roles

INTG 418: Women's Voices, Women's Lives

INTG 420: Sexuality, the Individual, and Society

Other courses, including independent studies courses, may be eligible if approved in advance. Students should contact the program coordinators for further details.

## Russian Studies Minor

The Russian Studies minor is an inter-disciplinary minor, which follows the Across-the-Curriculum model. The essence of this model is the opportunity for students to study Russian language, culture, history, economics, sociology, art and other areas of interest in courses offered by various departments. Russian-Studies-Across-the-Curriculum aims to facilitate the study of Russia in a variety of meaningful contexts and to motivate and reward students for using multi-disciplinary approach in every class they take, thus preparing them for the cross-cultural, multilingual and inter-disciplinary demands and opportunities of a global society.

Minor Requirements:	18 credits:
Russian language	6 credits
Capstone (Integrative) Project	3 credits
Electives	9 credits

Note: For students who study abroad in Russia, the requirements will be re-assessed based on the study abroad package.

### Mentorship Expectations

#### 1. Advisement and Minor Contract:

Students will sign a standard minor contract.. Drafting and managing this contract will require regular interaction with an advisor, where the student and advisor will outline a broad learning agenda for individual student. The broad categories would include:

- a) an understanding of how this program will fit within the student's overall goals and intellectual curiosities;
- b) goals for professional skill development;
- c) a tentative plan (to evolve as the student executes the minor contract) for an integrative (capstone/comprehensive) project.

#### 2. Field Experience:

Students will be required to conduct original research or a field experience (internships/study abroad/etc.)

#### 3. Capstone/Comprehensive Project:

Students will be required to fulfill capstone (comprehensive) course project as a culmination of the Minor.

#### Guidelines for Inclusion of Courses Across the Curriculum:

Across the Curriculum classes are classes that are not explicitly focusing on Russia. All records will be maintained by the Russian Studies co-directors, and the students will include this work in their portfolio.

Guidelines include:

- a) A minimum of 33% of the grade will be devoted to study of Russia.
- b) An explicit understanding by the professor that Russian Studies students will focus at least 33% of the grade on Russian learning (in the context of the specific class).
- c) A contract for the student (see Appendix B) outlining the objectives for learning Russia in the context of the class syllabus.

## Pre-Law

Students who plan to apply to law school are advised to take courses that develop their oral and written expression, ability to think analytically and critically, and comprehension of human institutions and values. While no specific major is prescribed, students are encouraged to develop a strong well-balanced foundation in the liberal arts. The pre-law advisor helps students plan an appropriate curriculum and informs students of requirements for admission to law schools, and availability of scholarships and career opportunities within the legal profession.

## Course Recommendations

Since there is no formal pre-law major, the list of courses below is recommended for all students matriculated in a traditional major who plan to study law after graduation.

The courses listed below are part of the required Core at The College of Mount Saint Vincent; or are electives offered at the College. Most of these courses can be accommodated in any one of the traditional liberal arts majors.

<b>Department</b>	<b>Courses</b>
English	Advanced Writing: Argument Literature Course*
Mathematics	Statistics Calculus (level dependent upon background)
Modern Language	Through the Intermediate Level*
History	U.S. History (included in History major or minor)

	Dynamics of U.S. Politics
	Constitutional Law
	Comparative Politics
Sociology	Race and Ethnicity
	Globalization & Inequality
	Criminology
	Sociology of Deviance
	Criminal Law and Society
	Criminal Justice Administration
Accounting	Elementary Accounting I & II
Economics	Core: Economics*
Philosophy	Logic
	Ethics
Communication	Effective Speech

\*Included in Core

Note: Students who wish to gain entrance to Law School should have good academic grades, a broad background of extracurricular activities and relatively high LSAT scores.



## ACCREDITATION

The College of Mount Saint Vincent is independently chartered to grant degrees by the Regents of the State of New York. It is registered by the New York State Education Department, Office of Higher Education, Albany, NY.

The College of Mount Saint Vincent is accredited by the Middle State Commission on Higher Education, Philadelphia, PA.

In addition, the College holds program specific accreditation from the following independent accrediting agencies:

American Chemical Society

Association of Collegiate Business Schools and Programs

Commission on Collegiate Nursing Education

Teacher Education Accreditation Council

Accrediting agencies' letters of approval are available to all interested parties for inspection.

## Memberships

The College holds membership in the following associations:

Advertising Club of New York

American Association of Colleges of Nursing

American Association of Colleges for Teacher Education

American Association of Collegiate Registrars and Admissions Officers

American Association of University Women

American Association for Higher Education

American College Health Association

American Library Association

Association for Continuing Higher Education

Association of American Colleges and Universities

Association of College and University Housing Officers

Accreditation Council for Business Schools and Programs

Broadcast Education Association

College Entrance Examination Board

Commission on Independent Colleges & Universities

Council for Advancement and Support of Education

Council for Opportunity in Education

Metropolitan New York Career Planning Officers Association

National Association of Colleges and Employers  
National Association of Student Personnel Administrators  
National Collegiate Athletic Association (NCAA)  
National Collegiate Honors Council  
National Council of Independent Colleges and Universities  
National League for Nursing  
The Higher Education Consortium of the New York Metropolitan Area

## **Program Title Hegis Award(S)**

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. The following Mount Saint Vincent majors/programs are approved and registered with the New York State Education Department:

Adult Nurse Practitioner 1203.10 M. S.  
Business Management 0502.00 M.B.A.  
Family Nurse Practitioner 1203.10 M.S.  
Nursing Administration 1203.10 M. S.  
Nursing of the Adult and Aged 1203.10 M. S.  
Urban Multicultural Education 0899 M. S.  
Accounting 0502.00 B.S.  
Biochemistry 0414 B.A., B. S.  
Biology 0401 B.A., B. S.  
Biology Gr 1-6; 7-9 ext; 7-12; 5-6 ext; 0401 B.A.  
Sp Ed + 1-6; Sp Ed + 7-12 0501 B.A.  
Business 0506 B.S.  
Business Administration 0506 B. S.  
Chemistry 1905 B.A., B. S.  
Chemistry Gr 1-6; 7-9 ext; 7-12; 5-6 ext.; 1905 B.A.  
Sp Ed + 1-6; Sp Ed + 7-12  
Communication 0601 B.A.  
Communication Birth-2; Gr 1-6; Sp Ed + 1-6 0601 B.A.  
Economics 2204 B.A.  
English 1501 B.A.  
English Birth-2; Gr 1-6; 7-9 ext; 7-12; 5-6 ext. 1501 B.A.  
Sp Ed + 1-6; Sp Ed + 7-12  
French Studies 1102 B.A.  
French Birth-2; Gr 1-6; 7-9 ext; 7-12; 5-6 ext.; 1102 B.A.  
Sp Ed + 1-6; Sp Ed + 7-12  
History 2205 B.A.  
Social Studies Birth-2; Gr 1-6; 7-9 ext.; 2205 B.A. 7-12; 5-6 ext.; Sp Ed + 1-6; Sp Ed + 7-12

Liberal Arts 4901 B.A.

Liberal Arts Birth-2; Gr 1-6; Sp Ed + 1-6 4901 B.A.

Liberal Arts – Science Gr 1-6 + 7-9 4901 B.A.

Mathematics 1701 B.A., B.S.

Mathematics Gr 1-6; 7-9 ext; 7-12; 5-6 ext.; 1701 B.A.

Sp Ed +1-6; Sp Ed + 7-12

Nursing 1203 B.S.

Philosophy 1509 B.A.

Psychology 2001 B.A., B.S.

Psychology Birth-2; Gr 1-6; Sp Ed + 1-6 2001 B.A.

Religious Studies 1510 B.A.

Sociology 2208 B.A.

Sociology Birth-2; Gr 1-6; Sp Ed + 1-6 2208 B.A.

Spanish 1105 B.A.

Spanish Birth-2; Gr 1-6; 7-9 ext; 7-12; 5-6 ext. 1105 B.A.

Sp Ed + 1-6; Sp Ed + 7-12

TESOL 1508 M.A.

Business 5001 A.A.S.

Interdisciplinary/English 5615 A.A.

Interdisciplinary/History and Social Science 5622 A.A.

# ORGANIZATION AND ADMINISTRATION

## **Office of the President**

Charles L. Flynn, Jr., Ph.D., President

Catherine McKenna, Assistant to the President

## **Division of Mission and Ministry**

Sr. Jean Flannelly, Ph.D., Executive Director for Mission

Sr. Cecilia Harriendorf, S.C., M.A., Director of Campus Ministry

Rev. Christopher Keenan, O.F.M., Chaplain

## **Office of the Provost and Dean of Faculty**

Guy E. Lometti, Ph.D., Provost and Dean of Faculty

Paul R. Douillard, Ph.D., Dean of the Undergraduate College

Dianna Dale, Ph.D., Vice President for Student Affairs, Dean of Students

Carol Finegan, S.C., M.A., M.S., Director of Institutional Research

Edward H. Meyer, M.B.A., J.D., Dean of the School of Professional and Continuing Studies

Jeanette Pichardo, M.B.A., Registrar

Rachél Fester, Ph.D., Executive Director of Assessment and Planning

## **Undergraduate College**

Paul R. Douillard, Ph.D., Dean of the Undergraduate College

Sandra Jennings, M.A., Assistant Dean of Academic Advisement

Eileen M. McElduff, M.A., Director of the Academic Resource Center

Diane S. Machado, M.A., Director of Career Development and Internships

Jesilyn Perez, Director of Student Support Services/TRIO

## **School of Professional and Continuing Studies**

Edward H. Meyer, M.B.A., J.D., Dean of the School of Professional and Continuing Studies

Donna Jacklosky, M.S., Site Administrator, Manhattan

Harriet Rothman, R.N., B.S., Coordinator for Nursing Recruitment and Off-Site Programs

Donna Kelsh, Director of the Institute for Immigrant Concerns

## **Admission and Financial Aid**

Timothy P. Nash, M. A., Vice President/Dean of Admission and Financial Aid

Monica Simotas, M.S.W., M.B.A., Director of Financial Aid

## **Finance/Business Office**

Abed A. Elkeshk, Executive Vice President and Treasurer

Kevin DeGroat, Vice President for Facilities and Capital Projects

Barbara Hurleigh, CPA, M.P.A., Controller

Annette Picora., MS, SPHR, Director of Human Resources

Rosanna Falcher, Director of Student Accounts

Maribel Giraldo, Purchasing Agent

Jean Papazian, Coordinator of Clerical Services

Jean Walker, College Store Manager

Frank Onderdonk, Director of Dining

Ryan Anderson, Manager of Facilities and Capital Projects

Michele Noe, Capital Projects Manager

Tim Drury, Account Manager/Director of Facilities

### **Institutional Advancement and College Relations**

Madeleine Melkonian, B.S., Vice President for Institutional Advancement and College Relations

Kathleen Tracey, S.C., Ph.D., Associate Vice President for Institutional Advancement

Christine Stogel, M.A., Director for Major Gifts

Jennifer Porter, B.A., Director for Development

Madeline McGuinness, B.A., Associate Director for Development Systems

Christina Gonzalez, B.A., Assistant Director for College Relations

Nancy Totino, Assistant Director for Annual Giving

Belle Hann, Associate Director for Website Communication

Erin Walsh, Director of College Relations

Christina Wesolek, M.A., Director for Alumnae/i Relations

### **Office of Information Technology**

Adam Wichern, M.S., Vice President of Information Technology/Chief Information Officer

Andrea Joba, C.N.A., B.S., Associate Director for Training and Systems Administrative Manager

Alberto Solis, M.S., Senior Administrative Systems Manager

Manuel Diaz, M.B.A., Help Desk Manager

Chabely De Los Santos, B.S, Jr. Network Technician

Sebastian Derry, Library Director

### **Division of Student Affairs**

Dianna Dale, Ph.D., Vice President for Student Affairs/Dean of Students

Dwayne Jones, MA, Director of Student Activities and Leadership

Kelli Bodrato, MBA, Director of Housing and Residence Life

Vicki Hallas LMSW., Director of Counseling Center

Jay Butler, Director of Athletics

Mike Doughty, BA Assistant Director of Athletics/ Sports Information Director

Brian Nigro, BA, Assistant Director of Athletics/ Head Men's Basketball Coach/Camps and Recruiting

Barima Yeboah, BS, Assistant Director of Athletics/Head Trainer/Compliance and Scheduling

Tina Prickett, BA Assistant Director of Athletics/SWA/Facilities and Operations/Assistant Coach Women's Soccer and Lacrosse

Eileen McCabe, RN, FNP, MS, Director of Health Services

## FACULTY

### COLLEGE OF MOUNT SAINT VINCENT FULL-TIME FACULTY

Date in parenthesis indicates year of initial appointment.

Lisa Abrams, Visiting Assistant Professor of Psychology

B.S. College of Mount Saint Vincent; Ph.D., Graduate Center, City University of New York (2011)

David Aliano, Assistant Professor of Italian and History

B.A. Fordham University; M.Phil., Ph.D. Graduate Center of the City University of New York (2007)

Heather Alumbaugh, Associate Professor of English

B.A. University of California, Los Angeles; M.A. New York University, Ph.D., New York University (2005)

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