

Undergraduate Catalog

2016-2017



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, independent liberal arts college. Committed to the Catholic tradition and ecumenism, 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.

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 members—faculty, staff, and students—to uphold high ethical standards. Students are encouraged to develop a strong system of values and a robust set of ethical principles that will help them make reflective, compassionate decisions, rooted in personal integrity and responsibility toward others. The commitment of the College is further directed to fostering respect for the dignity of each individual through a university-wide effort to build a community that is personally and socially enriching.

College Calendar

Fall 2015

August 26 to December 19

| | | |
|--------------|-----------------|---|
| August 26 | Wednesday | All College Day |
| August 28 | Friday | Residence Halls Open for New Students at 9:00 a.m. |
| August 28-29 | Friday-Saturday | Welcome Back Weekend |
| August 30 | Sunday | Residence Halls Open for Returning Students at 1:00 p.m. |
| August 31 | Monday | Classes Begin |
| September | TBA | Mass of the Holy Spirit and Matriculation Ceremony |
| September 4 | Friday | Last Day for Add/Drop of Classes |
| September 4 | Friday | Last Day to File an Application for January 2016 Graduation |
| September 7 | Monday | No Classes – Labor Day |
| September 28 | Monday | Incomplete Grades Due from Spring 2015 Semester |
| October 7 | Wednesday | Last Day to File an Application for May 2016 Graduation |
| October 2-8 | Friday-Thursday | Midterm Week |
| October 9 | Friday | Midterm Grades Due |
| October 12 | Monday | No Classes-Columbus Day |
| October 13 | Tuesday | Follow a Monday Schedule |
| October 21 | Wednesday | Last Day to Withdraw from a Course with a Grade of “W” |

| | | |
|----------------|--------------------|---|
| November 2 | Monday | Web Registration begins for the Spring 2016 Semester and Winter 2016 Intersession |
| November 25-28 | Wednesday-Saturday | No Classes-Thanksgiving Holiday |
| November 30 | Monday | Classes Resume |
| December 11 | Friday | Last Day of Classes |
| December 14-19 | Monday-Saturday | Mandatory Attendance Week Final Exams/Presentations/Papers |

*August 31, 2015 to December 19, 2015

Winter 2016 Intersession
January 4 to January 20 (12 Sessions)
 Classes meet Monday through Friday

| | | |
|------------|-----------|---------------------------------|
| January 4 | Monday | Classes Begin |
| January 18 | Monday | No Classes – Martin Luther King |
| January 20 | Wednesday | Last Day of Classes |

**Snow Make-up Day (if needed): Saturday, TBA

Spring 2016
January 25 to May 17

| | | |
|------------|----------|-----------------------------------|
| January 21 | Thursday | All College Day |
| January 24 | Sunday | Residence Halls Open at 1:00 p.m. |
| January 25 | Monday | Classes Begin |
| January 29 | Friday | Last Day to Add/Drop a Class |

| | | |
|-------------|-------------------|---|
| February 8 | Monday | Last Day to File an Application for August 2016 Graduation |
| February 22 | Monday | Incomplete Grades Due from Fall 2015 Semester |
| March 4-10 | Friday-Thursday | Midterm Week |
| March 11 | Friday | Midterm Grades Due |
| March 21-28 | Monday-Monday | No Classes – Spring Break and Easter Holiday |
| March 29 | Tuesday | Classes Resume |
| March 30 | Wednesday | Last Day to Withdraw from a Course with a Grade of “W” |
| April 4 | Monday | Web Registration Begins for the Fall 2016 Semester and Summer 2016 Session |
| April 14 | Thursday | Founders Day |
| May 9 | Monday | Last Day of Classes |
| May 10 | Tuesday | Exam Preparation Day / Reading Day |
| May 11-17 | Wednesday-Tuesday | Mandatory Attendance Week Final Exams/ Presentations/ Papers See Final Exam Schedule (2.5-hour block assigned for all courses) |
| May 18-20 | Wednesday-Friday | Senior Days |
| May 21 | Saturday | Commencement |
| May 31 | Tuesday | Last Day to File an Application for January 2017 Graduation |

*January 25, 2016 to May 17, 2016

**Revised May 18, 2015*

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 15</u> | <u>Spring 16</u> |
|---|-----------------------------|---------------------|------------------|
| Tuition (by credit standing) | | | |
| First Year (<30) | \$21,640.00 | \$10,820.00 | \$10,820.00 |
| Sophomores (30-59) | \$22,640.00 | \$11,320.00 | \$11,320.00 |
| Juniors (60-89) | \$23,640.00 | \$11,820.00 | \$11,820.00 |
| Seniors (90+) | \$24,640.00 | \$12,320.00 | \$12,320.00 |
| Room and Board | | | |
| Shared Occupancy | \$8,120.00 | \$4,060.00 | \$4,060.00 |
| Single Occupancy | \$9,170.00 | \$4,585.00 | \$4,585.00 |
| Tuition per credit hour, undergraduate PT | \$ 940.00 | | |
| 15 + Fee (per credit over 30 credits in academic year) | \$ 400.00 | | |
| Room Charge for Summer/Winter Intersession | \$ 275.00 (per week) | | |
| Commuter Meal Plan (Excludes Manhattan students) | \$ 412.00 (206.00 per term) | | |
| Technology Fee: | | | |
| Full-Time (minimum 12 credits) | \$500.00 | (250.000 per term) | |
| Part-Time (fewer than 12 credits) | \$21.00 | (100.00 per credit) | |
| Student Activity Fee: | | | |
| All Full-Time students | \$350.00 | (175.00 per term) | |
| Special Fees: | | | |
| Graduation Fee (seniors- mandatory) | \$300.00 | | |
| Maintenance of Matriculation (per semester) | \$100.00 | | |
| Late Tuition Payment (per month) | \$75.00 | | |
| Professional Test Preparation Fee (Undergrad Nursing) | \$125.00 | (per term) | |
| Late Registration | \$75.00 | | |
| Registration Cancellation Fee | \$50.00 | | |
| Reinstatement Fee | \$75.00 | | |
| Orientation Welcome Weekend (freshman- mandatory) | \$250.00 | | |
| Replacement student ID and Keys | \$ 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 | \$ 100.00 |
| Parking Permit (Residents) | \$ 170.00 annually |
| Parking Permit (Commuters) | \$ 105.00 annually |
| Parking Permit (Graduate & Accelerated) | \$ 60.00 annually |
| Parking Permit (1 Semester only – Commuters) | \$ 80.00 |
| Parking Permit (Summer Session only) | \$ 20.00 |
| Conditionally Accepted English Language Program (per session) | \$ 3,975.00 |

* Including Nursing Degree Completion Program

Health Insurance:

| | |
|---|-------------|
| International Full-Time Students (annual) | \$ 1,690.00 |
|---|-------------|

PAYMENT RESPONSIBILITIES

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

II. Deferred Payment Plan Payment Plans are available through Tuition Management Systems (TMS) which offers monthly plans. For more information, log on to mountsaintvincent.afford.com or call 1 (800) 722-4867.

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 Fall semester. If the student remains within the 30 credit threshold, the excess credit fee will be refunded.

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 sophomore, 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. Sophomore, Junior and Senior nursing students are required to carry private health insurance. Transportation to clinical facilities sites for experiential learning is the responsibility of the individual student. Placements are based upon site availability.

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.

Billing Deadlines

Registration for the Fall/Spring semesters is contingent upon the full payment of previous balances and course availability.

- **July 1** with a payment deadline of **August 2** for the Fall Semester
- **December 1** with a payment deadline of **January 2** for the Spring Semester

If a student has not paid or made arrangements to pay the tuition bill by the payment due date, the student's registration and housing will be dropped and a hold will be placed on Self-Service. Limited access to Self-Service will remain available.

Should the student wish to remain at the College, he or she must provide proof of payment arrangements. At this point, the student will be allowed to re-register (a re-registration fee will be applied) and re-apply for housing, but is not guaranteed the same courses and/or housing assignment.

School of Professional and Graduate Studies Refund Policy

Refunds of tuition will be made in accordance with the following schedule based on the effective date of written notification:

| A. Fall and Spring Semester – <i>on campus</i> | REFUND |
|---|---------------|
| Drop from a course before the first scheduled class of a course | 100% |
| Drop from a course before the second scheduled class of a course | 80% |
| Drop from a course before the third scheduled class of a course | 60% |
| Drop from a course before the fourth scheduled class of a course | 40% |
| Withdrawal from a course after the fourth scheduled class of a course | 0% |
| B. Offsite Courses – <i>offered through the Graduate Program in Urban and Multicultural Education at offsite locations</i> | |
| Prior to the first meeting of scheduled class | 100% |
| After the first meeting of scheduled class | 0% |
| C. Summer Sessions | |
| Prior to the first meeting of scheduled class | 100% |
| After the first meeting of scheduled class | None |

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, can be submitted online for free or completed on paper and submitted with a \$35 application fee. Additionally, 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) 405-3267. The Office is open Monday through Friday from 8:30 a.m. – 4:30 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) or IELTS (International English Language Testing System) 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, IELTS 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.

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) 405-3267 or by e-mail to 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.

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.

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 who have a past cumulative index of 3.0 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 HIST 202 Royalties and Revolutions: Pre-Modern to Modern Worlds, and satisfies one Humanities core requirement.

United States History Exam – a score of three is awarded three elective credits; a score of four or five is awarded three credits in HIST 203 Witches, Slaves, and Rebels: Inequality in Early America, and

satisfies one Humanities core requirement.

World History Exam – a score of three is awarded three elective credits; a score of four or five is awarded three credits in HIST 214 Shaping of the Modern World, and satisfies one Humanities core requirement.

United States Government and Politics Exam – a score of three is awarded three elective credits; a score of four or five is awarded three credits in HIST 201 Natural Rights, Civil Rights, and Human Rights, and satisfies one Humanities core requirement.

Note: History majors and history minors may apply a maximum of six AP credits toward their history major or history minor.

Note: History majors who receive AP credit for a history core course may be required to take another history core course, which will be applied to their history major using the course substitution option.

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 by an accredited college or university.** 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 **B** or better in the course. **A maximum of 12 credits will be accepted for college courses completed in high school.** 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.

ACE – American Council on Education

The American Council on Education's College Credit Recommendation Service (CREDIT) connects workplace learning with colleges and universities by helping adults gain access to academic credit for formal courses and examinations taken outside traditional degree programs. For 31 years, colleges and universities have trusted

ACE to provide reliable course equivalency information to facilitate credit award decisions. Corporations, labor unions, professional and volunteer associations, schools, training suppliers, and government agencies participate in this added-value service. Website:

<http://www2.acenet.edu/credit/?fuseaction=browse.main>

Students requesting evaluation of transfer credits taken at another college or university or through AP, IB, CLEP, etc. and college courses completed during high school must submit the official transcript upon matriculation to College of Mount Saint Vincent. After this time, transfer

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, filing of the PLUS Loan application, as well as demonstrated need and satisfactory academic progress.

SCHOLARSHIPS AND AWARDS FOR INCOMING STUDENTS

First Year Merit Scholarship: 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 2.75 cumulative grade point average for yearly renewal. Some students will be invited to interview with our scholarship committee to compete for an additional supplementary award. Interviews will be scheduled between January 15 and March 1.

International Student Merit Scholarship: Awarded to prospective international students at the time of acceptance, this scholarship (4 years for incoming and 2-3 years for transfers) is offered to first year and transfer international students based on their grade point average , rank in class and standardized test scores. Recipients must maintain a 3.2 cumulative grade point average for yearly renewal.

Transfer Merit Scholarship: 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.

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 standard 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.

NSF STEM Scholars on Track Scholarship for Science (Up to \$10,000): The College of Mount Saint Vincent received a highly competitive grant from the National Science Foundation, in

recognition of the Mount's strength in the sciences, to fund scholars pursuing academic studies in a field of science. To be considered, candidates must hold a minimum cumulative high school GPA of 87 with particular strength in

science and mathematics courses, as well as an SAT-Math score of at least 500 and SAT-Critical Reading score of at least 450.

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 Champion Smith Memorial Scholarship – established by her sister, C. Virginia Champion 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.

GRANTS

CMSV Award- To be eligible student must file a FAFSA and demonstrate need. Award may be adjusted at the discretion of the institution.

Dolphin Grant- To be eligible Student must show extreme financial hardship. FAFSA application and PLUS loan applications must be filed. A credit on account cannot result from this grant. The grant may be adjusted at the discretion of the institution.

Grant in Aid- Awarded to commuter students which demonstrate need. Award may be adjusted at the discretion of the institution.

Resident Grant- Awarded to resident students which demonstrate need. Award may be adjusted at the discretion of the institution.

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 2014-2015 range from \$602 minimum to \$5,730 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 twelve 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 1.051% 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 Direct Loan 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 6.84%. There is a 4.292% origination fee for this loan before October 15, 2015 and a 4.272% origination fee after October 15, 2015 . 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.

Graduation Rates by Financial Aid Categories for 2010 Cohort

| Financial Aid | Cohort | # Graduated within 6 years | % Graduated within 6 years |
|---------------------------|--------|----------------------------|----------------------------|
| Pell Grant Recipients | 215 | 111 | 51.6% |
| Stafford Loan Only | 121 | 72 | 59.5% |
| Neither Pell nor Stafford | 41 | 23 | 56.1% |

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 | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 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. 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 a 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. Intramural 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 medications, 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.

HOUSING AND RESIDENCE LIFE

The Office of Housing and Residence Life 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.

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 35 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 commuter 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, or 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, HEOP MAP, 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 GPA** is below the minimum requirement will automatically be placed on Academic Probation. Students whose **semester GPA** is below the minimum index to remain in good academic standing as defined above (0-29 credits, 1.7 GPA; 30-59 credits, 1.9 GPA; 60 credits and over, 2.0 GPA) will also 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.
- They have failed to achieve a successful grade in a required Core Course on the second attempt.

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 experiential learning/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. 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, college e-mail address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and honors and awards received.

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 |
| 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.

Quality Points

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 | 2.00 |
| A- | 3.67 | C- | 1.67 |
| B+ | 3.33 | D+ | 1.33 |
| B | 3.0 | D | 1.00 |
| 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 [Office of the Registrar's 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.

Auditing a Course

To register as an auditor in a course, a student must obtain the written permission of the course instructor and the Registrar. An auditor attends the class but does not complete any tests or papers, and does not receive a grade or credit for the course. Students must register as an auditor prior to the end of the drop/add period. Visiting students, part-time students, and students enrolled in 15 or more credits will pay a reduced tuition rate for an audited course.

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.

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.

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 Graduate Studies if the student is a graduate 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 Graduate Studies if the student is a graduate 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 Graduate 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.

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.

Study Abroad Policy

Overview

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.

Eligibility

Study abroad is normally limited to juniors and first semester seniors. Students should consult the Director of Academic Advisement 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 the chair of their major department, and the Director of Academic Advisement.

Process

The process is begun with the Director of Academic Advisement. 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 Director of Academic Advisement, 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 Director of Academic Advisement. 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 and discussed with the Director of Academic Advisement. 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.

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 1st** (previous year)
- May degree conferral—file on or before **October 1st** (previous year)
- August degree conferral—file on or before **February 1st** (same year)

Graduation Applications may be obtained at the Office of the Registrar. 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

Students wishing to declare or change their major area of study may do so at any time during the academic year by completing the process outlined on the Declaration or Change of Major/Minor form which is available on the College of Mount Saint Vincent – Office of the Registrar's Commonly Used Forms page.

Upperclassmen who declare a change of major will be assigned to an advisor in that major. Freshman and first semester sophomore students who declare a change of major will remain with their FYE advisor until the advisement/registration period of the Spring semester of Sophomore year. At that time, all students will be assigned to a faculty advisor in their area of study.

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.

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.

Non-Discrimination Policy

In fulfillment of its Mission and in accordance with all applicable 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.

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 – The ARC is a resource for students who wish to improve their academic skills and ability to manage their time. It is located on the 2nd floor of the Elizabeth Seton Library. Services include individual academic counseling on a long-term or short-term basis, writing assistance, and workshops in time-management and college-study skills. A variety of academic skills courses (both credit and non-credit) are offered each semester through the ARC which is located on the 2nd floor of the library.

Individual and small group peer tutoring is available in all academic areas and in college writing. There is no charge for any of the Center's services. In addition, a professional writing tutor is available for adult and graduate students with whom appointments can be made. See posted schedules for the CMSV Writing Center as well as drop-in tutoring in a variety of subjects.

THE WRITING CENTER

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 catalogue) 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.

STUDENTS WITH DISABILITIES

Students seeking support services on the basis of a diagnosed, specific learning or physical disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Coordinated through the Academic Resource Center, assistance includes schedule planning, liaison with instructors for availability of course materials, reading, recording and testing arrangements, residence hall room assignments and progress reports to and consultation with appropriate agencies. A description of the College's policy, the documentation required, assessment steps and process for delivery of services are described in the Policy on Students with Learning Disabilities available through the Academic Resource Center, the Admissions Office and the Office of the Dean of the Undergraduate College. Students seeking information should contact one of these offices for copies of the policy and related procedures.

Mount Access Program (MAP): A Transition Program for First Year Students

The Mount Access Program, formerly known as BRIDGE (Basic Resources for Individualized Development and Growth in Education), 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. MAP 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 MAP take four core academic courses and a one-credit study skills course during their first semester in a Learning Community. Study skills address topics such as how to manage time efficiently, take lecture notes effectively and prepare for exams. In addition, all first year MAP students meet with their advisor regularly for academic counseling and support. Successful MAP students will be awarded the opportunity to take one 3 credit course, tuition free, over the course of the next three years. MAP 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.

HEOP: HIGHER EDUCATION OPPORTUNITY PROGRAM

The College of Mount Saint Vincent participates in the New York State Arthur O. Eve Higher Education Opportunity Program (HEOP). Established in 1969, HEOP is open to New York State residents regardless of race, ethnicity, gender, or physical challenge. To be eligible, prospective students must be academically under-prepared, financially disadvantaged, and demonstrate potential for academic success. Once admitted to the program students receive tuition assistance, increased academic advisement, monthly metro cards for commuters & free tutoring. All HEOP students are required to participate in a 4 week pre-freshman summer program at the college.

TRIO STUDENT SUPPORT SERVICES PROGRAM

The TRiO Student Support Services (SSS) provides educational, professional and cultural enrichment to TRiO scholars 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 included, but are not limited to: academic, financial, and/or personal advisement; leadership and career development; cultural enrichment; and a mentorship program for first-year students.

TRiO scholars also participate in a week-long, intensive summer program, where they meet new people, learn helpful life skills and understand how to navigate campus resources in order to be successful in college and life. Additionally, TRiO freshmen and sophomores in good academic standing who have a demonstrated high financial need can apply for a TRiO grant to assist them with out of pocket tuition expenses. Lastly, TRiO scholars have access to a computer lab and study annex for their exclusive usage. Admissions into the TRiO program is by invitation only for students who meet the federal eligibility criteria and are enrolled full-time at the College.

For additional information about the program, please contact them at:

College of Mount Saint Vincent
TRiO Student Support Services
6301 Riverdale, NY 10471
(718) 405-3762
trio@mountsaintvincent.edu

THE OXLEY CAREER EDUCATION PROGRAM

The Oxley Career Education Program provides Undergraduate College students with an engaging, seamless, integrated and effective program of Academic Advisement, Career Education, and Academic Support Services. The Oxley Program is committed to assisting students with making connections between their academic experience and career paths and identifying their interests, skills and values.

Services include career-related counseling, resources, and programs to help students clarify academic and career goals, establish career plans, develop job-search skills, and make successful career transitions. We build relationships with alumni and employers to optimize internship, job, and career opportunities, while also creating strategic partnerships with campus departments to assist students in developing and articulating co-curricular experiences that will help to ensure they are competitive in their future pursuits.

Students may take advantage of the online job/internship database, as well as develop resume, cover letter, and interviewing skills through campus workshops and individual consultations. We strive to support CMSV students and assist with career exploration, preparation, implementation and management from the time they enroll in Freshman Year Experience class until graduation.

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.

Oxley Career Education Courses (OXLY)

OXLY 175: Oxley Discovery Seminar

One credit, Pass/Fail course designed to achieve enhanced learning and experiential results through a hands-on, interactive approach for students to adequately prepare and qualify for an internship. Students will complete self-assessment activities and learn about workplace issues, job searching, cover letter and resume writing and interviewing. Topics addressed will also include proper professional correspondence and communication, networking, personal branding and career development resources. This seminar will serve as a foundational preparation before receiving an internship. **Pre-requisite:** Satisfactory completion of the first semester of the first year and approval from the Director of the Oxley Career Education Program.

OXLY 275, 276, 277 Oxley Discovery Internship

One/Two/Three credit exploratory-level internship providing an introduction to a field of interest, linking academic studies to the world of work, which is graded as Pass/Fail. This course is designed for students participating in exploratory internships to clarify and/or advance their career goals. Students are required to arrange an internship placement prior to the start of the course and must meet with the Director of the Oxley Career Education Program before enrolling in the course. All majors and academic levels are welcome. Variable credit is based upon the total amount of work hours completed over the course of the semester. A minimum of 60 internship hours is required to receive one credit. **Pre-requisite:** Satisfactory completion of the first semester of the first year and approval from the Director of the Oxley Career Education Program. Completion of the Oxley Discovery Seminar.

COOPERATIVE PROFESSIONAL PREPARATION PROGRAMS

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

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. For those who meet the Columbia University criteria for admission and are accepted in the occupational therapy program, courses completed during the first year at Columbia are transferred back to the Mount to complete the B.S. Degree requirements. Admission to this program is highly competitive. For additional information, students should go the Columbia University Occupational Therapy

website (Hyperlink: MyDocuments/Downloads/www.columbiaot.org.)

Cooperative Program with Dominican College

The College has a cooperative 3-3 arrangement with Dominican College, which enables Mount students to earn a B.A. degree in Psychology from the Mount and an M.S. degree in occupational therapy from Dominican after six years of study. Mount students interested in this program must apply to Dominican College and take their English Placement Exam. Courses completed at Dominican College are transferred back to the Mount to complete the undergraduate degree requirements.

Cooperative Program With New York Medical College In Physical Therapy

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 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.

Air Force ROTC / Aerospace Studies

The College of Mount Saint Vincent currently has a "cross-town" agreement with Air Force ROTC Detachment 560, based out of Manhattan College. Students from Mount Saint Vincent have the option to participate in AFROTC. Through the Air Force ROTC program, students pursue a commission in the U.S. Air Force. Once commissioned as a Second Lieutenant, graduates of the Air Force ROTC program serve on active duty for a specified period of time. Course content includes

Foundations of the U.S. Air Force, Evolution of Airpower, Leadership Studies, and National Security Affairs. An integral part of the Air Force ROTC program is Leadership Laboratory and Physical Training. Students are required to attend both functions and must meet all attendance and academic requirements in order to remain in good standing within the program. Information about Air Force ROTC program can be found by logging onto www.afrotc.com, or contacting the office at 718-862-7901.

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 freshmen 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 |

*See note below regarding accounting for FSEM 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."

*Policies regarding FYE: All first year students are registered in an FYE course their first semester in the college. No student can withdraw from this course. In the event of a student failing the course, the course cannot be repeated. In those cases, the student will substitute an additional elective credit towards their graduation requirement.

A – 2 FRESHMAN SEMINAR (3 Credits)

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 are be oral communication intensive and student focused. All courses currently run as topics courses.

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. Thus, if a student does not take a Freshman Seminar Course, or receives a failing grade, they will simply substitute the appropriate Core Course in that area.

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.

NOTE ON WRITING REQUIREMENTS:

Because writing is fundamental to Core and major curricula, all Core Writing courses must be completed by the end of the sophomore year. Students who have not completed Core Writing requirements by the end of the sophomore year may proceed at the college only with the permission of Dean of the Undergraduate College. International and transfer students should be enrolled in a Core Writing course in their first semester at the college, unless waived. For international and transfer students, all writing requirements must be completed by the end of their first year at the college. International and transfer students who have not completed Core Writing requirements by the end of their first year may proceed at the college only with the permission of Dean of the Undergraduate College. A Registrar's hold will be applied to students' records when they do not complete the Core Writing requirement in the proscribed timeframe.

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 (1 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.

International students can satisfy this requirement by successfully completing the two-semester sequence ENGL 100-102 *Academic English for International Students*. These students then enroll in the two-semester sequence writing course, ENGL 110-120 Writing in Context I and II.

CATEGORY B: HUMANITIES (9 CREDITS)

9 credits chosen from three out of four disciplines

Students choose from a menu of topic-driven Literature, History, 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

The 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). 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 and 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 dedicated Natural Science Core Courses (NSCI).

D – 2 Mathematics (3 credits)

In order to ensure a rigorous standard of Quantitative reasoning, all students are required to take Mathematical Modeling or Calculus I.

D – 3 Science/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 introduces students to philosophy through the exploration of fundamental ethical questions. Among the themes treated in this course are moral obligation, virtue, justice, law, good and evil. Students

will learn to read primary texts, to develop reasoning skills, and to explore the nature of the good life. Prerequisite: ENGL 110.

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

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 | The Life of Faith (Religion) | 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, but accounted for within the appropriate Core Area.

Courses that may be taken to meet Core Requirements include the designation (C)* in the course title.

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. In nursing a minimum grade of C+ is required in all nursing and required science courses. 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. A student who has satisfied all of the requirements for more than one major leading to a baccalaureate degree as determined by the appropriate degree requirements will have both majors recorded on the degree and the transcript. Except in those cases where a course (or courses) is required for both majors, students who declare a double major cannot count a course as satisfying a requirement for more than

one major.

Minor

Minors may be earned in most major disciplines of the College. Interdisciplinary Minors are also available. 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. Except when a course or courses are specifically required for both the major and a minor, students may not apply courses to fulfill the requirements of both a major and a minor at the same time. In the case of interdisciplinary minor programs, up to two courses which count towards the major may also be applied to fulfill minor requirements.

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 |
| Mathematics | 3 credits |

Science or Mathematics Elective 3 credits

E. RELIGION AND PHILOSOPHY

Junior Honors Seminar: Ethics 3 credits

RELS 208 The Life of Faith (Religion) 3 credits

Religious Studies 2 (Topics) 3 credits

F. INDEPENDENT SCHOLARSHIP

Honors Thesis Independent Study 3 credits**

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.

Course Descriptions (HNRS)

FSEM 105: PATRIOTS, RADICALS, AND HACKERS

The Hunger Games. The Pilgrims. The Declaration of Independence. Seneca Falls. Martin Luther King Jr. Wikileaks. What do these texts, events, and people all have in common? One word: dissent. Dissent—broadly meaning to differ, especially from the majority opinion—has been a crucial concept from the earliest American colonies until today. By evaluating a range of texts and historical moments, this class will grapple with the different manifestations of this seemingly quintessential American concept.

HNRS 202: INTERNATIONAL TERRORISM: AN INTERDISCIPLINARY ANALYSIS

Legal and political definitions of terrorism; the causes and origins of international terrorism around the world; social-psychological dimensions of terrorism; manifestations of terrorism: globalization and terrorism; Arab nationalism; Islamic terrorism; Palestinian terrorism; suicide terrorism; Irish terrorism; Spanish terrorism; terrorism in South and Central America; narco-terrorism; nuclear terrorism; women and terrorism; terrorist incidents (9/11, Mumbai, etc); case studies of specific terrorist organizations; regional case studies; state-sponsored terrorism; counterterrorism in theory and practice; legal, economic and military counterterrorist measures; ethical, moral and legal dilemmas.

HNS 220 V01 In Search of Human Nature An in-depth examination of the religious, philosophical and scientific views of human nature seen through primary sources, literature and art. Topics will include human destiny, the nature of the sexes, the good life and the organization of human society, the relationship between the group and the individual, free will and determinism. Credits: 6.

HNRS 301: Junior Honors Seminar This course will use major philosophical texts as a springboard for discussing important ethical issues, and thinking about how to apply them within different disciplines. As part of this course, students will create a research proposal for their Senior Honors Thesis. Credits: 3

HNRS 370 The Empire Strikes Back: The Postcolonial Experience Through Narratives

The course will introduce students to various 20th century novels, stories, and films, written in response to the colonial experience. The class will read a set of outstanding literary works from the Philippines, Argentina, Ghana, and the Dominican Republic. Primary texts include both Anglophone and translated novels, as well as theoretical works.

HNRS 371: Methods of Cultural Analysis

In this course, we will survey the major methods of cultural analysis, including Marxism, Psychoanalysis, Semiotics, Poststructuralism, and Ethnography. We will read the work of authors who engage the major cultural questions and debates of our day. Students will work together in affinity groups responsible for the presentation of selected reading material and for peer review of ongoing student research projects. The class will also work together to produce a multimedia web publications comprised of our semester-long research projects.

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.

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

Minors

Biochemistry

Biology

Business

Chemistry

Communication

Dance

| | |
|------------------------------------|------------------------|
| Communication | English |
| Economics | Economics |
| Fine Arts | French |
| English | General Science |
| Fine Arts | Healthcare Management |
| French Studies | |
| History | History |
| Interdisciplinary Studies | Italian |
| Mathematics | International Studies |
| Nursing | Latin American Studies |
| Philosophy | Mathematics |
| Psychology | Market Data Analytics |
| Public Policy | Political Science |
| Religious Studies | Philosophy |
| Sociology | Psychology |
| Spanish | Religious Studies |
| Visual Arts and Experimental Media | Sociology |
| | Spanish |
| | Sports Management |
| | Theatre |
| | Women's Studies |
| | Writing |

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), Dual (Special Education + Grades 7-12); 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.S. degree in Business Administration, and B.A degree in Economics. The department also offers Minors in Business, Economics, Sports Management, and Health Care Management.

(Note: The B.A in Business degree program was suspended in the Fall of 2014 and will no longer be an option for incoming students of the class of 2016-2017.)

The, B.S. in Business Administration, B.S. in Accounting and M.B.A. programs 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.

Faculty

Nina Aversano, DM, Chairperson & Assistant Professor

Rajkumar Kempaiah, PhD, Assistant Professor

Edward Meyer, PHD, JD., Professor

Arman Nikman, MBA, CPA, Assistant Professor

Teresita Ramirez, PhD, Associate Professor

Titos Ritsatos, PhD, Assistant Professor

Jonathan Rosenberg, MS, Visiting Instructor

Department Statement of Purpose and Learning Outcomes

Mission Statement (undergraduate and graduate)

The Department of Accounting, Business, and Economics at the College of Mount Saint Vincent is a student-centered learning community dedicated to preparing undergraduate and graduate students for employment or advanced study in economics or business, as well as for ethical and responsible citizenship and leadership roles in business and society, both nationally and internationally. The Department engages students in active learning and facilitates their development of analytical, critical thinking, communication and problem-solving skills. Department faculty are active scholars, focused on teaching and engaged in service to the CMSV and broader community as well as in ongoing professional development.

Department Learning Outcomes (undergraduate and graduate)

Students completing an undergraduate degree in Business and Economics at the College of Mount Saint Vincent will be able to:

1. Demonstrate general business knowledge.
2. Understand global interconnectivity, cultural diversity, and diverse international business issues.
3. Demonstrate business research skills.

4. Solve problems that require use of critical, analytical, and quantitative thinking skills.
5. Communicate and exchange information with clarity, proficiency and breadth.
6. Demonstrate information literacy.
7. Function effectively in teams to accomplish a common goal.
8. Understand social responsibility and business ethics and the impact of business decision-making.
9. Interpret economic data.

B.S. in Accounting

The B.S. in Accounting program of the Department of Accounting, Business and Economics is 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.

Degree Requirements

The B.S. in Accounting requires 126 course credits, including:

| | |
|---|--------------------|
| College Core Requirements | 49 credits* |
| Accounting Major | 69 credits |
| ACCT 105 Accounting and Finance Fundamentals | (3 credits) |
| BUSN 105 Principles of Management (Social Science Core) | (3 credits) |
| BUSN 106 Principles of Marketing (Social Science Core) | (3 credits) |
| ECON 220 Microeconomics | (3 credits) |
| ECON 230 Macroeconomics (Social Science Core) | (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) |
| Professional Accountancy Requirements | 30 credits |
| ACCT 205 Principles of Accounting I | (3 credits) |

| | |
|---------------------------------------|-------------|
| 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

8 credits

TOTAL

126 credits

*Includes ECON 230 Macroeconomics, a Business core course that fulfills Social Science requirement

Sample Program

B.S. in Accounting (126 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 | 3 credits |
| College Core Courses | 3 credits |
| BUSN 105 Principles of Management (Social Science Core) | 3 credits |
| BUSN 106 Principles of Marketing (Social Science Core) | 3 credits |
| TOTAL | 31 credits |

Year 2

| | |
|---|------------|
| ECON 220 Microeconomic Principles | 3 credits |
| ECON 230 Macroeconomic Principles (Social Science Core) | 3 credits |
| College Core Courses | 15 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 | 33 credits |
| Year 3 | |
| College Core Courses | 6 credits |
| BUSN 300 Quantitative Methods (Must be taken prior to year 4) | 3 credits |
| BUSN 301 Business Law I | 3 credits |
| BUSN 302 Business Law II | 3 credits |
| ACCT 314 Intermediate Accounting II | 3 credits |
| BUSN 317 Principles of Finance | 3 credits |
| ACCT 411 Income Taxation | 3 credits |
| ACCT 412 Cost Accounting | 3 credits |
| Open Elective | 6 credits |
| TOTAL | 33 credits |
| Year 4 | |
| BUSN 303 Fundamentals of Information Systems I | 3 credits |
| BUSN 316 Operations: Methods and Systems | 3 credits |
| BUSN 309 International Business | 3 credits |
| BUSN 318 Human Resource Strategy | 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 credit |
| Open Elective | 2 credits |
| TOTAL | 29 credits |
| Total Credits for Graduation – 126 | |

B.S. in Business Administration

The B.S. in Business Administration program is 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.

Degree Requirements

The B.S. in Business Administration requires 126 course credits, including:

College Core Requirements **49 credits***

Business Administration Major **60 credits**

Common Professional Component in Business: **48 credits**

ACCT 105 Accounting and Finance Fundamentals (3 credits)

BUSN 105 Principles of Management (3 credits)

BUSN 106 Principles of Marketing (Social Science Core) (3 credits)

ACCT 207 Principles of Accounting II (3 credits)

ECON 220 Microeconomics (3 credits)

ECON 230 Macroeconomics (Social Science Core) (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 309 International Business (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 400 Business Strategy (3 credits)

BUSN 375/475 Business Internship (3 credits)

Area of Concentration (one of the following): **12 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)

BUSN/ECON 419 International Finance (3 credits)

ECON 305 Money and Banking (3 credits)

ECON 409 Public Finance (3 credits)

International Business (all of the following):

| | |
|--|-------------|
| BUSN 401 International Political Economy | (3 credits) |
| BUSN 409 International Marketing | (3 credits) |
| BUSN/ECON 419 International Finance | (3 credits) |
| ECON 336 International Trade | (3 credits) |

Marketing (four of the following):

| | |
|---|-------------|
| BUSN 210 Sports Marketing | (3 credits) |
| 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 | |

Health Care Management (all of the following):

| | |
|--|-------------|
| BUSN 240 Intro. to US Health Care Systems | (3 credits) |
| BUSN Health Care Marketing | (3 credits) |
| BUSN 340 Hospital & Health Care Management | (3 credits) |
| BUSN 440 Intro to Hospital & Health Care Finance | (3 credits) |

Information Systems(four 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) |

Sports Management (all of the following):

| | |
|--|-------------|
| BUSN 210 Intro. to Sports Management | (3 credits) |
| BUSN 211 Sports Marketing and Consumer Behavior | (3 credits) |
| BUSN 322 Sports Event Production and Facility Management | (3 credits) |
| BUSN 420 Advanced Sports Business Strategies | (3 credits) |

Open Electives **17 credits**

TOTAL **126 credits**

** Three core credits in the Social Sciences and three in Math may be satisfied with Major requirements*

Sample Program

B.S. in Business Administration (126 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 |
| College Core Courses | 3 credits |
| BUSN 105 Principles of Management | 3 credits |
| BUSN 106 Principles of Marketing | 3 credits |
| MATH 102 Mathematical Modeling | 3 credits |
| ACCT 105 Accounting and Finance Fundamentals | 3 credits |

TOTAL 31 credits

Year 2

| | |
|--------------------------------------|------------|
| ECON 220 Microeconomic Principles | 3 credits |
| ECON 230 Macroeconomic Principles | 3 credits |
| College Core Courses | 12 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

| | |
|--|-----------|
| College Core Course | 3 credits |
| BUSN 300 Quantitative Methods (May not be taken in year 4) | 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 317 Principles of Finance | 3 credits |
| Major Concentration Course | 3 credits |
| Major Concentration Course | 3 credits |
| Open Elective | 6 credits |

| | |
|---|-------------------|
| TOTAL | 30 credits |
| Year 4 | |
| BUSN 305 Operations: Methods and Systems | 3 credits |
| BUSN 309 International Business | 3 credits |
| BUSN 318 Human Resource Strategy | 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 | 11 credits |
| TOTAL | 32 credits |
| Total Credits for Graduation – 126 | |

B.A. in Economics

Degree Requirements

The B.A. in Economics requires 120 course credits, including:

| | |
|--|--------------------|
| College Core Requirements | 49 credits* |
| Economics Major | 30 credits |
| Common Professional Component in Economics | 12 credits |
| ECON 220 Principles of Microeconomics | (3 credits) |
| ECON 230 Principles of Macroeconomics (3 Credits Counted in Social Science Core) | (3 credits) |
| ECON 304 Intermediate Price Analysis | (3 credits) |
| ECON 305 Money and Banking | (3 credits) |
| ECON 306 Intermediate Income and Employment Theory | (3 credits) |
| MATH 119 Statistics (3 credits counted in College Core requirements) | (3 credits) |
| Upper Level (300 and 400) Economics (ECON) Courses Substitute BUSN courses must be approved by the Department Chair | 18 credits |
| Open Electives | 41 credits |
| TOTAL | 120 credits |

**Three core credits in the Social Sciences and three in Math may be satisfied with Major requirements.*

Sample Program

B.A. in Economics (120 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 |
| Core Courses | 6 credits |
| MATH 102 Mathematical Modeling | 3 credits |
| Open Electives | 6 credits |
| TOTAL | 31 credits |
| Year 2 | |
| ECON 220 Microeconomic Principles | 3 credits |
| ECON 230 Macroeconomic Principles (Social Science Core) | 3 credits |
| Core Courses | 15 credits |
| MATH 119 Statistics | 3 credits |
| Open Electives | 6 credits |
| TOTAL | 30 credits |
| Year 3 | |
| Core Course | 3 credits |
| ECON 304 Intermediate Price Analysis | 3 credits |
| ECON 305 Money and Banking | 3 credits |
| ECON 306 Intermediate Income and Employment Theory | 3 credits |
| Upper Level (300 and 400) Economics (ECON) Course | 3 credits |
| Upper Level (300 and 400) Economics (ECON) Course | 3 credits |
| Open Elective | 12 credits |
| TOTAL | 30 credits |
| Year 4 | |
| Upper Level (300 and 400) Economics (ECON) Course | 3 credits |
| Upper Level (300 and 400) Economics (ECON) Course | 3 credits |
| Upper Level (300 and 400) Economics (ECON) Course | 3 credits |
| Upper Level (300 and 400) Economics (ECON) Course | 3 credits |
| Open Elective | 17 credits |
| TOTAL | 29 credits |
| Total Credits for Graduation – 120 | |

MINORS

Minor in Business

Requirements for the Minor in Business

The minor in Business requires 18 course credits, including:

| | |
|--|-------------|
| BUSN 105 Principles of Management | (3 credits) |
| BUSN 106 Principles of Marketing | (3 credits) |
| ACCT 205 Principles of Accounting I | (3 credits) |
| BUSN 301 Business Law I | (3 credits) |
| Two Upper Level (300 and 400) electives selected from courses offered by the department and approved by the Department Chair | (6 credits) |

Minor in Economics

Requirements for the Minor in Economics

The minor in Economics requires 18 course credits, including:

| | |
|---|-------------|
| ECON 120 Principles of Microeconomics | (3 credits) |
| ECON 130 Principles of Macroeconomics | (3 credits) |
| One of the following: | (3 credits) |
| ECON 304 Intermediate Price Analysis | |
| ECON 306 Intermediate Income & Employment Theory | |
| ECON 305 Money and Banking | (3 credits) |
| Two Upper Level (300 and 400) Economics (ECON) Courses* | (6 credits) |

* Substitute BUSN courses must be approved by the Department Chair

Minor in Health Care Management

Degree Requirements

The minor in Health Care Management requires 18 course credits, including:

| | |
|--|-------------|
| BUSN 105 Principles of Management | (3 credits) |
| BUSN 106 Principles of Marketing | (3 credits) |
| BUSN 240 Introduction to United States Health Care Systems | (3 credits) |
| ACCT 105 Accounting and Finance Fundamentals | (3 credits) |
| BUSN 340 Hospital and Health Care Management | (3 credits) |
| BUSN 440 Introduction to Hospital and Health Care Finance | (3 credits) |

Minor in Sports Management

Requirements

The minor in Sports Management requires 18 course credits, including:

| | |
|-----------------------------------|-------------|
| BUSN 105 Principles of Management | (3 credits) |
|-----------------------------------|-------------|

| | |
|--|-------------|
| BUSN 106 Principles of Marketing | (3 credits) |
| BUSN 210 Introduction to Sports Management | (3 credits) |
| BUSN 211 Sports Marketing and Consumer Behavior | (3 credits) |
| BUSN 301 Business Law I | (3 credits) |
| Choice of one of the following: | |
| BUSN 310 Sport and Society | (3 credits) |
| BUSN 322 Sports Event Production and Facility Management | (3 credits) |
| BUSN 420 Advanced Sports Business Strategies | (3 credits) |

NOTE – The minor in Sports Management is available only to non-business majors.

Course Descriptions

ACCT 105 Accounting and Finance Fundamentals

The primary objective of this course is to provide a foundational understanding of accounting and finance concepts and tools within the framework of modern global economic setting. Coursework builds upon accounting principles such as double-entry accounting aiming to provide an elementary understanding of how to construct financial statements. Furthermore, it introduces the use of these statements as the basis for financial ratio analysis and budgeting. Students also begin their study of the basic time value of money concepts as the underlying foundations for basic valuation techniques for both real and financial assets. Students are exposed to ethical decision making in business. (3 credits)

ACCT 205 PRINCIPLES OF ACCOUNTING I

This course is 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

This course 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 (3 credits).

Prerequisite: ACCT 205

ACCT 313 INTERMEDIATE ACCOUNTING I

This course is 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 (3 credits).

Prerequisite: ACCT 205

ACCT 314 INTERMEDIATE ACCOUNTING II

This course is 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 (3 credits).

Prerequisite: ACCT 313

ACCT 411 INCOME TAXATION

This course is concerned with 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 (3 credits).

Prerequisite: ACCT 205

ACCT 412 COST ACCOUNTING

This course examines how managerial accounting information is utilized within an organization for planning, control, motivation, and decision-making. It focuses on cost information: the accumulation of costs within organizations, the use 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 (3 credits).

Prerequisites: ACCT 205, 207

ACCT 450 AUDITING THEORY AND PRACTICE

This course is 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 (3 credits).

Prerequisites: ACCT 205, 207, 313, 314

ACCT 451 ADVANCED ACCOUNTING

This 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 (3 credits).

Prerequisites: ACCT 205, 207, 313, 314

ACCT 460 ACCOUNTING RESEARCH

This 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 (3 credits).

Prerequisites: 90 credits of coursework, including ACCT 205, 207, 313, 314, 412, 450, 451

ACCT 475 ACCOUNTING INTERNSHIP

The internship offers students the opportunity to apply accounting theory and concepts in the actual workplace (3 credits).

Prerequisites: ACCT 205, 207, 313, 314

BUSN 105 PRINCIPLES OF MANAGEMENT (C)*

This is a course in management designed as part of the College's Core curriculum. It is 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 (C)*

This is a course in marketing designed as part of the College's Core Curriculum. The course is 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

This course 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 (3 credits).

Prerequisite: BUSN 105

BUSN 211 SPORTS MARKETING AND CONSUMER BEHAVIOR

This course is an 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 (3 credits).

Prerequisite: BUSN 106

BUSN 240 INTRODUCTION TO UNITED STATES HEALTH CARE POLICY AND SYSTEMS

This course introduces students to the historical development, structure, policy, operation, and current and future directions of the major components of the American health care delivery system. It examines the ways in which health care services are organized and delivered, the influences that impact health care public policy decisions, factors that determine the allocation of health care resources and the establishment of priorities, and the relationship of health care costs to measurable benefits (3 credits).

BUSN 250 HEALTH CARE MARKETING

This course introduces the student to healthcare marketing field. Healthcare has not only come of age; it has also risen to a new level of prominence. Increased competition has driven healthcare providers (HCP) to better understand the market in which they operate, their customers, their patients and their customers' motivations. Marketing is now a recognized and established function in many healthcare organizations (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 (3 credits).

Prerequisite: MATH 102, MATH 120

BUSN 301 BUSINESS LAW I

This course is an 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

This course is 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

This course is 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 email, message privacy techniques incorporating public key/private key encryption, and emerging trends in information systems (3 credits).

Prerequisites: MATH 102, ENGL 120

BUSN 307 MARKETING MANAGEMENT

This course is 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 (3 credits).

Prerequisite: BUSN 106

BUSN 309 INTERNATIONAL BUSINESS (WE)*

This course 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 (3 credits).

Prerequisites: BUSN 105, ECON 220, ECON 230, ACCT 205, BUSN 317

BUSN 316 OPERATIONS: METHODS AND SYSTEMS

This course is 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 (3 credits).

Prerequisites: MATH 102, MATH 120

BUSN 317 PRINCIPLES OF FINANCE

This course is an 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 (3 credits).

Prerequisite: ACCT 205

BUSN 318 HUMAN RESOURCE STRATEGY

This course is 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 (3 credits).

Prerequisite: BUSN 105

BUSN 322 SPORTS EVENT PRODUCTION AND FACILITY MANAGEMENT

This course explores major event preparation and planning in the sports industry. The course 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 340 HOSPITAL AND HEALTHCARE MANAGEMENT

This course is an introduction to managing health care organizations in the United States. Topics covered will include tasks, education, roles, and values of health services managers in various settings; control; organization design; and professional integration, adaptation, and accountability. Students will develop an understanding of the terminology and basic concepts required for a successful career as a health professional, administrator, policy analyst or researcher. Ultimately, this introductory case-based course will provide students with a broad base of knowledge from which to effectively pursue advanced coursework and professional interests in health policy and administration (3 credits).

BUSN 400 BUSINESS STRATEGY (WE)*

This is 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 (3 credits).

Prerequisites: 90 credits of coursework, including BUSN 300, BUSN 317, ECON 220, ECON 230, ACCT 205, BUSN 106, BUSN 105

BUSN 401 INTERNATIONAL POLITICAL ECONOMY

This course is 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 (3 credits).

Prerequisites: ECON 220, 230

BUSN 402 INTRODUCTION TO PROGRAMMING (with Java)

This course 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 (3 credits).

Prerequisite: BUSN 303

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 (3 credits).

Prerequisite: BUSN 303

BUSN 404 MULTI-USER SYSTEMS

This course 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 (3 credits).

Prerequisites: BUSN 303, BUSN 402

BUSN 405 CORPORATE FINANCIAL ANALYSIS

This is 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 (3 credits).

Prerequisite: BUSN 317

BUSN 406 INVESTMENTS

This course is 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 (3 credits).

Prerequisite: BUSN 317

BUSN 407 CAPITAL AND MONEY MARKETS

This course is 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 (3 credits).

Prerequisites: ECON 230, BUSN 317

BUSN 408 LABOR RELATIONS AND COLLECTIVE BARGAINING

This course is 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 (3 credits).

Prerequisite: BUSN 105

BUSN 409 INTERNATIONAL MARKETING

This course is 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 (3 credits).

Prerequisite: BUSN 106

BUSN 410 SERVICES MARKETING

This course is 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 (3 credits).

Prerequisite: BUSN 106

BUSN 413 FINANCIAL INFORMATION SYSTEMS

This course 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 (3 credits).

Prerequisites: BUSN 303, MATH 120, ACCT 205

BUSN 419/ECON 419 INTERNATIONAL FINANCE

This course 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 (3 credits).

Prerequisites: ECON 220, ECON 230

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 (3 credits).

Prerequisites: BUSN 210, BUSN 211, BUSN 322

BUSN 440 INTRODUCTION TO HEALTH CARE MANAGEMENT

This course is an introduction to the management of a health care organization's finances, including the operation of its financial accounting system. Evaluation of the organization's financial situation using financial techniques and financial statements, cash management, credit analysis, capital structure and capital budgeting, funds management, value analysis and financial control (3 credits).

BUSN 460 INDEPENDENT STUDY (1-3 credits)

BUSN 470, 370 SPECIAL TOPICS IN BUSINESS

This course is 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)

ECON 220 PRINCIPLES OF MICROECONOMICS (C)*

The course introduces the student to the basic economic principles and analytical techniques that are necessary to understand how the market economy functions and what market efficiency means. It explains why the government intervenes and how such intervention affects the market. It focuses on the study of the behavior of individual economic units, which include consumers, investors, business firms, workers, and other entities that play a role in the functioning of the economy. The course examines how and why these units make economic decisions, and how they interact to form larger units — markets and industries. As an introductory course, it is designed to equip the students with the basic tools of economic analysis that will help them understand better the world we live in (3 credits).

ECON 230 PRINCIPLES OF MACROECONOMICS (C)*

This is a course in economics designed as part of the College's Core Curriculum. This course examines the fundamental principles that govern the workings of the overall economy. It covers topics such as demand and

supply analysis, national income accounting, economic growth, business cycles, inflation, unemployment, fiscal and monetary policies, as well as an introduction to international trade and exchange rate markets. It also explores various contemporary economic policy issues. The course is designed for both Business and Economics majors/minors and non-majors, and fulfills the social science requirement in the core curriculum (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 (3 credits).

Prerequisites: ECON 220, 230

ECON 305 MONEY AND BANKING

This course 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 (3 credits).

Prerequisite: ECON 230

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 (3 credits).

Prerequisites: ECON 220, 230

ECON 336 INTERNATIONAL TRADE

This course 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 (3 credits).

Prerequisites: ECON 220, 230

ECON 405 LABOR ECONOMICS

This course 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 (3

credits).

Prerequisites: ECON 220, 230

ECON 408 MANAGERIAL ECONOMICS

This course is an 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 (3 credits).

Prerequisites: ECON 220, 230

ECON 409 PUBLIC FINANCE

This course 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 (3 credits).

Prerequisite: ECON 230

ECON 460 INDEPENDENT STUDY (1-3 credits)

ECON 470, 370 SPECIAL TOPICS IN ECONOMICS (3 credits)

(C)* May be taken to meet Core Requirements

(WE)* Writing Emphasis

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

Ted Kafala, Ph.D., Chairperson & Associate Professor

Vincent Fitzgerald, Ph.D., Associate Professor

Brad Crownover, Ph.D., Assistant Professor

Cynthia Meyers, Ph.D., Associate Professor

Michelle Scollo, Ph.D., Assistant Professor

Department Statement of Purpose and Learning Outcomes

Communication is a social process which creates human identities, relationships, institutions, and society. The Communication Department, contextualized within the liberal arts tradition of the College of Mount Saint Vincent, provides a foundation in the theories and practices of various communication fields such as media studies; interpersonal, intercultural, and organizational communication; advertising and public relations; digital media; video production; journalism; film studies; performance studies; and research in communication. These ever-evolving fields of communication engage both social scientific and humanistic approaches to understanding human behavior and culture. The Communication Department facilitates students in their ability to think critically and creatively, to integrate theory and practice, to develop a strong work ethic, to gain professional expertise and confidence, and to encourage the ethic of treating self, others, and society with dignity and respect. All communication students are challenged to excel and will become competent as writers, speakers, visual designers, and critical thinkers.

Department 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.

MAJORS

B.A. in Communication

Degree Requirements

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

| | |
|---|--------------------|
| College Core Requirements | 49 credits |
| Communication Major | 36 credits |
| Major 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 five 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 3-credit internship during either their junior or senior year. At least four of the five 100 and 200 level Communication Major Core Courses must be successfully completed prior to taking COMM 375 and COMM 490. All majors must attain a minimum grade of C in all Communication courses. No exceptions will be made.

[Lambda Pi Eta \(Honor Society\)](#)

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

Sample Program

B.A. in Communication (120 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 |
| Modern Language and Literature Core | 6 credits |
| Core Courses | 6 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 | |
| Core Courses | 15 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 | |
| Core Courses | 12 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 | |
| Core Course | 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 | 17 credits |
| TOTAL | 29 credits |
| Total Credits for Graduation – 120 | |

B.A. in Visual Arts and Experimental Media

Overview

The B.A. in Visual Arts and Experimental Media comprises a range of cutting-edge, experimental courses in visual arts, electronic art, media, photography, video art, and sound arts. The Program integrates traditional media, processes and methodologies from the arts, communication, networked media, and computer media.

On campus, students will use state-of-the-art facilities, including visual art studios, digital media lab, post-production lab, a ceramics and sculpture studio, and performance studios. Off campus, students will have numerous internship opportunities with arts organizations and foundations, design agencies, and media houses in New York City, as well as numerous networking opportunities.

Degree Requirements

The B.A. in Visual Arts and Experimental Media requires 120 course credits, including:

| | |
|--|--------------------|
| College Core Requirements | 43 credits* |
| Required Major Courses | 15 credits |
| ART 114 History of Art 3: 1920 to Present | (3 credits) |
| ART 115 Drawing 1 | (3 credits) |
| ART 307 Introduction to Art Criticism | (3 credits) |
| COMM 388 Survey of Experimental Media and Digital Arts | (3 credits) |
| ART/COMM 480 Senior Interdisciplinary Art Studio | (3 credits) |
| Upper Level Area Concentration* (Complete at least 5 courses) | 15 credits |
| ART 117 Foundations of Design 1 | (3 credits) |
| ART 118 Foundations of Design 2 | (3 credits) |
| ART 203, ART 205 Photography | (3 credits) |
| ART 305 Painting 1 | (3 credits) |
| ART 306 Painting 2 | (3 credits) |
| ART 311 Ceramics I | (3 credits) |
| ART 312 Ceramics 2: 3D Design | (3 credits) |
| ART 314 Modern Art | (3 credits) |
| ART 345 Sculpture | (3 credits) |
| ART 349 Printmaking | (3 credits) |
| ART 427 Topics in Studio | (3 credits) |
| ART 431 Art of Native Cultures | (3 credits) |

| | |
|---|-------------|
| ART 435 Current Trends | (3 credits) |
| ART 440 Digital Matte Painting | (3 credits) |
| COMM 220 Visual Communication and Design | (3 credits) |
| COMM 301 Video Production | (3 credits) |
| COMM 302 Video Postproduction and Editing | (3 credits) |
| COMM 303 Sound Design | (3 credits) |
| COMM 304 Cinematics and Motion Graphics | (3 credits) |
| COMM 309 Image Design with Photoshop | (3 credits) |
| COMM 333 New Media and Society | (3 credits) |
| COMM 346 Information Arts | (3 credits) |
| COMM 347 Experimental Media | (3 credits) |
| COMM 351 Intercultural Communication | (3 credits) |
| COMM 382 Experimental Film | (3 credits) |
| COMM 402 Animation | (3 credits) |
| COMM 403 Interactive Design | (3 credits) |
| COMM 351 Intercultural Communication | (3 credits) |
| COMM 440 Digital Matte Painting | (3 credits) |

Open Elective at least 1 more major elective course

TOTAL 33 credits

*Please note: with her/his advisor, the student will design a program of 15 credit hours of upper level courses from the list above, which is intended to provide specialization in an area of visual arts or experimental arts and media. Areas of concentration may focus, but need not be exclusive, to **visual arts** (painting, digital painting, design, art criticism, human communication) or **experimental arts and media** (video, experimental media, intermedial arts in two and three dimensions, sound, motion graphics, new media, human communication).*

Sample Program

B.A. in Visual Arts and Experimental Media

(120 credits)

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 Literatures Core | 6 credits |
| Core Courses | 9 credits |
| ART 114 History of Art 3 | 3 credits |

| | |
|--|-------------------|
| ART 115 Drawing 1 | 3 credits |
| COMM 388 Survey of Experimental Media and Digital Arts | 3 credits |
| TOTAL | 31 credits |
| Year 2 | |
| Core Courses | 15 credits |
| ART 307 Introduction to Art Criticism | 3 credits |
| Upper Level Area Concentration Courses | 6 credits |
| Open Electives | 6 credits |
| TOTAL | 30 credits |
| Year 3 | |
| Core Courses | 9 credits |
| Upper Level Area Concentration Courses | 6 credits |
| Open Electives | 9 credits |
| TOTAL | 30 credits |
| Year 4 | |
| Core Courses | 3 credits |
| ART/COMM 491 Senior Interdisciplinary Art Studio | 3 credits |
| Upper Level Area Concentration Courses | 6 credits |
| Open Electives | 20 credits |
| TOTAL | 29 credits |
| Total Credits for Graduation – 120 | |

MINORS

Minor in Communication

Requirements

A minor in Communication consists of 18 credits. In consultation with the minor advisor, students will design an individualized program, tailored to their interests, choosing courses from within both concentrations offered by the department: Digital Arts and Media Studies, and Strategic and Human Communication. Students may also pursue an internship as part of their minor contract.

The minor contract should be approved and signed by the chairperson.

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.

Course Descriptions

Communication (COMM)/ Theatre (THTR)

Major 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, typography, 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 on-camera, 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 328 TV SITCOM PRODUCTION An advanced television studio multi-camera production course in which each student will direct scenes from existing scripted situation comedies to create a live-to-tape production. Students will develop skills in multi-camera directing, instantaneous editing, camera work, audio, blocking, storyboarding, and script marking. 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 (C)*. 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 (C)*. 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 346 INFORMATION ARTS (C)* The course facilitates the survey of information arts on the web (net art) and the ubiquity and exponential growth of new web-based data sources and information visualization, exploring the boundaries between art and technoscientific expression. Patterns of technological innovation and artistic experimentation are reunited and fused as a new source of creativity.

3 credits

COMM 347 EXPERIMENTAL MEDIA

The abstract work of experimental media artists has focused on the qualities of color, texture, and form employed through multiple techniques, including computer animation, algorithmic manipulation, and many other hybrid convergences. Emphasis is placed on distributed and shared software applications through the open source initiative, and learning to develop small and experimental media in a variety of hybrid forms.

3 credits

COMM 380 FILM AS ART. An introduction to the stylistic techniques used in important, critically acclaimed movies. Cinema as a cultural art form is explored through the basics of film analysis and with a focus on how meaning is constructed, conveyed, and interpreted in moving images. (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 overview and study of experimental moving images produced by a variety of technologies, with an emphasis on the twentieth century avant-garde movement, the abstract cinema, the structuralist film and video of the 1960s and 1970s, and contemporary short video and animation.

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. A close examination of several cinematic genres through methods of film analysis and critical writing, to include the study of construction, formal and stylistic elements, cinematography, editing, mise en scene, sound, character development and effective plot devices.

3 credits

COMM 385 INTERNATIONAL CINEMA. The focus on a selected national, or regional cinema in comparative cultural context examines cinematographic and technical style, historical and contemporary resonance, critical and popular audience reception, and distribution networks. Examples include British art house, Italian neorealism, Chinese transnational epics, Latin American new wave, Planet Hong Kong, African and Indian postcolonialism, etc.

3 credits

COMM 386 MAJOR FILMMAKERS. The contributions of critically important global directors are examined through their technical and narrative approaches to cinema. Screenings, close analyses and discussions also emphasize the development of genre specificity, artistic style, originality, innovation and social idiom.

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 388 SURVEY OF EXPERIMENTAL MEDIA AND DIGITAL ARTS

An examination of shifts implicit in the inception and expansion of digital and electronic art since the 1960s, including dynamic data and visualization, interactivity, architectures of time, generative and evolutionary algorithms, digital video art, sound art and immersive virtual reality (VR).

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. How does interactivity generate and express meaning that is distinct from other forms? This course offers an in depth study of programming, design patterns and experimentation in interactive environments, including IOS app development, web development, and game engines.

3 credits

COMM 440 DIGITAL MATTE PAINTING

Techniques required to create high quality digital illustrations or matte paintings, including the use of elements of photographs, textured 3D geometry, and freehand painting techniques for art, animation, cinema and video games. Students are encouraged to employ traditional painting tools and concepts and apply them

in the digital world.

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. (C)* 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 (C)*. 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 (C)*. 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 (C)*. 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. How does interactivity generate and express meaning that is distinct from other forms? This course offers an in depth study of programming, design patterns and experimentation in interactive environments, including IOS app development, web development, and game engines.
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.

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

(C)* May be taken to meet Core Requirements

Minor in Theatre

The Theatre minor is a multidisciplinary program that introduces students to the profession and practice of theatre and theatre-making through courses in performance, production, and design. Broadly, the minor engages students in two primary tracks of study: **acting/directing** and **playwriting/scriptwriting**.

Students minoring in theatre are required to complete 18 credits for the minor, which includes an introductory course in acting (THTR 100), 3 credits in an introductory course in drama/performance studies (THTR 110 or THTR 120), 9 credits in their selected track, and 3 credits in a final performance lab (THTR 350).

The **acting/directing track** of the minor program introduces students to acting in a concentrated and comprehensive manner. The primary components for the acting/directing track explores contemporary acting techniques and performance styles, and provides a strong foundation for students to pursue future opportunities in all aspects of theatre. While the acting/directing track introduces students to diverse approaches to acting, students also gain an in-depth understanding of objective-based acting. Built into the minor program are numerous opportunities for students to perform and to form a working theater company (THTR 350, Acting III/Performance Lab).

The **playwriting/scriptwriting track** of the minor program engages students in the creation of new work in a variety of writing styles. Students can choose to write for stage, film, and/or TV. Students can also hone their skills in writing performance poetry and devising new works through collaborative writing processes. Participants in the playwriting/scriptwriting track will be introduced to general principles of acting and drama through the introductory courses (THTR 100, THTR 110, THTR 120). The balance of the program includes taking 9 additional credits in performative writing styles and enrolling in THTR 350, Acting III/Performance Lab. This lab serves as an opportunity to showcase the work of students in the playwriting/scriptwriting track through productions created as part of the class.

Theatre Minor Guidelines

1. The College of Mount Saint Vincent's Theatre Minor is organized and contracted between the Director of Theatre and Performance Programs and the interested student.
2. Students who have already earned a grade of C or better in courses required to complete the minor may receive credit toward their certification of minor completion. Such retroactive application of previously earned credit toward the minor must be approved and advised by the Director of Theatre and Performance Programs.
3. Students wishing to complete the minor and enroll in THTR 350 (by permission only) are required to complete a Theatre Minor contract, or receive permission to enroll from the Director of Theatre and Performance Programs. Outside of this variation on THTR 350, all courses listed as part of the Theatre minor are 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. It is the responsibility of the student to deliver the completed Theatre Minor contract to the Office of the Registrar and to his/her academic advisor. Once the student delivers the Theatre Minor contract to the Registrar, he/she will be given a minor declaration form to complete. Once this is signed by the Director of Theatre and Performance Programs, the student, and his/her academic advisor, the student will then return this form to the Registrar and they will update the student's academic transcript to reflect a Theatre Minor.
5. Once a student is a declared Theatre Minor, he/she should meet regularly with the Director of Theatre and Performance Programs to stay on track toward the completion of the minor.
6. Upon completion of all requirements for the theatre minor, the meeting of the requirements will be verified by the Director of Theatre and Performance Programs and certified by the Registrar.

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

Lynne Bongiovanni, PhD., Associate Professor

Tania Friedel, Ph.D., Assistant Professor

Robert Jacklosky, PhD., Director of the Core Curriculum & Professor

Cia Kessler, M.A. Instructor of the Practice

Stephanie Pietros Assistant Professor

Matthew Leporati Assistant Professor of the Practice

Anthony Lee, PhD, Assistant Professor (Associate Professor)

Sarah Stevenson, PhD., Provost & Associate Professor (Professor)

Jackie Zubeck, PhD., Associate Professor

Department Statement of Purpose and Learning Outcomes

The English Department's mission is to foster knowledge of English and American literature in historical context and to develop the skills necessary to engage in lively, informed debate and discourse in both oral and written communication. Further, through the study of great literary texts, the Department provides opportunities to engage in critical thinking, research, analysis, and ethical inquiry, thus helping students build lifelong skills necessary to be active and ethical readers, thinkers, and citizens. Our students choose from a varied selection of literature and writing courses. Courses in British and American literature and English composition meet in small, interactive classes that foster a warm, supportive community of learners. While completing coursework in the English major and writing minor, students acquire an awareness of new perspectives and develop a passion for the intellectual inquiry that will serve them well in any chosen profession. Special tracks are available for students preparing for careers in elementary or secondary education.

Department Learning Outcomes

1. Demonstrate basic knowledge of English and American literature in historical context.
2. Develop a critical vocabulary enabling participation in literary discourse.
3. Identify and apply the major theories of literary interpretation and criticism.
4. Write a clear and convincing analysis of at least one primary literary text.
5. Engage in literary research using both print and electronic sources.
6. Produce a persuasively argued paper with bibliography that incorporates primary and secondary

sources.

B.A. in English

Degree Requirements

The B.A. in English requires 120 course credits, including:

| | |
|---|--------------------|
| College Core Requirements | 46 credits* |
| English Major | 36 credits |
| Major Courses | 21 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 | 12 credits |
| Upper-Level Elective in English (ENGL375/475 Internship is recommended) | 3 credits |
| Open Electives | 38 credits |
| TOTAL | 120 credits |

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

Sample Program

B.A. in English (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 |
| Core Courses | 9 credits |
| Open Elective | 3 credits |
| TOTAL | 28 credits |

Year 2

| | |
|--------------|------------|
| Core Courses | 12 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 XXX Context Course | 3 credits |
| Open Elective | 6 credits |
| TOTAL | 33 credits |
| Year 3 | |
| Core Courses | 6 credits |
| ENGL 335 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 | |
| Core Course | 3 credits |
| ENGL 303 Shakespeare | 3 credits |
| ENGL 450 Coordinating Seminar | 3 credits |
| ENGL XXX Context Course | 3 credits |
| Upper-level elective in English | 3 credits |
| Open Electives | 14 credits |
| TOTAL | 29 credits |
| Total Credits for Graduation – 120 | |

CONCENTRATIONS

B.A. in English with a Concentration in Writing

Degree Requirements

The B.A. in English with a Concentration in Writing requires 120 course credits, including:

| | |
|----------------------------------|--------------------|
| College Core Requirements | 46 credits* |
|----------------------------------|--------------------|

| | |
|--|--------------------|
| English Major with a Concentration in Writing | 45 credits |
| Major Courses | 21 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 |
| 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) |
| ENGL 375/475 Writing-Related Internship | (3 credits) |
| Open Electives | 29 credits |
| TOTAL | 120 credits |

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

Sample Program

B.A. in English with a Concentration in Writing (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 |
| Core Courses | 12 credits |
| TOTAL | 28 credits |

Year 2

| | |
|---|------------|
| Core Courses | 12 credits |
| ENGL 296 Language and Individual in Society | 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 XXX Context Course | 3 credits |
| Open Elective | 3 credits |
| TOTAL | 33 credits |

Year 3

| | |
|---------------------------------|-------------------|
| Core Courses | 3 credits |
| ENGL 335 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

| | |
|---------------------------------|-------------------|
| Core Course | 3 credits |
| ENGL 303 Shakespeare | 3 credits |
| ENGL 449 Senior Writing Studio | 3 credits |
| ENGL 450 Coordinating Seminar | 3 credits |
| ENGL 375/475 Writing Internship | 3 credits |
| Open Electives | 14 credits |
| TOTAL | 29 credits |

Total Credits for Graduation – 120

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

Degree Requirements

The B.A. in English with a Concentration in Secondary Education requires 120 course credits, including:

46 credits*

College Core Requirements

**English Major with a Concentration
in Secondary Education**

36 credits

Major Courses **24 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 Courses (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

Three context** courses with emphasis on writing and speaking or **one** context course and ENGL 296 (Language and the Individual in Society) **9 credits**

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

***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), are recommended.*

Education Courses **31 credits**

| | |
|--|-------------|
| EDUC 211 Education and Society | (3 credits) |
| EDUC 212 Psychology of Teaching and Learning | (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 credits) |
| COMM 210 Public Speaking | (3 credits) |

PSYC 346 Adolescent Psychology (3 credits)

Open Electives 7 credits

TOTAL 120 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

B.A. in English with a Concentration in Secondary Education (120 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 |
| Core Courses | 12 credits |
| TOTAL | 28 credits |

Year 2

| | |
|--|-------------------|
| Core Courses | 9 credits |
| EDUC 211 Education and Society | 3 credits |
| EDUC 212 Psychology of Teaching and Learning | 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 340 Intro to Students with Disabilities | 3 credits |
| COMM 210 Public Speaking | 3 credits |
| TOTAL | 33 credits |

Year 3

| | |
|---|-----------|
| Core Courses | 6 credits |
| ENGL XXX Context course | 3 credits |
| ENGL XXX Context course or ENGL296 Language and the Individual in Society | 3 credits |
| ENGL XXX Advanced Writing course | 3 credits |

| | |
|---|-------------------|
| EDUC 327 Teaching Literacy in the Inclusive Secondary Classroom | 3 credits |
| ENGL 335 American Literature II | 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 |
| Open Electives | 3 credits |
| TOTAL | 32 credits |
| Year 4 | |
| Core Courses | 3 credits |
| ENGL 303 Shakespeare | 3 credits |
| EDUC 304 Health Education in Schools | 1 credits |
| EDUC 425 Student Teaching in Secondary Education | 7 credits |
| ENGL 449 Senior Writing Studio | 3 credits |
| ENGL 450 Coordinating Seminar | 3 credits |
| ENGL XXX Context Course | 3 credits |
| Open Electives | 4 credits |
| TOTAL | 27 credits |
| Total Credits for Graduation – 120 | |

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

Degree Requirements

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

| | |
|--|--------------------|
| College Core Requirements | 46 credits* |
| English Major with a Concentration in Childhood Education | 36 credits |
| Major Courses | 24 credits |
| ENGL 300 Creative Writing Workshop: Fiction | (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)

Writing Courses (1 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

Three context** courses with emphasis on writing and speaking or **one** context course and ENGL 296 (Language and the Individual in Society) **9 credits**

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

***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), are recommended.*

Education Courses 44 credits

EDUC 211 Education and Society (3 credits)

EDUC 212 Psychology of Teaching and Learning (3 credits)

EDUC 304 Health Education in Schools (1 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)

COMM 210 Public Speaking (3 credits)

MATH 222 Math for Elementary School (3 credits)

PSYC 345 Child Psychology (3 credits)

TOTAL 126 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.

Sample Program

B.A. in English with a Concentration in Childhood Education (126 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 |
| Core Courses | 12 credits |
| TOTAL | 28 credits |

Year 2

| | |
|--|-------------------|
| Core Courses | 9 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 |
| 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 |
| COMM 210 Public Speaking | 3 credits |
| PSYC 345 Child Psychology | 3 credits |
| TOTAL | 36 credits |

Year 3

| | |
|---|-----------|
| ENGL XXX Context course | 3 credits |
| ENGL XXX Context course or ENGL296 Language and the Individual in Society | 3 credits |
| ENGL XXX 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 |

| | |
|--|-------------------|
| ENGL 335 American Literature II | 3 credits |
| MATH 222 Math for Elementary School | 3 credits |
| TOTAL | 30 credits |
| Year 4 | |
| Core Courses | 9 credits |
| ENGL XXX Context Course | 3 credits |
| ENGL 300 Creative Writing Workshops | 3 credits |
| ENGL 303 Shakespeare | 3 credits |
| ENGL 450 Coordinating Seminar | 3 credits |
| EDUC 304 Health Education in Schools | 1 credits |
| EDUC 428 Assessment and Remediation of Literacy Disabilities | 3 credits |
| EDUC 431 Student Teaching in Childhood Education | 7 credits |
| TOTAL | 32 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 Writing

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 345 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.

Course Descriptions

Writing

Fulfillment of the Core Requirement is a prerequisite for advanced writing courses. The Core Writing Sequence is expected to be completed by the end of the fourth semester at the College.

ENGL 100 ACADEMIC ENGLISH FOR INTERNATIONAL STUDENTS (C)*

This course develops the four language skills of reading, writing, listening, and speaking for English language learners. Particular competencies that will be covered include: grammar, vocabulary development, skimming, scanning, reading comprehension, thesis statement development, writing an outline, sequencing, and the 5-paragraph essay. This course is for international students only and it will be used by international students to satisfy part of the college's Core Modern Language and Literature requirement (3 credits).

ENGL 102 ACADEMIC ENGLISH FOR INTERNATIONAL STUDENTS II (C)*

This course is a continuation of ENGL 100, Academic English for International Students I. Students continue to practice and develop their English language writing, grammar, reading, listening and speaking, and vocabulary skills. Students will also begin to develop the skills necessary to write analytical essays, shifting from the sentence-level focus of ENGL 100 to more advanced writing concerns. This course will be used by international students to satisfy part of the College's Core Modern Language and Literature requirement (3 credits).

ENGL 107 FOUNDATIONAL WRITING

This course is 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 107 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 (1 credit).

ENGL 110 WRITING IN CONTEXT I (C)*

This is the first of the required two-course sequence in the 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. (3 credits).

ENGL 120 WRITING IN CONTEXT II (C)*

This is 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. (3 credits).

Prerequisite: ENGL 110

ENGL 203 WRITING WORKSHOP

This course is 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).

ENGL 217/ THTR 230 ADVANCED WRITING: NARRATIVE

This is a workshop process course in which students explore and develop their creativity in the writing of fiction, biography, autobiography or other narrative forms (3 credits).

ENGL 219 ADVANCED WRITING: NONFICTION

This is 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. This course is offered on alternate Fall semesters (3 credits).

ENGL 243 "A DREAM DEFERRED:" THE HARLEM RENAISSANCE AND THE BLACK MIGRATION (C)*

From Langston Hughes' poetry to the paintings of Jacob Lawrence's *The Migration Series* and Stevie Wonder's 1973 hit "Living for the City," tales of migration from the rural South to the urban North abound in African-American art forms. This course focuses on migration narratives and the literary production (fiction, poetry, and essays) of the Harlem Renaissance, and examines ideas and images of home, freedom, and mobility. (3 credits).

Prerequisite: ENGL 110 Writing in Context I

ENGL 246 THE EPIC TRADITION IN LITERATURE AND FILM (C)*

This course is designed to foster an understanding and appreciation of the epic, especially those of Homer, Virgil, and Dante, and of modern texts that are indebted to the epic tradition. Students read selected literary texts and view scenes from them as they have been interpreted in modern films.

Prerequisite: ENGL 110 Writing in Context I

ENGL 296 LANGUAGE AND THE INDIVIDUAL IN SOCIETY

In this course, 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 (3 credits).

ENGL 300 CREATIVE WRITING WORKSHOP: FICTION

This is a 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

This is a 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

This is a 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

In this course, students explore and define their positions on topics of their choosing, and research and argue their point of view orally and in writing. The 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

This is 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).

ENGL 345 DIALOGUE WITH WORLD WRITERS

This 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 (3 credits).

ENGL 400: ADVANCED CREATIVE WRITING, FICTION

This is a follow-up to ENGL 300: 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 (3 credits).

Prerequisite: ENGL300 Creative Writing – Fiction

ENGL 449 SENIOR WRITING STUDIO

This is 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. The course is required for senior writing minors (3 credits).

Prerequisites: ENGL 296, two advanced writing courses and must be seniors in the English Secondary Education Track with a minimum 2.8 index in writing minor courses

ENGL 375, 475 INTERNSHIP (3 credits each)

Literature

ENGL 297 TOPICS IN LANGUAGE AND LITERATURE I

This is an introduction to basic issues of language and/or literary theory, with rotating topics, to be announced at registration time (3 credits).

Prerequisite: ENGL 120 Writing in Context II

ENGL 303 SHAKESPEARE

During this course, students explore 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

This course involves 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

This course involves the close reading of Jonson, Donne, Milton, and other writers, against the backdrop of a culture at war with itself. This is a context course (3 credits).

ENGL 313 WOMEN AND LITERATURE

This course centers around the study of gender issues in selected poems, short fiction, and novels, primarily by nineteenth and twentieth-century women writers (3 credits).

ENGL 314 / THTR 110 DRAMA

This course centers around the 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

This course is 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

This course is 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. The course is offered every Spring (3 credits).

ENGL 318 CHAUCER

This course is a study of The Canterbury Tales with secondary emphasis on other works in the Chaucerian canon. This is a context course (3 credits).

ENGL 319 THE AGE OF SATIRE

This course is 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. This is a context course (3 credits).

ENGL 320 WORLD LITERATURE (C)*

This is a Core Curriculum enrichment course, inviting close reading of selected texts of world-renown and discussion of them in global context. This course is 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).

ENGL 334 AMERICAN LITERATURE I: FROM THE ORIGINS THROUGH THE CIVIL WAR

This is a 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. The course is required for English majors; open to non-majors with permission of instructor (3 credits).

ENGL 335 AMERICAN LITERATURE II: FROM THE CIVIL WAR UNTIL 1945

This course involves the 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. The course is required for English majors; open to non-majors with permission of instructor (3 credits).

ENGL 336 MAJOR AMERICAN WRITERS

This course is 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. This is a context course (3 credits).

ENGL 345 DIALOGUE WITH WORLD WRITERS

This 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 (3 credits).

ENGL 401 THE ROMANTIC AGE

This course focuses on major trends of nineteenth-century romanticism, with reading and discussion of writers who shaped English literature from 1798 to 1837. There will be 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. This is a context course (3 credits).

ENGL 403 THE VICTORIAN AGE

This course focuses on 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. This is a context course (3 credits).

ENGL 417 MODERN LITERATURE I

This course is a study and discussion of modern British, Irish, and American authors from 1890 to 1950, with emphasis on international literary movements. This is a context course (3 credits).

ENGL 418 MODERN LITERATURE II

During this course, 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. This is a context course (3 credits).

ENGL 419 CONTEMPORARY LITERATURE

This course is a 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. This is a context course (3 credits).

ENGL 421 TOPICS IN LITERATURE II

This course involves the 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

This is 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. The seminar is required for senior English majors (3 credits).

ENGL 460, 461 INDEPENDENT STUDY (3 credits)

ENGL 375, 475 INTERNSHIP (3 credits each)

(C)* May be taken to meet Core Requirements

Department of Fine Arts

The College of Mount Saint Vincent Department of Fine Arts offers courses leading to a B.A. degree in Art with concentrations available in Studio Art and Art History. The department also offers minors in Studio Art, Art History, and Dance. Within a nurturing, creative environment, the Fine Arts Department guides students interested in art to become student artists and art history students. The B.A. degree in Art is integrated into the liberal arts curriculum of the College. Art majors continue to accrue specialized knowledge in the history of art and contemporary art theory, develop the ability to think critically through aesthetic exercises, and articulate complex ideas in writing, oral presentations, and visual art.

The Fine Arts Department at the College of Mount Saint Vincent offers process oriented undergraduate courses in Art. Students of all abilities work one-on-one with professional artists and art history professors. Class sizes are limited to ensure student collaboration, exceptional faculty support, and access to innovative materials and techniques. Students can choose from a wide range of courses from painting and sculpture to printmaking and ceramics. To support student growth, the Fine Arts Department maintains three light-filled studios that are open to students 24 hours a day.

Faculty

Emily Engel, PhD, Chair and Assistant Professor

Richard Barnet, MFA, Associate Professor

Enrico Giordano, MS., Associate Professor

Department Statement of Purpose and Learning Outcomes

Department of Fine Arts Learning Outcomes:

1. Awareness and practice of basic skills, vocabulary, and aesthetics of fine art to achieve visual literacy and thinking in a range of academic disciplines.
2. Conceive, design, realize, and assess artworks through technical proficiency, understanding of the relationship between form and content, and knowledge of artistic theory and practice.
3. By reconsidering familiar ways of thinking, develop creativity and original thinking in the critical analysis of art culminating in a successful capstone project.

4. Engage in effective critique of personal work, peer contributions, and installations while fostering respect and active collaboration.
5. Develop and utilize verbal and written communication to describe, analyze, critique, and theorize works of art.
6. Think critically about issues of value, representation, hierarchy, and power that influence contemporary understandings of what constitutes art in a variety of cultural circumstances by reading, discussing, and engaging with a range of methodologies and theory.
7. Recognize major figures and movements in the history of art and understand their relevance to current practices of art within a global context.
8. Foster growth in the arts through outreach in a diversity of communities to foster ethical leadership, civic engagement, and cultural competence.

MAJORS

B.A. in Art History

Degree Requirements

The B.A. in Art History requires 120 course credits, including:

| | |
|---|--------------------|
| College Core Requirements | 46 credits* |
| Art History Major Requirements | 33 credits |
| Required Courses | 18 credits |
| ART 112 Learning to Look | (3 credits) |
| ART 113 Ways of Seeing | (3 credits) |
| ART 114 History of Art III | (3 credits) |
| ART 117 Foundations of Design | (3 credits) |
| ART 230 Art of Art History | (3 credits) |
| ART 485 Senior Capstone Seminar | (3 credits) |
| Select four 200-300 level courses | 12 credits |
| ART 202 Art of Africa, Oceania, and the Americas | (3 credits) |
| ART 215 Fieldwork Abroad | (3 credits) |
| ART 220 Architecture | (3 credits) |
| ART 307 Art Criticism | (3 credits) |
| ART 313 Nineteenth Century Art | (3 credits) |
| ART 314 Modern Art | (3 credits) |
| ART 340 Shadows and Light: A History of Photography | (3 credits) |
| ART 375 Internship | (3 credits) |

COMM 388 Survey of Experimental Media and Visual Arts (3 credits)

Select one 400-level course 3 credits

ART 435 Current Trends (3 credits)

ART 436 Topics in Art (3 credits)

Open Electives 41 credits

TOTAL 120 credits

**Three core credits in the Humanities: Fine and Performing Arts may be satisfied with Major requirements.*

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

Core Courses 6 credits

Fine Arts Core Course (ART 112 and 113) 6 credits

Open Elective 3 credits

TOTAL 31 credits

Year 2

Core Courses 9 credits

Fine Arts Core Course ART 114 3 credits

ART 230 Art of Art History 3 credits

Open Electives 15 credits

TOTAL 30 credits

Year 3

Core Courses 6 credits

Fine Arts Core Course (ART 117) 3 credits

ART 435 Current Trends 3 credits

ART 475 Internship 3 credits

Open Electives 15 credits

TOTAL 30 credits

Year 4

Core Course 3 credits

| | |
|--|-------------------|
| ART XXX Senior Capstone Seminar | 3 credits |
| ART 202 Art of Africa, Oceania, and the Americas | 3 credits |
| ART 307 Art Criticism | 3 credits |
| ART 436 Art History Topics Course | 3 credits |
| Open Electives | 14 credits |
| TOTAL | 29 credits |

Total Credits for Graduation – 120

B.A. in Studio Art

Degree Requirements

The B.A. in history requires 120 course credits, including:

College Core Requirements **46 credits***

Studio Art Major Requirements **33 credits**

Required Courses **24 credits**

ART 115 Drawing 1 (3 credits)

ART 116 Drawing 2 (3 credits)

ART 117 Foundations of Design (3 credits)

ART 225 Graphic Arts (3 credits)

ART 312 3D Design (3 credits)

Art History choose two:
ART 112, ART 113, or ART 114 (6 credits)

ART 485 Senior Capstone Seminar (3 credits)

Concentration Courses **9 credits**
Select 3 courses in one of the following concentrations:

Sculpture Ceramics

ART 118 Foundations of Design II (3 credits)

ART 243 Life Drawing I (3 credits)

ART 311 Ceramics I (3 credits)

ART 316 Ceramics II (3 credits)

ART 345 Sculpture (3 credits)

ART 427 Studio Drawing (3 credits)

Painting

ART 118 Foundations of Design II (3 credits)

ART 127 Drawing and Watercolor (3 credits)

| | |
|--------------------------------|-------------|
| ART 243 Life Drawing I | (3 credits) |
| ART 305 Painting I | (3 credits) |
| ART 306 Painting II | (3 credits) |
| ART 427 Studio Drawing | (3 credits) |
| ART 440 Digital Matte Painting | (3 credits) |

Photography

| | |
|----------------------------------|----------|
| ART 118 Foundations of Design II | :redits) |
| ART 203 Ambient Daylight | :redits) |
| ART 205 Artificial Light | :redits) |
| ART 212 Digital Photography | :redits) |
| ART 243 Life Drawing I | :redits) |
| ART 427 Studio Drawing | :redits) |

Graphic Design and Photography

| | |
|--|-------------|
| ART 118 Foundations of Design II | (3 credits) |
| ART 203 Ambient Daylight | (3 credits) |
| ART 205 Artificial Light | (3 credits) |
| ART 212 Digital Photography | (3 credits) |
| ART 222 Graphic Arts | (3 credits) |
| ART 243 Life Drawing I | (3 credits) |
| ART 317 Advertising Design | (3 credits) |
| COMM 309 Image Design with Photoshop or COMM 403 Interactive Design | (3 credits) |

Open Electives

41 credits

TOTAL

120 credits

**Three core credits in the Humanities: Fine and Performing Arts may be satisfied with Major requirements.*

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 |

| | |
|---|-------------------|
| Core Courses | 6 credits |
| Fine Arts Core Course (ART 115 and 117) | 6 credits |
| Open Elective | 3 credits |
| TOTAL | 31 credits |
| Year 2 | |
| Core Courses | 9 credits |
| ART 112, 113, or 114 Art History | 3 credits |
| ART 116 Drawing II | 3 credits |
| ART 225 Graphic Design | 3 credits |
| Open Electives | 9 credits |
| TOTAL | 30 credits |
| Year 3 | |
| Core Courses | 6 credits |
| ART 112, 113, or 114 Art History | 3 credits |
| ART 243 Life Drawing | 3 credits |
| ART 312 3D Design | 3 credits |
| Open Electives | 15 credits |
| TOTAL | 30 credits |
| Year 4 | |
| Core Course | 3 credits |
| ART 305 Painting I | 3 credits |
| ART 440 Digital Matte Painting | 3 credits |
| ART 485 Senior Capstone Seminar | 3 credits |
| Open Electives | 17 credits |
| TOTAL | 29 credits |
| Total Credits for Graduation – 120 | |

MINORS

Minor in Art History

The Minor in Art History is integrated in the College's liberal arts curriculum. The minor is designed to give undergraduate students an introduction to the history of art and the methodologies art historians use to analyze and understand works of art in historical and contemporary contexts. Students are required to take 18 credits of art history courses as specified in the appended curriculum.

Requirements for the Minor in Art History

Required Course

ART 230 Art of Art History

Select 2 of the following

ART 112 Learning to Look

ART 113 Ways of Seeing

ART 114 History of Art III

Select 3 of the following

ART 202 Art of Africa, Oceania, and America

ART 215 Fieldwork Abroad

ART 313 Nineteenth-Century Art

ART 314 Modern Art

ART 340 Shadows and Light: History of Photography

ART 428 Independent Fine Arts Study

ART 435 Current Trends

ART 436 Topics in Art

ART 475 Internship

Minor in Dance

The Minor in Dance is an 18-credit program designed to provide students with a strong foundation in dance techniques, history, composition, performance, and production. The program has 10 required core credits and 8 required elective credits. The program curriculum aligns with the dance curricula offered by other higher education institutions in the United States. Faculty from the Department of Fine Arts will serve as instructors for all the dance and dance related courses. The course offerings within the dance minor are intended to provide students a broad-based education and career opportunities within the field of dance.

The course offerings within the minor are intended to provide students with a broad-based education and career opportunities within the field of dance. Courses include Contemporary Modern, Dance Performance/Production, Jazz, Pop Dance, and a Dance Internship. In addition to on-campus performance opportunities, students will also be able to explore career opportunities in complementary fields such as arts management, production, dance/art/physical education, and dance/physical therapy by combining knowledge and skills gained from their respective majors and the Minor in Dance.

Dance Minor Learning Outcomes

1. Develop, apply, analyze and evaluate movement/technical skills required for proficiency in various dance forms.
2. Understand dance productions in terms of choreography, performance, design, and technical elements.
3. Learn the historical development of dance.
4. Evaluate personal performance through self-assessment and faculty feedback.
5. Learn the compositional process and elements of creative dance making.
6. Work and learn independently and collaboratively.
7. Strategically and confidently seek out career opportunities in their desired field.

Requirements for the Minor in Dance

All students are required to take 18 credits to complete the minor in dance, which will consist of at least seven courses as shown below:

Required Courses

| | |
|--------------------------------------|-------------|
| ART 250 Dance Forms | (3 credits) |
| ART 265 Contemporary Modern Dance I | (3 credits) |
| ART 266 Contemporary Modern Dance II | (1 credit) |
| TBD Dance Performance/Production | (3 credits) |

Select 8 credits of the following courses:

| | |
|--------------------|-------------|
| THTR 100 Acting I | (3 credits) |
| ART 109 Jazz I | (1 credit) |
| ART 211 Music | (3 credits) |
| ART 260 Pop Dance | (3 credits) |
| ART 428 Internship | (3 credits) |
| ART 436 Ballet I | (1 credit) |
| TBD Career Survey | (1 credit) |

Minor in Studio Art

The Minor in Studio Art is integrated into the College's liberal arts curriculum. The minor introduces undergraduate students to the practice of making art in foundational courses and upper-division media specific offerings. Students are required to take credits of art courses, as described below.

Requirements for the Minor in Studio Art

Required Courses:

ART 112, 113, or 114 (select 1)

ART 115 – Drawing 1

ART 117 – Foundations of Design

Select 3 of the following:

ART 116 – Drawing II

ART 118 – Foundations of Design II

ART 127 – Drawing and Watercolor

ART 203 – Photography: Ambient Daylight

ART 205 – Photography: Artificial Light

ART 215 – Fieldwork Abroad

ART 222 – Graphic Arts

ART 243 – Life Drawing I

ART 305 – Painting I

ART 306 – Painting II

ART 311 – Ceramics I

ART 312 – 3D Design

ART 316 – Ceramics II

ART 317 – Advertising Design

ART 345 – Sculpture

ART 349 – Printmaking

ART 427 – Studio Drawing

ART 427 – Topics in Studio Art

ART 428 – Independent Fine Arts Study

ART 475 – Internship

COURSE DESCRIPTIONS

ART 104 CHORUS

The chorus meets for one hour per week. Students participating in the chorus are expected to attend all regularly scheduled chorus meetings and to perform in concert with the chorus. These meetings will consist primarily of vocal exercises and training, and include extensive preparation and rehearsal of the current

assigned repertoire for public performance. The course may be repeated up to a maximum of three credits (1 credit).

ART 109 JAZZ DANCE I

The 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

During this course, 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 112 LEARNING WHERE TO LOOK

This course is a survey of major artistic and stylistic movements in Western Art from Prehistory to Late Gothic along with the highlights of world art from the same time period. We will be considering the different roles art has played in cultures of the past. The course aims to provide students with a chronological account of the history of art, as well as to help students develop visual literacy and to practice critical thinking and writing about images (3 credits).

ART 113 WAYS OF SEEING

This course will give you an overview of visual art created over a period of roughly five hundred years: 1400-1900. In the early modern period (1400-1800), a wave of socio-cultural change swept across the world leaving discontinuity and imbalance challenging individuals on every continent. Artists, patrons, and viewers of works of art used visual media to grapple with this dynamic historical moment (3 credits).

ART 114 HISTORY OF ART 3: 1920 TO PRESENT (VAEM)**

This course focuses on the history of the modernist art and the avant-garde from early 20th century to the present, focusing on a comparative analysis of styles and movements based on individual works of art, and placing stylistic expressions in the context of those sociopolitical and broad cultural developments. Through the study of such popular movements such as Abstract Expressionism, Pop Art and Minimalism, recurring themes and topics will be examined in conjunction with issues and events (3 credits).

ART 115 DRAWING I (C)* (VAEM)**

This is 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

This course deepens drawing skills while probing the boundaries of contemporary drawing directions. It builds on traditional skill sets such as drawing from observation, while introducing experimentation modalities such as drawing the acoustic environment, and drawing as installation art (3 credits).

ART 117 FOUNDATIONS OF DESIGN I (C)* (VAEM)**

This is 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 (VAEM)**

This course is a 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

During this course, 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. This course focuses some attention to historical/cultural precedents, including Chinese, Japanese, and 17th-21st century Western approaches. Field trips possible (3 credits).

ART 203 PHOTOGRAPHY: AMBIENT DAYLIGHT (VAEM)**

This course focuses on digital photography in varieties of daylight: bright overcast, assisted, etc., and technical artistic issues. The course involves the use of cameras and accessories, editing on Mac computers, printing. Thematic projects, photo essays, field trips. Some cameras available, or provide own (3 credits).

ART 205 PHOTOGRAPHY: ARTIFICIAL LIGHT (VAEM)**

The course focuses on digital photography in varieties of studio and night lighting: set-up, flash, strobe, available indoors/outdoors. The course involves the use of cameras and lenses; editing on Mac computers; printing; photo essays, stories, field trips. Some cameras available, or provide own (3 credits).

ART 211 FINE ARTS: MUSIC (C)*

This course centers on foundations of musical expression. The 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

During this course, 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

This course introduces the art of creating designs, with the goal of mastering all the parts necessary to create

a portfolio. This course explores elements of concepts, shapes, colors, lay-outs, and typography. Projects include brochures, newsletters, ads in varied media, and album covers. Work on Mac computers with Adobe Photoshop, In-Design, and Illustrator (3 credits).

ART 230 THE ART OF ART HISTORY

This course introduces the ways art history has developed as a discipline and highlights methods of art historical analysis. Throughout the semester, discussions focus on several topics related to art history in order to define and deploy a variety of theoretical methodologies pertinent to the analysis of artworks (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 250 (THEATRE 371): DANCE FORMS (C)*

During this course, 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 various dance styles will be put into historical and cultural context (3 credits).

ART 251 ROOTS OF ROCK AND ROLL (C)*

The goal of this course is to expand students' awareness of the history and origins of rock and roll music, especially before 1960. As music is a reflection of our society's cultural values we will study the social, philosophical, political and religious forces that both helped create this music and desperately warned society of its evil influences. Students will attend lectures, take notes, listen to recordings and watch videos of music performances. They will analyze and be tested on music and concepts presented in class. They will write a biography of an assigned musician (3 credits).

ART 252 ROCK AND ROLL 1960- NOW (C)*

The goal of this course is to expand the students' awareness of the history and origins of rock and roll music, especially after 1960. As music is a reflection of our society's cultural values we will study the social, philosophical, political and religious forces that both helped create this music and desperately warned society of its evil influences. Students will attend lectures, take notes, listen to recordings and watch videos of music performances. They will analyze and be tested on music and concepts presented in class. They will write a biography of an assigned musician (3 credits).

ART 253 AMERICAN MUSICAL THEATRE (C)*

This course explores the development of the Broadway musical as an American art form which incorporates theatre, music, dance, and design. In addition to lectures and discussions which emphasize the relationship between musical styles and historic events, there will be performance and design opportunities. The course will include attending a performance of a Broadway show (3 credits).

ART 260 POP DANCE

This course teaches dance vocabulary, patterns and shapes found in current day Hip-Hop and Pop cultures. This course will explore dance elements seen in today's music videos, films, public places, and television. This course will also touch upon the historic development of a variety of dances that gained popularity in the United States since the beginning of the 20th century. Creativity will be encouraged in this course. This course is ideal for students with 0-5 years of dance experience looking to develop or expand their movement vocabulary and artistic expression (3 credits).

ART 265 CONTEMPORARY MODERN DANCE I

This course teaches vocabulary, patterns, and shapes found within modern and post-modern dance as a base for contemporary styles of movement. This course also draws from other dance techniques (i.e., jazz and ballet) and incorporates somatic principles so students can learn how to move freely, efficiently, and organically. Emphasis is given to proper alignment, core integration, body awareness, biomechanics, and performance. This course is ideal for students with 0-5 years of dance experience looking to develop or expand their movement vocabulary and artistic expression (3 credits).

ART 266 CONTEMPORARY MODERN DANCE II

This course expands the technical and artistic skills gained in Contemporary Dance I through more complex vocabulary, combinations, style and presentation (1 credit).

Prerequisite: ART 265 or permission of instructor

ART 305 PAINTING I (VAEM)**

This is 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 (VAEM)**

This course continues themes explored in ART 305 PAINTING I, and focuses on the development of the students' unique painting styles. No prerequisites (3 credits).

ART 307 INTRODUCTION TO ART CRITICISM (VAEM)**

This course provides a foundation for further study by equipping students with the skills required to interpret and analyze various media forms, especially painting, computer art, photographic, cinematic, and sonic forms, and also considers the cultural implications that artistic and sonic practices have for contemporary society (3 credits).

ART 311 CERAMICS I (VAEM)**

This course is 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 3D DESIGN (VAEM)**

This is a multimedia course utilizing forms, shapes, textures, and composition, in relation to the expression of ideas, in positive/negative space. The course emphasizes the student's inventive use of materials and techniques in response to three dimensional design studio assignments (3 credits).

ART 313 NINETEENTH CENTURY ART

This course focuses on important movements in painting and sculpture. Emphasis is on such major art trends as Impressionism, Post-Impressionism, and Expressionism. Gallery and museum visits. The course includes lectures, seminars, and workshops (3 credits).

ART 314 MODERN ART (VAEM)**

This course centers on important movements in painting, sculpture, architecture, film and other relevant art forms from the late 19th century to 1950. Gallery and museum visits. The course includes lectures, seminars, and workshops (3 credits).

ART 316 CERAMICS II

This course builds upon the skills developed in "Introductory Ceramics I." The course involves learning and practicing the fundamental hand-building skills, as well as wheel throwing, large-scale work, digital imaging, glazing techniques, and experimental firing (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. The course involves work on Mac computers with Adobe Photoshop, In-Design, and Illustrator (3 credits).

ART 340 SHADOWS AND LIGHT: A HISTORY OF PHOTOGRAPHY

We are bombarded everyday with photographic images; so many that we often take them for granted. There was, however, a time before photography existed. When and how did it start? Who were the pioneers in the area? These and other related topics will be explored in this course. The course will consist of power point presentations, class discussions and hands on photographic assignments (3 credits).

ART 345 SCULPTURE (VAEM)**

This course is an 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

This course is 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 ART (VAEM)**

This is 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. The course involves 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 (VAEM)**

This course is an 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 431 ART OF NATIVE CULTURES (VAEM)**

This course is a study of the role of indigenous art in cultures such as Native Americans, Latin Americans, South Americans, Eskimo, African, Caribbean, etc. The course lectures, seminars, and workshops (3 credits).

ART 435 CURRENT TRENDS (VAEM)**

This is a course to introduce the student to the current New York art scene. The course involves visits to galleries, studios, museums, and performance places. The course includes lectures, seminars, and workshops (3 credits).

ART 436 TOPICS IN ART (VAEM)**

This course focuses on contemporary and historical issues related to cultural expression are explored in the visual and performing arts. The course involves the history of the arts and architecture, as well as hands-on exploration of the creative process are central themes of this course. This class is also offered as study abroad course (3 credits).

ART 440 DIGITAL MATTE PAINTING (VAEM)**

The course focuses on techniques required to create high quality digital illustrations or matte paintings, including the use of elements of photographs, textured 3D geometry, and freehand painting techniques for art,

animation, cinema and video games. Students are encouraged to employ traditional painting tools and concepts and apply them in the digital world (3 credits).

ART 460 INDEPENDENT STUDY (VAEM)**

This course is an 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. The course is 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

During this course, 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).

ART/COMM 480 SENIOR INTERDISCIPLINARY ART STUDIO (VAEM)**

This is a senior year capstone pulls together the accumulated knowledge and experiences acquired over three years in the major, and asks students to identify, organize, and combine major ideas, trends, skills, and themes, incorporating them into hybrid, intermedial projects and presentations of original work. Students build upon basic skill sets in materials, techniques, and technologies with the goal of moving beyond those and creating experimental interdisciplinary works of art (3 credits).

ART 485 STUDIO ART SENIOR CAPSTONE SEMINAR

This capstone seminar synthesizes the accumulated knowledge and experiences acquired over three years in the Art major for students in the Studio Art track. Weekly meetings and assignments require students to identify, organize, and combine major ideas, trends, skills, and themes related to their original work (3 credits).

ART 490 ART HISTORY SENIOR CAPSTONE SEMINAR

This capstone seminar synthesizes the accumulated knowledge and experiences acquired over three years in the Art major for students in the Art History track. Weekly meetings and assignments require students to identify, organize, and combine major ideas, trends, skills, and themes related to their original work (3 credits).

(C)* May be taken to meet Core requirements

(VAEM)** May be taken to meet B.A. in Visual Arts and Experimental Media requirements

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., Professor

David Gallo, Ph.D., Associate Professor

Charles L. Flynn, Jr., Ph.D., Professor

Daniel Opler, Ph.D., Chairperson & Associate Professor

Department Statement of Purpose and Learning Outcomes

The Department of History at the College of Mount Saint Vincent provides students with an opportunity to learn how past events have shaped the world in which we live, and how different cultural, political, religious, and social groups have formed and interacted, from ancient Mesopotamia to the present. In so doing, the Department contributes to the College's mission of teaching an understanding of our common humanity, while providing students with a unique set of analytical and critical thinking skills that can be applied to a wide range of professional career paths. Graduates gain a strong general background in history by taking courses in European, American, and Global history. Equally important, the Department offers students the opportunity to complete concentrations in specialized fields of study, such as Latin American history, Pre-Modern history, Women's history, Middle Eastern history, or Irish history. Through the Senior Research Seminar, all majors produce a supervised research project under the guidance of a member of the Department, allowing students to gain depth of knowledge and research skills focused on an issue of particular interest to them.

Department Learning Outcomes

Students completing an undergraduate degree in History at the College of Mount Saint Vincent will be able to:

Analyze primary sources in their historical context

Analyze secondary sources

Analyze maps, graphs, tables, and charts

Apply critical thinking skills to competing schools of historical interpretation

Utilize critical thinking skills to craft a historical argument

Conduct supervised research by employing a range of information literacy skills

Communicate effectively in standard written English as demonstrated by completing writing assignments supported by relevant facts and proper citation of a range of scholarly sources

Communicate effectively in oral form as demonstrated by oral presentation of an historical argument

Apply ethical inquiry to a range of social, cultural, political or other issues, in their historical context

Degree Requirements

B.A. in History

The B.A. in history requires 120 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 | |
| HIST 405 The Tudor Reformations | |
| HIST 410 The French Monarchy | |
| U.S. 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 |
| Core Courses | 6 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 | |
| Core Courses | 15 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 | |
| Core Courses | 6 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 | |
| Core Course | 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 | |

History B.A./M.A.

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 History majors who achieve an impressive record of performance to earn an M.A. in History from St. John’s University in an accelerated fashion.

Admission Requirements for History Majors

- GPA of 3.5 or higher in all CMSV courses in History
- Cumulative GPA of 3.0 or higher in all CMSV courses
- 12 credits completed in History

History majors apply for this program at the end of their sophomore year and then take one graduate course in each semester of their junior and senior years, for a total of 12 graduate credits. These credits are applied to their B.A. degree in History at the College of Mount Saint Vincent and to their Master of Arts degree at St. John’s University. Grades are not transferred from Saint John’s University to the College of Mount Saint Vincent, only credits. During the year following graduation from the College of Mount Saint Vincent, History majors complete all remaining requirements for the M.A. in History at St. John’s University.

History/Library and Information Sciences B.A./M.S.

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 History majors who achieve an impressive record of performance to earn an M.S. in Library and Information Sciences from St. John’s University in an accelerated fashion.

Admission Requirements for History Majors

- GPA of 3.5 or higher in all CMSV courses in History
- Cumulative GPA of 3.0 or higher in all CMSV courses
- 12 credits completed in History

History majors apply for this program at the end of their sophomore year and then take one graduate course in each semester of their junior and senior years, for a total of 12 graduate credits. These credits are applied to their B.A. degree in History at the College of Mount Saint Vincent and to their Master of Science degree at St. John’s University. Grades are not transferred from St. John’s University to the College of Mount Saint Vincent, only credits. During the year following graduation from the College of Mount Saint Vincent, History majors complete all remaining requirements for the M.S. in Library and Information Sciences at St. John’s University.

MINORS

Minor and Concentration in History

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 U.S. History
- Three credits in European History
- Three credits in Global History
- Six upper-level elective credits in history

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.

Minor in Political Science

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.

Course Descriptions

HIST 201 NATURAL RIGHTS, CIVIL RIGHTS AND HUMAN RIGHTS (C)*

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 (C)*

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 (C)*

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 THE SHAPING OF THE MODERN WORLD (C)*

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 318 MODERN CARIBBEAN: BETWEEN REVOLUTION AND DICTATORSHIP

This course traces the history of the modern Caribbean from 1789 to the present. Special focus is placed on the revolutionary upheavals and dictatorial regimes in Haiti, Cuba, and the Dominican Republic. Other themes include United States involvement in the region, sugar and tobacco monoculture, slavery and its abolition, decolonization, and post-colonial discourse (3 credits).

HIST 320 AFRICAN AMERICAN HISTORY, 1600-1865

This course explores the history of African American life from the beginnings of slavery to the end of the Civil War. Topics covered include slavery, the development of racial identity, and African American roles in the American Revolution and the Civil War (3 credits).

HIST 321 AFRICAN AMERICAN HISTORY, 1865-2012

This course explores the history of African American life from the end of slavery to the present. Topics covered include the ways in which events such as Reconstruction, the rise and fall of Jim Crow, the two World Wars, the Cold War, the Civil Rights movement, and the Black Power movement have affected African American life (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 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 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 390 INTRODUCTION TO POLITICAL SCIENCE

This introductory course in political science explores the foundational components of political science, including political philosophy, modern models of government, democracy and human rights, environmental policy, gender issues in politics, election cycles, comparative politics, international relations, and international security (3 credits).

HIST 400 POLITICS AND SOCIETY IN EARLY MODERN EUROPE, 1500-1700

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 405 THE TUDOR REFORMATIONS

Tudor England (from the accession of Henry VIII in 1509 to the death of Elizabeth I in 1603) and the religious revolution it underwent still engage the modern mind and imagination with its complex, violent and dramatic story. It is marked by the achievements as well as excesses of Henry VIII, and the distinctive way the Protestant Reformation occurred in England; brief attempts at further Protestantization under Edward VI and the subsequent Counter-Reformation under Bloody Mary; and a relatively stable religious "Middle Way" achieved by the Virgin Queen. The Reformation of the Tudor monarchs laid the foundation of the modern English religious, political, and national establishment, without which neither the history of Great Britain nor that of America would have unfolded as it did (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 AGE OF ENLIGHTENMENT AND REVOLUTIONS IN EUROPE, 1700-1830

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 INDUSTRIALIZATION, IDEOLOGIES, IMPERIALISM IN EUROPE, 1830-1914

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 WORLD WAR I AND WORLD WAR II

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 441 TRANSATLANTIC CURRENTS: IRELAND AND AMERICA IN THE MODERN ERA

This course offers an examination of the historical connections between the U.S. and Ireland over the past two hundred years. In readings, discussions, and lectures we will explore the impact of Irish emigration to America for both the United States and Ireland, from the early Scots-Irish settlers through the exodus of the Great Famine and the generations of emigrants who followed down to the end of the twentieth century (3 credits).

HIST 445 POST-WAR EUROPE, 1945-95

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 134 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 460 INDEPENDENT STUDY (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 464 EUROPE, THE EUROPEAN UNION, AND THE MEDITERRANEAN WORLD

The first half of this course reviews the history of the European Union and examines its relations with several Mediterranean Countries. Students are introduced to the history of European reconstruction from 1945 to 2002, combined with political analysis of recent events. The class then moves to the political dynamism of EU external relations, and the various foreign and EU external policies implemented by member states. It examines various cooperation agreements and the specifics of the Euro-Mediterranean Partnership. The second half of the course provides the context of France's relationship with various North African countries. The course will explore the development and evolution of France's foreign policy toward North Africa. Students will focus on the various forms of cooperation that France, the European Union and the North-African countries have developed. The course will conclude with a review of French and European policies after the "Arab Spring" (3 credits).

HIST 465 SPANISH HISTORY, CULTURE AND CIVILIZATION

Contemporary Spanish perspectives are partially the result of an inherited legacy of monarchy and world supremacy during the 16TH and the 17TH centuries, a moment in time when the history of the world depended on the decisions of the Spanish royal court. This course will provide students with the knowledge of physical space, historical events – both good and bad – and the creative manifestations that define today's Spain (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 135 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 470 INDEPENDENT STUDY: HONORS (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 477 CAMBODIA: HISTORY, POLITICS, AND DEVELOPMENT

This course explores Cambodian society and culture, as well as its modern historical evolution. Key periods include its experience as a French colony, independence after 1953, civil war and genocide from 1967 to 1979, Vietnamese occupation, and post-conflict nation-building. The class also examines contemporary challenges, such as poverty, economic development, human rights promotion, and regional security (3 credits).

HIST 478 INTERNATIONAL RELATIONS OF SOUTHEAST ASIA

This course represents an introduction to the international politics of mainland Southeast Asia, which comprises the countries of Myanmar, Thailand, Lao PDR, Cambodia, and Vietnam. Except for Thailand, these countries have also experienced colonization, while all the states have had wars with other states or experienced insurrections. This course frames the issues of conflict and conciliation by utilizing the lenses of Realism, Pluralism, Neo-Marxism, and Social Constructivism to explain and predict events in the region. Issues examined include border conflicts, economics, nationalism, and prospects for regional cooperation (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

This three-credit course provides a capstone experience to each history major's undergraduate career. Students will meet in class with the seminar director and also work on a regularly scheduled basis with a specific faculty advisor. At the end of the semester, students will present their research findings to the Department of History. The goal of the senior research seminar is to showcase each history major's mastery of historical facts, data, and interpretation in a well written major paper of 25 – 35 pages (3 credits).

(C)* May be taken to meet Core Requirements

(WE)* Writing Emphasis

Integrated Courses (INTG)/ Core Curriculum

The Integrated Courses fulfill Core Requirements for students who entered the college prior to August, 2012. For a full Description of the Core Curriculum Requirements for Students who entered the college prior to August 2012, Please see the 2011-2012 college catalog.

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: FA M I L Y 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

NTG 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 20th 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

(C)* May be taken to meet Core Requirements

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

Peter Luthy, Ph.D., Chairperson & Assistant Professor

Victor Miroshnikov, PhD., Assistant Professor

Amir Niknejad, PhD., Associate Professor

Department Statement of Purpose and Learning Outcomes

The mission of the Math Department is three-fold: to educate all students in quantitative reasoning and rigorous deduction; to serve other departments by developing math skills needed in their disciplines; and, for math majors, to provide a solid education in the central ideas, methods, and competencies of undergraduate math, preparing them for employment in professions requiring mathematics such as business, education, technology, as well as for Graduate School.

Department Learning Outcomes

Students completing an undergraduate degree in Mathematics at the College of Mount Saint Vincent will be able to:

1. Demonstrate mathematical thinking and communication. They will progress from a procedural/computational understanding of mathematics to a broad understanding encompassing logical reasoning, generalization, abstraction and proof. They will analyze data carefully and communicate results and conclusions effectively.
2. Demonstrate competency with a variety of technological tools: math software, including computer algebra systems, visualization software, statistical packages, and computer programming languages.
3. Demonstrate mastery of concepts and the ability to apply techniques from a broad range of mathematical disciplines: continuous and discrete, algebraic and geometric, deterministic and stochastic, theoretical and applied.
4. Study one field in depth and demonstrate the ability to analyze and create mathematical arguments and present them in an oral and a written report.

B.A. in Mathematics

Degree Requirements

| | |
|----------------------------------|--------------------|
| College Core Requirements | 43 credits* |
| Mathematics Major | 42 credits |
| Major Courses | |
| MATH 131 Calculus I | (4 credits) |

| | |
|--|-------------|
| MATH 132 Calculus II | (4 credits) |
| MATH 212 Biomedical Statistics | (4 credits) |
| MATH 217 Discrete Math | (3 credits) |
| MATH 231 Calculus III | (3 credits) |
| MATH 241 Linear Algebra I | (3 credits) |
| MATH 263 Computing I | (3 credits) |
| MATH 321 Introduction to Higher Geometry | (3 credits) |
| MATH 331 Real Analysis | (3 credits) |
| MATH 341 Abstract Algebra I | (3 credits) |
| MATH 450 Capstone I | (3 credits) |
| MATH 451 Capstone II | (3 credits) |
| One other Math course at level 200 or higher | (3 credits) |

Open Electives

35 credits

TOTAL

120 credits

**Six core credits in Mathematics may be satisfied with Major requirements.*

Sample Program, Version A (students starting in 2014, 2016...)

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 Languages and Literatures Core | 6 credits |
| Core Courses | 6 credits |
| MATH 131 Calculus I | 4 credits |
| Open Electives | 3 credits |
| TOTAL | 29 credits |

Year 2

| | |
|---------------------------------|------------|
| Core Courses | 12 credits |
| Natural Science Core or Physics | 3 credits |
| MATH 132 Calculus II | 4 credits |
| MATH 231 Calculus III | 3 credits |

| | |
|--------------------------------|-------------------|
| MATH 217 Discrete Math | 3 credits |
| MATH 212 Biomedical Statistics | 4 credits |
| Open Elective | 3 credits |
| TOTAL | 32 credits |

Year 3

| | |
|--|-------------------|
| Core Courses | 3 credits |
| MATH 241 Linear Algebra I | 3 credits |
| MATH 263 Computing I | 3 credits |
| MATH 321 Introduction to Higher Geometry | 3 credits |
| MATH 331 Real Analysis | 3 credits |
| Open Electives | 15 credits |
| TOTAL | 30 credits |

Year 4

| | |
|-----------------------------|-------------------|
| Core Courses | 3 credits |
| MATH 341 Abstract Algebra I | 3 credits |
| MATH 450 Capstone I (fall) | 3 credits |
| MATH 451 Capstone I | 3 credits |
| Mathematics Elective | 3 credits |
| Open Electives | 15 credits |
| TOTAL | 29 credits |

Total Credits for Graduation – 120

Sample Program, Version B (student starting in 2015, 2016...)

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 Languages and Literatures Core | 6 credits |
| Core Courses | 6 credits |
| MATH 131 Calculus I | 4 credits |
| Open Electives | 3 credits |

| | |
|-----------------------------------|-------------------|
| TOTAL | 29 credits |
| Year 2 | |
| Core Courses | 12 credits |
| Natural Science or Physics | 3 credits |
| MATH 132 Calculus II | 4 credits |
| MATH 231 Calculus III | 3 credits |
| MATH 241 Linear Algebra I | 3 credits |
| MATH 263 Computing I | 3 credits |
| Open Elective | 3 credits |
| TOTAL | 31 credits |
| Year 3 | |
| Core Course | 3 credits |
| MATH 217 Discrete Math | 3 credits |
| MATH 212 Biomedical Statistics | 4 credits |
| MATH 341 Abstract Algebra I | 3 credits |
| MATH Elective | 3 credits |
| Open Electives | 15 credits |
| TOTAL | 31 credits |
| Year 4 | |
| Core Course | 3 credits |
| MATH 321 Intro to Higher Geometry | 3 credits |
| MATH 331 Real Analysis | 3 credits |
| MATH 450 Capstone I | 3 credits |
| MATH 451 Capstone I | 3 credits |
| Open Electives | 15 credits |
| TOTAL | 29 credits |

Total Credits for Graduation – 120

Minor in Mathematics

Requirements for the Minor in Mathematics

- MATH 131 Calculus I (4 credits)
- MATH 132 Calculus II (4 credits)
- MATH 231 Calculus III (3 credits)
- Three additional Mathematics Courses at the 200 level or above* (9 credits)

**The three additional courses must be approved by the Department Chairperson and the student must obtain a grade of C or higher in each course.*

Course Descriptions

MATH 100 PRE-CALCULUS

This course focuses on basic set theory, functions and their graphs, linear and quadratic equations and systems, trigonometry, Cartesian coordinates, congruence transformations in the plane. This course serves as preparation for Calculus (3 credits).

MATH 102 MATHEMATICAL MODELING (C)*

This course centers around communication through graphs, linear, exponential and logarithmic modeling of real data, regression analysis, critical evaluation of appropriateness of a model, quality-of-fit analysis, and unit conversions (3 credits).

MATH 119 – STATISTICS (C)*

This course focuses on communicating with Graphs, data analysis and sample statistics, sampling methods, probability, combinatorics, normal distribution and other probability distributions, hypothesis testing, and optionally, the Monte Carlo Simulation (3 credits).

Prerequisite: Mathematical Modeling

MATH 120 – COMPUTATIONAL MATHEMATICS (C)*

This course focuses on the processing of deterministic and stochastic data structures through spreadsheets. The course also centers around the development of graphic user interfaces for robust processing of a developed hypothesis; processing of experimental data structures by databases; and the emulation of experimental data by mathematical models and generators of random numbers (3 credits).

Prerequisite: Mathematical Modeling

MATH 131 CALCULUS I (C)*

This course focuses on real functions of a single real variable: limits, continuity, derivatives, integrals, and the Fundamental Theorem of Calculus (4 credits).

Prerequisite: Pre-Calculus or approval of Department chairperson

MATH 132 CALCULUS II (C)*

This course focuses on techniques of integration, transcendental functions, optimization, convexity and concavity, introduction to ordinary differential equations, improper integrals, sequences and series, convergence criteria, Taylor series, and applications in physics (4 credits).

Pre-requisite: Calculus I

MATH 212 BIOMEDICAL STATISTICS (C)*

This course is a rigorous introduction to statistics with applications in biological and health sciences using

available public domain biomedical data sets. The course also focuses on exploratory data analysis, elements of probability, parametric and nonparametric statistical methods, contingency table analysis and linear regression, as well as hypothesis testing and survival analysis (4 credits).

Prerequisite: Mathematical Modeling

MATH 217 DISCRETE MATHEMATICS

This course is an introduction to a variety of discrete Math topics such as combinatorics, graph theory, linear programming, game theory, voting theory, the Theory of Fair Divisions, fractals. The course also places emphasis on recursion and algorithms with and without computers (3 credits).

Prerequisite: Calculus I

MATH 222 MATHEMATICS FOR ELEMENTARY EDUCATION

This course focuses on the 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

This course focuses on vectors, vector operations, dot product, and cross product. The course also centers around multivariate functions and vector valued functions, continuity, partial derivatives, Cartesian, polar, cylindrical and spherical coordinate systems, gradient, tangent plane, total derivative, as well as the classification of quadratic surfaces and multiple integrals (3 credits).

Prerequisite: Calculus II

MATH 241 LINEAR ALGEBRA I

This is the first part of a two-semester sequence, linear equations and matrices, matrix algebra, vector spaces, subspaces, linear independence, bases, dimension, linear transformations, diagonalization of matrices. Gauss-Jordan elimination, L-U factorization, applications of linear algebra in the sciences and business (3 credits).

Prerequisite: Calculus II

MATH 242 LINEAR ALGEBRA II – Elective

This course is the second part of a two-semester sequence. It is a continuation of topics in linear algebra, with emphasis on inner product spaces, orthogonality, eigenvalues and eigenvectors, canonical forms, quadratic forms, numerical methods, least squares analysis, principal component analysis, singular value decomposition (SVD) (3 credits).

Prerequisites: Calculus III and Linear Algebra I

MATH 255 ORDINARY DIFFERENTIAL EQUATIONS – Elective

This course focuses on ordinary differential equations of first and second order: exact solutions and numerical methods, use of mathematical software, systems of differential equations, Laplace transforms, if time permits.

Applications in physics, chemistry, biology (3 credits).

Prerequisite: Calculus III

MATH 261 SYMBOLIC COMPUTING – Elective

This course focuses on concepts and practical use of a computer algebra system such as Maple: Data types and control structures. The course also features two- and three-dimensional plotting, symbolic computing of solutions to selected problems in algebra and analysis, and contrasting exact and numerical solutions (3 credits).

MATH 262 NUMERICAL COMPUTING – Elective

This course focuses on 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 (3 credits).

Pre-requisite: Computing or permission of the Department chairperson

MATH 263 COMPUTING I

This course focuses on introductory to basic computer programming: control structures, data types, data structures, formatting, input/output control, debugging, documenting applied to simple algorithms. Implementing algorithms in various software systems such as Basic, Visual Basic, Maple, Matlab, Mathematica (3 credits).

MATH 311 PROBABILITY DISTRIBUTIONS & STATISTICAL INFERENCE

This course centers around random variables, discrete and continuous probability distributions (Binomial, Poisson, Normal, T), statistical moments, point estimation, interval estimation, hypothesis testing, optionally, analysis of variance and covariance, simulation, and the introduction to experimental design (3 credits).

Prerequisite: Calculus I

MATH 321 INTRODUCTION TO HIGHER GEOMETRY

This course focuses on Euclidean, Non-Euclidean, axiomatic geometry, and formal proofs. Optionally, the course may cover on analytic geometry of conic sections. Projective Geometry (3 credits).

Prerequisite: Calculus III

MATH 331 REAL ANALYSIS

This course centers around the calculus of a single real variable, with emphasis on proofs. The course also focuses on the axiomatic foundation of real number system, the rigorous development of the Riemann integration. Optionally, the course may cover the Introduction to theory of Measure and the Fourier analysis (3 credits).

Prerequisites: Calculus III and Linear Algebra I

MATH 341 ABSTRACT ALGEBRA I

This course is the first part of a two-semester sequence. It is an introduction to algebraic structures with an emphasis on groups, normal subgroups, co-sets, Lagrange's Theorem, and the fundamental homomorphism theorems (3 credits).

Prerequisite: Linear Algebra I

MATH 342 ABSTRACT ALGEBRA II – Elective

This course is the second part of a two-semester sequence. It furthers the study of algebraic structures, such as rings, integral domains, fields, and includes the homomorphism theorem and its applications (3 credits).

Prerequisite: Abstract Algebra I

MATH 431 VECTOR CALCULUS – Elective

This course focuses on calculus for vector functions, line and surface integrals, the theorems of Gauss, Green, and Stokes, and applications in electrostatics, electrodynamics, fluid dynamics (3 credits).

Prerequisite: Calculus III

MATH 450 CAPSTONE I

This is a special topic course chosen by the faculty of the Department to allow students to complement their study of mathematics by delving deeply into a specific area requiring application and synthesis of knowledge and understanding developed throughout the mathematics curriculum (3 credits).

To be taken during senior year

MATH 450 CAPSTONE II

This course is the continuation of the special topic studied in Capstone I, with emphasis on student undergraduate research and presentation.

Prerequisite: MATH 450 Capstone I

MATH 453 COMPLEX FUNCTIONS – Elective

This course centers around complex plane and elementary complex functions, analytic functions, Cauchy-Riemann equations, and Cauchy integral theorem. The course also covers Taylor series, Laurent series, singularities, zeroes, and calculus of residues, as well as conformal mapping and its applications (3 credits).

Prerequisite: MATH 331 Real Analysis

MATH 455 LINEAR PARTIAL DIFFERENTIAL EQUATIONS – Elective

This course focuses on the classification of second-order linear partial differential equations, the method of separation of variables, and the methods of Fourier series and Taylor series. The course also covers the method of Laplace transforms, if time permits. Additionally, the course focuses on general solutions, initial problems, boundary problems, and initial-boundary value problems (3 credits).

Prerequisite: Ordinary Differential equations

MATH 465 TOPICS IN MATHEMATICS – Elective

This is a special topic course offered when demand warrants. Registration requires permission by Department Chair (3 credits).

MATH 469 INDEPENDENT STUDY – Elective

This is an independent study and/or research under faculty guidance. Registration requires approval of the Chair (3 credits).

(C)* May be taken to meet Core Requirements

The 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. The Department also offers Minors in French, Italian, Spanish, Latin American Studies, and Philippine Studies as well as courses leading to the Minor in International Studies. Students may additionally study Arabic, Chinese, German, Greek, Hebrew, Irish, Japanese, Latin, Portuguese, and Russian through our agreements with Lehman College and Manhattan College.

Faculty

David Aliano, PhD, Chairperson & Associate Professor

Séverine Rebourcet Ph.D., Assistant Professor

Rosita E. Villagómez, Ph.D., Associate Professor

Y.L. Mariela Wong, Ph.D., Associate Professor

Department Statement of Purpose and Learning Outcomes

The Department of Modern Languages and Literatures offers programs of study in a variety of languages, literatures, and cultures. Its programs impart invaluable skills which make students more attractive job candidates across a wide-range of careers in an increasingly competitive global market. Its foundational courses teach students to comprehend, read, write, and speak effectively in another language, and its advanced courses teach students how to think across cultures and critically analyze major literary texts and other cultural productions. In keeping with the College's mission, the Department of Modern Languages and Literatures also provides students with a greater awareness and appreciation of diverse peoples and cultures as well as a greater sensitivity towards the problems and issues facing the world today.

Department Learning Outcomes

1. Students will comprehend and read proficiently in the language of study at a complex level
2. Students will demonstrate the ability to speak effectively before a group and communicate complex thoughts and ideas in the language of study.
3. Students will write well-researched, well-developed and convincing essays which demonstrate grammatical precision, proper syntax, and an extensive and varied vocabulary in the language of study.
4. Students will demonstrate a knowledge and appreciation of the history and cultural traditions of the regions in which the language is spoken.
5. Students will employ the techniques of modern analysis and criticism to major literary texts, thereby demonstrating the ability to think critically and logically.

6. Students will demonstrate the ability to critically analyze non-literary cultural productions in the language of study (i.e. film, music, visual and performing arts).

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 first year.

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. Students are placed at the proper level of the language they have chosen to study by the Department of Modern Languages and Literatures when they enter the College. Students are not permitted to take a course below the level in which they are placed without the permission of the Chairperson.

2. **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.
3. **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.
4. **Study Abroad Programs:** The Department of Modern Languages and Literatures encourages all students to study abroad. We regularly run faculty-led as well as collaborate with the College's Study Abroad Office to help students explore many other semester and summer study abroad opportunities which are available to them.

B.A. in French Studies Degree Requirements

| | |
|--|--------------------|
| OPTION A – French 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 201-475 (24 credits)

Open Electives 47 credits

TOTAL 120 credits

OPTION B – Interdisciplinary

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)

Four courses which may either be Interdisciplinary or in French ** (12 credits)

Open Electives 47 credits

TOTAL 120 credits

**Six core credits in Modern Languages and Literature may be satisfied with Major requirements.*

***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.*

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 and 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 |
| Core Courses | 6 credits |
| FREN Courses | 6 credits |
| Open Electives | 9 credits |
| TOTAL | 31 credits |

Year 2

| | |
|--|-------------------|
| Core Courses | 18 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

| | |
|---------------------------------------|-------------------|
| Core Courses | 6 credits |
| FREN Courses | 6 credits |
| FREN/HIST/FINE ARTS/PHIL Major Course | 3 credits |
| Open Electives | 15 credits |
| TOTAL | 30 credits |

Year 4

| | |
|---------------------------------------|-------------------|
| Core Courses | 3 credits |
| FREN/HIST/FINE ARTS/PHIL Major Course | 9 credits |
| Open Electives | 17 credits |
| TOTAL | 29 credits |

Total Credits for Graduation – 120

B.A. in Spanish

| | |
|---|--------------------|
| Degree Requirements | 43 credits* |
| College Core Requirements | |
| Spanish Major | 30 credits |
| SPAN 307 Advanced Grammar and Composition | (3 credits) |
| SPAN 350 Masterworks in Latin American Literature I <i>or</i> | (3 credits) |

| | |
|--|--------------------|
| SPAN 351 Masterworks in Latin American Literature II | (3 credits) |
| SPAN 352 Masterworks in Peninsular Literature I or | (3 credits) |
| SPAN 353 Masterworks in Peninsular Literature II | (3 credits) |
| Seven SPAN courses 201-475, two of which must be at the 400 level | (21 credits) |
| Open Electives | 47 credits |
| TOTAL | 120 credits |

**Six core credits in Modern Languages and Literature may be satisfied with Major requirements.*

No more than 12 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 student'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 |
| Core Courses | 6 credits |
| SPAN 210 Writing Spanish, or SPAN 217 Spanish for Heritage Speakers I | 3 credits |
| SPAN 220 Writing Spanish, or SPAN 218 Spanish for Heritage Speakers II | 3 credits |
| Open Electives | 9 credits |
| TOTAL | 31 credits |

Year 2

| | |
|--|-------------------|
| Core Courses | 18 credits |
| SPAN 307 Advanced Grammar and Composition | 3 credits |
| SPAN 350 or 351 Masterworks in Latin American Literature I or II | 3 credits |
| Open Electives | 6 credits |
| TOTAL | 30 credits |

Year 3

| | |
|--|-------------------|
| Core Courses | 6 credits |
| SPAN 352 or 353 Masterworks in Peninsular Literature I or II | 3 credits |
| SPAN Electives | 6 credits |
| Open Electives | 15 credits |
| TOTAL | 30 credits |

Year 4

| | |
|---------------------------------------|-------------------|
| Core Courses | 3 credits |
| SPAN Electives 6 credits at 400 level | 9 credits |
| Open Electives | 17 credits |
| TOTAL | 29 credits |

Total Credits for Graduation – 120

Minor in French

Requirements for the Minor in French

The minor in French requires 18 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 201-475 (15 credits)

Of these, a maximum of 12 credits may be applied from the 200 level, and no more than 6 AP/IB credits may be applied to the Minor.

Minor in Italian

Requirements for the Minor in Italian

The minor in Italian requires 18 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 201-475 (15 credits)

Of these, a maximum of 12 credits may be applied from the 200 level, and no more than 6 AP/IB credits may be applied to the minor.

Minor in Spanish

Requirements for the Minor in Spanish

The minor in Spanish requires 18 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.

SPAN 307 Advanced Grammar and Composition **3 credits**

One of the following: **3 credits**

SPAN 350 Masterworks in Latin American Literature I

SPAN 351 Masterworks in Latin American Literature II

SPAN 352 Peninsular Literature I

SPAN 353 Masterworks in Peninsular Literature II

Four courses numbered 201-475 **12 credits**

Of these, only 12 credits may be applied from the 200 level, and no more than 6 AP/IB credits may be applied to the minor.

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 toward the problems and issues facing Latin America today. The program, an area-specific cultural studies alternative to the Spanish minor, allows students the option of taking up to two courses from other departments.

In the spirit of a liberal arts education, the minor provides students in a wide range of degree programs the option of pursuing their interest in Latin America, all the while making them more attractive job candidates in an increasingly competitive global market.

Requirements

The minor in Latin American Studies requires:

- 18 course credits related to the subject
- A minimum of 4 courses in Spanish related to Latin America, including Latin American Civilization (SPAN 341) and Masterworks in Latin American Literature I **or** II (SPAN 350 **or** 351)
- At least 4 of the courses must be at the 300/400 level
No more than two approved courses related to Latin American Studies from other disciplines may be applied toward the minor, and a maximum of two courses counting toward the major may be applied to fulfill minor requirements.

Approved Courses

Department of Modern Languages and Literatures

SPAN 210 Writing Spanish

SPAN 220 Speaking Spanish

SPAN 217-218 Spanish for Heritage Speakers

Upper-Level Courses – Department of Modern Languages and Literatures

All 300-level Spanish courses are intended for students who have completed:

- 210 or 220 or
- 217 or 218 or
- Are able to demonstrate an equivalent proficiency 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 and II

All 400-level Spanish courses are intended for students who have completed:

- SPAN 307 or
- Are able to demonstrate an equivalent proficiency in Spanish

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 318 Modern Caribbean: Between Revolution and Dictatorship

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

SOC 344 A Nation of Immigrants

SOC 345 New York City Ethnic Communities

Department of Fine Arts

ART 313 Nineteenth Century Art

ART 314 Modern Art

ART 431 Art of Native Cultures

Art 436 Topics in Art

Integrated

INTG 325 A Nation of Immigrants

INTG 328 Global Challenges

INTG 391 Special Topics in Integrated Studies

Minor in Philippine Studies

The minor in Philippine Studies, an interdisciplinary area studies minor, is housed in the Department of Modern Languages and Literatures. The program focuses on the language, literature, culture, history, and society of the Philippines. It provides students with a greater awareness and appreciation of diverse peoples and cultures as well as a greater sensitivity toward the problems and issues facing the Philippines today.

The program makes students more attractive job candidates in an increasingly competitive global market, and enables them to better meet the needs and demands of the Philippine community in New York City.

Requirements

The Philippine Studies minor is a 6-course, 18-credit program of study. The following courses are required:

- Introduction to Tagalog I and II (Filipino 101-102)
- Aspects of Philippine Culture (Filipino 216)
- Philippine Civilization (Filipino 340)

A maximum of two approved courses related to Philippine studies from other disciplines may be applied toward the minor, provided that students complete a contract ensuring that they will complete a significant portion of their research and assignments on issues related to the Philippines.

Students may also complete their requirements by taking two courses in Philippine Studies at the University of Hawaii. Up to two courses counting toward the major may also be applied to fulfill minor requirements.

Program Coordinators

David Aliano Ph.D (Modern Languages and Literatures)

Rosita E. Villagómez Ph.D (Modern Languages and Literatures)

Approved Courses Listed by Department

Department of Modern Languages and Literatures

The following courses are required:

FILI 101-102 Introduction to Filipino (Tagalog) I and II

FILI 216 Aspects of Philippine Culture

FILI 340 Philippine Civilization

Department of Business and Economics

ECON 336 International Trade

ECON/BUS. INTL 370: Emerging Markets in Asia

ECON 370 Women in Labor Markets

BUSN 309 International Business

BUSN 401 International Political Economy

BUSN 409 International Marketing

BUSN 419 International Finance

Department of Communication

COMM 351 Intercultural Communication

Department of History

HIST 330 Colonialism in Africa and Asia

HIST 333 Modern Asia

HIST 364 Islam and Politics: From Democracy to Theocracy to Islamism

HIST 463 Crossing International Borders: World Migration 1800 to present

HIST 466 International Terrorism

Department of Sociology

SOC 202 Introduction to Cultural Anthropology

SOC 302 Race and Ethnicity

SOC 304 Globalization and Inequality

SOC 305 Urban Sociology

SOC 315 Women and Violence

SOC 345 New York City Ethnic Communities

Integrated Courses

INTG 325 A Nation of Immigrants

INTG 328 Global Challenges

INTG 391 Special Topics in Integrated Studies

Course Descriptions

Courses numbered 201-216 are foundation courses intended for students who have completed 102 or are able to demonstrate an equivalent proficiency in the language. 300-level courses are upper-level courses intended for students who have completed 210 and 220, or 217 and 218, or are able to demonstrate an equivalent proficiency in the language. 400-level courses are advanced courses intended for students who have completed 300-level courses in French, Italian or Spanish or are able to demonstrate an equivalent proficiency in the language.

Filipino (FILI)

Foundation Courses

FILI 101-102 FILIPINO FOR BEGINNERS (C)*

This course is 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 (C)*

This is 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 (C)*

This is 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 and is open to all students for elective or International Studies credit. Students who are taking the course to fulfill their core language requirement or to fulfill a Philippine Studies Minor requirement are however required to complete a significant portion of their work in Tagalog (3 credits).

FILI 375 INTERNSHIP

This is an off-campus opportunity to gain practical experience related to Philippine studies while earning college credit. Internships are conducted under the supervision of a faculty member and require the approval of the Chairperson (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 (C)*

This two-semester course sequence offers 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. This course is 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 (C)*

This course is an intensive review of French at the beginner-intermediate level and further development of listening, speaking, reading, and writing skills through extensive use of audio and visual aids. A two-semester course sequence (3 credits each).

This course is intended for students who have taken three years of high school French or for students who have taken French 101-102 or are able to demonstrate an equivalent proficiency in French

FREN 210 WRITING FRENCH (C)*

This course is an intensive practice of writing skills through extensive use of aural and written materials at the intermediate level. It also includes a review of grammar (3 credits).

This course is intended for students who have taken four years of high school French, or for students who have taken French 201-202 or are able to demonstrate an equivalent proficiency in French

FREN 220 SPEAKING FRENCH (C)*

This course is an intensive practice of oral skills through the use of aural and written materials at the intermediate level. It also includes a review of grammar (3 credits).

This course is intended for students who have taken four years of high school French or for students who have taken French 201-202 or are able to demonstrate an equivalent proficiency in French

FREN 216, 316 ASPECTS OF FRENCH AND FRANCOPHONE CULTURE (C)*

This course is an on-site study of different aspects of the political, socioeconomic, 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

300-level courses are intended for students who have completed FREN 210 and FREN 220 or are able to demonstrate an equivalent proficiency in French.

FREN 303 FRENCH AND FRANCOPHONE CULTURE THROUGH FILM (C)*

The 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. For French credit, all written work must be done in French (3 credits).

FREN 307 ADVANCED GRAMMAR AND COMPOSITION (C)*

This course offers an intensive study of the grammatical structures of French aimed at perfecting the student's written and oral command of the language. This course is required for all French Studies majors, and highly recommended for French minors (3 credits).

FREN 340 FRENCH CIVILIZATION (C)*

This course focuses on the historical, social, and cultural background of France from the Middle Ages through the nineteenth century. The course includes lectures, readings, discussions, and reports in French and it is highly recommended for French Studies majors and French minors (3 credits).

FREN 341 CONTEMPORARY FRENCH CIVILIZATION (C)*

This course focuses on the historical, social, and cultural background of France and the Francophone world from the twentieth century to the present. The course includes lectures, readings, discussions, and reports in French and it is highly recommended for French Studies majors and French minors (3 credits).

FREN 342 THE FRANCOPHONE WORLD: A CULTURAL STUDY (C)*

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. The course includes lectures, readings, discussions, and reports in French (3 credits).

FREN 350 INTRODUCTION TO FRENCH LITERARY STUDY (C)*

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

400-level French courses are intended for students who have completed FREN 307 or are able to demonstrate an equivalent proficiency in French.

FREN 420, 320 SPECIAL TOPICS IN FRENCH

This course is an intensive study of a single author, genre, movement, or literary topic. The specific subject will

be available at the time of registration. The course includes lectures, readings, discussions, and reports in French (3 credits).

FREN 460 INDEPENDENT STUDY

This course may be taken in consultation with the professor and with the approval of the Chair. It is offered as needed (3 credits).

FREN 375, 475 INTERNSHIPS

Students have an opportunity to gain practical experience related to French while earning college credit off-campus. Internships are conducted under the supervision of a faculty member and require the approval of the Chairperson (3 credits each).

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 (C)*

This two-semester course sequence offers 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. The sequence is 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 (C)*

This course is an intensive review of Italian at the beginner-intermediate level and further development of listening, speaking, reading, and writing skills through extensive use of audio and visual aids. This is a two-semester course sequence (3 credits each).

This course is intended for students who have taken three years of high school Italian or for students who have taken Italian 101-102 or are able demonstrate an equivalent proficiency in Italian

ITAL 210 WRITING ITALIAN (C)*

This course is an intensive practice of writing skills through extensive use of aural and written materials at the intermediate level. It also includes a review of grammar (3 credits).

This course is intended for students with four years of high school Italian or for students who have taken Italian 201-202 or are able to demonstrate an equivalent proficiency in Italian

ITAL 220 SPEAKING ITALIAN (C)*

This course is an intensive practice of oral skills through the use of aural and written materials at the intermediate level. It also includes a review of grammar (3 credits).

This course is intended for students with four years of high school Italian or for students who have taken Italian 201-202 or are able to demonstrate an equivalent proficiency in Italian

ITAL 216, 316 ASPECTS OF ITALIAN CULTURE (C)*

This course is 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

300-level courses are intended for students who have completed Italian 210 and Italian 220 or are able to demonstrate an equivalent proficiency in Italian.

ITAL 303 ITALIAN CULTURE THROUGH FILM (C)*

This course covers a variety of cultural topics through the use of Italian cinema. From the works of great Italian filmmakers like De Sica, Fellini, and Pasolini to the up-and-coming independent filmmakers of today, this course addresses the themes of Italian identity, representations of women, gender roles, religion, immigration and race, and postwar and contemporary social problems. It will also discuss film adaptations of Italian literary works.

This course is conducted in English and is open to all students. Italian minors, however, are required to complete all assignments in Italian. Women's Studies minors are required to focus their assignments on women's related issues (3 credits).

ITAL 307 ADVANCED GRAMMAR AND COMPOSITION (C)*

This course is an intensive study of the grammatical structures of Italian aimed at perfecting the student's oral and written command of the language. The course is highly recommended for Italian minors (3 credits).

ITAL 340 MEDIEVAL AND RENAISSANCE ITALIAN CIVILIZATION (C)*

This course is a study of the art, music, philosophy, and literature of Medieval Italy and its development into the Renaissance of Western culture. It includes lectures, readings, and discussions in Italian (3 credits).

ITAL 341 CONTEMPORARY ITALIAN CIVILIZATION (C)*

This course traces the civilization of Italy from its unification as a nation in the nineteenth century to the present day. Focus is placed on the cultural, religious, political, and social-economic elements which have shaped Italy's identity as a nation today. Major themes include the Risorgimento; the liberal regime; the southern question; fascism and the Second World War; post-war politics and corruption, the economic miracle, the European Union, and Italy today as a multicultural society. (3 credits).

ITAL 350 INTRODUCTION TO ITALIAN LITERARY STUDY (C)*

This course introduces students to the major authors and movements in Italian literature from its medieval origins to the present. It exposes students to both the classic works of the Italian literary canon as well as to a

number of popular contemporary authors. Readings will include a mixture of poetry, narrative, and theatre. This course also introduces students the basic elements of literary analysis. This course is conducted entirely in Italian and is a required course for Italian minors (3 credits).

ITAL 375, 475 INTERNSHIPS

Students have an opportunity to gain practical experience related to French while earning college credit off-campus. Internships are conducted under the supervision of a faculty member and require the approval of the Chairperson (3 credits each).

Advanced Courses

400-level Italian courses are intended for students who have completed Italian 307 or are able to demonstrate an equivalent proficiency in Italian.

ITAL 420, 320 SPECIAL TOPICS IN ITALIAN

This course is an intensive study of a single author, genre, movement, or literary theme. The specific subject will be available at the time of registration. The course includes lectures, readings, discussions and reports in Italian (3 credits).

ITAL 460 INDEPENDENT STUDY

This course can be taken in consultation with the professor and with the approval of the Chair (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 (C)*

This is a two-semester course sequence. It is 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. The sequence is 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 (C)*

This course is an intensive review of Spanish at the beginner-intermediate level and further development of listening, speaking, reading, and writing skills through extensive use of audio and visual aids. A two-semester course sequence (3 credits each).

This course is intended for students who have taken three years of high school Spanish or for students who have taken Spanish 101-102 or are able demonstrate an equivalent proficiency in Spanish

SPAN 210 WRITING SPANISH (C)*

This course is an intensive practice of writing skills through extensive use of aural and written materials at the intermediate level. It also includes a review of grammar (3 credits).

This course is intended for students with four years of high school Spanish or for students who have taken Spanish 201-202 or are able to demonstrate an equivalent proficiency 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.

SPAN 220 SPEAKING SPANISH (C)*

This course is an intensive practice of oral skills through the use of aural and written materials at the intermediate level. It also includes a review of grammar (3 credits).

This course is intended for students with four years of high school Spanish or for students who have taken Spanish 201-202 or are able to demonstrate an equivalent proficiency in Spanish. Not intended for native or heritage speakers of Spanish.

SPAN 217-218 SPANISH FOR HERITAGE SPEAKERS (C)*

This is a two-semester course sequence. It is 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. The course is for heritage speakers only (3 credits each).

Upper-Level Courses

300-level courses are intended for students who have completed Spanish 210 and Spanish 220, or Spanish 217 and Spanish 218; or are able to demonstrate an equivalent proficiency in Spanish.

SPAN 300 THE MUSICAL HERITAGE OF THE AMERICAS (C)*

This course is an examination of the rich and diverse traditions of Latinos in the Americas through the use of music as well as, literature and film (3 credits).

SPAN 303 HISPANIC CULTURE THROUGH FILM (C)*

This course explores a variety of topics related Spanish and Latin American culture and society as seen through film. It will trace Latin American film-making from the golden ages of Mexican and Cuban cinema to the independent films of today. The issues which these films address include: national and ethnic identities, representations of women and gender roles, revolution and dictatorship as well as migration and immigrant identities. Emphasis in the class will be placed on conversation and composition. Assignments and class discussion will be completely in Spanish (3 credits).

SPAN 307 ADVANCED GRAMMAR AND COMPOSITION (C)*

This course is 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 (C)*

This course is 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 (C)*

This course traces the history and culture of Spain from its ancient origins to the present. Focus is placed on the cultural, religious, political, and social-economic elements of Spanish civilization which have shaped Spain's identity as a nation. It is designed to provide a context for the advanced study of Spanish literature. Students are expected to have a competent working knowledge of the language as assignments and class discussions are completely in Spanish. Emphasis in the class will be placed on conversation and composition (3 credits).

PAN 341 LATIN AMERICAN CIVILIZATION (C)*

The major issues that have affected Latin America are explored through art, music, film and the reading of historical and literary texts. This course traces Latin American Civilization from its pre-Columbian origins to the present. Focus is placed on the cultural, religious, political, and social-economic elements which have shaped the nations and peoples of Latin America today. It is designed to provide a context for the advanced study of Latin American literature. Emphasis in the class will be placed on conversation and composition. Lectures, readings, and discussions are all in Spanish. (3 Credits)

SPAN 350 MASTERWORKS IN LATIN AMERICAN LITERATURE I (C)*

This course is 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 (C)*

This course is 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 diverse literary movements and tendencies such as avant-gardism, 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 (C)*

This course is 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 (C)*

This course is 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

400-level Spanish courses are intended for students who have completed Spanish 307 or are able to demonstrate an equivalent proficiency in Spanish.

SPAN 420, 320 SPECIAL TOPICS IN SPANISH

This course is an intensive study of a single author, genre, movement, or literary topic. The specific subject will be available at the time of registration. The course includes lectures, readings, discussions and reports in Spanish (3 credits).

SPAN 423 GREAT HISPANIC POETS

This course is 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

This course is 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*

This course examines Cervantes’ novel from a historical point of view in an attempt to understand the aesthetic and thematic revolution created by the novel at the time of its publication (3 credits).

SPAN 429 THE SPANISH GOLDEN AGE

This course is a survey of the history, art, and literature of Spain during the sixteenth and seventeenth centuries (3 credits).

SPAN 435 LATIN AMERICAN SHORT FICTION

This course is a study of the development of short narrative forms in Latin America in relationship to the social, political, and historical realities of Latin America. It includes readings from the works of Quiroga, Borges, García Márquez, Cortázar, Fuentes, Vargas Llosa, Rulfo, and Donoso (3 credits).

SPAN 436 MODERN SPANISH THEATRE

This course is 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

This course focuses on the 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

This course may be taken in consultation with the professor and with the approval of the Chair (3 credits).

SPAN 375, 475 INTERNSHIPS

Students have an opportunity to gain practical experience related to French while earning college credit off-campus. Internships are conducted under the supervision of a faculty member and require the approval of the Chair (3 credits each).

(C)* May be taken to meet Core Requirements

IPSL

The College of Mount Saint Vincent is the School of Record for the following Modern Languages and Literatures courses offered abroad through our IPSL partners around the world.

ARAB 103 MODERN STANDARD ARABIC FOR BEGINNERS I

This course introduces students to the Arabic writing system and enables them to read and write basic words and sentences. Modern Standard Arabic is the recognized means of formal spoken and written communication. It is used throughout the Arabic speaking world on official occasions, in education, and by the media. This

course is designed for complete beginners to enable learners to communicate in Modern Standard Arabic within a limited range of everyday situations using the four skills: reading, writing, listening and speaking (3 credits).

ARAB 104 MODERN STANDARD ARABIC FOR BEGINNERS II

This course continues to introduce new students to Arabic and provide opportunities for immersion as well as improve Arabic language knowledge and skills already acquired in the student's home country. Morphosyntactic issues contained in texts will be highlighted and explained in detail. The main goal of Arabic conversation lessons is to gain more communication skills, both oral and written Arabic (modern Arabic), to understand and use frequent expressions as well as plain sentences in order to satisfy their daily needs (3 credits).

FRENCH 103 FRENCH LANGUAGE FOR BEGINNERS: IMMERSION I

This course is designed for beginners with no French language experience. Starting off with survival phrases to function, and moving towards basic elements in the language enabling students to: understand, speak and write in simple phrases using such competencies as: vocabulary, grammar, semantics, phonology and spelling. A number of cultural activities are offered (i.e. a guided tour of Montpellier, excursions, etc.) Classes take place on campus at the IEFE. This course is equivalent to FRENCH 101 offered at The College of Mount Saint Vincent (3 credits).

FRENCH 104 FRENCH LANGUAGE FOR BEGINNERS: IMMERSION II

This course designed for beginners or near beginners who want to enhance their basic knowledge of French. Introduces the basic elements in the language enabling students to: understand, speak and write in simple phrases using such competencies as: vocabulary, grammar, semantics, phonology and spelling. A number of cultural activities are offered (i.e. a guided tour of Montpellier, excursions, etc.) Classes take place on campus at the IEFE. This course is equivalent to FRENCH 102 offered at The College of Mount Saint Vincent (3 credits).

FRENCH 115 ASPECTS OF FRENCH CULTURE: CUISINE AND REGIONAL ROOTS

This course provides students with a new way to discover French language and culture by combining language classes with culinary arts workshops. It exposes students to professionally trained chefs and to a variety of tastes and flavors which are historically rooted in France as well as imported from exotic places. Students will connect dishes to regional traditions, historical legacies, and the peculiarities of French culture (1 credit).

FRENCH 116 ASPECTS OF FRENCH CULTURE: OENOLOGY AND TERROIR

This course explores the culture of French winemaking, and the local terroir of Montpellier. Students will be accompanied by an experienced guide with an extensive knowledge of the wines and vineyards of the region. This course will require students to connect their knowledge of French wine to the wider history and culture of France (1 credit).

FRENCH 211 INTERMEDIATE FRENCH IMMERSION I

During this course, students will focus on the further development of French reading, speaking, and writing.

Students will additionally learn about two of the following topical themes: Civilization of the South, Culture and Heritage, Cinema, French in the Social & Economic Fields, History of Art, Literature, and Theatre. This course is equivalent to FRENCH 210 offered at The College of Mount Saint Vincent (3 credits).

FRENCH 221 INTERMEDIATE FRENCH IMMERSION II

During this course, students will focus on the further development of French language skills and abilities. Coursework will focus on the general improvement of reading, speaking and writing in French. Students will additionally learn about two of the following topical themes: Business French, French for Environmental Studies, Cinema, History of Art, Literature, and Theatre. This course is equivalent to FRENCH 220 offered at The College of Mount Saint Vincent (3 credits).

FRENCH 308 ADVANCED FRENCH IMMERSION I

This course will improve students' French vocabulary and style and prepare them for advanced French language use in an academic setting. It will refine students' reading, writing and oral skills. It will promote an understanding of press articles and excerpts from literary texts and develop advanced writing techniques including pre-writing & brainstorming, drafts and final essays. Students will additionally practice the forms and processes of writing used professionally and academically as well as practice creative writing in both spontaneous and reflective writing forms (3 credits).

FRENCH 309 ADVANCED FRENCH IMMERSION II

This course will refine and improve students' French vocabulary and style and prepare them for advanced French language use in an academic setting. In addition to continuing the development and practice of all of the skills introduced in French 308, students will attain the total mastery of the linguistic rules in sentences and texts. They will demonstrate an understanding of systemic relations that underlie grammar study and govern syntax construction. It will provide students with a near native use of the language (3 credits).

KHMER 103 KHMER LANGUAGE FOR BEGINNERS I

This course is an introduction to the Khmer language with emphasis on spoken language competency as related to daily life. The course is designed for students with no prior knowledge of the Khmer language. Upon completion of this course, students will be able to communicate effectively, utilizing everyday spoken Khmer to facilitate their daily lives in Cambodia (3 credits).

This course would be the equivalent of Khmer 101 if it were offered at the College of Mount Saint Vincent

SPANISH 221 INTERMEDIATE SPANISH CONVERSATION AND GRAMMAR

This course is designed to consolidate the student's prior knowledge of the Spanish language acquired in their homeland, gaining confidence, not only in understanding the language, but also in using the target language properly. Moreover, they will not only have access to the language in a real context, but they will also get cultural knowledge (traditions and social etiquette) which will help them understand the Spanish speaking world. The interaction between the students and teacher will be ongoing in class. Students will be using the student book

along with real texts (newspapers, books, magazines, etc). They are also required to do various tasks and exercises to improve their skills, above all speaking (3 credits).

This course is equivalent to SPANISH 220 offered at the College of Mount Saint Vincent

THAI 103 THAI LANGUAGE FOR BEGINNERS I

This course is an introduction to the Thai language with emphasis on spoken language competency as related to daily life. The course is designed for students with no prior knowledge of the Thai language. Upon completion of this course, students will be able to communicate effectively, utilizing everyday spoken Thai and should be able to read consonants, vowels and simple words (3 credits).

This course would be the equivalent of Thai 101 if it were offered at the College of Mount Saint Vincent

VIET 103 VIETNAMESE LANGUAGE FOR BEGINNERS I

This is a beginning level language course which presupposes no background in Vietnamese. It aims to provide an introduction to the basics of Vietnamese language with the emphasis on spoken language competence as related to daily life. Students are given intensive practice in oral skills to be able to communicate effectively on a basic level. Upon completion of the course, students should be able to 1) pronounce words formed by the consonants and vowels learned in this course, 2) tell the meanings of words, expressions, and structures learned in this course and 3) communicate verbally about daily life situations, using words, expressions, and structures learned in this course (3 credits).

This course would be the equivalent of Vietnamese 101 if it were offered at the College of Mount Saint Vincent

Division of Natural Sciences

The Division of Natural Sciences offers courses leading to a B.A. degree in Biochemistry, a B.S. degree in Biology, a B.A. degree in Biology, a B.A. degree in Chemistry, and a B.A. degree in General Science. The Division also offers minor programs in Biology, Chemistry, and General Science. 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

Pamela Kerrigan, Ph.D., Associate Professor and Director of the Division of Natural Sciences

Ana Ribeiro, Ph.D., Associate Professor and Coordinator for Divisional Outreach

Daniel Amarante, Ph.D., Assistant Professor

Felix Bocchino, Ph.D., Associate Professor

James Fabrizio, Ph.D., Professor

Patricia Grove, Ph.D., Professor

Andrea Minei, Ph.D., Associate Professor

Janet Rollins, Ph.D., Associate Professor

Robert Suriano, Ph.D., Assistant Professor

Ioanna Visviki, Ph.D., Associate Professor

Sr. Mary Edward Zipf, Ph.D., Professor Emerita

Department Statement of Purpose and Learning Outcomes

The Division of Natural Sciences at the College of Mount Saint Vincent aims to offer students academic, research and service opportunities that develop their ability to understand and apply scientific concepts to real-world problems. Students acquire and critically interpret knowledge of scientific facts and theories, relate that knowledge to other subject areas in the liberal arts, add to the body of scientific knowledge through research, communicate science in both oral and written form, and develop leadership and interpersonal skills throughout the process. The Division aims to help students become scientifically-responsible citizens by developing critical thinking, data analysis, and communication skills as well as an appreciation for ethical responsibility in research that will allow them to be successful in a variety of professions. Students are encouraged to follow their curiosity and develop a sense of appreciation about science, the interrelatedness of scientific fields from the atomic to the planetary, and the place of humans in the natural world.

Division Learning Outcomes

Students completing an undergraduate degree in Biology, Biochemistry, Chemistry, or General Science at the College of Mount Saint Vincent will be able to:

- 1) Demonstrate an understanding of the basic concepts of Biology, Biochemistry, Chemistry and Physics.
- 2) Apply understanding of the scientific method by designing and performing valid scientific experiments to test hypotheses
- 3) Read and critically evaluate peer-reviewed scientific research
- 4) Correctly perform and interpret quantitative analysis of scientific data
- 5) Demonstrate the ability to engage in library, field and/or lab research
- 6) Describe and practice safety techniques, including correct use of equipment and technology in laboratory and/or field work.
- 7) Accurately relay scientific information through effective oral and written communication
- 8) Work effectively in a group to solve scientific problems, be an effective leader as well as effective team member, and interact productively with a diverse group of peers
- 9) Integrate and apply knowledge and skills gained throughout the curriculum

Degree Requirements

A student considering a major in one of the Natural Sciences 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, and the General Chemistry sequence (CHEM 120–121) is the portal to the biochemistry and chemistry majors. As such, a student must begin the sequence within two semesters of declaring one of those majors. The introductory course sequences (BIOL 111–112 and CHEM 120–121) are prerequisites for all 200, 300, and 400-level science courses toward the biochemistry, biology, or chemistry major.

A minimum grade of C is required in all biology, chemistry, physics and mathematics courses taken toward the science majors. Hyphenated courses (e.g., CHEM 120–121) are to be taken in sequence, and a minimum grade of C in the first course is required to continue on to the second course in the sequence regardless of the student's major. Science majors who take a science or mathematics course at another college must have earned at least a B in the course to transfer credits toward the major.

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. 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.

Biology, biochemistry and chemistry majors may apply one NSCI course toward the major only if the course content does not substantially duplicate that of another course which is a major requirement.

B.A. in Biochemistry

Degree Requirements

| | |
|--|--------------------|
| College Core Requirements | 40 credits* |
| Biochemistry Major | 64 credits |
| Chemistry Core Courses | 40 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 | (2 credits) |
| CHEM 314 Physical Chemistry for the Life Sciences | (3 credits) |
| CHEM 433-434 Biochemistry I and II | (8 credits) |
| CHEM 403-404 Chemistry Colloquium | (3 credits) |
| CHEM 3xx Electives | (7 credits) |
| CHEM 4xx Electives | (3 credits) |
| Cognate Requirements | 24 credits |
| BIOL 111 General Biology I | (4 credits) |
| BIOL 217 Genetics | (4 credits) |
| MATH 131-132 Calculus I and II | (8 credits) |
| PHYS 207-208 General Physics I and II | (8 credits) |
| Open Electives | 16 credits |
| TOTAL | 120 credits |

**Nine core credits in Natural Science and Mathematics may be satisfied with major requirements.*

Sample Program

B.A. in Biochemistry (120 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 |
| Modern Language and Literature Core | 6 credits |
| CHEM 120-121 General Chemistry I and II | 8 credits |
| BIOL 111 General Biology I | 4 credits |

| | |
|--|-------------------|
| Open Elective | 3 credits |
| TOTAL | 28 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 I and II | 6 credits |
| CHEM 223-224 Organic Chemistry Laboratory I and II | 2 credits |
| TOTAL | 28 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 | 8 credits |
| PHYS 207-208 General Physics I and II | 8 credits |
| Open Elective | 3 credits |
| TOTAL | 32 credits |
| Year 4 | |
| Humanities or Social Science Core | 3 credits |
| Humanities or Social Science Core | 3 credits |
| CHEM 314 Physical Chemistry for the Life Sciences | 3 credits |
| CHEM 3xx or 4xx electives | 10 credits |
| CHEM 403-404 Chemistry Colloquium | 3 credit |
| Open Electives | 14 credits |
| TOTAL | 32 credits |
| Total Credits for Graduation – 120 | |

B.A. in Biology

Degree Requirements

College Core Requirements

40 credits*

| | |
|---|--------------------|
| Biology Major | 65 credits |
| Biology Core Courses | 19 credits |
| BIOL 111-112 General Biology I and II | (8 credits) |
| BIOL 217 Genetics | (4 credits) |
| BIOL 223 Ecology | (4 credits) |
| BIOL 403-404 Biology Colloquium | (3 credits) |
| BIOL Electives | 17 credits |
| Cognate Requirements | 29 credits |
| CHEM 120-121 General Chemistry I and II | (8 credits) |
| CHEM 219-220 Organic Chemistry I and II | (6 credits) |
| MATH 102 Mathematical Modeling | (3 credits) |
| MATH 212 Biomedical Statistics | (4 credits) |
| PHYS 207-208 General Physics I and II | (8 credits) |
| Open Electives | 15 credits |
| TOTAL | 120 credits |

**Nine core credits in Natural Science and Mathematics may be satisfied with major requirements.*

Sample Program

B.A. in Biology (120 credits)

Year 1

| | |
|---|-------------------|
| ENGL 110 Writing in Context I | 3 credits |
| ENGL 120 Writing in Context II | 3 credits |
| FYE 101 The First-Year Experience | 1 credit |
| MATH 102 Mathematical Modeling | 3 credits |
| Core Course | 3 credits |
| CHEM 120-121 General Chemistry I and II | 8 credits |
| BIOL 111-112 General Biology I and II | 8 credits |
| TOTAL | 29 credits |

Year 2

| | |
|-------------------------------------|-----------|
| Core Courses | 6 credits |
| Modern Language and Literature Core | 6 credits |

| | |
|---|-------------------|
| BIOL 217 Genetics | 4 credits |
| BIOL 223 Ecology | 4 credits |
| CHEM 219-220 Organic Chemistry I and II | 6 credits |
| MATH 212 Biomedical Statistics | 4 credits |
| TOTAL | 30 credits |

Year 3

| | |
|---------------------------------------|-------------------|
| Core Courses | 9 credits |
| Biology Electives | 8 credits |
| PHYS 207-208 General Physics I and II | 8 credits |
| Open Electives | 6 credits |
| TOTAL | 31 credits |

Year 4

| | |
|---------------------------------|-------------------|
| Core Courses | 9 credits |
| BIOL Electives | 9 credits |
| BIOL 403-404 Biology Colloquium | 3 credits |
| Open Electives | 8 credits |
| TOTAL | 29 credits |

Total Credits for Graduation – 120

B.A. in Biology with Occupational Therapy Track

Mount students earn a B.A. degree in biology and an M.S. degree in occupational therapy after six years of study. The first three years are completed at the College of Mount Saint Vincent. Dominican courses will transfer to the Mount to satisfy undergraduate degree requirements at the College.

Biology Major (B.A.) with Dominican College's Occupational Therapy Program (120 credits)

Curriculum: College of Mount Saint Vincent B.A. in Biology

First Year

| | |
|--|-------------------|
| Fall | 18 credits |
| FYE 101 The First-Year Experience | (1 credits) |
| MATH 102 Mathematical Modeling – Math Core | (3 credits) |
| ENGL 110 Writing in Context I | (3 credits) |
| BIOL 111 General Biology I | (4 credits) |
| CHEM 120 General Chemistry I | (4 credits) |

Social Sciences Core (3 credits)

Spring

18 credits

BIOL 112 General Biology II (4 credits)

ENGL 120 Writing in Context II (3 credits)

CHEM 121 General Chemistry II (4 credits)

MATH 212 Biomedical Statistics (4 credits)

RELS XXX Religious Studies I (3 credits)

Second Year

Fall

18 credits

BIOL 109 Anatomy and Physiology I (Biology Elective) (4 credits)

PHIL 110 Introduction to Ethics – Philosophy Core (3 credits)

CHEM 219 Organic Chemistry I (3 credits)

BIOL 223 Ecology (4 credits)

BIOL 405 Neurobiology (Biology Elective) (4 credits)

Spring

17 credits

BIOL 110 Anatomy and Physiology II (Biology Elective) (4 credits)

BIOL 217 Genetics (4 credits)

CHEM 220 Organic Chemistry II (3 credits)

Humanities Core (3 credits)

Humanities Core (3 credits)

Third Year

Fall

16 credits

PHYS 207 General Physics I (4 credits)

PSYC 326 Lifespan Development (Open Elective) (3 credits)

PSYC 355 Abnormal Psychology (Social Science Core) (3 credits)

Modern Language and Literature (3 credits)

Social Sciences Core (3 credits)

Spring

17 credits

| | |
|---|-------------|
| PHYS 208 General Physics II | (4 credits) |
| PSYC 344 Group Dynamics (Open Elective) | (3 credits) |
| BIOL 404 Biology Colloquium | (1 credit) |
| Humanities Core | (3 credits) |
| Modern Language and Literature | (3 credits) |
| RELS XXX Religious Studies II | (3 credits) |

TOTAL **95 credits**

The course, OT 532: Kinesiology in OT Practice (6 credits), taken at Dominican College, would be credited as a biology elective. Added to the 12 credits taken in the second year at the Mount, this satisfies the 18 credits of biology electives required for the B.A. in Biology degree. The remaining 10 credits of open electives would be satisfied by the courses taken at Dominican College during the fourth year of study.

Curriculum at Dominican College

Summer

| | |
|--|-------------|
| Kinesiology in Occupational Therapy Practice | (6 credits) |
| Introduction to Occupational Therapy | (3 credits) |

First Year

Fall

| | |
|-------------------------------------|-------------|
| Tools of Practice I | (6 credits) |
| Foundations of Occupational Therapy | (3 credits) |

Spring

| | |
|--------------------------------|-------------|
| Professional Practice Skills I | (6 credits) |
| Clinical Conditions | (3 credits) |

Summer

| | |
|---|-------------|
| Childhood and Occupational Therapy Practice | (6 credits) |
| Research in Occupational Therapy | (3 credits) |

Second Year

Fall

| | |
|---|-------------|
| Adolescence and Occupational Therapy Practice | (6 credits) |
| Fieldwork Level I | (3 credits) |

Spring

| | |
|---------------------------------|-------------|
| Professional Practice Skills II | (6 credits) |
| Research Symposium | (3 credits) |

Summer

Adulthood and Occupational Therapy Practice (6 credits)

Advanced Practice (3 credits)

Third Year

Fall (3 credits)

Maturity and Occupational Therapy Practice (6 credits)

Leadership and Occupational Therapy Practice (3 credits)

Spring

Fieldwork Level II A (3 credits)

Summer

Fieldwork Level II B (3 credits)

TOTAL

78 credits

For additional information about the M.S. in occupational therapy, please visit Dominican College's [Occupational Therapy website](#).

B.S. in Biology

Degree Requirements

College Core Requirements 40 credits*

Biology Major 77 credits

Biology Core Courses 19 credits

BIOL 111-112 General Biology I and II (8 credits)

BIOL 217 Genetics (4 credits)

BIOL 223 Ecology (4 credits)

BIOL 403-404 Biology Colloquium (3 credits)

Biology Electives 26 credits

Cognate Requirements 32 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 I and II Laboratory (2 credits)

MATH 131-132 Calculus I and II** (8 credits)

PHYS 207-208 General Physics I and II (8 credits)

Open Electives 9 credits

TOTAL**126 credits****Nine core credits in Natural Science and Mathematics may be satisfied with major requirements.****Biomedical statistics (MATH 212) may be substituted for MATH 132.***Sample Program****B.S. in Biology (126 credits)****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 |
| Core Courses | 6 credits |
| CHEM 120-121 General Chemistry I and II | 8 credits |
| BIOL 111-112 General Biology I and II | 8 credits |

TOTAL**29 credits****Year 2**

| | |
|--|-----------|
| Modern Language and Literature Core | 6 credits |
| Core Courses | 3 credits |
| CHEM 219-220 Organic Chemistry I and II | 6 credits |
| CHEM 223-224 Organic Chemistry Laboratory I and II | 2 credits |
| BIOL 217 Genetics | 4 credits |
| BIOL 223 Ecology | 4 credits |
| Biology electives | 8 credits |

TOTAL**33 credits****Year 3**

| | |
|---------------------------------------|-----------|
| Core Courses | 9 credits |
| Biology Electives | 8 credits |
| MATH 131-132* Calculus I and II* | 8 credits |
| PHYS 207-208 General Physics I and II | 8 credits |

TOTAL**33 credits****Year 4**

| | |
|----------------|-----------|
| Core Courses | 9 credits |
| BIOL Electives | 9 credits |

| | |
|---------------------------------|-------------------|
| BIOL 403-404 Biology Colloquium | 3 credits |
| Open Electives | 9 credits |
| TOTAL | 30 credits |

**MATH 212 (Biomedical Statistics) may be substituted for MATH 132.*

Total Credits for Graduation – 126

B.A. in Biology with Teacher Certification 7-12

Degree Requirements

In conjunction with the Department of Teacher Education, the Biology Program 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.

College Core Requirements 40 credits*

Biology Major 56 credits

Biology Core Courses 19 credits

BIOL 111-112 General Biology I and II (8 credits)

BIOL 217 Genetics (4 credits)

BIOL 223 Ecology (4 credits)

BIOL 403-404 Biology Colloquium (3 credits)

BIOL Electives 11 credits

Cognate Requirements 25 credits

CHEM 120-121 General Chemistry (8 credits)

CHEM 219-220 Organic Chemistry (6 credits)

MATH 102 Mathematical Modeling (3 credits)

PHYS 207-208 General Physics (8 credits)

Education Courses 31 credits

EDUC 211 Education and Society (3 credits)

EDUC 212 Psychology of Teaching and Learning (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 credits)

COMM 210 Public Speaking (3 credits)

PSYC 346 Adolescent Psychology (3 credits)

TOTAL 126 credits

**Nine core credits in Natural Science and Mathematics may be satisfied with major requirements.*

**Students completing the Adolescent Education Certification program should consult 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

B.A. in Biology with Teacher Certification 7-12 (126 credits)

Year 1

ENGL 110 Writing in Context I (fall) 3 credits

ENGL 120 Writing in Context II (spring) 3 credits

FYE 101 The First-Year Experience 1 credit

MATH 102 Mathematical Modeling 3 credits

Core Courses 6 credits

CHEM 120-121 General Chemistry I and II 8 credits

BIOL 111-112 General Biology I and 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

CHEM 219-220 Organic Chemistry I and II 6 credits

Core Courses 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

TOTAL 32 credits

Year 3

Core Courses 6 credits

BIOL Electives 3 credits

EDUC 304 Health Education in Schools 1 credits

EDUC 327 Teaching Literacy in the Inclusive Secondary Classroom 3 credits

EDUC 364 Teaching Science in Middle and Secondary School 3 credits

| | |
|--------------------------------|-------------------|
| EDUC 366 Practicum IV | 2 credits |
| COMM 210 Public Speaking | 3 credits |
| PSYC 346 Adolescent Psychology | 3 credits |
| PHYS 207-208 General Physics | 8 credits |
| TOTAL | 32 credits |

Year 4

| | |
|--|-------------------|
| Core Courses | 12 credits |
| BIOL 403-404 Biology Colloquium | 3 credits |
| BIOL Electives | 8 credits |
| EDUC 425 Student Teaching in Secondary Education | 7 credits |
| TOTAL | 30 credits |

Total Credits for Graduation – 127

B.A. in Chemistry

Degree Requirements

College Core Requirements **40 credits***

Chemistry Major **57 credits**

Chemistry Core Courses **38 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 (2 credits)

CHEM 309 Physical Chemistry I (3 credits)

CHEM 311 Physical Chemistry Laboratory I (1 credit)

CHEM 3xx Electives (11 credits)

CHEM 4xx Electives (4 credits)

CHEM 403-404 Chemistry Colloquium (3 credits)

Cognate Requirements **19 credits**

MATH 131-132 Calculus I and II (8 credits)

MATH 231 Calculus III (3 credits)

PHYS 207-208 General Physics I and II (8 credits)

Open Electives **23 credits**

TOTAL**120 credits****Nine core credits in Natural Science and Mathematics may be satisfied with major requirements.***Sample Program****B.A. Chemistry (120 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 |
| Modern Language and Literature Core | 6 credits |
| CHEM 120-121 General Chemistry I and II | 8 credits |
| MATH 131-132 Calculus I and II | 8 credits |

TOTAL**29 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 and II | 6 credits |
| CHEM 223-224 Organic Chemistry Laboratory I and II | 2 credits |
| MATH 231 Calculus III | 3 credits |
| PHYS 207-208 General Physics I and II | 8 credits |
| Open Elective | 3 credits |

TOTAL**31 credits****Year 3**

| | |
|--|------------|
| Introduction to Religion Core | 3 credits |
| Humanities or Social Science Core | 3 credits |
| Humanities or Social Science Core | 3 credits |
| CHEM 3xx Elective | 4 credits |
| CHEM 309 Physical Chemistry I | 3 credits |
| CHEM 311 Physical Chemistry Laboratory I | 1 credit |
| Open Electives | 12 credits |

TOTAL**29 credits**

Year 4

| | |
|-----------------------------------|-------------------|
| Humanities or Social Science Core | 3 credits |
| Humanities or Social Science Core | 3 credits |
| Religious Studies Topics Core | 3 credits |
| CHEM 3xx Elective | 3 credits |
| CHEM 4xx Elective | 3 credits |
| CHEM 403-404 Chemistry Colloquium | 3 credits |
| Open Electives | 13 credits |
| TOTAL | 30 credits |

Total Credits for Graduation – 120**B.A. in Chemistry with Teacher Certification 7-12****Degree Requirements**

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.

| | |
|--|--------------------|
| College Core Requirements | 40 credits* |
| Chemistry Major | 51 credits |
| Chemistry Core Courses | 33 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 | (2 credits) |
| CHEM 3xx Electives | (7 credits) |
| CHEM 309 Physical Chemistry I | (3 credits) |
| CHEM 311 Physical Chemistry Laboratory I | (1 credit) |
| CHEM 4xx Elective | (3 credits) |
| CHEM 403-404 Chemistry Colloquium | (3 credits) |
| Cognate Requirements | 19 credits |
| MATH 131-132 Calculus I and II | (8 credits) |
| MATH 231 Calculus III | (3 credits) |
| PHYS 207-208 General Physics I and II | (8 credits) |
| Education Courses | 31 credits |

| | |
|--|-------------|
| 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 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) |
| COMM 210 Public Speaking | (3 credits) |
| PSYC 346 Adolescent Psychology | (3 credits) |

TOTAL **125 credits**

**Nine core credits in Natural Science and Mathematics may be satisfied with major requirements.*

**Students completing the Adolescent Education Certification program should consult 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

B.A. in Chemistry with Teacher Certification 7-12 (125 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 |
| Modern Language and Literature Core | 6 credits |
| CHEM 120-121 General Chemistry I and II | 8 credits |
| MATH 131-132 Calculus I and II | 8 credits |

TOTAL **29 credits**

Year 2

| | |
|--|-----------|
| CHEM 219-220 Organic Chemistry I and II | 6 credits |
| CHEM 223-224 Organic Chemistry Laboratory I and II | 2 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 207-208 General Physics I and II | 8 credits |
| COMM 210 Public Speaking | 3 credits |
| TOTAL | 31 credits |

Year 3

| | |
|---|-----------|
| Humanities Core | 6 credits |
| Religious Studies Core | 3 credits |
| CHEM 3xx Elective | 4 credits |
| CHEM 309 Physical Chemistry I | 3 credits |
| CHEM 311 Physical Chemistry Laboratory I | 1 credit |
| EDUC 304 Health Education in Schools | 1 credit |
| EDUC 327 Teaching Literacy in the Inclusive Secondary Classroom | 3 credits |
| EDUC 364 Teaching Science in Middle and Secondary School | 3 credits |
| EDUC 366 Practicum IV | 2 credits |
| PSYC 346 Adolescent Psychology | 3 credits |

| | |
|--------------|-------------------|
| TOTAL | 32 credits |
|--------------|-------------------|

Year 4

| | |
|--|------------|
| Humanities or Social Science Core | 12 credits |
| Introduction to Ethics – Philosophy Core | 3 credits |
| Religious Studies Topics Core | 3 credits |
| CHEM 3xx Elective | 1 credit |
| CHEM 4xx Elective | 3 credits |
| EDUC 425 Student Teaching in Secondary Education | 7 credits |
| CHEM 403-404 Chemistry Colloquium | 3 credits |

| | |
|--------------|-------------------|
| TOTAL | 32 credits |
|--------------|-------------------|

Total Credits for Graduation – 125

B.A. in General Science

This major is designed for Teacher Education students who plan to teach at the elementary level and other students who want a science background to complement another career goal. There are three areas of competency for the General Science major: Life Science, Mathematics, and Physical Science. Three of the courses (9 credits) will satisfy College Core requirements.

Degree Requirements

The B.A. in General Science requires 120 course credits, including:

| | |
|--|----------------------|
| College Core Requirements | 40 credits* |
| General Science Major | 40-43 credits |
| Area 1: Life Science | 16-18 credits |
| A. Choose 3 courses from those listed below: | |
| BIOL 109 Anatomy and Physiology I | (4 credits) |
| BIOL 110 Anatomy and Physiology II | (4 credits) |
| BIOL 204 Human Genetics | (3 credits) |
| BIOL 211 Microbiology and Human Disease | (4 credits) |
| BIOL 221 Introductory Nutrition | (3 credits) |
| B. BIOL 340 Environmental Biology | (3 credits) |
| C. BIOL 440 Understanding Evolution | (3 credits) |
| Area 2: Mathematics | 6-7 credits |
| A. MATH 102 Mathematical Modeling | (3 credits) |
| B. Choose 1 course from those listed below: | |
| MATH 120 Computational Mathematics | (3 credits) |
| MATH 212 Biomedical Statistics | (4 credits) |
| MATH 222 Mathematics for Elementary Education (only for Teacher Education students) | (3 credits) |
| Area 3: Physical Science | 17 credits |
| A. CHEM 109 General, Organic, and Biochemistry | (4 credits) |
| B. CHEM 315 Descriptive Inorganic Chemistry | (3 credits) |
| C. PHYS 205 Introduction to Physics | (4 credits) |
| D. Choose two courses from those listed below: | |
| NSCI 205 Chemistry for the Courtroom | (3 credits) |
| NSCI 301 Astronomy | (3 credits) |
| NSCI 302 Great Discoveries in Science | (3 credits) |
| NSCI 303 Wonders of the Weather | (3 credits) |
| Capstone Course: NSCI 403-404 Natural Science Colloquium | (3 credits) |
| Open Electives | 35-38 credits |
| TOTAL | 120 credits |

*Note – Nine core credits in Natural Science and Mathematics may be satisfied with major requirements.

Sample Program

B.A. in General Science (120 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 |
| MATH 102 Mathematical Modeling | 3 credits |
| Modern Language and Literature Core | 6 credits |
| BIOL 109-110 Anatomy and Physiology I and II | 6 credits |
| CHEM 109 General, Organic, and Biochemistry | 4 credits |
| NSCI 302 Great Discoveries in Science | 3 credits |
| TOTAL | 29 credits |

Year 2

| | |
|--|-------------------|
| Core Courses | 6 credits |
| MATH 120 Computational Mathematics | 3 credits |
| CHEM 315 Descriptive Inorganic Chemistry | 3 credits |
| Religious Studies Core | 3 credits |
| Introduction to Ethics – Philosophy Core | 3 credits |
| Open Electives | 12 credits |
| TOTAL | 30 credits |

Year 3

| | |
|----------------------------------|-------------------|
| Core Courses | 6 credits |
| BIOL 340 Environmental Biology | 3 credits |
| PHYS 205 Introduction to Physics | 4 credits |
| Religious Studies Topics Core | 3 credits |
| Open Electives | 14 credits |
| TOTAL | 30 credits |

Year 4

| | |
|----------------------------------|-----------|
| BIOL 440 Understanding Evolution | 3 credits |
| Core Courses | 6 credits |
| NSCI 301 Anatomy | 3 credits |

| | |
|--|-------------------|
| NSCI 403-404 Natural Science Colloquium | 3 credits |
| Open Electives | 16 credits |
| TOTAL | 31 credits |
| Total Credits for Graduation: 120 | |

Cooperative Professional Preparation Program

Pharmacy (B.A./Pharm.D.)

6-Year Dual Degree – B.A. in Biology, Chemistry or Biochemistry and Doctor of Pharmacy Degree

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 Saint Joseph.

B.A. Degree

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 Saint Joseph upon the successful completion of the fourth through sixth years of study at the School of Pharmacy, New Hartford, Connecticut.

Doctor of Pharmacy Degree

To be eligible to transfer into the University of Saint 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.

For additional information, please visit the [University of Saint Joseph School of Pharmacy](#).

Curriculum Guides

Curriculum Guides for the first 4 years of study leading to the award of the B.A. degree from the College of Mount Saint Vincent at the conclusion of the fourth year.

Please view the requirements for a science major interested in the Pharm.D. track cooperative program:

B.A. in Biochemistry with Pharm.D. Track

Degree Requirements

College Core Requirements **31 credits***

Biochemistry Major **50 credits**

Chemistry Core Courses **28 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 (2 credits)

CHEM 3xx Chemistry Electives (4 credits)

CHEM 314 Physical Chemistry for the Life Sciences (3 credits)

CHEM 403-404 Chemistry Colloquium (3 credits)

Cognate Requirements **24 credits**

BIOL 111 General Biology I (4 credits)

BIOL 217 Genetics (4 credits)

MATH 131-132 Calculus I and II (8 credits)

PHYS 207-208 General Physics I and II (8 credits)

Pharm.D. Requirements **22 credits**

MATH 212 Biomedical Statistics (4 credits)

BIOL 109-110 Anatomy and Physiology (8 credits)

BIOL 225 Microbiology (4 credits)

ECON 120 Principles of Microeconomics (3 credits)

COMM 210 Public Speaking (3 credits)

Open Elective **3 credits**

Remaining credits will be transferred upon successful completion of the first academic year at University of St. Joseph. **13 credits**

TOTAL **120 credits**

**Nine core credits in Natural Science and Mathematics satisfied with major requirements. Three core credits are taken from ECON 120. Three core credits are taken from Pharmacy Law taken during the first year at University of St. Joseph.*

Sample Program

B.A. in Biochemistry with Pharm.D. (120 credits)

Year 1

| | |
|---|-------------------|
| FYE 101 First-Year Experience | 1 credit |
| ENGL 110 Writing in Context I | 3 credits |
| ENGL 120 Writing in Context II | 3 credits |
| Humanities Core | 3 credits |
| MATH 131-132 Calculus I and II | 8 credits |
| BIOL 111 General Biology I | 4 credits |
| BIOL 225 Microbiology | 4 credits |
| CHEM 120–121 General Chemistry I and II | 8 credits |
| TOTAL | 34 credits |

Year 2

| | |
|--|-------------------|
| BIOL 109–110 Anatomy and Physiology I and II | 8 credits |
| Humanities Core | 3 credits |
| Introduction to Ethics – Philosophy Core | 3 credits |
| MATH 212 Biomedical Statistics | 4 credits |
| PHYS 207–208 General Physics I and II | 8 credits |
| CHEM 219-220 Organic Chemistry I and II | 6 credits |
| CHEM 223-224 Organic Chemistry Lab I and II | 2 credits |
| TOTAL | 34 credits |

Year 3

| | |
|---|-------------------|
| Humanities Core | 3 credits |
| Religious Studies Core and Topics | 6 credits |
| Modern Language and Literature Core | 6 credits |
| ECON 120 Principles of Microeconomics | 3 credits |
| BIOL 217 Genetics | 4 credits |
| CHEM 3xx Chemistry Electives | 6 credits |
| CHEM 314 Physical Chemistry for the Life Sciences | 3 credits |
| CHEM 403-404 Chemistry Colloquium | 3 credits |
| Open Elective | 1 credit |
| TOTAL | 36 credits |

Total Credits for Graduation – 120

B.A. in Biology with Pharm.D. Track

Degree Requirements

College Core Requirements 31 credits*

Biology Major 50 credits

Biology Core Courses 19 credits

BIOL 111–112 General Biology I and II (8 credits)

BIOL 217 Genetics (4 credits)

BIOL 223 Ecology (4 credits)

BIOL 403-404 Biology Colloquium (3 credits)

Cognate Requirements 32 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 (2 credits)

MATH 131 Calculus I (4 credits)

MATH 212 Biomedical Statistics (4 credits)

PHYS 207–208 General Physics I and II (8 credits)

Pharm.D. Requirements 18 credits

BIOL 109-110 Anatomy and Physiology (8 credits)

BIOL 225 Microbiology (4 credits)

ECON 120 Principles of Microeconomics (3 credits)

COMM 210 Public Speaking (3 credits)

Remaining credits will be transferred upon successful completion of the first academic year at University of St. Joseph. 18 credits

TOTAL 120 credits

**Nine core credits in Natural Science and Mathematics may be satisfied with major requirements. Three core credits are taken from ECON 120. Three core credits are taken from Pharmacy Law taken during the first year at University of St. Joseph.*

Sample Program

B.A. in Biology with Pharm.D. (120 credits)

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 |
| Humanities Core | 3 credits |
| MATH 131 Calculus I | 4 credits |
| MATH 121 Biomedical Statistics | 4 credits |
| BIOL 111-112 General Biology I and II | 8 credits |
| CHEM 120–121 General Chemistry I and II | 8 credits |
| TOTAL | 34 credits |

Year 2

| | |
|--|-------------------|
| BIOL 217 Genetics | 4 credits |
| BIOL 223 Ecology | 4 credits |
| BIOL 109–110 Anatomy and Physiology I and II | 8 credits |
| CHEM 219–220 Organic Chemistry I and II | 6 credits |
| CHEM 223-224 Organic Chemistry Laboratory I and II | 2 credits |
| PHYS 207–208 General Physics I and II | 8 credits |
| TOTAL | 32 credits |

Year 3

| | |
|--|-------------------|
| Religious Studies Core and Topics | 6 credits |
| Humanities Core | 6 credits |
| Modern Language and Literature Core | 6 credits |
| Introduction to Ethics – Philosophy Core | 3 credits |
| ECON 120 Principles of Microeconomics | 3 credits |
| COMM 210 Public Speaking | 3 credits |
| BIOL 225 Microbiology | 4 credits |
| BIOL 403-404 Biology Colloquium | (3 credits) |
| TOTAL | 32 credits |

Total Credits for Graduation – 120

B.A. in Chemistry with Pharm.D. Track

Degree Requirements

| | |
|---|--------------------|
| College Core Requirements | 31 credits* |
| Chemistry Major | 45 credits |
| Chemistry Core Courses | 26 credits |
| CHEM 120–121 General Chemistry I and II | (8 credits) |

| | |
|---|--------------------|
| CHEM 219–220 Organic Chemistry I and II | (4 credits) |
| CHEM 223–224 Organic Chemistry Laboratory I and II | (2 credits) |
| CHEM 309 Physical Chemistry I | (3 credits) |
| CHEM 311 Physical Chemistry Lab I | (1 credit) |
| CHEM 4xx Chemistry Elective | (3 credits) |
| CHEM 403-404 Chemistry Colloquium | (3 credits) |
| Cognate Requirements | 19 credits |
| MATH 131-132 Calculus I and II | (8 credits) |
| MATH 231 Calculus III | (3 credits) |
| PHYS 207–208 General Physics I and II | (8 credits) |
| Pharm.D. Requirements | 22 credits |
| BIOL 109-110 Anatomy and Physiology | (8 credits) |
| BIOL 225 Microbiology | (4 credits) |
| MATH 212 Biomedical Statistics | (4 credits) |
| ECON 120 Principles of Microeconomics | (3 credits) |
| COMM 210 Public Speaking | (3 credits) |
| Remaining credits will be transferred upon successful completion of the first academic year at University of St. Joseph. | 22 credits |
| TOTAL | 120 credits |

**Nine core credits in Natural Science and Mathematics may be satisfied with major requirements. Three core credits are taken from ECON 120 and COMM 210. Three core credits are taken from Pharmacy Law taken during the first year at University of St. Joseph.*

Sample Program

B.A. in Chemistry with Pharm.D. (120 credits)

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 |
| Humanities Core | 3 credits |
| Introduction to Ethics – Philosophy Core | 3 credits |
| COMM 210 Public Speaking | 3 credits |
| CHEM 120–121 General Chemistry I and II | 8 credits |
| MATH 131-132 Calculus I and II | 8 credits |

| | |
|--|-------------------|
| TOTAL | 32 credits |
| Year 2 | |
| CHEM 219-220 Organic Chemistry I and II | 6 credits |
| CHEM 223-224 Organic Chemistry Laboratory I and II | 4 credits |
| MATH 212 Biomedical Statistics | 4 credits |
| MATH 231 Calculus III | 3 credits |
| PHYS 207–208 General Physics I and II | 8 credits |
| BIOL 109-110 Anatomy and Physiology I and II | 8 credits |

TOTAL 33 credits

Year 3

| | |
|--|-------------|
| Religious Studies Core and Topics | 6 credits |
| Humanities Core | 6 credits |
| Modern Language and Literature Core | 6 credits |
| ECON 120 Principles of Microeconomics | 3 credits |
| BIOL 225 Microbiology | 4 credits |
| CHEM 3xx Chemistry Elective | 3 credits |
| CHEM 309 Physical Chemistry I | 3 credits |
| CHEM 311 Physical Chemistry Laboratory I | 2 credit |
| CHEM 403-404 Chemistry Colloquium | (3 credits) |

TOTAL 34 credits

Total Credits for Graduation – 120

Occupational Therapy (B.S./M.S.)

Cooperative Program with Columbia University College of Physicians and Surgeons

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.

Requirements

Students can apply in their junior year. Those who meet the Columbia University criteria for admission and are accepted in the occupational therapy program, will spend the first three years of study at the College and the final two years at Columbia University. For additional information, please visit Columbia University's Occupational Therapy website: www.columbiaot.org.

Cooperative Program with Dominican College

The College has a cooperative 3-3 arrangement with Dominican College, which enables Mount students to earn a B.A. degree in Psychology from the Mount and an M.S. degree in occupational therapy from Dominican College after six years of study.

Requirements

Mount students interested in this program must apply to Dominican College and take their English Placement Exam. Courses completed at Dominican College are transferred back to the Mount to complete the undergraduate degree requirements.

Curriculum

B.A. in Biology with Occupational Therapy track

- Mount students earn a B.A. degree in biology and an M.S. degree in occupational therapy after six years of study. The first three years are completed at the College of Mount Saint Vincent. Dominican courses will transfer to the Mount to satisfy undergraduate degree requirements at the College.
- Biology Major (B.A.) with Dominican College's Occupational Therapy Program (120 credits)

Curriculum: College of Mount Saint Vincent B.A. in Biology

First Year

| | |
|--|-------------------|
| Fall | 18 credits |
| FYE 101 The First-Year Experience | (1 credits) |
| MATH 102 Mathematical Modeling – Math Core | (3 credits) |
| ENGL 110 Writing in Context I | (3 credits) |
| BIOL 111 General Biology I | (4 credits) |
| CHEM 120 General Chemistry I | (4 credits) |
| Social Sciences Core | (3 credits) |
| Spring | 18 credits |
| BIOL 112 General Biology II | (4 credits) |
| ENGL 120 Writing in Context II | (3 credits) |
| CHEM 121 General Chemistry II | (4 credits) |
| MATH 212 Biomedical Statistics | (4 credits) |
| RELS XXX Religious Studies I | (3 credits) |

Second Year

| | |
|-------------|-------------------|
| Fall | 18 credits |
|-------------|-------------------|

| | |
|--|-------------|
| BIOL 109 Anatomy and Physiology I (Biology Elective) | (4 credits) |
| PHIL 110 Introduction to Ethics – Philosophy Core | (3 credits) |
| CHEM 219 Organic Chemistry I | (3 credits) |
| BIOL 223 Ecology | (4 credits) |
| BIOL 405 Neurobiology (Biology Elective) | (4 credits) |

Spring 17 credits

| | |
|---|-------------|
| BIOL 110 Anatomy and Physiology II (Biology Elective) | (4 credits) |
| BIOL 217 Genetics | (4 credits) |
| CHEM 220 Organic Chemistry II | (3 credits) |
| Humanities Core | (3 credits) |
| Humanities Core | (3 credits) |

Third Year

Fall 16 credits

| | |
|--|-------------|
| PHYS 207 General Physics I | (4 credits) |
| PSYC 326 Lifespan Development (Open Elective) | (3 credits) |
| PSYC 355 Abnormal Psychology (Social Science Core) | (3 credits) |
| Modern Language and Literature | (3 credits) |
| Social Sciences Core | (3 credits) |

Spring 17 credits

| | |
|---|-------------|
| PHYS 208 General Physics II | (4 credits) |
| PSYC 344 Group Dynamics (Open Elective) | (3 credits) |
| BIOL 403-404 Biology Colloquium | (3 credits) |
| Humanities Core | (3 credits) |
| Modern Language and Literature | (3 credits) |
| RELS XXX Religious Studies II | (3 credits) |

TOTAL 95 credits

- The course, OT 532: Kinesiology in OT Practice (6 credits), taken at Dominican College, would be credited as a biology elective. Added to the 12 credits taken in the second year at the Mount, this satisfies the 18 credits of biology electives required for the B.A. in Biology degree. The remaining 10 credits of open
- electives would be satisfied by the courses taken at Dominican College during the fourth year of study.

Curriculum at Dominican College

Summer

Kinesiology in Occupational Therapy Practice (6 credits)

Introduction to Occupational Therapy (3 credits)

First Year**Fall**

Tools of Practice I (6 credits)

Foundations of Occupational Therapy (3 credits)

Spring

Professional Practice Skills I (6 credits)

Clinical Conditions (3 credits)

Summer

Childhood and Occupational Therapy Practice (6 credits)

Research in Occupational Therapy (3 credits)

Second Year**Fall**

Adolescence and Occupational Therapy Practice (6 credits)

Fieldwork Level I (3 credits)

Spring

Professional Practice Skills II (6 credits)

Research Symposium (3 credits)

Summer

Adulthood and Occupational Therapy Practice (6 credits)

Advanced Practice (3 credits)

Third Year**Fall**

(3 credits)

Maturity and Occupational Therapy Practice (6 credits)

Leadership and Occupational Therapy Practice (3 credits)

Spring

Fieldwork Level II A (3 credits)

Summer

Fieldwork Level II B

(3 credits)

78 credits

- For additional information about the M.S. in occupational therapy, please visit Dominican College's [Occupational Therapy website](#).

Physical Therapy (B.S./D.P.T.)

Cooperative Program with the New York Medical College

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.

Requirements

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 in Valhalla, NY. Students should request additional information from the Chair of the Division of Natural Sciences. Final admission to the program resides with the Admission Office of New York Medical College.

MINORS

Minor in Biology

Requirements

The minor in Biology requires 18 course credits in Biology (BIOL) above the 100-level. Students will choose a set of courses tailored to their specific interests and goals in consultation with the Director for the Division of Natural Sciences.

Minor in Chemistry

Requirements

The minor in Chemistry requires 18 course credits in Chemistry (CHEM). Students who wish to minor in chemistry should complete a contract with the Director for the Division of Natural Sciences.

The minor in Chemistry includes:

- CHEM 219-220 Organic Chemistry I and II (6 credits)
- CHEM 223-224 Organic Chemistry Laboratory I and II (2 credits)
- 10 additional credits of chemistry (above the 100 level) selected in consultation with the Director for the Division of Natural Sciences.

Minor in General Science

Requirements

The minor in General Science requires 18 course credits in the life and the physical sciences above the 100-level. Students can tailor this minor to suit their specific goals and interests, choosing from a menu of courses in Biology (BIOL), Chemistry (CHEM), Physics (PHYS) and Natural Science (NSCI)

Students who wish to minor in general science should complete a contract with the Director for the Division of Natural Sciences.

CONCENTRATIONS

Biology 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.

Below are examples of courses that students who are interested in certain concentrations might select:

Biomedical Research

BIOL 225 Microbiology

BIOL 331 Cell Biology

CHEM 433-434 Biochemistry

BIOL 401 Histology

BIOL 302 Developmental Biology

BIOL 405 Neurobiology

BIOL 321 Molecular Biology

BIOL 426 Immunology

Environmental Research

BIOL 225 Microbiology

BIOL 320 Systemic Physiology

BIOL 301 Comparative Chordate Anatomy

BIOL 321 Molecular Biology

BIOL 304 Invertebrate Zoology

BIOL 326 Animal Behavior

BIOL 305 Plant Biology

BIOL 409 Marine and Estuarine Biology

Forensic Science

BIOL 225 Microbiology

BIOL 328 Forensic Biology

BIOL 301 Comparative Chordate Anatomy

BIOL 333 Human Pathophysiology

BIOL 305 Plant Biology

BIOL 401 Histology

BIOL 320 Systemic Physiology

BIOL 426 Immunology

BIOL 321 Molecular Biology

Health Profession

(medical, dental, optometry, etc.)

BIOL 225 Microbiology

BIOL 331 Cell Biology

BIOL 301 Comparative Chordate Anatomy

BIOL 401 Histology

BIOL 302 Developmental Biology

BIOL 405 Neurobiology

BIOL 320 Systemic Physiology

BIOL 426 Immunology

BIOL 321 Molecular Biology

CHEM 433-434 Biochemistry I and II

BIOL 326 Animal Behavior

Physical or Occupational Therapy

BIOL 109 Anatomy and Physiology I

BIOL 309 Kinesiology

BIOL 110 Anatomy and Physiology II

BIOL 401 Histology

BIOL 225 Microbiology

BIOL 405 Neurobiology

BIOL 306 Physiology of Exercise

CHEM 433-434 Biochemistry I and II

Teaching at the Secondary School Level

(These students must be registered in the [Department of Teacher Education](#))

BIOL 109 Anatomy and Physiology I

BIOL 305 Plant Biology

BIOL 110 Anatomy and Physiology II

BIOL 317 Evolution

BIOL 225 Microbiology

BIOL 321 Molecular Biology

BIOL 302 Developmental Biology

BIOL 326 Animal Behavior

BIOL 304 Invertebrate Zoology

Course Descriptions

Biology (BIOL)

BIOL 109-110 ANATOMY AND PHYSIOLOGY (C)*

This course focuses on the structure and functions of the organs and organ 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). *Not recommended for biology majors except those planning to pursue careers such as Physician's Assistant, Physical or Occupational Therapist, or Pharmacy* (4 credits each).

BIOL 111-112 GENERAL BIOLOGY (C)*

An exploration of the central concepts of cell biology, plant and animal biology, molecular biology, genetics, evolution, ecology and biodiversity. Three lectures, one recitation (BIOL 111R), and one three-hour laboratory (BIOL 111L-112L) (4 credits each).

Prerequisite for BIOL 112 and BIOL 111

NOTE – Biology majors must complete BIOL 111-112 with at least a C in order to register for additional BIOL courses (except BIOL 109-110).

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 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). *Biology majors may not use this course as credit toward the major (4 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. Three lectures. *Biology majors cannot use this course as credit toward the major (3 credits).*

BIOL 223 ECOLOGY

This course is an 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 225 MICROBIOLOGY

Morphology, physiology, genetics and ecology of microorganisms. Three lectures and one three-hour laboratory (BIOL 225L) (4 credits).

BIOL 301 COMPARATIVE CHORDATE ANATOMY

Anatomy, physiology, and evolutionary relationships of chordates. Three lectures and one three-hour laboratory (BIOL 301L). *Students may not take BIOL 301 for credit toward the major if credits from BIOL 109 and/or BIOL 110 have already been used (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) (4 credits).

Prerequisite: BIOL 217

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 (3 credits).

Prerequisites: BIOL 109-110

BIOL 309 KINESIOLOGY

The study of mechanical and anatomical aspects of human movement. Three lectures. 3 credits

Prerequisites: BIOL 109-110

BIOL 310, 311, 410, 411 RESEARCH IN BIOLOGY

Investigation of challenging problems in biology. Three, 6, or 9 hours per week. Sponsorship by a faculty member in the Division of Natural Sciences must be obtained in advance of registration. 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 (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. *Students who have completed BIOL 4xx Understanding Evolution cannot take this course for credit* (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). *Students may not take BIOL 320 for credit toward the major if credits from BIOL 109 and/or BIOL 110 have already been used* (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) (4 credits).

Prerequisites: BIOL 217 or CHEM 433

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) (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) (4 credits).

Prerequisite: BIOL 217

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. Three lectures (3 credits).

Prerequisite: BIOL 217 or CHEM 433

BIOL 333 HUMAN PATHOPHYSIOLOGY

Understanding the underlying mechanisms of disease, the rationale for designated treatments, and the complex interrelationships between critical systems. Three lectures. *Not recommended for biology majors except those planning to pursue careers, such as Physician's Assistant, Physical or Occupational Therapist, or Pharmacy.* (3 credits).

Prerequisite: BIOL 109-110

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. *Not recommended for biology majors except those planning to pursue careers, such as Physician's Assistant, Physical or Occupational Therapist, or Pharmacy* (3 credits).

Prerequisites: BIOL 109-110

BIOL 340 ENVIRONMENTAL BIOLOGY

This course introduces the basic concepts of environmental science and the influence of human activities upon the abiotic and biotic environment. Topics include environmental sustainability, ecology and evolution, population growth, natural resources, and a focus on current and local environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. Three lectures. Biology, biochemistry or chemistry majors may not use this course as credit toward the major. *Students who have completed BIOL 223 Ecology cannot take this course for credit (3 credits).*

BIOL 360, 361 INDEPENDENT STUDY IN BIOLOGY*

This is an 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 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 (1, 2, or 3 credits).

BIOL 375 INTERNSHIP*

The internship provides students with the opportunity to explore career positions in biology-related fields. Students are required to sign a contract which specifies the number of hours 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. Placement coordinated through the Oxley Career Education Program (3 credits).

BIOL 401 HISTOLOGY

This is a survey of the cellular structure and ultrastructure of mammalian tissues and organs. Three lectures and one three-hour laboratory (BIOL 401L) (4 credits).

BIOL 403-404 BIOLOGY COLLOQUIUM

Study and discussion of biological topics, the preparation of a written monograph, and oral presentation of the work. One discussion period. *This is the biology capstone course, and as such, students must have completed BIOL 111-112, 217, and 223 before registering for Biology Colloquium (3 credits).*

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) (4 credits).

Pre-requisite: BIOL 320 or 331

BIOL 406 SPECIAL TOPICS IN BIOLOGY

Current issues 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 420 Pathophysiology

Understanding the underlying mechanisms of disease, the rationale for designated treatments, and the complex interrelationships between critical systems. (3 credits).

Prerequisite: BIOL109-110 or BIOL 301 and BIOL 320

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 (3 credits).

Prerequisite: BIOL 217

BIOL 440 UNDERSTANDING EVOLUTION

An exploration of evolutionary theory with emphasis on genetic variation, evolutionary processes, adaptation, units of selection, evolution of life histories, species, speciation and coevolution. Three lectures. Biology, biochemistry or chemistry majors may not use this course as credit toward the major. *Students who have completed BIOL 317 Evolutionary Biology cannot take this course for credit* (3 credits).

Chemistry (CHEM)

CHEM 109 GENERAL, ORGANIC and BIOCHEMISTRY (C)*

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. Three lectures and one three-hour laboratory (CHEM 109L). *Biology, biochemistry or chemistry majors may not use this course as credit toward the major* (4 credits).

Prerequisite: MATH 102

CHEM 120 -121 GENERAL CHEMISTRY (C)*

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, one recitation (CHEM 120R-121R) and one three-hour laboratory (CHEM 120L-121L) (8 credits).

Co-requisite: MATH 102 or MATH 131 (or permission from the professor)

NOTE – Biochemistry and chemistry majors must complete CHEM 120-121 with at least a C in order to register for additional CHEM courses.

CHEM 219-220 ORGANIC CHEMISTRY

The chemistry of carbon compounds. Emphasis on structure and mechanisms of organic reactions. Three lectures and one recitation (219R-220R) (6 credits).

Prerequisite: CHEM 121

CHEM 223-224 ORGANIC CHEMISTRY LABORATORY

Synthesis, purification, analysis, mechanistic studies, and spectral characterization of organic compounds. Four hours of laboratory (4 credits).

Prerequisite or co-requisite: CHEM 219 for 223; 220 for 224

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. Two lectures and a five-hour laboratory (CHEM 302L) (4 credits).

Prerequisite: CHEM 220 and 224

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 (3 credits).

Prerequisites: CHEM 121, MATH 231, PHYS 208

CHEM 310 PHYSICAL CHEMISTRY II

The elucidation of the molecular structure of matter through application of physical and quantum mechanical theories, principles, techniques, and applications. Three lectures (3 credits).

Prerequisites: CHEM 309 (Prerequisite: MATH 255).

CHEM 311 PHYSICAL CHEMISTRY I LABORATORY

Laboratory studies of physical chemical measurements on gases, heats of chemical processes, equilibrium and kinetics. One four-hour laboratory (1 credit).

Prerequisite: CHEM 309.

CHEM 312 PHYSICAL CHEMISTRY II LABORATORY

Laboratory studies of molecular structure through the use of spectroscopic techniques and molecular modeling.

One four-hour laboratory (1 credit).

Co-requisite: CHEM 310; Prerequisite: CHEM 311.

CHEM 314 PHYSICAL CHEMISTRY FOR THE LIFE SCIENCES

This course provides a foundation in the principles of physical chemistry and their application to the study of biological systems. The skill sets derived from biology, chemistry, and physics are intricately woven to provide an in-depth understanding of the processes of life on the atomic and molecular level (3 credits).

Prerequisites: CHEM 121, MATH 132, and PHYS 207.

CHEM 315 DESCRIPTIVE INORGANIC CHEMISTRY

An exploration of the theories and models needed to gain a general understanding of elements, with particular attention given to bonding, acid-base theories, oxidation-reduction, coordination chemistry, and periodic trends. Three lectures. *Biology, biochemistry or chemistry majors may not use this course as credit toward the major* (3 credits).

Prerequisite: CHEM 109 and MATH 1xx or higher

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 (3 credits).

Prerequisite: CHEM 220 and MATH 131

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. One four-hour laboratory (1 credit).

Prerequisite: CHEM 335 and CHEM 224

CHEM 360, 461 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. Chemistry and biochemistry majors can apply up to 3 credits of Independent Study toward the major (1, 2, or 3 credits).

CHEM 403-404 CHEMISTRY COLLOQUIUM

Study and discussion of chemical topics and the completion of a monograph. One discussion period (3 credits).

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 (3 credits).

Prerequisite: CHEM 220

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 (3 credits).

Prerequisite: CHEM 310 and 220

CHEM 425 BIOINORGANIC CHEMISTRY

An exploration of inorganic chemistry as the basis for cellular requirement for metals such as zinc, iron, copper, manganese, and molybdenum. The course will begin with the principles of coordination chemistry and the abilities of functional groups in proteins and nucleic acids to form coordination complexes with metal ions.

The reactivity of these coordination complexes will be discussed in the context of the reaction mechanisms of specific metalloenzymes. A portion of the course will be devoted to medically-relevant topics such as metal toxicity, uptake of metal ions from the environment, and treatment of cancer with platinum compounds (3 credits).

Prerequisite: CHEM 220.

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 (3 credits).

Prerequisite: CHEM 310

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 and one three-hour laboratory (CHEM 433L) (4 credits).

Prerequisite: CHEM 220

CHEM 434 BIOCHEMISTRY II

Chemistry and metabolism of proteins, carbohydrates, and lipids. Protein folding and post-translational modification. Three lectures and one three-hour laboratory (CHEM 434L) (4 credits).

Prerequisite: CHEM 433

CHEM 435 ADVANCED INORGANIC CHEMISTRY

Molecular structure and bonding theory. Transition metal chemistry. An introduction to spectroscopy, catalysis

and organometallic chemistry. Three lectures (3 credits).

Prerequisite: CHEM 335

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 (5 credits).

Prerequisites: CHEM 310 and 312

CHEM 460 INDEPENDENT STUDY IN CHEMISTRY

This course is an 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. Chemistry and Biochemistry majors may apply a total of 7 credits toward the major from a combination of these courses: Research in Chemistry, Independent Study in Chemistry, and Internship in Chemistry (1, 2, or 3 credits).

CHEM 470, 471 CHEMICAL RESEARCH*

Investigation of challenging problems in chemistry. Three or 6 hours per week. Sponsorship by a faculty member in the Division of Natural Sciences must be obtained in advance of registration (1 or 2 credits).

CHEM 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 (4 credits each).

*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.

Natural Sciences (NSCI)

Biology, biochemistry and chemistry majors may apply one NSCI course toward the major only if the course content does not substantially duplicate that of another course which is a major requirement.

NSCI 202 CHEMISTRY OF OUR DAILY LIVES (C)*

An exploration of the degree to which chemistry is an integral part of our everyday lives. Three lectures (3 credits).

NSCI 204 HUMAN BIOLOGY (C)*

An exploration of the central concepts of human biology, starting from the structure and function of cells and extending to human physiological systems. Three lectures (3 credits).

NSCI 205 CHEMISTRY FOR THE COURTROOM (C)*

This course assumes no prior knowledge of chemistry and is intended for liberal arts students who wish to have an informed understanding of chemistry and its role in criminal investigations from the crime scene to the laboratory and into the courtroom. Three lectures (3 credits).

NSCI 206 THE PHYSICAL UNIVERSE: HOW THINGS WORK (C)*

This course utilizes working objects found in everyday life to motivate an understanding of basic physics concepts. Students investigate objects such as computer memory and tape recorders, roller coasters, refrigerators, and automobiles. Physics topics include Newtonian mechanics, rotational motion, energy, fluids, heat, sound, electricity and magnetism, electronics, and nuclear radiation. While advanced mathematics is not required for this course, basic math with some trigonometry and simple algebra is utilized. Three lectures (3 credits).

NSCI 207 MAKING SENSE OF SCIENCE IN THE NEWS (C)*

The public learns much about science, medicine and health from the mass media, but many people have a difficult time understanding whether a news report is based on scientific evidence or media hype. This course will teach students ways to look critically at science and medical news stories that are published or broadcast by the media. Three lectures (3 credits).

NSCI 301 ASTRONOMY (C)*

A survey course of astronomy with a focus on science as a process, other worlds, astrophysics, stars, galaxies and the origin of the universe. Three lectures (3 credits).

NSCI 302 GREAT DISCOVERIES IN SCIENCE (C)*

The course will provide a background in many areas of science including biology, chemistry, and physics through the study of the great discoveries in science. The details of the discovery will be explored by studying the personal and scientific background of the scientists. The rationale for the experimental design will be studied and the ways a discovery affected our society both scientifically and socially will be evaluated. The great discoveries will start with the Greek philosophers and span up to the 21st century. Three lectures (3 credits).

NSCI 303 WONDERS OF THE WEATHER (C)*

This course will provide introductory principles of the Earth's atmosphere, weather systems, and climate. The focus will be on understanding the Earth and our environment as a single interconnected system driven by solar energy, pressure, temperature, storm systems, humidity, fronts, greenhouse effect and general circulation. Three lectures (3 credits).

NSCI 340 ENVIRONMENTAL BIOLOGY (C)*

This course introduces the basic concepts of environmental science and the influence of human activities upon the abiotic and biotic environment. Topics include environmental sustainability, ecology and evolution, population growth, natural resources, and a focus on current and local environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. Three lectures. *Biology, biochemistry or chemistry majors may not use this course as credit toward the major. Students who have completed BIOL 223 cannot take this course for credit (3 credits).*

NSCI 350 BEING GREEN: PLANTS IN OUR WORLD (C)*

This course will explore the fascinating world of plants from the form of a flower to the mind-altering compounds some plants produce. Students will learn the fundamentals of botany, the study of plants, through exploration of plant form, diversity, and use by people. We will examine plant morphology, anatomy, physiology, evolution, and diversity as well as the use of plants for food, materials, and medicine. Three lectures (3 credits).

NSCI 403-404 NATURAL SCIENCE COLLOQUIUM

Study and discussion of topics in the life and physical sciences and the completion of a monograph. One discussion period (3 credits).

Physics (PHYS)

PHYS 205 INTRODUCTORY PHYSICS (C)*

This one-semester course will explore an algebra-based approach to the general understanding of mechanics, heat, electricity, magnetism, optics and elementary atomic and nuclear physics. Emphasis is on general education. Three lectures and one three-hour laboratory (PHYS 205). *Biology, biochemistry or chemistry majors may not use this course as credit toward the major (4 credits).*

Prerequisites: MATH 120, MATH 212 or MATH 222

PHYS 207-208 GENERAL PHYSICS I and 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, one recitation, and one three-hour laboratory (PHYS 207L-208L) (8 credits).

School of Nursing

The School of Nursing offers courses leading to a B.S. degree in Nursing.

Faculty

Debra Migliore, Ph.D., Acting Director of Nursing and Assistant professor

Justine Taddeo, Ed.D., Director of Graduate Nursing Programs and Professor

Lisette J. Dorfman, Ph.D., Assistant Professor
Orhan Hakli FNPbc, MS Instructor of Practice
Sandra Hillman, Ph..D, Associate Professor
Alanna Kendig MS, FNP, CCRN, Instructor of Practice
Deborah Kramer, Ed.D, Associate Professor
Jennifer A. Malone, MS, Director of Undergraduate Nursing and Instructor of Practice
Kimberly McGaughan, MS, Director of Accelerated Nursing and Instructor of Practice
Joseph Molinatti, Ed.D, Associate Professor
Patricia A. Montano, MSN, Instructor
Janet Moran, MS Visiting Instructor
Melissa Moreno, FNPbc, DNP
Cynthia Sandiaes MS, Instructor of Practice
Maryann A. Witt, Ph.D, Associate Professor
Mirian Zavala, DNSc, Assistant Professor

Department Statement of Purpose and Learning Outcomes

The purpose of the Department of Nursing is to provide students with a theory based, values oriented liberal arts education and prepare professional nurses to use critical thinking skills to address the complex health related problems of a diverse population across the lifespan. The Department of Nursing embraces a commitment to a values-oriented education rooted in its Catholic tradition with respect for each individual's potential contribution to society. The Department of nursing carries out its mission with an awareness of the diversity and needs of our community of interest, and a sense of responsibility, critical thinking, open inquiry, and self-respect and the need for lifelong learning.

Department Learning Outcomes

1. Students completing an undergraduate degree in the Department of Nursing will be able to:
2. Integrate knowledge from the liberal arts and sciences into culturally sensitive professional nursing practice.
3. Use leadership concepts to plan, implement, delegate, supervise, and evaluate outcomes of patient care.
4. Integrate evidence for multiple ways of knowing when planning, implementing, and evaluating outcomes of care.
5. Ethically use information and communication technology to obtain nursing practice data, and to document and evaluate patient outcomes.
6. Advocate for health care policies that address local and global health issues influencing health care and practice.
7. Provide and or plan evidenced based nursing care in a variety of settings through collaboration with patients and other health care providers.
8. Facilitate health promoting behaviors in patients throughout the life span in a variety of settings

9. Assume responsibility for professional development.
10. Use the nursing process and plan competent, effective and evidence based nursing care that contributes to safe and high quality outcomes.

Policies

1. In order to begin the clinical component (NURS 229) of the nursing curriculum, the student must have an overall GPA of 3.0 by the end of the first semester of sophomore year. The student must also have successfully completed all pre-requisites. A grade of B or higher must be attained in all required science courses and nursing 219 and the student must take the Kaplan Readiness Assessment Test.
2. Once the student enters the “clinical” component of the curriculum (NURS 229), a passing grade of C+ must be obtained in all required science and nursing courses.
3. The student is only permitted to repeat one nursing course. A second failure (below a grade of C+ in any of the required science and nursing courses) will result in the student being dismissed from the nursing program.
4. In addition to the college policy on withdrawals, an additional restriction applies in nursing. Any two withdrawals from nursing courses will be the equivalent of one failure, which will count against the two failure rule (See item 3). The student would receive a “W” and not a failing grade for the two courses they withdrew from, in accordance with the college withdrawal policy. A student will be dismissed from the nursing program with two failures.
5. Because of the importance of accountability and personal responsibility in the nursing profession, absences in the classroom, and in experiential learning and/or in clinical experience must be related to acute physical illness or family crises. Documentation related to the reason for such absences may be requested. The student must notify the instructor of an absence prior to the start of the clinical day. The student must also 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. In Nurs.444 Management of Care/Capstone Experience, in the event of an absence the student must inform their preceptor and faculty advisor.
6. Students must attend a mandatory “to begin clinical” meeting before the first clinical course (NURS 229).
7. All requirements for Health Clearance must be fulfilled no later than four weeks 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. 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.

8. Students enrolled in “clinical” courses are required to take a math calculation exam. A grade of 100% must be achieved in order to continue in the course. Students are provided only 2 opportunities to achieve the standard of 100%.
9. Students are expected to arrive on time for all exams, quizzes. Students who miss an exam must provide documentation of the reason for the absence (illness, family emergency) for another testing opportunity to be developed for the student. Students who do not provide such documentation will receive a “0”.
10. Senior students who have a 3.0 GPA may enroll in graduate core courses with permission of their Academic Advisor and the Director of Graduate Nursing Programs.

B.S. in Nursing

Degree Requirements

The following constitutes the Nursing Curriculum requirements for all students enrolling in the college beginning in the fall of 2012.

| | |
|--|--------------------|
| College Core Requirements | 40 credits* |
| Nursing Core Courses | 53 credits |
| NURS 109 Professional Roles and 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 444 Management of Care/Capstone | (4 credit) |
| Cognate Requirements | 31 credits |

| | |
|--|-------------|
| BIOL 109-110 Anatomy and Physiology I and II | (8 credits) |
| BIOL 204 Human Genetics | (3 credits) |
| BIOL 211 Microbiology and Human Disease | (4 credits) |
| BIOL 333 Human Pathophysiology | (3 credits) |
| BIOL 334 Pharmacophysiology | (3 credits) |
| CHEM 109 General, Organic and Biochemistry | (4 credits) |
| PSYC 103 Introduction to Psychology | (3 credits) |
| PSYC 326 Lifespan Development | (3 credits) |

Open Electives **2 credits**

TOTAL **126 credits**

**Six core credits in Natural Science and three core credits in Social Science may be satisfied with Major requirements.*

Nursing students must maintain a minimum grade of C+ in all nursing and required science courses.

Sample Program

B.S. in Nursing (126 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 |
| Core Courses | 3 credits |
| RELS 208 Introduction to Religion | 3 credits |
| PSYC 103 Introduction to Psychology | 3 credits |
| Modern Language I | 3 credits |
| Modern Language II | 3 credits |
| BIOL 109-110 Anatomy and Physiology I and II | 8 credits |
| MATH 102 Mathematical Modeling | 3 credits |

TOTAL **33 credits**

Year 2

| | |
|---|-----------|
| Core Courses | 6 credits |
| CHEM 109 General, Organic and Biochemistry | 4 credits |
| PHIL 110 Introduction to Ethics | 3 credits |
| BIOL 211 Microbiology and Human Disease | 4 credits |
| NURS 109 Professional Role and Contemporary Issues in Nursing | 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**30
credits****Year 3**

| | |
|--|-----------|
| BIOL 204 Human Genetics | 3 credits |
| BIOL 333 Human Pathophysiology | 3 credits |
| BIOL 334 Pharmacophysiology | 3 credits |
| NURS 319 Adult Nursing I | 8 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 |
| PSYC 326 Lifespan Development | 3 credits |
| Core Courses | 6 credits |

TOTAL**34
credits****Year 4**

| | |
|---|-----------|
| Core Course | 3 credits |
| NURS 119 Health Promotion Across the Lifespan | 3 credits |
| NURS 329 Adult Nursing II | 8 credits |

| | |
|--|-----------------------|
| NURS 409 Process of Leadership in Nursing | 3 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 444 Management of Care/Capstone | 4 credits |
| Open Elective | 2 credits |
| TOTAL | 29 credits |

Total credits for graduation – 126

Nursing B.S./M.S.

Students in the College's undergraduate program in nursing leading to the Bachelor of Science degree are encouraged to discuss with their advisors a program of study options designed to facilitate the process of earning both the B.S. and M.S. degrees in nursing in a condensed time frame.

Undergraduate nursing students may take up to 6 graduate credits in nursing during their senior year with the following stipulations:

1. The student's cumulative grade point average must be at least 3.0, and
2. The student must obtain the recommendation of their academic adviser.

Nursing students interested in pursuing this curricular option should consult with faculty members in the Department of Nursing early in their course of study, and should identify themselves as electing this option by notifying the Department of Nursing.

Course Descriptions

NURS 109 PROFESSIONAL ROLES AND CONTEMPORARY ISSUES IN NURSING

This is the first nursing theory course that 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

This course focuses on 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 (3 credits).

Prerequisites: BIO 109 and 110

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 (4 credits).

Prerequisites: NURS 109, NURS 219, CHEM 109

Co-requisites: BIOL 211 and PSYC 326

NURS 319 ADULT NURSING CARE I

This is the first of two adult nursing courses that emphasize 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 common 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 (8 credits).

Prerequisites: NURS 119, NURS 209, NURS 229, BIOL 211, PSYC 326

Co-requisite: BIOL 333

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 (8 credits).

Prerequisites: NURS 319, BIOL 333

Co-requisite BIOL 334

NURS 409 PROCESS OF LEADERSHIP IN NURSING

In this senior level course, 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 (3 credits).

Prerequisites: NURS 329

NURS 431 NURSING CARE OF THE FAMILY I – MATERNITY NURSING

This course focuses on 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 experiential learning field experience for 7 weeks (4 credits).

Prerequisites: NURS 329, BIOL 204, BIOL 334

NURS 433 NURSING CARE OF THE FAMILY II – PEDIATRIC NURSING

This course focuses on 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 experiential field experience for 7 weeks (4 credits).

Prerequisites: NURS 329, BIOL 204, BIOL 334

NURS 434 NURSING CARE OF THE COMMUNITY I – PSYCHIATRIC NURSING

This course focuses on 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 12 hours of experiential field time for 5 weeks (3 credits).

Prerequisites: NURS 431, NURS 433, NURS 409

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 (3 credits).

Prerequisites: NURS 431, NURS 433, NURS 409

NURS 444 THE MANAGEMENT OF CARE/CAPSTONE EXPERIENCE

This course allows students in a seminar format to analyze, discuss, and develop collaborative plans of care which reflect patients' needs through such strategies as case studies. 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. A concentrated 120 hour experience which emphasizes transition from the student role to the graduate role is an integral component of this course. The settings which are used provide a realistic environment to: apply knowledge, integrate relevant nursing research, evaluate one's own impact on the collaborative process, and initiate a plan for self-growth. Weekly seminars allow for sharing of clinical experiences and discussion of the management of both plans of care and possible barriers to meeting student learning objectives.

Prerequisites: NURS 431, NURS 433, and NURS 409. Co-requisites: NURS 434 and NURS 436

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 Dean of Nursing (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

Margaret I. Hughes, PhD., Assistant Professorm

Joshua A. Shmikler, PhD., Assistant Professor

Edward Zukowski, PhD., Professor

Department Statement of Purpose and Learning Outcomes

The Department of Philosophy and Religious Studies provides students with the opportunity to explore the answers of philosophers and religious traditions to the great existential questions of life. These “big questions” include the ultimate nature and purpose of reality, the sources and quality of knowledge, the basis of ethics and morals, human claims about relating to God, the relationship between reason and faith, and the natural and ultimate destiny of human beings. Although philosophy and religious studies are distinct disciplines, they both seek to develop analytical and critical thinking, to enhance the ability to express ideas in speaking and writing, and to engage in ethical and moral thought. These inquiries are essential elements of the Catholic intellectual tradition which is embraced by the College as part of its mission. A deliberate attempt is made to help students reflect upon, explain, support, and communicate their own answers to these questions as they apply them to their own personal and professional lives.

Philosophy Statement of Purpose

Philosophy is the love of wisdom. The philosophy major develops students' fundamentally human ability to reason, to question, and to wonder about all of reality. The department's classes have a strong historical approach and ethical focus, while also covering areas such as metaphysics, epistemology, aesthetics, philosophy of language, social and political philosophy, and philosophy of education. Students engage in thought that allows for a fuller, more human life. In doing so, they develop the thinking skills, the ability to express ideas clearly in speaking and writing, and an awareness of ethical issues that are essential to any career, vocation, or pursuit.

Philosophy Learning Outcomes

Students completing an undergraduate degree in Philosophy at the College of Mount Saint Vincent will be able to:

- 1) Engage in the study of primary philosophical texts.
- 2) Develop the use of philosophical argumentation. Students will be encouraged to think about why it is important to have reasons for one's position.
- 3) Reflect upon the connection between course themes and their own lives, which requires engagement in philosophical questioning and exploration.
- 4) Articulate why ethical thought and ethical questioning matter in human life.
- 5) Explore the connections between speculative and practical philosophy.

Religious Studies Statement of Purpose

Religious Studies courses give students the opportunity to understand the role of religion in providing answers to existential questions as well as its impact on history and culture, with particular emphasis upon contemporary society. Courses cover the history, belief systems, and patterns of religious behavior, in addition to various forms of religious expression such as sacred texts, ritual and practices, theology, and art. Although there is a cross-cultural approach, the Roman Catholic experience is presented, where appropriate, as befits the mission of the college founded by the Sisters of Charity whose spirit informs the entire college. We teach religion as an academic discipline, so that students with different or with no religious affiliation or belief can benefit from learning about, understanding and evaluating religious history and concepts. Such knowledge can help all who study religion navigate in a society that has been and continues to be influenced by it. Students are taught to think critically and to evaluate information independently. At the same time, students are also encouraged to reflect upon, explain, and support their beliefs and views as they relate to their own personal and professional lives.

Religious Studies Learning Outcomes

Students completing an undergraduate degree in Religious Studies at the College of Mount Saint Vincent will be able to:

- 1) Identify, define, and explain fundamentally important concepts, terms, and practices in

religious studies and theology, especially in Roman Catholicism where appropriate

- 2) Compare and contrast these concepts and terms across several different religious traditions
- 3) Describe the methodologies of various religious traditions in arriving at these concepts, terms, and practices
- 4) Demonstrate information literacy in the discipline, including knowledge of modern scholarly hermeneutical principles (rules of interpretation)
- 5) Discover the cross-disciplinary implications of religious studies
- 6) Investigate the influence and impact of religion on society both in the past and present
- 7) Think critically about, discuss, and evaluate the religious and social issues in their personal lives and in their local and global communities.

B.A. in Philosophy

Degree Requirements

| | |
|---|--------------------|
| College Core Requirements | 43 credits* |
| Philosophy Major | 30 credits |
| PHIL 110 Introduction to Ethics | (3 credits) |
| One class from Group A: Philosophical Fundamentals (PHIL 241-345) | (3 credits) |
| One class from Group B: Problems in Philosophy (PHIL 346-399) | (3 credits) |
| One class from Group C: History of Philosophy (PHIL 400-470) | (3 credits) |
| Five additional courses in Philosophy | (15 credits) |
| PHIL 490 Senior Seminar | (3 credits) |
| Open Electives | 47 credits |
| TOTAL | 120 credits |

**Six core credits in Philosophy satisfied with Major requirements.*

The philosophy major's program must be carefully conceived in consultation with a departmental faculty advisor.

B.A. in Interdisciplinary Studies in Philosophy and Religious Studies

Students with an interest in Philosophy and Religious Studies may also pursue both, within the Interdisciplinary Studies major. This requires 15 credits from philosophy and 15 credits from religious studies. Programs can be designed to focus on special interests, such as applied ethics. Contact the department chair for more

information. All majors must attain a minimum of a C in all religious studies courses. No exceptions will be made.

Sample Program

B.A. in Philosophy

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 |
| PHIL 110 Introduction to Ethics | 3 credits |
| Core Courses | 9 credits |
| TOTAL | 31 credits |

Year 2

| | |
|---|-------------------|
| PHIL XXX Philosophical Fundamentals (241-345) | 3 credits |
| PHIL 3XX Problems in Philosophy (346-399) | 3 credits |
| PHIL 4XX History of Philosophy (400-470) | 3 credits |
| Core Courses | 12 credits |
| Open Electives | 9 credits |
| TOTAL | 30 credits |

Year 3

| | |
|---|-------------------|
| PHIL XXX Philosophical Fundamentals (241-345) | 3 credits |
| PHIL 3XX Problems in Philosophy (346-399) | 3 credits |
| PHIL 4XX History of Philosophy (400-470) | 3 credits |
| Core Courses | 6 credits |
| Open Electives | 15 credits |
| TOTAL | 30 credits |

Year 4

| | |
|------------------------------|-----------|
| PHIL XXX Philosophy Elective | 3 credits |
| PHIL XXX Philosophy Elective | 3 credits |
| PHIL 490 Senior Seminar | 3 credits |
| Core Course | 3 credits |

| | |
|----------------|-------------------|
| Open Electives | 17 credits |
| TOTAL | 29 credits |

Total Credits for Graduation – 120

**B.A. in Religious Studies
Degree Requirements**

| | |
|---|--------------------|
| College Core Requirements | 43 credits* |
| Religious Studies Major | 30 credits |
| RELS 208 | (3 credits) |
| Eight RELS Courses: 300/400 levels in consultation with Department Chair and Faculty Advisor | (24 credits) |
| RELS 470 Senior Seminar (Capstone) | (3 credits) |
| Open Electives | 47 credits |
| TOTAL | 120 credits |

**Three core credits in the humanities and three credits in ethics/religion may be satisfied with the Major requirements.*

B.A. in Interdisciplinary Studies in Philosophy and Religious Studies

Students with an interest in Philosophy and Religious Studies may also pursue both, within an Interdisciplinary Studies major. This requires 15 credits from philosophy and 15 credits from religious studies. programs can be designed to focus on special interests, such as applied ethics. contact the Department chair for more information. All majors must attain a minimum of a C in all religious studies courses. No exceptions will be made.

Sample Program

**B.A. in Religious Studies
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 |
| Core Courses | 6 credits |

| | |
|---|-------------------|
| Religious Studies I (Intro to Religious Studies) | 3 credits |
| Open Electives | 6 credits |
| TOTAL | 31 credits |

Year 2

| | |
|----------------------------|-------------------|
| Core Courses | 6 credits |
| PHIL 110 (Intro to Ethics) | 3 credits |
| RELS XXX | 3 credits |
| RELS XXX | 3 credits |
| Open Electives | 15 credits |
| TOTAL | 30 credits |

Year 3

| | |
|----------------|-------------------|
| Core Courses | 9 credits |
| RELS XXX | 3 credits |
| RELS XXX | 3 credits |
| RELS XXX | 3 credits |
| RELS XXX | 3 credits |
| RELS XXX | 3 credits |
| Open Electives | 9 credits |
| TOTAL | 30 credits |

Year 4

| | |
|------------------------------------|-------------------|
| RELS XXX | 3 credits |
| RELS XXX | 3 credits |
| RELS 470 Senior Seminar (Capstone) | 3 credits |
| Open Electives | 20 credits |
| TOTAL | 29 credits |

Total Credits for Graduation – 120

B.A. in Interdisciplinary Studies in Philosophy and Religious Studies

Students with an interest in both Philosophy and Religious Studies may pursue both within an Interdisciplinary Studies major. This would require 15 credits from Philosophy and 15 credits from Religious Studies. Programs can be designed to focus on special interests, such as applied ethics. Contact the [Department Chair](#) for more information.

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.

Minor in Religious Studies

Students choosing to minor in Religious Studies must complete 18 credits, including:

- First Course: RELS 208
- Five courses (15 credits) from the 300/400 levels, in consultation with the Department Chair and Religious Studies faculty

Minor in Philosophy

Students choosing to minor in Philosophy must complete 18 credits, including:

- PHIL 110 Introduction to Ethics
- Five additional courses (15 credits) in Philosophy courses

NOTE – Some integrated courses may apply. Students should consult with the Philosophy faculty in choosing upper-level courses.

Course Descriptions

Philosophy (PHIL)

PHIL 110 CORE INTRODUCTION TO ETHICS (C)*

This course introduces students to philosophy through the exploration of fundamental ethical questions. Among the themes treated in this course are moral obligation, virtue, justice, law, good and evil. Students will learn to read primary texts, to develop reasoning skills, and to explore the nature of the good life (3 credits).

Prerequisite: ENGL 110

Group A: Philosophical Fundamentals

PHIL 241 LOGIC

This course develops students' understanding of the character, power, and limits of reasoned argument. Students will learn how to make arguments and how to critically evaluate the arguments of others. This will be accomplished through the study of both informal and formal logic, as well as through the application of logic to a variety of problems. Topics to be investigated include validity, soundness, syllogistic logic, informal reasoning, and propositional symbolic logic (3 credits).

Prerequisite: ENGL 110

PHIL 302 PHILOSOPHY OF HUMAN NATURE

This course investigates the question "what are we?" in order to develop students' understanding of human nature. Some of the following questions will also be explored: Is a human being only material? Is a human being only a mind? What is the relationship between mind and body? Is there such a thing as a soul? Are human

beings essentially social or solitary? Is there free will? What does it mean to love? What is self-knowledge and how can it be attained? Ideas and major thinkers from a variety of philosophical traditions will be considered (3 credits).

Prerequisite: PHIL 110

PHIL 314 ETHICAL THEORY

This course develops students' understanding of philosophical ethics through an investigation of several major ethical theories. Possible theories to be investigated include moral relativism, virtue ethics, deontology, utilitarianism, natural law, moral genealogy, sentimentalism, and care ethics. Students will learn to assess the merits and limits of the theories studied and to critically analyze their own lives from the perspective of philosophical ethics (3 credits).

Prerequisite: PHIL 110

PHIL 315 BUSINESS ETHICS

This course integrates the insights of philosophy and business studies, so that students will better understand the role of ethics in the business environment. Students will examine several ethical theories and apply these theories to situations that confront contemporary business professionals. Primary sources from philosophers and business theorists, case studies, and contemporary articles will be examined.

Possible topics for investigation include the role that work and money play in a good life, the elements of ethical business leadership, the ethical effects of corporate culture, the nature and limits of corporate social responsibility, workplace ethics, accounting ethics, environmental business ethics, marketing ethics, and moral issues facing international corporations (3 credits).

Prerequisite: PHIL 110

PHIL 319 BEAUTY, ART, AND APPEARANCE

This course is an introduction to aesthetics, which is the study of appearances. Students will investigate perception, taste, and beauty. The course will cover a variety of theories about what beauty is and its importance for human beings. It will examine those theories in relation to natural and man-made objects, including art, literature, and music (3 credits).

Prerequisite: PHIL 110

PHIL 320 SOCIAL AND POLITICAL PHILOSOPHY

This course develops students' understanding of social and political theory through the examination of a variety of classic texts. Among the themes treated in this course are authority, freedom, equality, justice, law, community, natural right, power, government, and social construction. The effect of social and political structures upon individuals will be considered. Major thinkers studied will vary but may include Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, Arendt, Foucault, Rawls, and Nozick (3 credits).

Prerequisite: PHIL 110

PHIL 324 GOD, MAN, AND THE COSMOS

This course considers questions in the philosophy of religion by examining especially the relationship between God, human beings, and reality. It will also consider how conclusions about one, affects conclusions about the others. The course will investigate the relation between faith and reason, will examine arguments for and against the existence of God, will ask what it means for us if God does or does not exist, and will end with a consideration of religion and culture in light of these earlier discussions (3 credits).

Prerequisite: PHIL 110

PHIL 343 METAPHYSICS

The course introduces students to metaphysics, which is the study of the fundamental nature of reality. Topics such as being, nothingness, change, stability, unity, multiplicity, appearance, reality, causation, potentiality, actuality, substance, time, space, freedom, determinism, and God will be investigated. The course may examine more than one philosophical approach to metaphysical questions. The relationship between metaphysics and other theoretical disciplines (such as logic, biology, physics, epistemology, and theology) will also be considered (3 credits).

Prerequisite: PHIL 110

PHIL 345 TOPICS IN PHILOSOPHICAL FUNDAMENTALS

This course focuses more deeply on a fundamental area in philosophy not already covered in the course listings. The fundamental area will be announced prior to the time of registration. Students are welcome to suggest possible topics to the philosophy faculty (3 credits).

Prerequisite: PHIL 110

Group B: Problems in Philosophy

PHIL 353 THOUGHT AND CULTURE

This course investigates how thought and culture interrelate. It will examine what culture is, how it shapes the way we think, and how the way we think shapes culture. There will be the opportunity to consider particular cultural issues and the philosophical ideas that underlie those issues. Readings from the history of philosophy, from contemporary thought, and from current events will be included (3 credits).

Prerequisite: PHIL 110

PHIL 357 PHILOSOPHY OF LOVE

Love is the inspiration and subject of countless songs, stories, and artworks. It guides how we live and who we live with. It helps us to structure our lives, our societies, our cultures. Love is an essential feature of human life. But what is it? This course will examine this question by investigating different types of love and what it is that all those types of love have in common, and then by looking at the relation between love and some other essential features of human life (3 credits).

Prerequisite: PHIL 110

PHIL 359 MEANING AND HAPPINESS

This course examines several philosophical explanations of the meaning of life as well as several philosophical accounts of the nature of human happiness. Additionally, the internal and external obstacles which confront human beings in their pursuit of meaning and happiness will be examined. Some of the following questions will be considered: Can one establish a meaningful life by being devoted to anything whatsoever or are there certain things which all human beings must desire in order to live in a purposeful manner? Is happiness a feeling of pleasure, an excellent activity or a state of calm equilibrium? What role, if any, do pleasure, honor, virtue, friendship, romantic love, self-esteem, a relationship with God, and vocational goals play in a happy life? (3 credits)

Prerequisite: PHIL 110

PHIL 361 PHILOSOPHY OF LITERATURE

This course will examine the philosophical questions that literature raises by studying the thought of both historical and contemporary philosophers. We will consider, among other questions, what literature is, whether literature conveys truth, how and why literature elicits emotions, and what makes literature ethical or unethical. Our investigations will include references to works of literature as well as to philosophy (3 credits).

Prerequisite: PHIL 110

PHIL 362 WORK AND LEISURE

We spend much of our lives working or preparing to work. We pursue education for the sake of having a career. But why do we work? What is work? Why is it important? Is it all that is important? In this course, we will examine different conceptions of the relation between work and the rest of life. We will consider whether work is the goal of life, or whether work is the means to some further goal. We will reflect on economic systems, religion, culture, and philosophy and how each should inform the place that work holds in life (3 credits).

Prerequisite: PHIL 110

PHIL 363 PHILOSOPHY AND TRAGEDY This course examines tragedy from a philosophical perspective. The careful study of a variety of tragic works (such as those by Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Racine, Schiller, Brecht, Beckett, Miller, and Achebe) is combined with the detailed investigation of several philosophical writings about tragedy (such as those by Plato, Aristotle, Hume, Hegel, Schlegel, Schopenhauer, Nietzsche, Freud, Lacan, Butler, and Barthes). The tragic themes of fate, fortune, moral luck, order, chaos, irreconcilable goods, suffering, hubris, heroism, and human vulnerability will be examined. Additionally, students will be encouraged to meditate upon the degree to which human life is tragic (3 credits).

Prerequisite: PHIL 110

PHIL 365 PHILOSOPHY OF DEATH

This course investigates a variety of ancient and modern approaches to death and will encourage students to philosophically confront their own mortality. The metaphysical, psychological, cultural, and ethical implications of

dying and being dead will be examined. Some of the following questions will be considered: What is death? Is death the end of our existence or is some part of us immortal? What does death suggest about the relationship between the mind and the body? What does it mean to be an individual who is aware of his or her own demise? Should death be feared, accepted, ignored or embraced? Can meditating on death help us to live better lives? (3 credits)

Prerequisite: PHIL 110

PHIL 367 VIRTUE ETHICS: EAST AND WEST

This course examines the works of several Eastern and Western philosophers who claim that virtue is the key to living a good life. Major themes of the course include excellence, character, habituation, activity, flourishing, a person's social role, practical wisdom, theoretical wisdom, the common good, the natural and the theological virtues, and the sage.

Eastern philosophical traditions (such as Buddhism, Confucianism, Mohism, Taoism, and Falsafah) will be compared and contrasted with Western philosophical traditions (such as Platonism, Aristotelianism, Stoicism, Scholasticism, moral sentimentalism, and care ethics). Additionally, the difference between virtue ethics and other ethical theories (such as consequentialism and deontology) will be considered (3 credits).

Prerequisite: PHIL 110

PHIL 369 PHILOSOPHY OF SOCIAL RESPONSIBILITY

This course investigates social responsibility from a philosophical perspective. Among the themes treated in this course are marginalization, discrimination, genocide, anger, justice, moral obligation, human rights, love, service, and charity. Students will examine the connections between philosophical theory and social action and will explore their ethical obligations to others. Students will be required to participate in community service projects outside of class (3 credits).

Prerequisite: PHIL 110

PHIL 370: TOPICS IN PHILOSOPHICAL PROBLEMS

This course focuses more deeply on a specific philosophical problem not already covered in the course listings. The problem to be examined will be announced prior to the time of registration. Students are welcome to suggest possible topics to the philosophy faculty (3 credits).

Prerequisite: PHIL 110

Group C: History of Philosophy

PHIL 404 ANCIENT PHILOSOPHY

This course introduces students to the emergence of Western philosophy in Ancient Greece. Students will investigate the teachings of Socrates, Plato, and Aristotle. Additionally, the extant writings of Pre-Socratic philosophers and sophists may be examined. The perennial philosophical questions posed by Ancient

philosophers, especially concerning the cosmos, knowledge, virtue and politics, will be considered (3 credits).

Prerequisite: PHIL 110

PHIL 405 HELLENISTIC AND ROMAN PHILOSOPHY

This course introduces students to the major schools of Hellenistic philosophy and to the impact of these schools upon the Roman world. Some of the theoretical and practical teachings of Epicureanism, Stoicism, and Skepticism, Cynicism, Neo-Platonism, Roman eclecticism, Hellenistic Judaism, and Hellenistic Christianity may be considered. Special attention will be given to Hellenistic and Roman understanding of philosophy as a way of life (3 credits).

Prerequisite: PHIL 110

PHIL 406 MEDIEVAL PHILOSOPHY

This course introduces students to the universal human questions that were developed to sophisticated degrees during the medieval period, including questions about our ability to know God and whether God exists at all, the nature of the world, and freedom, both human and divine. We will read foundational medieval thinkers, such as Augustine, Anselm, Aquinas, Averroes, and Al-Ghazali in order to become acquainted with the lively intellectual debates that were occurring in the Middle Ages and that affect us still today (3 credits).

Prerequisite: PHIL 110

PHIL 407 LATE MEDIEVAL AND RENAISSANCE PHILOSOPHY

This course will examine the foundations and development of philosophy from the High Middle Ages to the Renaissance. It may examine, among other topics, necessity and causation, universals and particulars, the relation between faith and reason, and the place of human beings in the world. Among the thinkers read may be Averroes, Aquinas, Scotus, William of Ockham, Pico della Mirandola, and Thomas More (3 credits).

Prerequisite: PHIL 110

PHIL 408 EARLY MODERN PHILOSOPHY

This course introduces students to 16th, 17th, and 18th century philosophy. Students will investigate Early Modern ideas about knowledge, reality, science, politics, religion, and the human individual. Additionally, some of ways that Early Modern ideas challenged earlier thinking will be considered. The philosophers studied will vary and may include Machiavelli, Montaigne, Bacon, Hobbes, Pascal, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Adam Smith, Diderot, Voltaire, Rousseau, Wolff, and Kant (3 credits).

Prerequisite: PHIL 110

PHIL 409 LATE MODERN PHILOSOPHY

This course introduces students to 18th and 19th century philosophy. Students will investigate the themes of enlightenment, freedom, morality, politics, self-consciousness, and historical development. The philosophers studied will vary and may include Vico, Rousseau, Kant, Herder, Lessing, Fichte, Hegel, Schelling,

Schopenhauer, Kierkegaard, Feuerbach, Marx, Bentham, Mill, Nietzsche, Pierce, and James (3 credits).

Prerequisite: PHIL 110

PHIL 410 EXISTENTIALISM

This course introduces students to the 20th century philosophical movement known as existentialism, as well as its roots in 19th century philosophy and literature. Students will investigate existentialist themes such as the individual, alienation, the absurd, nihilism, angst, authenticity, transcendence, meaning, and freedom. The philosophers studied will vary and may include Kierkegaard, Nietzsche, Heidegger, Sartre, de Beauvoir, Merleau-Ponty, Camus, Marcel, Buber, and Jaspers (3 credits).

Prerequisite: PHIL 110

PHIL 412 DIALOGUES WITH GREAT THINKERS

This course enables students to engage in an intensive study of one or two major philosophers. The central questions, the theoretical and practical insights, the historical background, and the contemporary relevance of the major philosopher/s selected will be examined in detail. The philosopher/s covered will be specified prior to registration. Students are welcome to suggest possible thinkers (3 credits).

Prerequisite: PHIL 110

PHIL 470 TOPICS IN THE HISTORY OF PHILOSOPHY

This course focuses more deeply on a specific philosophical topic not already covered in the course listings. The topic will be announced prior to the time of registration. Students are welcome to suggest possible topics to the philosophy faculty (3 credits).

Prerequisite: PHIL 110

Group D: Capstone

PHIL 490 SENIOR SEMINAR

This course provides a capstone experience to each philosophy major's undergraduate career. In this advanced seminar, a fundamental area of philosophy, a major philosophical problem, a historical period or a single philosopher will be investigated in great detail. Several seminar papers and oral presentations designed to challenge students and advance their ability to reason, question, and wonder, will be assigned. This course is required for philosophy majors and is optional for philosophy minors (3 credits).

Prerequisites: PHIL 110, at least three additional courses in philosophy, and senior standing.

Religious Studies (RELS)

RELS 208 INTRODUCTION TO RELIGIOUS STUDIES (C)*

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

This course is 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).

Prerequisite: RELS 208

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).

Prerequisite: RELS 208

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).

Prerequisite: RELS 208

RELS 305 UNDERSTANDING THE BIBLE

This course focuses on questions including 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).

Prerequisite: RELS 208

RELS 313 CHRISTIAN BELIEF

This course is 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).

Prerequisite: RELS 208

RELS 327 MODERN CATHOLIC THINKERS

This course is 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 (to name a few) (3 credits).

Prerequisite: RELS 208

RELS 350 THE ROMAN CATHOLIC CHURCH

This course is 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).

Prerequisite: RELS 208

RELS 410 DEATH AS A FACT OF LIFE

This course is 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).

Prerequisite: RELS 208

RELS 416 SAINTS: YESTERDAY AND TODAY

This 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).

Prerequisite: RELS 208

RELS 420 BELIEF AND UNBELIEF

This course is 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).

Prerequisite: RELS 208

RELS 429 EVIL, SUFFERING, AND GOD

This course is 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).

Prerequisite: RELS 208

RELS 430 CONTEMPORARY MORAL ISSUES *

This course is a theological and ethical investigation of selected moral problems of our time such as truth in government, violence, economic injustice, human trafficking, and racism. Student suggestions and discussion of additional moral issues will be considered (3 credits).

Prerequisite: RELS 208

RELS 435 CHRISTIAN MARRIAGE

This course focuses on the concept and development of human love, scriptural, sacramental, and ethical considerations in marriage and sexuality. The course also focuses on 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).

Prerequisite: RELS 208

RELS 370 TOPICS IN RELIGION

This course is an in-depth investigation of particular areas of religion or theology occasioned by contemporary major events or controversies within religion. Detailed course descriptions will be available in the Department at the time of registration (3 credits).

Prerequisite: RELS 208

RELS 470 SENIOR SEMINAR (TOPICS IN RELIGION)

This course provides a capstone experience to each major's undergraduate career. In this advanced seminar, students will work on a particular area of theology, a particular historical period of theological challenge, a particular theologian, or relationships between/among the religions. Seminar papers and oral presentations are assigned to challenge the student's critical and constructive thought and questioning in the related area of theology. This course is required for all majors in Religious Studies, and it is optional for Religious Studies minors. It is open to all students, but pre-requisites must be met (3 credits).

Prerequisites: RELS 208, at least two additional courses in Religious Studies, and senior standing.

RELS 460, 461 INDEPENDENT STUDY

In consultation with a professor and approval from the Department Chair (3 credits).

(C)* May be taken to meet Core Requirements

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

Katherine Alexander, PhD., Assistant Professor

Stephanie A. Berger, PhD., Associate Professor

Mary Fuller, PhD., Associate Professor

Sumithra Raghavan, PhD., Assistant Professor

Jason Smith, PhD., Visiting Assistant Professor

Sefanie Vuotto, PhD., Assistant Professor

Department Statement of Purpose and Learning Outcomes

Psychology is the scientific study of mind and behavior. Psychology majors develop an understanding of human behavior and valuable skills in critical thinking, problem solving, communication and information literacy. The Psychology Major provides excellent preparation for careers in helping professions, education, non-profit organizations and industry, as well as for graduate studies in Psychology, medicine, physical therapy, occupational therapy and law. The Psychology curriculum provides a strong foundation in Psychological science and allows students to explore specific interests in Psychology by choosing electives, internships and research experience.

Department Learning Outcomes

- 1) Demonstrate understanding of psychology as science: (a) Understand different research methods; (b) Understand how evidence is used to create knowledge in the field
- 2) Demonstrate knowledge of & ability to apply psychological principles and theories
- 3) Demonstrate knowledge of how principles and theories vary across populations & cultures

- 4) Adopt Professional standards in : (a) Information literacy skills; (b) Communication skills (APA style); (c) APA ethical guidelines-respect for freedom & dignity

Policies

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 (PSYCH 103) 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).

In order to remain a Psychology Major or Psychology Minor in good standing, a student may have no more than 2 grades below a C and/or withdrawals in Psychology courses.

Pre-med Preparation: Psychology Majors who want to undertake graduate 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), General Chemistry I & II (CHEM 120 & 121), Organic Chemistry I & II (CHEM 219-223, 220-224), Calculus I and II (MATH 131-132) and Physics I and II (PHYS 207-208).

Pre-Occupational Therapy: Students who want to undertake graduate training in occupational therapy can complete either a B.A. or a B.S. degree in Psychology. The following courses are typical prerequisites for entry into master's programs in occupational therapy (individual program prerequisites vary so students should plan to take any additional courses that programs of interest to them require): Introduction to Psychology (PSYC 103) Abnormal Psychology (PSYC 355), Development across the lifespan (PSCY 320, PSYC 345, PSYC 346), Statistics (PSYC 205), Anatomy & Physiology I & II (BIO 109 & 110). Possible additional prerequisites depending may include: Physics I & II (PHYS 207 & 208).

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 Foundational 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 475)

| | |
|---|-----------|
| Cognate Requirements: | 8 credits |
| BIOL 111-112 General Biology I & II with lab BIOL 111L & 112L or BIOL 109-110 Anatomy & Physiology I & II with lab BIOL 109L & 110L | |

| | |
|----------------|------------|
| Open Electives | 42 credits |
|----------------|------------|

*Three core credits in Social Sciences and six core credits in Natural Science may be 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 |
| Core Courses | 9 credits |
| PSYC 103 Introduction to Psychology I | 3 credits |
| PSYC 104 Introduction to Psychology II | 3 credits |
| TOTAL | 31 credits |

Year 2

| | |
|---|-----------|
| Core Courses | 6 credits |
| BIOL 109 & 110 Anatomy and Physiology or BIOL 111,111L & 112, 112L General Biology | 8 credits |

| | |
|---|------------|
| 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

| | |
|---|------------|
| Core Courses | 6 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

| | |
|---|------------|
| Core Course | 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 complete courses in a variety of areas of Psychology.

| | |
|--|--------------|
| College Core Requirements | 46 credits* |
| Psychology Major | 30 credits |
| Major Foundational 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 upper level 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 44 credits

*Three core credits in Social Sciences may be 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 |
| Core Courses | 6 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

| | |
|---|------------|
| Core Courses | 15 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

| | |
|---|-----------|
| Core Courses | 6 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

| | |
|---|------------|
| Core Course | 3 credits |
| PSYC 4XX Psychology Course 5 – 400 level course | 3 credits |
| PSYC 450 Capstone Seminar | 3 credits |
| Open Electives | 20 credits |
| TOTAL | 29 credits |

Total credits for Graduation: 120

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* |
| 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 and Psychology Electives which meet the following criteria: | (15 credits) |
| 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 | |
| d) One of the following: (3 cr) PSYC 302 Psychological Testing, PSYC 324 Learning & Memory or PSYC 424 Cognition or PSYC 432 Motivation & Emotion | |
| e) One of the following: (3 cr) PSYC 345 Psychology of Childhood or PSYC 346 Psychology of Adolescence | |
| 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 may be 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 |
| Core Courses | 9 credits |
| PSYC 103 Core: Introduction to Psychology I | 3 credits |
| PSYC 104 Introduction to Psychology II | 3 credits |
| TOTAL | 31 credits |

Year 2

| | |
|---|-----------|
| Core Courses | 9 credits |
| PSYC 205 Psychological Statistics | 3 credits |
| PSYC 3XX Psychology Course – Content Area 1 | 3 credits |
| PSYC 345 Psychology of Childhood – Content Area 2 | 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

| | |
|--|------------|
| Core Course | 3 credits |
| PSYC 315 Research Methods in Psychology (WE) | 3 credits |
| PSYC xxx Psychology Course – Elective at any level | 3 credits |
| PSYC 302 or PSYC 324 or PSYC 424 or PSYC 432– Content Area 3 | 3 credits |
| MATH 222 Mathematics for Elementary School | 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 | 30 credits |

Year 4

| | |
|--|------------|
| Core Courses | 9 credits |
| PSYC 450 Capstone Seminar | 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 | 7 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

Cooperative Degrees

The psychology department offers two cooperative degrees with other Colleges resulting in a Masters in Occupational Therapy.

- **B.S. in Psychology/M.S. in Occupational Therapy (joint degree)**
- **B.A. in Psychology/M.S. in Occupational Therapy (joint degree)**

B.S. in Psychology/M.S. in Occupational Therapy (joint degree)

College of Mount Saint Vincent (B.S.) – Columbia University College of Physicians and Surgeons (M.S.)

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 Psychology from the Mount and an M.S. degree in Occupational Therapy from Columbia after five years of study. Students can apply to Columbia in their junior year. For those who meet the Columbia University criteria for admission and are accepted in the occupational therapy program, courses completed during the first year at Columbia are transferred back to the Mount to complete the B.S. Degree requirements. Admission to this program is highly competitive.

Requirements:

Students will complete the Mount core education requirements during their first three years. Students will also complete the majority of the Psychology Major B.S. Degree requirements during their first three years at the mount including these O.T. Prerequisite courses: Abnormal Psychology (PSYC 355), Lifespan Development (PSYC 326), Motivation & Emotion (PSYC 432). Additional required O.T. Prerequisite courses include: Anatomy & Physiology I & II (BIO 109 & 110), Physics I & II (PHYS 207 & 208).

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 |
| Core Courses | 3 credits |
| PSYC 103 Introduction to Psychology I | 3 credits |
| PSYC 104 Introduction to Psychology II | 3 credits |
| PSYC 205 Psychological Statistics | 3 credits |
| Open Electives | 3 credits |
| TOTAL | 31 credits |

Year 2

| | |
|--|------------|
| Core Courses | 15 credits |
| BIOL 109 & 110 Anatomy and Physiology I & II | 8 credits |
| PSYC 315 Research Methods I (WE) | 3 credits |

| | |
|--|-------------------|
| PSYC 326 Lifespan Development – Content Area 1 | 3 credits |
| PSYC 355 Abnormal Psychology – Content Area 2 | 3 credits |
| TOTAL | 32 credits |

Year 3

| | |
|---|-------------------|
| Core Courses | 6 credits |
| PHYS 201 & 208 Physics I & II | 8 credits |
| PSYC 432 Motivation & Emotion – Content Area 3-, 1st 400-level course | 3 credits |
| PSYC 405 Advanced Research Methods | 3 credits |
| PSYC 3xx Psychology Course – content area 4 | 3 credits |
| PSYC 450 Capstone | 3 credits |
| Open Electives | 6 credits |
| TOTAL | 32 credits |

Total credits earned at the Mount: 95

Thirty one credits taken at Columbia would complete the 126 total required for a CMSV B.S. Degree. Two courses taken at Columbia would complete the Psychology Major requirements. Students should consult the Columbia Medical Center Website (columbiaot.org) for details about the M.S. in O.T. Degree curriculum.

B.A. in Psychology/M.S. in Occupational Therapy (joint degree)

College of Mount Saint Vincent (B.A.) – Dominican College (M.S.)

The College has a cooperative 3-3 arrangement with Dominican College, which enables Mount students to earn a B.A. degree in biology or Psychology from the Mount and an M.S. degree in Occupational Therapy from Dominican after six years of study. Mount students interested in this program must apply to Dominican College and take their English Placement Exam. Courses completed at Dominican College are transferred back to the Mount to complete the undergraduate degree requirements.

Requirements

Students will complete the Mount core education requirements and the Psychology Major B.A. Degree requirements during their first three years at the mount including these O.T. Prerequisite courses: Abnormal Psychology (PSYC 355), Lifespan Development (PSYC 326), Group Dynamics (PSYC 344), and Physiological Psychology (435). Additional required O.T. Prerequisite courses include: Anatomy & Physiology I & II (BIO 109 & 110), Physics I & II (PHYS 207 & 208), and Neurobiology (BIO 405) Those who meet the Dominican College criteria for admission and are accepted in the Occupational Therapy program will spend the first three years of study at the College and the final three years at Dominican College. Students must complete all Liberal arts courses with a minimum GPA of 3.0 and with no grade lower than a C (2.0). Students will take additional perquisite Occupational Therapy courses at Dominican during the summer between their third and fourth year.

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 |
| Core Courses | 3 credits |
| PSYC 103 Introduction to Psychology I | 3 credits |
| PSYC 104 Introduction to Psychology II | 3 credits |
| PSYC 205 Psychological Statistics | 3 credits |
| Open Electives | 3 credits |
| TOTAL | 31 credits |

Year 2

| | |
|--|------------|
| Core Courses | 15 credits |
| BIOL 109 & 110 Anatomy and Physiology I & II | 8 credits |
| PSYC 315 Research Methods I (WE) | 3 credits |
| PSYC 326 Lifespan Development – Content Area 1 | 3 credits |
| PSYC 355 Abnormal Psychology – Content Area 2 | 3 credits |
| TOTAL | 32 credits |

Year 3

| | |
|--|------------|
| Core Courses | 6 credits |
| PHYS 207 & 208 Physics I & II | 8 credits |
| PSYC 435 Physiological Psychology – Content Area 3, 400-level course | 3 credits |
| PSYC 344 Group Dynamics | 3 credits |
| PSYC 3xx Psychology Course – elective | 3 credits |
| PSYC 450 Capstone | 3 credits |
| BIO 405 Neurobiology | 4 credits |
| Open Electives | 3 credits |
| TOTAL | 33 credits |

Total credits earned at the Mount: 96

Twenty-four credits taken at Dominican would complete the 120 total required for a CMSV B.A. Degree. Students should consult the Dominican College Website (<http://www.dc.edu/occupational-therapy-2/>) for details about the M.S. in O.T. Degree curriculum.

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.

Foundational 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 302 Psychological Testing, 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, PSYC 347 Personality, and PSYC 365 Multicultural Psychology.

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, 339 Research in Psychology I & II
PSYC 375, 475 Internship I & II

Psychology (PSYC)

100-200 Level Courses

PSYC 103 INTRODUCTION TO PSYCHOLOGY I (C)*. 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

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. *Open to Psychology Majors Only. Pre-requisite: PSYC 103*

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. *Open to Psychology Majors Only. Pre-requisite: PSYC 103*

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 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. The 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. *Pre-requisite: PSYC 103*

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. *Pre-requisite: PSYC 103*

3 credits

PSYC 329- 339 RESEARCH IN PSYCHOLOGY I & II. First and second semester of 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.

Pre-requisites for PSYC 329: PSYC103; Pre-requisites for PSYC 339: PSYC 329

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 *Pre-requisite: PSYC 103*

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. *Pre-requisite: PSYC 103*

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. *Pre-requisite: PSYC 103*

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. *Prerequisite: PSYC 103*

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. *Prerequisite: PSYC 103*

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. *Prerequisite: PSYC 103*

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. *Prerequisite: PSYC 103*

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. *Prerequisite: PSYC 103*

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

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 is offered once every 2 years. *Prerequisite: PSYC 315*
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. *Prerequisite: PSYC 315*
3 credits

PSYC 432 MOTIVATION AND EMOTION. This course explores 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. *Prerequisite: PSYC 315*
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. *Prerequisite: PSYC 315*
3 credits

PSYC 437 CONTEMPORARY PSYCHOTHERAPY. Contemporary forms of psychotherapy, including psychoanalysis, behaviorism, Gestalt, and humanistic therapies, are discussed and critically evaluated. *Prerequisite: PSYC 315*
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. *Prerequisite: PSYC 315*
3 credits

(C)* May be taken to meet Core Requirements

Department of Sociology

The Department of Sociology works to develop certain widely applicable skills in students – how to ask and answer research questions about complex social realities, how to think and write in a sharp, clear, well-organized and engaging manner, and how to address organizational problems using the results of systematic research.

Substantively, the department focuses on questions of international inequality; crime, justice, and injustice; urban life and urban planning; political economy; and media and popular culture. Students work with faculty members both in class and out to produce intellectually creative and rigorous works of empirical research and of theoretical analysis and innovation. All students complete an original Senior Thesis in the second semester of their senior year.

The department offers a BA in Sociology as well as a minor in Sociology. Undergraduate Sociology majors can concentrate in one of several areas: Urban Studies, Social Service, Criminology and Justice, Education and Society, and, for those who prefer not to specialize, General Sociology. In addition, the department offers our most ambitious students two accelerated graduate programs: a joint BA/MA in either Sociology or in Criminology and Justice, in conjunction with St. John's University; and a Joint 5-Year BA/MSW (Masters in Social Work) Program with Fordham University.

In addition to engaging courses and field research opportunities, Sociology offers a Career Speaker series, a Sociology club, a film and discussion series, a wide range of New York City research and internship opportunities, as well as international service learning programs and links to social justice organizing activities in New York and beyond.

Most fundamentally, though, sociology cultivates a habit of mind that sociologist C. Wright Mills defined as **the sociological imagination**:

“the sociological imagination enables us to grasp history and biography and the relations between the two within society... The first fruit of this imagination—and the first lesson of the social science that embodies it—is the idea that the individual can understand his own experience and gauge his own fate only by locating himself within his period, that he can know his own chances in life only by becoming aware of those of all individuals in his circumstances.”

Faculty

Kristin Lawler, Ph.D., Associate Professor and Chair

Alfred R. D'Anca, Ph.D., Associate Professor

Omar Nagi, Ph.D., Associate Professor

LinDa Saphan, Ph.D, Assistant Professor

Department Statement of Purpose and Learning Outcomes

The Department of Sociology, through its curriculum of courses and faculty support, prepares students to think critically and theoretically about social issues, develop the ability to interpret and evaluate information, and develop as sharp thinkers, clear writers, and effective public speakers capable of producing meaningful original sociological work.

Department Learning Outcomes

- 1) Students will internalize a systematic, rigorous sense of the logic of the research process and will develop their qualitative and quantitative research skills
- 2) Students will develop a comprehensive knowledge of Western social theory and an ability to apply theoretical perspectives to concrete issues and problems
- 3) Students will develop as leaders, as ethical members of a community, and as citizens critically engaged with social institutions
- 4) Students will cultivate their professional personas and career strategies

Degree Requirements

B.A. in Sociology

The B.A. in Sociology requires 120 course credits, including:

| | |
|--------------------------------------|--------------|
| College Core Requirements | 46 credits* |
| Sociology Major | 30 credits |
| Major Core Courses | (12 credits) |
| SOC 313 Qualitative Research Methods | (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 | 44 credits |

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

| | |
|-------|-------------|
| TOTAL | 120 credits |
|-------|-------------|

AREAS OF CONCENTRATION

General Sociology

Exposes students to the broad range of substantive areas within the discipline of Sociology.

Required Courses:

| | |
|--------------------------------------|-------------|
| SOC 313 Qualitative Research Methods | (3 credits) |
|--------------------------------------|-------------|

| | |
|-------------------------------|-------------|
| SOC 307 Survey Research | (3 credits) |
| SOC 324 Sociological Theories | (3 credits) |
| SOC 416 Seminar in Sociology | (3 credits) |

Recommended Courses:

- SOC 302 Race and Ethnicity
- SOC 305 Urban Sociology

Criminology and Justice

Focused on social causes and consequences of crime, the social and historical construction of what is deemed criminal, and current controversies in the Criminal Justice system. Recommended for students interested in either working in or working from outside to transform institutions of criminal punishment in the US.

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 310 Sociology of Deviance
- SOC 362 Organized Crime
- SOC 363 Prisons and Probation
- SOC 365 Police and Society
- SOC 366 White Collar Crime

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 313 Qualitative Research Methods (3 credits)
- SOC 307 Survey Research (3 credits)
- SOC 324 Sociological Theories (3 credits)
- SOC 416 Seminar in Sociology (3 credits)

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
- SOC 315 Social Policy

Recommended Courses:

SOC 310 Sociology of Deviance

SOC 304 Globalization, Poverty, and Inequality

Students are also strongly encouraged to complete an internship in this concentration.

Urban Studies

Recommended for students interested in working within international organizations, non-profit institutions, municipal, county, and state governments or in private firms to help create communities, accommodate growth, or revitalize physical facilities in towns, cities, counties, and metropolitan areas.

Required Courses:

SOC 305 Urban Sociology

SOC 345 NYC Ethnic Communities

SOC 347 Urban Planning

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 Sociology majors who achieve 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 one graduate course in each semester of junior and senior years, for a total of 12 graduate credits. During the year following graduation from the college, these students complete all requirements for a Masters Degree in Sociology or in Criminology and Justice at St. John’s University.

The Joint BA/MSW Program with Fordham University

The College of Mount Saint Vincent provides the opportunity for motivated Sociology majors to pursue a Bachelor of Arts (BA) degree and a Master of Social Work (MSW) degree in 5 years. Eligible students, who are required to maintain a 3.5 Grade Point Average in Sociology courses and at least an overall 3.0 GPA in all college courses, will complete three years of undergraduate study at the College of Mount Saint Vincent followed by two years of graduate study at Fordham University. The Bachelor of Arts degree in Sociology will be conferred by the College of Mount Saint Vincent and the Master of Social Work (MSW) by Fordham University’s Graduate School of Social Service.

Sample Programs**B.A. in Sociology: All Concentrations**

Students interested in pursuing a Sociology major are encouraged to take at least 3 sociology credits every semester. This will allow faculty and students to develop a working relationship early in the student's college 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 |
| Core Courses | 6 credits |
| Sociology Elective | 6 credits |
| Open Electives | 3 credits |
| TOTAL | 31 credits |

Year 2

| | |
|--------------------------------------|------------|
| Core Courses | 15 credits |
| SOC 313 Qualitative Research Methods | 3 credits |
| Sociology Electives | 6 credits |
| Sociology Concentration Course | 3 credits |
| Open Electives | 6 credits |
| TOTAL | 30 credits |

Year 3

| | |
|---------------------------------|------------|
| Core Courses | 6 credits |
| SOC 324 Sociological Theories | 3 credits |
| Sociology Concentration Courses | 3 credits |
| Sociology elective | 3 credits |
| Open Electives | 12 credits |
| TOTAL | 30 credits |

Year 4

| | |
|--------------------------------|------------|
| Core Course | 3 credits |
| SOC 307 Research Methods | 3 credits |
| SOC 416 Senior Seminar | 3 credits |
| Sociology Concentration Course | 3 credits |
| Open Electives | 17 credits |
| TOTAL | 29 credits |

Total credits for Graduation: 120

Requirements for the Minor in Sociology

The minor in Sociology requires eighteen course credits in Sociology, selected after consultation with a departmental advisor including:

One course from the following dealing with social differentiation:

SOC 302 Race and Ethnicity

SOC 304 Globalization and Inequality

SOC 399 Gender Roles

One course from the following emphasizing the application of sociological analysis to one or several institutions of society:

SOC 301 Social Problems

SOC 306 The Family

SOC 309 Criminology

SOC 310 Sociology of Deviance

SOC 305 Urban Sociology

Four additional courses in Sociology

NOTE - Minors cannot take SOC 416, Senior Seminar.

Course Descriptions

SOC 101 INTRODUCTION TO SOCIOLOGY (C)*

This course is an 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

This course is an introduction to basic concepts, aims and methods of social anthropology. A comparative examination of human cultures, past and present (3 credits).

SOC 203 SOCIAL DIVERSITY (C)* (WE)*

Living in a community and a society of differences makes our lives challenging, This course will provide a sociological opportunity to explore how we think about, make inquiries, and seek to answer questions about diversity in modern day life in America and beyond. Are the poor socially isolated? Are criminals different from everyone else? Does being male or female really matter? Are family problems really about differences? What experiences does racial diversity offer? (3 credits)

SOC 205 CULTURE (C)*

During this course, students will explore the mainstream and multi-cultural models of Culture in national and global contexts, cultural significance of age, race, ethnicity, social media, food, fashion, and entertainment. Case studies will be used to develop awareness and understanding of cultural identity (3 credits).

SOC 206 THE SOCIOLOGICAL IMAGINATION (C)*

During this course, students will cultivate a habit of seeing the world that is known as the sociological imagination. This perspective illuminates the many ways that the social environment shapes our individual lives, from the broad outlines of our life chances to the most intricate details of face-to-face interaction.

In addition to understanding how large, impersonal social forces affect people's lives, you will come to see the way that society itself is constantly made and re-made by the activity of people in groups. Developing this sociological insight allows you to better know your own potential power, and to develop a richer level of engagement with the social world you inhabit (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

This course focuses on the 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

This course focuses on the history of racial and ethnic relations in the United States analyzed in terms of sociological theories, concepts, and research findings. The course is a 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

This course focuses on the nature and structure of the family as a group and a social institution. The course also centers around cross-cultural, historical and contemporary variations in family structure and interaction. Additionally, the course includes 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 (3 credits).

Prerequisite for SOC 416.

SOC 308 JUVENILE DELINQUENCY

This course focuses on the sociological perspectives on the nature, causes, and treatment of delinquency (3 credits).

SOC 309 CRIMINOLOGY (WE)*

This course is 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

This course focuses on 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 313 QUALITATIVE RESEARCH METHODS (WE)*

Students will explore how Sociology uses qualitative research to document and critically analyze complex social issues and practices. The course will emphasize the practical skills necessary to conduct a small fieldwork project. Some of the methods taught will include direct observation, ethnography, interviews, and focus groups. Students will also learn to analyze qualitative data such as field notes, interview transcripts, journals, letters, and photographs (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 321 SOCIAL POLICY

The course introduces students to some of the major policy initiatives and programs in the U.S. and beyond and encourages them think about major conflicts and debates in social welfare today in 21st century priority practice areas like disability, welfare, hunger, healthcare, education, employment, services for children and elders, mental health, and substance abuse through the lenses of diversity in practice, human rights, and justice. There is a strong focus in the class on antipoverty policy (3 credits).

SOC 324 SOCIOLOGICAL THEORIES (WE)*

This course is a 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

This course is a study of the native and contemporary cultures of Latin American societies from an anthropological perspective. The course also involves the 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 (WE)*

This course is an 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

This course is an 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 344 NATION OF IMMIGRANTS

This course will explore the social life of immigrants to the United States from colonial times to the present within their historical and sociological contexts, with a special emphasis on New York as an immigrant destination. Focus will be placed on such topics as: historic and economic circumstances which prompted immigration, immigrant struggles for integration and equality, the reaction of native-born Americans to successive waves of immigration, global developments contributing to shifting patterns of immigration, as well as discriminatory backlashes, legal barriers and the recent criminalization of immigrants (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 347 URBAN PLANNING

This course introduces students to the principles and techniques of urban planning, the practical application of knowledge from many disciplines in forming physical design for urban spaces, and consideration of demographic, political, economic, and legal factors in the planning process (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 (WE)*

This course is an 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

This course focuses on 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

This course is 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

This course is 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 (WE)*

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 (WE)*

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 (3 credits).

Prerequisite: SOC 307 and SOC 324

SOC 460 INDEPENDENT STUDY

This is 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 (3 credits).

Prerequisite: SOC 307

(C)* May be taken to meet Core Requirements

(WE)* Writing Emphasis

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 Education (Birth - Grade 2); Childhood Education (Grades 1-6); Childhood and Ext. 7-9; Adolescence Education (Grades 7-12); Adolescence Education (Grades 7-12) and 5-6 Ext.; Dual Program in Special and General Education (Grades 1-6); Dual Program in Special and General Education (Grades 7-12).

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 and application to the fifth year program must be made by the second semester of junior year.

Faculty

Mary Ellen Sullivan, PhD., Chairperson & Assistant Professor

Ara John Bahadourian, PhD., Assistant Professor

Seonhee Cho, PhD, Associate Professor

Sr. Margaret Egan, Ed.D., Professor

Ron Scapp, PhD., Professor

Department Statement of Purpose and Learning Outcomes

The Teacher Education program at the College of Mount Saint Vincent offers an authentically inclusive, liberal arts based education grounded in the values embodied by the College's heritage of Catholic intellectual inquiry and social justice. The department offers an educational experience that is designed to foster a commitment to the service of students from diverse backgrounds, cultures, and abilities. The department works to foster the academic and professional development of its students on their path to becoming competent, caring professionals who have the requisite knowledge, skills, and dispositions necessary to teach effectively in all school systems. Complementing the undergraduate program in its values-centered, pluralistic orientation, the graduate division offers students the opportunity to enhance their instructional competence and further develop professional leadership through the pursuit of academic excellence in an environment of intellectual curiosity and free exchange of ideas.

Department Learning Outcomes (Undergraduate and Graduate Programs)

- 1) Demonstrate subject matter knowledge and pedagogical knowledge.
- 2) Demonstrate the ability to teach all students in an effective and caring manner.
- 3) Demonstrate positive values and ethical practice.
- 4) Demonstrate reflective practice and seek opportunities for professional growth.

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. The five-year program allows students to complete the undergraduate and graduate degrees in five years, instead of the traditional six years. 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.

Teacher Certification

Eligibility and Academic Requirements: Students should apply to the chairperson of the department in spring semester of their freshman year. Those who wish to begin preliminary coursework in the Teacher Education program in sophomore year must have attained a ~~2.5~~2.75 cumulative index prior to the start of coursework. Those students whose gpa falls between 2.5 and 2.74 may request permission to complete education coursework; however, they must create a plan of action outlining how they will attain the required gpa by the end of the second semester of education coursework. These students will be granted conditional acceptance. Permission to complete coursework does not guarantee formal acceptance into the education program.

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.

The first and second semesters of coursework are described as preliminary to admission for all students. 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. All students must provide evidence of a passing score on the Academic Literacy Skills Test (ALST) by the end of second semester of education coursework. Any student who does not

achieve a passing score on the ALST by the beginning of the third semester of education coursework, may be granted an additional semester to meet this criterion; however, the department may require the student to report for tutoring at the Academic Resource Center.

Student Teaching

Only students who have completed the stated prerequisites and who are approved by the department will be registered for student teaching. Students enrolled in a dual certification program must maintain a minimum gpa of 2.75 in order to be eligible to complete both of the required student teaching experiences.

CERTIFICATION/EMPLOYMENT

Professional Decorum: Students who wish to receive College endorsement for New York State Certification must demonstrate competence in academic coursework, ~~and~~ teaching skills, and professional practice. 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.

In order for a student to be recommended for initial certification, the following requirements must be met:

1. Completion of all course work with a cumulative index of 2.75 or better;
2. A grade of "C" or better in all Education course work;
3. Completion of the New York State Education Department approved program of teacher preparation in the certification area;
4. Successful completion of appropriate New York State Teacher Certification Examinations and electronic portfolio (edTPA).
5. Completion of all New York State Department of Education mandated workshops.

Note: Candidates for NYS certification are responsible for meeting requirements for the certification area they seek. Any changes in NYS requirements take precedence over those in this catalog.

New York State Examinations:

In addition to College endorsement, students seeking initial certification in New York State must attain a passing score on the following exams: Academic Literacy Skills Test, Educating All Students Test and Content Specialty Test (s) aligned to area of certification(s). Successful completion and submission of EdTPA, Teacher Performance Assessment, is also required for certification. Students must adhere to the schedule of exam completion provided by the department in order to progress in the program. Failure to do so can result in dismissal from the program.

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 or | (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—Students with Disabilities Generalist (Grades 7-12) and Adolescent Education (Grades 7-12):

Students pursue New York State certification in both areas—Special Education (Grades-7-12) and Adolescent Education (Grades 7-12).

47 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 327 Teaching Literacy in the Inclusive Secondary Classroom | (3 credits) |
| EDUC 340 Introduction to Students with Disabilities | (3 credits) |
| EDUC 360-364 (Methods course according to major) | (3 credits) |
| EDUC 365 Practicum III | (1 credit) |
| EDUC 366 Practicum IV | (2 credits) |
| EDUC 425 Student Teaching in Secondary Education | (7 credits) |
| EDUC 427 Classroom Management | (3 credits) |
| EDUC 428 Assessment and Remediation of Literacy Disabilities | (3 credits) |
| EDUC 451 Student Teaching in Special Education Grades 7-12 | (3 credits) |
| EDUC 728 Teaching across the Content Areas: Pedagogy in English Language Arts and Social Studies | (3 credits) |
| EDUC 729 Teaching across the Content Areas: Pedagogy in | |

| | |
|--------------------------------|-------------|
| Mathematics and Science | (3 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 is required. History majors should choose Economics as one of the Social Science core choices.

Students completing the Dual Adolescent Education program must consult closely with their academic and Education advisors to determine selection of core courses needed to fulfill New York State Department of Education (NYSED) requirements for certification. NYSED requires all students seeking Special Education Certification at the adolescent level to complete six credits in each of the following areas: English, History, Mathematics and Science.

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 |
| Core Courses | 15 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 |
| Core Courses | 12 credits |
| Major Courses | 6 credits |
| TOTAL | 33 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 Courses | 12 credits |
| TOTAL | 30 credits |

Year 4

| | |
|--|------------|
| EDUC 304 Health Education in Schools | 1 credit |
| EDUC 328 Children/Adolescent Literature or | 3 credits |
| EDUC 428 Assessment and Remediation of Literacy Disabilities | |
| EDUC 430 Student Teaching in Early Childhood Education | 7 credits |
| Core Courses | 6 credits |
| Major Courses | 12 credits |
| TOTAL | 29 credits |

Total credits for graduation: 123 (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 |
| Core Courses | 15 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 |
| Core Courses | 12 credits |
| Major Courses | 6 credits |
| TOTAL | 33 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 Courses | 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 |
| Core Courses | 6 credits |
| Major Courses | 12 credits |
| TOTAL | 29 credits |

Total credits for graduation: 123 (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 |
| Core Courses | 15 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 |
| Core Courses | 12 credits |
| Major Courses | 6 credits |

TOTAL 33 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 Courses 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
Core Courses 6 credits
Major Courses 12 credits
TOTAL 34 credits

Total credits for graduation: 129 (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
Core Courses 15 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 346 Adolescent Psychology **or***
PSYC 319 Childhood and Adolescence 3 credits

| | |
|--------------------------|------------|
| COMM 210 Public Speaking | 3 credits |
| Core Courses | 12 credits |
| Major Courses | 6 credits |
| TOTAL | 33 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 Courses | 15 credits |
| Open electives | 3 credits |
| TOTAL | 27 credits |

Year 4

| | |
|--|------------|
| EDUC 425 Student Teaching in Secondary Education | 7 credits |
| Core Courses | 6 credits |
| Major Courses | 9 credits |
| Open electives | 6 credits |
| TOTAL | 29 credits |

Total credits for graduation: 120 (Credits vary according to major)

B.A DEGREE - DUAL CERTIFICATION (STUDENTS WITH DISABILITIES GENERALIST 7-12 / ADOLESCENT EDUCATION 7-12)

Year 1

| | |
|---|-----------|
| 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 |
| Humanities or Social Science Core | 3 Credits |
| Modern Lang and Literature Core | 3 Credits |
| First Year Experience | 1 Credit |
| Nat. Science Core | 3 Credits |
| Introduction to Ethics Core- Philosophy | 3 Credits |

| | |
|--------------------------------|------------|
| Modern Language and Literature | 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 |
|---|-----------|

| | |
|--------------------------|-----------|
| COMM 210 Public Speaking | 3 Credits |
|--------------------------|-----------|

| | |
|-------------------------------|-----------|
| Introduction to Religion Core | 3 Credits |
|-------------------------------|-----------|

| | |
|------------------------------|-----------|
| *Mathematics or Science Core | 3 Credits |
|------------------------------|-----------|

| | |
|-----------------------------------|-----------|
| Humanities or Social Science Core | 3 Credits |
|-----------------------------------|-----------|

| | |
|--------------------------------|-----------|
| PSYC 346 Adolescent Psychology | 3 Credits |
|--------------------------------|-----------|

| | |
|-------------------------------------|-----------|
| Natural Science or Mathematics Core | 3 Credits |
|-------------------------------------|-----------|

| | |
|-----------------------------------|-----------|
| Humanities or Social Science Core | 3 Credits |
|-----------------------------------|-----------|

| | |
|-------|-----------|
| Major | 6 Credits |
|-------|-----------|

| | |
|-------|------------|
| TOTAL | 36 Credits |
|-------|------------|

***Additional Math or Science core needed to fulfill requirements for Special Education certification requirements for grades 7-12**

YEAR 3

| | |
|--------------------------------------|----------|
| EDUC 304 Health Education in Schools | 1 Credit |
|--------------------------------------|----------|

| | |
|---|-----------|
| EDUC 327 Teaching Literature in the inclusive Secondary Classroom | 3 Credits |
|---|-----------|

| | |
|---|-----------|
| EDUC 360-4 Teaching (subject area) in Middle and Secondary School | 3 Credits |
|---|-----------|

| | |
|------------------------|----------|
| EDUC 365 Practicum III | 1 Credit |
|------------------------|----------|

| | |
|-----------------------|-----------|
| EDUC 366 Practicum IV | 2 Credits |
|-----------------------|-----------|

| | |
|---|-----------|
| EDUC 728 Teaching across the Content Areas: Pedagogy in English Language Arts and Social Studies | 3 Credits |
|---|-----------|

| | |
|-----------------------------------|-----------|
| Humanities or Social Science Core | 3 Credits |
|-----------------------------------|-----------|

| | |
|-----------------------------|-----------|
| **Humanities Core (History) | 3 Credits |
|-----------------------------|-----------|

| | |
|-------|------------|
| Major | 15 Credits |
|-------|------------|

| | |
|-------|------------|
| TOTAL | 34 Credits |
|-------|------------|

**** Additional History core needed to fulfill requirements for Special Education certification requirements for grades 7-12**

YEAR 4

| | |
|--|------------|
| EDUC 425 Student Teaching in Secondary Education | 7 Credits |
| EDUC 427 Classroom Management & Social Skills Instruction | 3 Credits |
| EDUC 729 Teaching across the Content Areas: Pedagogy in Mathematics and Science | 3 Credits |
| EDUC 428 Assessment & Remediation of Literacy Disabilities or | |
| EDUC 714 Practicum in Assessment and Instruction of Special Learners | 3 Credits |
| EDUC 451 Student Teaching in Special Education | 3 Credits |
| Religious Studies Topics Core | 3 Credits |
| Major | 15 Credits |
| TOTAL | 37 Credits |

Total credits for graduation 138 (depending on 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 |
| Core Courses | 15 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 |
| Core Courses | 12 credits |
| Major Courses | 6 credits |
| TOTAL | 33 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 Courses | 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 |
| Core Courses | 6 credits |
| Major Courses | 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: 152 (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 |
| Core Courses | 15 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 |
| Core Courses | 12 credits |
| Major Courses | 6 credits |
| TOTAL | 33 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 Courses | 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 |
| Core Courses | 6 credits |
| Major Courses | 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 712 Education and Development of the Middle School Learner | 3 credits |
| EDUC 714 Curriculum in Middle School Education | 3 credits |
| EDUC 716 Applied Research in Middle Level Education | 3 credits |
| TOTAL | 22 credits |

Total Credits: 146 (Credit requirements vary according to major)

Course Descriptions

Undergraduate Level

EDUC 211 EDUCATION AND SOCIETY (WE)*

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 (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 (3 credits).

Required field experience with co-requisite EDUC 325.

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) (WE)*

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 (3 credits).

Required field experience with co-requisite EDUC 323.

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

This course is 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. The course includes 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 (7 credits).

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.

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 (3 credits).

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.

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 and secondary level 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).

EDUC 728 TEACHING ACROSS THE CONTENT AREAS: PEDAGOGY IN ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES

This course introduces teacher education candidates to the strategies and techniques of how to effectively teach subject content in ELA and social studies to diverse student populations. The goal of the course is to equip teacher education candidates with the skills and knowledge to help adolescents with disabilities achieve their intellectual and vocational “potential” (3 credits).

EDUC 729 TEACHING ACROSS THE CONTENT AREAS: PEDAGOGY IN MATHEMATICS AND SCIENCE

This course introduces teacher education candidates to the strategies and techniques of how to effectively teach subject content in math and science to diverse student populations. The goal of the course is to equip teacher education candidates with the skills and knowledge to help. Adolescents with disabilities achieve their intellectual and vocational “potential” (3 credits).

(WE)* Writing Emphasis

INTERDISCIPLINARY PROGRAMS

B.A. in PUBLIC POLICY

PROGRAM REQUIREMENTS, FACULTY, AND COURSE DESCRIPTIONS PROGRAM

DESCRIPTION:

The mission of public policy must always be in pursuit of making a difference in the lives and conditions of our society. This program seeks to stimulate and encourage students to enter such a career devoted to the pursuit of effective and just responses to issues of inequalities, discrimination, corruption and environmental issues not only in our own country but in other parts of the world. Grounded in the principles of human dignity, solidarity, subsidiarity, and the common good, this program critically examines public policy and service in areas of government agencies and non-profit organizations.

The objective of the program is to provide students with an in depth knowledge of Public Policy, its roots, theory and practice. It is also intended to prepare students for careers in public service and in the public sector.

FACULTY

James F. Donius PhD, Professor of Communication
Director, Fishlinger Center for Public Policy Research

Participating Faculty

Sr. Eileen M. Fagan PhD, Assistant Professor of Religious Studies
Joseph Skelly PhD. Professor of History
Joshua A. Shmikler PhD,, Assistant Professor of Philosophy
Vincent Fitzgerald PhD, Professor of Communication

DEPARTMENT STATEMENT OF PURPOSE AND LEARNING OUTCOMES

The Public Policy major strives to provide a comprehensive program of liberal arts study combined with specialized courses in accounting, economics, public service, political science, political philosophy, communication skills and public opinion research.

The major prepares students for advanced study, careers in both the public and private sector as well as ethical and responsible citizenship and leadership. The major contributes to the College's mission of teaching an understanding of our common humanity, while providing students with a unique set of analytical and critical thinking skills that can be applied to a wide range of professional career paths.

The major engages both social scientific and humanistic approaches to understanding human behavior and culture and facilitates students in their ability to think critically and creatively, to integrate theory and practice, to develop a strong work ethic, to gain professional expertise and confidence, and to encourage the ethic of treating self, others, and society with dignity and respect.

The BA in Public Policy also advances the following goals of the College: 1) Analytical skills, 2) Critical thinking, 3) Effective communication and 4) Ethical & religious inquiry. Foundational and upper-division courses require participants to confront problems or situations and creatively employ strategies, technical practices, and inter-personal tactics to successfully provide solutions. In-class presentations interface with assignments to provide students with the opportunity to sharpen critical thinking skills by developing a working process or discipline which enables him/her to conceive and execute solutions in a competent and creative manner and subject processes to rigorous experimentation as a methodology. Effective communication in the twenty-first century integrates analytical, verbal and written literacy in unprecedented synergy. The program responds to student interest in exploring the human experience in the world via analysis of data and information. This program provides students with ample possibilities to expand their potential to communicate effectively through clear, precise, and persuasive expression.

In accordance with a Liberal Arts education, the Public Policy major has identified the following outcomes and assessment procedures.

Department Learning Outcomes

1. Obtain a foundation in political science, statistics and accounting tools necessary to effectively pursue study of Public Policy
2. Apply principles of Public Policy to real world issues.
3. Develop contextual skills for in depth assessment and communication by evaluating a variety of Public Policy cases.
4. Acquire knowledge in secondary and primary research via an internship and research project.

Degree Requirements

B.A. IN PUBLIC POLICY

| | | | |
|----------------------------|----------|---|-----|
| College Core Requirements | | | 43* |
| Public Policy Major | | | 37 |
| Public Service as a Career | PBPL 1XX | 3 | |
| Accounting | ACCT 205 | 3 | |
| Political Science | PBPL 2XX | 3 | |
| Micro Economics | ECON 120 | 3 | |
| Macro Economics | ECON 130 | 3 | |

| | | |
|---------------------------------|----------|-------------|
| Intermediate Statistics | MATH 212 | 4 |
| Social and Political Philosophy | PHIL 320 | 3 |
| Research Methods | SOC 307 | 3 |
| Survey Internship | PBPL 3XX | 3 |
| Applied Statistics | PBPL 3XX | 3 |
| Public Policy Analysis / Cases | PBPL 4XX | 3 |
| Research Project | PBPL 4XX | 3 |
| Electives | | 40 Credits |
| Total | | 120 Credits |

*6 Core Credits in Social Science may be fulfilled through Major Requirements.

COURSE DESCRIPTIONS

NEW COURSES CREATED FOR THE PROGRAM

PBPL XXX: PUBLIC SERVICE AS A CAREER. The mission of public service must always be in pursuit of making a difference in the lives and conditions of our society. This course seeks to stimulate and encourage students to enter such a career devoted to the pursuit of effective and just responses to issues of inequalities, discrimination, corruption and environmental issues not only in our own country but in other parts of the world. Grounded in the principles of human dignity, solidarity, subsidiarity, and the common good, this course will show Catholic social teaching in action as it critically examines public policy and service in areas of government agencies and non-profit organizations. (3 Credits).

PBPL XXX: INTRODUCTION TO POLITICAL SCIENCE. This three-credit course explores major themes and concepts relevant to an introductory course in political science, including a definition of political science, the “science” of political science, political philosophy, comparative politics, international relations, political sociology, public policy, and public opinion and behavior. The course integrates a number of social and environmental issues into these topics (3 Credits).

PBPL XXX: APPLIED STATISTICS. Introduction to fundamental ideas in multivariate statistics using case studies. It will cover descriptive, exploratory, and graphical techniques in multivariate statistics. Also, it will cover the assumptions, limitations, and uses of basic techniques such as cluster analysis, principal components analysis, factor analysis, multivariate regression, and multivariate analysis of variance, as well as how to implement these methods on available public domain policy and economic data sets, using statistical software such as R and SPSS. (3 Credits).

PBPL XXX: SURVEY INTERNSHIP. This course will examine survey research design, execution of sampling, field, data processing. Special emphasis is placed on survey research design, although qualitative research and desk research will also be covered. Additionally, the class will be a survey class

that also provides a comprehensive background of methodological knowledge for the senior research project (3 credits).

PBPL XXX: PUBLIC POLICY ANALYSIS AND CASES. This course examines the communication of public policy including the role of the media in the process. Major conceptual themes include public policy issues such as media representation, censorship, freedom of speech and the First Amendment, the media and politics, discussion of social and environmental issues. The course also addresses all aspects of effective advocacy of public policy issues including crafting and delivering written and oral messages for diverse audiences including the media. Developing and applying effective presentation skills such as writing position papers, delivering policy speeches, and participating in debates is emphasized. (3 Credits).

PBPL XXX: RESEARCH PROJECT. 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. (3 Credits).

EXISTING DEPARTMENTAL COURSES TO BE INCORPORATED INTO THE PROGRAM:

MATH 212 BIOMEDICAL STATISTICS* Rigorous introduction to statistics with applications in biological and health sciences using available public domain biomedical data sets. Exploratory data analysis, elements of probability, parametric and nonparametric statistical methods, contingency table analysis and linear regression. Hypothesis testing. Survival analysis (4 credits). Prerequisite: Mathematical Modeling

**Note: this course will be renamed INTERMEDIATE STATISTICS, and although the substance of the process will be identical to the current Biomedical Statistics course, the data sets will expand to include a broader range of applicable topics.*

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).

ECON 120: PRINCIPLES OF MICROECONOMICS (C)* 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 (3 credits).

PHIL 320 SOCIAL AND POLITICAL PHILOSOPHY. This course develops students' understanding of social and political theory through the examination of a variety of classic texts. Among the themes treated in this course are authority, freedom, equality, justice, law, community, natural right, power, government, and social construction. The effect of social and political structures upon individuals will be considered. Major thinkers studied will vary but may include Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, Arendt, Foucault, Rawls, and Nozick. Pre-requisite: PHIL 110. (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 senior research project. Additionally, the class will be a survey class that also provides a comprehensive background of methodological knowledge (3 credits).

B.S. in MARKET DATA ANALYTICS

PROGRAM DESCRIPTION

The Market Data Analytics major strives to educate students in the understanding, examination and utilization of marketplace data using analytical procedures, quantitative reasoning and rigorous deduction.

They will progress from a procedural/computational understanding to a broad understanding encompassing logical reasoning, generalization, abstraction and proof. They will analyze data carefully and communicate results and conclusions effectively.

They will learn a variety of technological tools: math software, including computer systems, visualization software, statistical packages, and computer programming languages in dealing with emerging digital data as well as other "Big Data"

FACULTY

James F. Donius PhD, Professor of Communications
Director, Fishlinger Center for Public Policy Research

Participating Faculty

Ted Kafala PhD, Associate Professor of Communication

Rajkumar Kempaiah PhD, Assistant Professor of Business and Economics

Amir Niknejad PhD, Associate Professor of Mathematics

DEPARTMENT STATEMENT OF PURPOSE AND LEARNING OUTCOMES

The major prepares students for advanced study, careers in both the private and public sector. The major provides students with a unique set of analytical and critical thinking skills that can be applied to a wide range of professional career paths including business, technology and education.

In accordance with a Liberal Arts and Business education, the College of Mount Saint Vincent has overall objectives of developing analytical skills, critical thinking, effective communication, ethical & religious inquiry. In light of these, the Market Data Analytics major has identified the following outcomes and assessment procedures:

DEPARTMENTAL LEARNING OUTCOMES:

1. Provide a foundation in economics and marketing as well as in the fundamental tools used in quantitative methods that are necessary for further study in Market Data Analytics
2. Develop skills of Market Data Analytics via advanced statistics, digital media marketing, and data mining experience
3. Acquire secondary and primary research skills from the marketing research course internship at the College's research center and an independent research project.

DEGREE REQUIREMENTS

B.S. in MARKET DATA ANALYTICS

College Core Requirements

43 credits*

Market Data Analytics Major

34 Credits

| | | |
|----------------------------------|----------|---|
| Communication in a Digital World | MDA 1XX | 3 |
| Micro Economics | ECON 120 | 3 |
| Principles of Marketing | BUSN 106 | 3 |
| Intermediate Statistics | MATH 212 | 4 |
| Quantitative Methods | BUSN 300 | 3 |
| Marketing Research | MDA 2XX | 3 |
| Digital Media Marketing | MDA 2XX | 3 |
| Applied Statistics | MDA 3XX | 3 |

| | | |
|-------------------|---------|---|
| Survey Internship | MDA 3XX | 3 |
| Data Mining | MDA 4XX | 3 |
| Research Project | MDA 4XX | 3 |

| | | |
|------------------|--|--------------------|
| Electives | | 49 Credits |
| Total | | 126 Credits |

**3 Core Curriculum credits in Math and 3 Core curriculum Credits in Social Science may be satisfied with major requirements.*

COURSE DESCRIPTIONS

NEW COURSES DEVELOPED FOR THE MAJOR:

MDA XXX COMMUNICATION IN A DIGITAL WORLD. This introductory course overviews recent social and technological shifts in digital spaces and explores the opportunities and challenges the humanities and social sciences face with the ubiquity and exponential growth of new Internet based data sources, in other words, Big Data. The data mining machines constantly probe and survey us to know our tastes, purchase habits, social media contacts, and preferences for entertainment and virtual spaces. Course will cover current theories that effectively describe how networks grow and what shapes and sizes they take, but remain silent about how they are being embedded in society. (3 credits).

MDA XXX APPLIED STATISTICS. Introduction to fundamental ideas in multivariate statistics using case studies. It will cover descriptive, exploratory, and graphical techniques in multivariate statistics. Also, it will cover the assumptions, limitations, and uses of basic techniques such as cluster analysis, principal components analysis, factor analysis, multivariate regression, and multivariate analysis of variance, as well as how to implement these methods on available public domain policy and economic data sets, using statistical software such as R and SPSS. (3 credits).

MDA XXX: MARKETING RESEARCH This course is designed to expose students to the theory and practice of marketing research. It provides an overview which highlights
The importance of Marketing Research, different types of research both secondary and primary, qualitative and quantitative as well as the marketing research process. The course deals with measurement issues such as levels of Measurement and types of scales. It also deals with practical data collection issues of sampling and instrument design, data tabulation and analysis as well as the development of marketing conclusions and recommendations, summarizing and communicating results. (3 credits).

MDA XXX DIGITAL MEDIA MARKETING .This course examines data through practical applications such as: 1) Web analytics, 2) Tracking the impact of marketing campaigns and AdWords advertising through specially created Google Analytics and machine learning techniques, 3) Understanding the

digital measurement landscape and key digital measurement concepts, terminology and analysis techniques, and 4) using web advertisements and predicting mouse clicks (Clickstream analysis). This course will draw on and extend students' understanding of issues related to digital marketing, big data and quantitative analysis. The course also interprets ethical and social issues surrounding the use of data sets. (3 credits).

MDA XXX: SURVEY INTERNSHIP. This course will examine survey research design, execution of sampling, field, data processing. Special emphasis is placed on survey research design, although qualitative research and desk research will also be covered. Additionally, the class will be a survey class that also provides a comprehensive background of methodological knowledge for the senior research project (3 credits).

MDA XXX: DATA MINING. Data mining is the process by which information is extracted from large amounts of data. As organization stock pile the structured and unstructured data, the need for exploring and analyzing these data sets is growing rapidly. This course will provide the students with fundamental methodologies, understand how and when they can be used as a problem solving technique, learn different methods of data mining, select the appropriate technique for a specific problem, use available software to examine a prepared set of data, and interpret the results. Credits: 3.

MDA XXX: RESEARCH PROJECT. 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. Credits: 3.

EXISTING DEPARTMENTAL COURSES TO BE INCORPORATED INTO THE MAJOR:

ECON 120: PRINCIPLES OF MICROECONOMICS (C)*

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).

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 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 (3 credits).

MATH 212 BIOMEDICAL STATISTICS (C)*

Rigorous introduction to statistics with applications in biological and health sciences using available public domain biomedical data sets. Exploratory data analysis, elements of probability, parametric and nonparametric statistical methods, contingency table analysis and linear regression. Hypothesis testing. Survival analysis (4 credits).

Prerequisite: Mathematical Modeling

B.A. in Visual Arts and Experimental Media (VAEM)

Offered jointly by the Communication Department and Fine Arts Department

The BA degree in Visual Arts and Experimental Media requires 120 course credits including:

BASIC REQUIRED COURSES (Complete five courses, 15 credits):

ART 114 HISTORY OF ART 3: 1920 TO PRESENT

ART 115 DRAWING 1

COMM 388 SURVEY OF EXPERIMENTAL MEDIA AND DIGITAL ARTS

ART 307 INTRODUCTION TO ART CRITICISM

ART/COMM 480 SENIOR INTERDISCIPLINARY ART STUDIO

UPPER LEVEL AREA CONCENTRATION (Complete at least five courses, 15 credits in upper level courses):

The student will design in consultation and approval of her/his advisor a program of 15 credit hours of upper level courses from the list below that is intended to provide specialization in an area of visual arts, or experimental arts and media. Areas of concentration may focus but need not be exclusive to visual arts (painting, digital painting, design, art criticism, human communication), or experimental arts and media (video, experimental media, intermedial arts in two and three dimensions, sound, motion graphics, new media, human communication). The following is a list of courses:

ART 117 Foundations of Design 1

ART 118 Foundations of Design 2

ART 203, Art 205 Photography

ART 305 Painting 1
ART 306 Painting 2
ART 311 Ceramics 1: Designing in Clay
ART 312 Ceramics 2: 3D Design
ART 314 Modern Art
ART 345 Sculpture
ART 349 Printmaking
ART 427 Topics in Studio
ART 431 Art of Native Cultures
ART 435 Current Trends
ART 440 Digital Matte Painting
COMM 220 Visual Communication and Design
COMM 301 Video Production
COMM 302 Video Postproduction and Editing
COMM 303 Sound Design
COMM 304 Cinematics and Motion Graphics
COMM 309 Image Design with Photoshop
COMM 333 New Media & Society
COMM 346 Information Arts
COMM 347 Experimental Media
COMM 351 Intercultural Communication
COMM 382 Experimental Film
COMM 402 Animation
COMM 403 Interactive Design
COMM 351 Intercultural Communication
COMM 440 Digital Matte Painting

Complete at least one more major elective course to complete 33 credit hours.

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 Core | 6 credits |
| Core Courses | 9 credits |
| ART 114 History of Art 3 | 3 credits |
| ART 115 Drawing 1 | 3 credits |
| COMM 388 Survey of Experimental Media & Digital Arts | 3 credits |
| Total | 31 credits |

Year 2

| | |
|--|-------------------|
| Core Courses | 15 credits |
| ART 307 Introduction to Art Criticism | 3 credits |
| Upper Level Area Concentration Courses | 6 credits |
| Open Electives | 6 credits |
| Total | 30 credits |

Year 3

| | |
|--|-------------------|
| Core Courses | 9 credits |
| Upper Level Area Concentration Courses | 6 credits |
| Open Electives | 9 credits |
| Total | 30 credits |

Year 4

| | |
|--|-------------------|
| Core Course | 3 credits |
| ART/COMM 491 Senior Interdisciplinary Art Studio | 3 credits |
| Upper Level Area Concentration Courses | 6 credits |
| Open Electives | 20 credits |
| Total | 29 credits |

Total Credits for Graduation: 120

COURSE DESCRIPTIONS

FINE ARTS (ART)

ART 114 HISTORY OF ART 3: 1920 TO PRESENT

The history of the modernist art and the avant-garde from early 20th century to the present, focusing on

a comparative analysis of styles and movements based on individual works of art, and placing stylistic expressions in the context of those sociopolitical and broad cultural developments. Through the study of such popular movements such as Abstract Expressionism, Pop Art and Minimalism, recurring themes and topics will be examined in conjunction with issues and events.3 credits.

ART 115 DRAWING 1

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 117 FOUNDATIONS OF DESIGN 1

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 2

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 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 305 PAINTING 1

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 2

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 307 INTRODUCTION TO ART CRITICISM

Provides a foundation for further study by equipping students with the skills required to interpret and

analyze various media forms, especially painting, computer art, photographic, cinematic, and sonic forms, and also considers the cultural implications that artistic and sonic practices have for contemporary society.3 credits.

ART 311 – CERAMICS 1

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 2: 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 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. Additional fee.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

ART 427 TOPICS IN STUDIO ART

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 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 440 DIGITAL MATTE PAINTING

Techniques required to create high quality digital illustrations or matte paintings, including the use of elements of photographs, textured 3D geometry, and freehand painting techniques for art, animation, cinema and video games. Students are encouraged to employ traditional painting tools and concepts and apply them in the digital world.3 credits

ART/COMM 480 SENIOR INTERDISCIPLINARY ART STUDIO

The senior year capstone pulls together the accumulated knowledge and experiences acquired over three years in the major, and asks students to identify, organize, and combine major ideas, trends, skills, and themes, incorporating them into hybrid, intermedial projects and presentations of original work. Students build upon basic skill sets in materials, techniques, and technologies with the goal of moving beyond those and creating *experimental interdisciplinary works of art*. 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 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 post-production, 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 328 TV SITCOM PRODUCTION An advanced television studio multi-camera production course in which each student will direct scenes from existing scripted situation comedies to create a live-to-tape production. Students will develop skills in multi-camera directing, instantaneous editing, camera work, audio, blocking, storyboarding, and script marking.3 credits

COMM 333 NEW MEDIA AND SOCIETY (C)*

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 346 INFORMATION ARTS (C)*

The course facilitates the survey of information arts on the web (net art) and the ubiquity and

exponential growth of new web-based data sources and information visualization, exploring the boundaries between art and technoscientific expression. Patterns of technological innovation and artistic experimentation are reunited and fused as a new source of creativity.3 credits

COMM 347 EXPERIMENTAL MEDIA

The abstract work of experimental media artists has focused on the qualities of color, texture, and form employed through multiple techniques, including computer animation, algorithmic manipulation, and many other hybrid convergences. Emphasis is placed on distributed and shared software applications through the open source initiative, and learning to develop small and experimental media in a variety of hybrid forms.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 382 EXPERIMENTAL FILM. An overview and study of experimental moving images produced by a variety of technologies, with an emphasis on the twentieth century avant-garde movement, the abstract cinema, the structuralist film and video of the 1960s and 1970s, and contemporary short video and animation.3 credits

COMM 388 SURVEY OF EXPERIMENTAL MEDIA AND DIGITAL ARTS

An examination of shifts implicit in the inception and expansion of digital and electronic art since the 1960s, including dynamic data and visualization, interactivity, architectures of time, generative and evolutionary algorithms, digital video art, sound art and immersive virtual reality (VR). 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

COMM 440 DIGITAL MATTE PAINTING

Techniques required to create high quality digital illustrations or matte paintings, including the use of

elements of photographs, textured 3D geometry, and freehand painting techniques for art, animation, cinema and video games. Students are encouraged to employ traditional painting tools and concepts and apply them in the digital world.3 credits

COMM/ART 480 SENIOR INTERDISCIPLINARY ART STUDIO

The senior year capstone pulls together the accumulated knowledge and experiences acquired over three years in the major, and asks students to identify, organize, and combine major ideas, trends, skills, and themes, incorporating them into hybrid, intermedial projects and presentations of original work. Students build upon basic skill sets in materials, techniques, and technologies with the goal of moving beyond those and creating *experimental interdisciplinary works of art*.3 credits.

COMMUNICATION 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.3 credits.

COMM 375, 475 INTERNSHIP I, 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

B.A. in Interdisciplinary Studies

The Interdisciplinary Studies 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, in consultation with the faculty advisors, students who apply for admission to it are expected:

1. To design a focused major proposal which clearly relates to their future goals and individual learning outcomes; 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 Interdisciplinary Studies advisor, and their faculty advisors in the two areas they propose to combine. Clearly articulated learning outcomes must be identified at the time that the major is developed and a plan to assess these outcomes must be indicated on the Interdisciplinary Studies major application form.

A total of 36 credits, 15 from each of two areas, a required 3-credit Internship, and a 3-credit capstone experience are 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 an Interdisciplinary Studies major must complete the application procedures no later than the completion of 75 earned credits.

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 will assure that the key courses in the discipline are included in the proposal.

When the appropriate faculty have signified their approval of the student's proposal, the student brings the proposal to the Interdisciplinary Studies 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 an Interdisciplinary Studies major.

At each subsequent registration period, students following individual Interdisciplinary Studies programs are required to present both their approved application and their semester's program card when seeking their faculty advisor's signature.

advisors, students who apply for admission to it are expected:

1. To design a focused major proposal which clearly relates to their future goals and individual learning outcomes; 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 Interdisciplinary Studies advisor, and their faculty advisors in the two areas they propose to combine. Clearly articulated learning outcomes must be identified at the time that the major is developed and a plan to assess these outcomes must be indicated on the Interdisciplinary Studies major application form.

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At each subsequent registration period, students following individual Interdisciplinary Studies programs are required to present both their approved application and their semester's program card when seeking their faculty advisor's signature.

Interdisciplinary Minors

In addition to the minors described below (International Studies, Theatre and Women's Studies), the college also offers the following, which are described in the departmental section indicated.

Latin American Studies Minor

Please see listing under Department of Modern Languages and Literature

Philippine Studies Minor

Please see listing under Department of Languages and Literature

Political Science Minor

Please see listing under Department of History

Writing Minor

Please see listing under Department of English

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

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
3. 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 20th 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
3. 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
2. THTR 220—cross-listed with COMM 387 (Scriptwriting) or
3. 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
2. THTR 220—cross-listed with COMM 387 (Scriptwriting) or
3. 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)

Women's Studies Minor

All students are welcome to pursue an interdisciplinary minor in Women's Studies. Such a minor provides a breadth of knowledge of women's issues and provides an understanding of the legal, moral, and political issues confronting women today. In addition it demonstrates to potential employers and graduate programs that you are capable of serious, critical thinking from many different disciplinary perspectives

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 300: Introduction to Women's Studies (WE). The five additional courses may be made up of a combination of eligible courses from different departments. Students may use up to two courses that count towards their major or from any single discipline to fulfill the requirements of the Women's Studies Minor.

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

PSYC 321: Social Psychology

PSYC 343: Psychology of Women

NURS 109: Professional Role

NURS 431: Nursing Care of the Family (Maternity)

SOC 306: The Family

SOC 399: Gender Roles

SPAN 440: Women in Hispanic Literature

INTG 403: Women in Religion

INTG 418: Women's Voices, Women's Lives

INTG 420: Sexuality, the Individual, and Society

Other courses, including independent studies and topics courses, may be eligible if approved in advance.

Students should contact the program coordinators for further details.

COURSE DESCRIPTION

WMNS 300: INTRODUCTION TO WOMEN'S STUDIES. This course gives students a background in the theory and history of women's experiences. Focusing particularly on American developments, we will explore the different understandings of feminism during the first, second, and third waves. We will also explore the ways in which feminist critiques and theory allow us to arrive at different understandings of cultural, social, and historical processes and events. 3 credits

Pre-Professional Programs

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.

| Department | Courses |
|-----------------|--|
| English | Advanced Writing Argument Literature Course |
| Mathematics | Statistics Calculus (level dependent upon background) Through the Intermediate Level* |
| Modern Language | |
| History | U.S. History (included in History major or minor) Dynamics of U.S. Politics |
| Sociology | Constitutional Law Comparative Politics 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.

Pre-Medical Studies

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 General Biology (BIOL111-112), General Chemistry (CHEM120-121), Organic Chemistry (CHEM 219-320 , CHEM 223-224), Biochemistry (CHEM 433), Calculus I (MATH 131), Calculus II (MATH 132) or Biomedical Statistics (MATH 121), and General Physics (PHYS 207-208).

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
New York State Cooperative and Experiential Education Association
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.
Art 1001.00
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 0808 B.A. 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

Interdisciplinary Studies 4901 B.A.

Interdisciplinary Studies Birth-2; Gr 1-6; Sp Ed + 1-6 4901 B.A. Interdisciplinary Studies – 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.

Interdisciplinary/Visual Arts and Experimental Media 1001.00 B.A.

FACILITIES

SERVICE OFFICE LOCATIONS

Bookstore Founders Hall, Room 113

Bursar Founders Hall, Room 233

Career Services and Internships Founders Hall, Room 408B

Center for Academic Excellence Library 2nd Floor

College Health Center Alumnae Hall, Room 109

Computer Center Founders Hall, Room 410

Counseling Center/Personal Counseling Founders Hall, Room 310

Financial Aid Founders Hall, Room 221

Identification Cards Founders Hall, Room 114

Registrar Founders Hall, Room 233

Security (Maloney Center) Library, Lower Level, Room 1

School of Professional & Graduate Studies Founders Hall, Room 105

Writing Center Library 2nd Floor

Academic Computer Center: Computer Labs in Founders Hall are available for student use. The Computer Labs are located in Rooms 410 and 418. During regular sessions, the help desk (room 414) hours are Monday through Friday, 9 a.m. to 5 p.m. A second Computer Center and a set of Computer Labs are located in the lower level of the Campus Library. Schedules are posted each semester.

The Center for Academic Excellence aids students who wish to improve their study skills, time management, and/or test-taking strategies. Located in the Library, the Center offers expanded evening and Saturday hours during the fall and spring semesters. See posted schedule.

Writing Center: The College of Mount Saint Vincent Writing Center, located in the Library, is available to assist students with all phases of the writing process. A professional tutor is available by appointment during the regular semester. See posted schedule.

Oxley Center for Career Education: The staff assists students in planning a career path and maintains a listing of job opportunities, both full and part-time. Located in Founders Hall, Room 408B.

Counseling Center: Personal and psychological counseling are available free of charge to all students. The Counseling Center, located in Founders Hall, Room 310, is open weekdays from 9:00 a.m. to 4:30 p.m. and evenings by appointment.

Mag's Kitchen Snack Bar: During regular sessions the Snack Bar, located on the first floor of Founders Hall is open 8:00 a.m. to 7:00 p.m., Monday through Thursday and 8:00 a.m. to 4:30

Automated Teller Machine (ATM): The College provides for an ATM near the Bookstore on the first floor lobby of Founders Hall. The ATM is available for use during the time Founders Hall is open. It is a cash-dispenser only, provides receipts with each transaction, and supplies cash in \$20.00 denominations up to \$200.00 per transaction. The ATM generally follows the same limits that a bank has placed on a particular access card. There is a transaction fee charged to the user's account, for each cash withdrawal.

ELIZABETH SETON LIBRARY

The Elizabeth Seton Library houses more than one hundred fifty thousand volumes along with complementary collections of periodicals, microfilms, and educational curriculum materials. Through its computer workstations, it provides access to electronic databases as well as to Internet sources. The library also houses a media center with video studios and a computer lab. The library is open daily according to posted hours. Books may be borrowed for four weeks upon presentation of the College I.D. with the current semester validation sticker. Reserve materials are available at the circulation desk and are restricted to on-site use. A college I.D. is required.

The periodical and microfilm collection is available for on-site use, along with access to many electronic sources.

The Media Center, on the lower floor, provides a wide range of audio-visual services. The Media Production facilities have video and audio rooms and equipment which may be used on or off site. The

Media Resources Room has an extensive collection of software including films, cassettes and recordings for on-site use.

BOOK DROPS

Books (except periodicals or overdue books) may be returned to the library book drops which are located in the Post Office of the Administration Building and at the front entrance to the Library.

Hours: At the College of Mount Saint Vincent (when classes are in session): Monday through Thursday, 8:00 a.m. to 11:00 p.m.

Friday, 8:00 a.m. to 4:30 p.m. Saturday, 10:00 a.m. to 5:00 p.m. Sunday, 2:00 p.m. to 10:00 p.m.

At other times, the hours of service will be posted at the entrances to the Library and the library website.

RECREATIONAL FACILITIES

GRACE CENTER

The William Russell Grace Center includes facilities for athletic competition, performance, and recreation.

Cardinal Hayes Auditorium is a performance facility seating capacity of 1,100. Ground Floor areas include the College Fitness Center, weight room, health bar and recreation area, lockers and swimming pool.

Main and Second Floor areas include the gymnasium, with seating for 250, the dance studio, squash courts, and Athletic Department offices.

PARKING

Parking stickers are available from the Director of Security, Room 1, Library Lower Level.

ORGANIZATION AND ADMINISTRATION

Office of the President

Charles L. Flynn, Jr., Ph.D., President

Mary Bauer, Assistant to the President

Division of Mission and Ministry

Rev. Christopher Keenan, O.F.M., Chaplain

Matthew J. Sheilds, M.A., Director of Campus Ministry

Office of the Provost and Dean of Faculty

Sarah Stevenson, Ph.D., Provost and Dean of Faculty

Keli Bodrato, Dean of Students

Mitch Sakofs, Ph.D., Dean of the School of Professional & Graduate Studies

Sr. Carol Finegan, S.C., M.A., M.S., Director of Institutional Research

Jeanette Pichardo, M.B.A., Registrar

Undergraduate College

Patrick.L.Valdez, Ph.D., Dean of the Undergraduate College

Ann Rodier, PhD. Assistant Dean, Center for Academic Advising

Jesilyn Perez, M.Ed., Director of the Academic Resource Center

Lorenley Baez, M.P.A., M.S.O.D., Director of Student Support Services/TRIO

Santa Arocho, M.A., Director of Higher Education Opportunity Program (HEOP)

Donna Jacklosky, M.A., Transfer Coordinator/ Academic Advisor

Cheretta Robson, M.A., Director of the Oxley Career Education Program

School of Professional & Graduate Studies

Mitch Sakofs, Ph.D., Dean of the School of Professional & Graduate Studies

Office of Admission and Financial Aid.

Madeleine Melkonian, B.S., Senior Vice President for Admission and External Relations

Curt Dirks, Director of Admission

Lorena Matos, Director of Financial Aid Finance/Business Office

Office of Finance

Abed A. Elkeshk BAC, Executive Vice President and Treasurer/CFO

Shin Moon, CPA, Controller

Melissa Samuels, J.D., Director of Human Resources

Teandra Rogers, Director of Student Accounts

Maribel Giraldo, B.A., Director of Purchasing

James K. Wong, B.B.A., Director of Finance

Office of Operations

Kevin D. DeGroat, Vice President for Operations

Ryan C. Anderson, B.S., Director for Facilities

Jean Papazian, Coordinator of Clerical Services

Jean Walker, B.A., Manager of College Store

Boris Ayala, Director of Campus Dining (Chartwells)

Office of Institutional Advancement and College Relations

Madeleine Melkonian, B.S., Senior Vice President for Institutional Advancement and College Relations

Colette F. Atkins, M.B.A., Vice President for Institutional Advancement

Ana Barbu, M.A., Director for Website Development

Dawn Velez, Director for Campus Events

Leah Munch, B.A., Associate Director of College Relations

Madeline McGuinness, B.A., Director of Development Systems

Daniel T. Regan, M.S., Director for Development/ Corporate, Foundation and Government Relations

Michael Quinn, B.A. Director for Alumnae/i Relations/Annual Giving

Michael Sin, M.B.A., Associate Director for Alumnae/i Relations

Office of Information Technology

W. Adam Wichern III, M.S., Vice President of Information Technology/Chief Information Officer

Alberto Solis, M.S., Senior Administrative Systems Manager

Andrea Joba, C.N.A., M.B.A., Associate Director for Training and Systems Administrative Manager

Thomas Walker, B.S., Associate Systems Manager

Manuel Diaz, M.B.A., Help Desk Manager Sebastian Derry, M.L.I.S, Director of the Library

Division of Student Affairs

Kelli Bodrato, M.B.A., Dean of Students

Gabrielle Occhiogrosso, Ed.D. Assistant Dean of Students

Lee Seguin, Associate Director of Housing and Residence Life

Fernando Mendoza, Associate Director; Student Activities, Leadership and Commuter Life

Vicki Hallas L.M.S.W., Director of Counseling Center

Eileen McCabe, R.N., F.N.P, M.S., Director of Health Services

Laura Pruitt, M.S., Director of Athletics

Brendan Kennedy, Assistant Director of Athletics/ Sports Information Director

Brian Nigro, B.A., Assistant Director of Athletics/ Head Men's Basketball Coach/Camps and Recruiting

Barima Yeboah, B.S., Assistant Director of Athletics/Head Trainer/Compliance and Scheduling

FACULTY

COLLEGE OF MOUNT SAINT VINCENT FULL-TIME FACULTY

Date in parenthesis indicates year of initial appointment.

Katherine E. Alexander, Assistant Professor of Psychology
B.S. Long Island University; M.A., Ph.D., Rutgers University (2013)

David Aliano, Associate Professor of Italian and History
B.A. Fordham University; M.Phil., Ph.D. Graduate Center of the City University of New York (2007)

Daniel Amarante, Assistant Professor of Chemistry
B.S. St. John's University; Ph.D., Stony Brook University (2011)

Nina Aversano, Assistant Professor of Management
B.A. St. John's University; M.B.A., Pace University, D.M., Case Western Reserve University (2010)

Ara John Bahadourian, Assistant Professor of Teacher Education
B.A. Baruch College; M.S., Fordham University; M.Phil., Ph.D., Teachers College, Columbia University (2013)

Richard Barnet, Associate Professor of Fine Arts
B.A. Antioch College; M.A. New York University; M.F.A. Lehman College (1971)

Stephanie A. Berger, Associate Professor of Psychology
B.A. University of Dayton, Ohio; M.A., Ph.D. Adelphi University (1995)

Felix Bocchino, Associate Professor of Biology
B.S. Manhattan College; M.S., Ph.D. Fordham University (1976)

Lynne A. Bongiovanni, Associate Professor of English
B.A. University of Michigan; M.B.A. St. John's University; M.A., Ph.D., Fordham University (2004)

Eileen M. Brady, Professor of Psychology
B.S. Mercy College of Detroit; M.A., Ph.D. Fordham University (1977)

Seonhee Cho, Associate Professor of Teacher Education
B.A. Chungnam National University; M.Ed. Korean National University of Education; Ph.D. University of Tennessee (2010)

Brad Crownover, Assistant Professor of Communication
B.S. Ohio University; M.A. Western Illinois University; Ph.D. Rutgers University (2005)

Alfred R. D'Anca, Associate Professor of Sociology
B.A. St. Bernard's Seminary; M.S., Ph.D. Fordham University (1988)

James Donius, Director of Fishlinger Center for Public Policy and Research
A.B. University of Notre Dame; M.B.A. SUNY Buffalo; Ph.D. International School of Management (2014)

Lisette J. Dorfman, Assistant Professor of Nursing
B.S.N., Dominican College; M.S.N., Pace University, Ph.D., Rutgers University (2012)

Margaret Egan, S.C., Professor of Teacher Education
B.S. College of Mount Saint Vincent; M.Ed. Boston College; Ed.D. Yeshiva University (1971)

Emily A. Engel, Assistant Professor of Art History
B.A. Boston College; M.A., Ph.D. University of California, Santa Barbara (2013)

James Fabrizio, Professor of Biology
B.S. Manhattan College, Ph.D. St. John's University (2002)

Eileen Fagan, S.C., Assistant Professor of Religious Studies
B.A. College of Mount Saint Vincent; M.S. Yeshiva University; M.A., Ph.D., Fordham University (2001)

Vincent Fitzgerald, Associate Professor of Communication
B.A., M.A. William Paterson University, Ph.D. Rutgers University, (1995)

Charles L. Flynn, Jr. Professor of History, President of the College
B.A. Hamilton College; M.A., Ph.D. Duke University (2000)

Tania M. Friedel, Assistant Professor of English
B.A. University of Wisconsin, Madison; M.A., Ph.D. New York University (2010)

Mary Fuller, Associate Professor of Psychology
B.A. Herbert H. Lehman College; M.A., Ph.D. Fordham University (1989)

David Gallo Associate Professor of History
B.A. Assumption College; M.A. Boston College; Th.M. Harvard University; M.Div. Weston Jesuit School of Theology; Ph.D. Boston College (2001)

Enrico Giordano, Associate Professor of Fine Arts
B.F.A. New York Institute of Technology; M.S. Bank Street College of Education (1979)

Patricia Grove, Professor of Biology
B.S. College of Mount Saint Vincent; M.A. City College of New York; M. Phil., Ph.D. City University of New York (1979-1989) (1990)

Sandra M. Hillman, Associate Professor of Nursing
BSN, University of Connecticut; MS, Boston University; Ph.D., Boston College (2011)

Daniel Hrubes, Associate Professor of Psychology
B.G.S. University of Michigan; M.S., Ph.D. University of Massachusetts (2001)

Margaret I. Hughes, Assistant Professor of Philosophy
B.A. University of Chicago; M.A. (Education), Seton Hall University; M.A., M.Phil. (Philosophy), Ph.D. Fordham University (2012)

Robert Jacklosky, Professor of English
B.A., M.A., New York University; Ph.D. Rutgers University (1994)

Ted Kafala, Associate Professor of Communication
B.A. George Washington University; M.A., Ph.D. The Ohio State University (2006)

Rajkumar Kempaiah, Assistant Professor of Business/ Economics
B.E. Bangalore University, India; M.E. University of Mysore, India; Ph.D. Stevens Institute of Technology (2008)

Pamela K. Kerrigan, Associate Professor of Chemistry
B.A. Lakeland College, M.S. University of Wisconsin; Ph.D. Arizona State University (1994)

Cia Kessler, Instructor of Practice of English
B.A. Brooklyn College, M.S., Ph.D. Cand. City University of New York (2014)

Deborah Kramer, Associate Professor of Nursing
R.N.; B.S. Lehman College; M.S., M.Ed., Ed.D. Columbia University (1990)

Kristin Lawler, Associate Professor of Sociology
B.A. Catholic University of America, Ph.D. The City University of New York (2008)

Anthony Lee, Assistant Professor of English
B.A. State University of New York at Binghamton; M.A., Ph.D. State University of New York at Binghamton (2004)

Matthew Leporati, Assistant Professor of Practice, English
B.A., St. John's University, M.A., Fordham University, Ph.D., Fordham University (2016)

Jennifer A. Malone, Instructor of Practice of Nursing
B.S., M.S., College of Mount Saint Vincent (2012)

Cathryn McCarthy Donahue, Associate Professor of English
A.B. Ursinus College; M.A. University of Delaware; Ph.D. Fordham University (1999)

Kimberly McGaughan, Instructor of Practice of Nursing
B.S.; M.S. Nursing, College of Mount Saint Vincent (2013)

Edward H. Meyer, Professor of Business and Economics
B.A., M.A. Fordham University; M.A. Columbia University; M.B.A. New York University; J.D. New York University School of Law (1982)

Cynthia B. Meyers, Associate Professor of Communication
B.G.S., B.F.A., Ohio University; M.A. Hunter College, Ph.D. University of Texas (2004)

Andrea J. Minei, Assistant Professor of Chemistry
B.S. Sacred Heart University; Ph.D. Wesleyan University (2010)

Victor Miroshnikov, Assistant Professor of Mathematics
B.S., M.S., Ph.D. Moscow Institute of Physics and Technology (1998)

Joseph Molinatti, Associate Professor of Nursing
R.N, B.S. College of Mount Saint Vincent; M.S. State University of New York at Stony Brook, Ed.D., Argosy University (1997)

Patricia A. Montano, Instructor of Nursing
B.S., M.S.N., Lehman College, City University of New York, Cand. Ph.D., Palmer School, CW Post College, Long Island University (2012)

Omar Nagi, Associate Professor of Sociology
B. A. American University of Cairo; M.A. Southern Illinois University, Edwardsville; Ph.D. University at Albany (SUNY) (2005)

Amir Niknejad, Assistant Professor of Mathematics
M.S. Claremont Graduate School, CA; Ph.D. University of Illinois (2008)

Daniel Opler, Associate Professor of History
B.A. Columbia University; Ph.D. New York University (2005)

Stephanie Pietros, Assistant Professor of English
B.A., Providence College, M.A., Fordham University, Ph.D., Fordham University (2016)

Myrna Phillips, C.P.A., Assistant Professor of Business/ Economics
B.B.A. Pace University; M.B.A., Columbia University (2012)

Marie-Claire Picher, Associate Professor of French
B.A. Trinity College, Vermont; M.A. Middlebury College; Ph.D. New York University (1994)

Teresita Ramirez, Associate Professor of Business/Economics
A.B. University of the Philippines; M.A., Ph.D. University of Hawaii (1999)

S  verine Rebourcet, Ph.D., Assistant Professor of French
B.A., Universit   Paris-X, Nanterre, M.A., Universit   Paris-X, Nanterre, M.A., Portland State University,
Ph.D., University of Maryland (2016)

Ana Ribeiro, Associate Professor of Biology
B.A. Western Connecticut State University, M.S., Ph.D. Fordham University (2009)

Titos Ritsatos, Assistant Professor of Economics
B.A. University of Piraeus; M.A. Economic University of Athens; M.B.A., Ph.D., University of Connecticut
(2013)

Janet Rollins, Associate Professor of Chemistry
B.S. York College; M.S., Ph.D. St. John's University (2007)

Jonathan Rosenberg, Visiting Instructor of Business and Economics
B.S. Ithaca College; M.S. St. Thomas University, Miami (2010)

Cynthia Sandiaes, Instructor Nursing
BS Nursing, College of Mount Saint Vincent, MS Nursing Education, Mercy College (2010)

LinDa Saphan, Assistant Professor of Sociology
License in Sociology, Masters in Ethnology, Sorbonne-Paris V; Diploma of Advanced Studies, Ecole
Normale Sup  rieure de Paris; Ph.D. University of Paris X (2013)

Ron Scapp, Professor of Education and Humanities
B.A., Queens College; M.A., Ph.D. State University of New York at Stony Brook (1994)

Bjorn Schellenberg, Assistant Professor of Mathematics
M.A., Ph.D. Cornell University (2004)

Michelle Scollo, Assistant Professor of Communication
B.A. University of New Hampshire; M.A., Ph.D. University of Massachusetts, Amherst (2011)

Joshua A. Shmikler, Assistant Professor of Philosophy
B.B.A. Emory University; M.A., Ph.D. Boston College (2012)

Joseph M. Skelly, Professor of History
B.A. University of Notre Dame; M.A., Ph.D. University College Dublin (1999)

Sarah L. Stevenson, Associate Professor of English
B.A. Harvard University; M.A., Ph.D. New York University (2001)

Mary Ellen Sullivan, Assistant Professor of Teacher Education
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Robert Suriano, Ph.D., Assistant Professor of Biology
B.S. Manhattan College, Ph.D. New York Medical College (2014)

Justine Taddeo, Professor of Nursing
R.N.; B.S. Hunter College; M.A. New York University; Ed.D. Columbia University (1988)

Linda Tribuzio, Visiting Assistant Professor of Teacher Education
B.A. St. Joseph College; M.S. Southern Connecticut State College; Ed.D. Fordham University (2014)

Rosita E. Villagómez, Associate Professor of Spanish
B.A. State University of New York at Buffalo; M.A. St. John's University; Ph.D. Florida State University (2008)

Ioanna Visviki, Associate Professor of Biology
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Stefanie Vuotto, Ph.D., Assistant Professor of Psychology
B.S., Fordham University, M.A., Columbia University, Ph.D., Fordham University (2016)

Mariela Wong, Assistant Professor of Spanish
B.A. Hartwick College; M.A., Ph.D., Stony Brook University (2011)

Mary Ann Witt, Associate Professor of Nursing
B.S. College of Mount Saint Vincent; M.S. Columbia University School of Nursing; D.N.Sc. Columbia University School of Nursing (2008)

Jian Xiao, Visiting Assistant Professor of Accounting
B.B.A., M.B.A. Baruch College (2014)

Mirian Zavala, Assistant Professor of Nursing
B.A. (Economics), Lehman College; B.S.N., M.S.N., Lehman College, D.N.Sc., Graduate Center, City College of New York (2012)

Jacqueline Zubeck, Associate Professor of English
B.A. SUNY Purchase, M.A., Ph.D. Rutgers University (2007)

Edward F. Zukowski, Jr. Professor of Religious Studies
B.A. St. Mary's College; M.A. University of Detroit; M.Div. SS Cyril and Methodius Seminary; Ph.D. Fordham University (1984)

Faculty Emeritae/i

Anne Denise Brennan, S.C. Professor Emerita of English
B.A., College of Mount Saint Vincent; M.S., Ph.D., Saint Louis University (1986)

Frances Broderick, Associate Professor Emerita of Communication
B.A. College of New Rochelle; M.S. New York University (1962)

Barbara Cohen, Professor Emerita of Nursing
R.N., B.S., Russell Sage College; M.S., M.Ed., Ed.D., Teachers College, Columbia University (1992)

Rita Scher Dytell, Professor Emerita of Psychology
B.A. City College of New York, Ph.D. City University of New York (1985)

Paula Holdman, S.C. Associate Professor Emerita of German
B.A. College of New Rochelle; M.A. Catholic University; M.A. Middlebury College; Ph.D. City University of New York (1953)

Kathleen Knowles, Assistant Professor Emerita of French
B.A. College of Mount Saint Vincent; M.A. Middlebury College; L. és L. University of Paris (1963)

Denis G. Mahoney, Associate Professor Emeritus of English
B.A. Manhattan College; M.A. Marquette University; Ph.D. University of Illinois (1970)

Janine Marzi, Associate Professor Emerita of French
Licence és Lettres University of Paris (1957)

Patricia McGowan, S.C Associate Professor Emerita of Communication
B.A. College of Mount Saint Vincent; M.S. Hunter College; M.A. New York University; M.Ed., Ed.D.
Columbia University (1981)

Lucie Pfaff, Professor Emerita of Business/Economics
B.A. Pace University; M.A. Farleigh Dickinson University; M.A., Ph.D. New York University (1982)

Barbara Shimmel, Professor Emerita of Health Education
B.A. Hunter College; M.S. Lehman College; Ed.D. Columbia University (1976)

Lucia Sovran, Associate Professor Emerita of Italian
B.A. Hunter College; M.A. New York University; Ph.D. Universita degli Studi, Perugia, Italy (1970)

Eric Svenson, Associate Professor Emeritus of Sociology
B.S. Central Connecticut State University; M.A., Ph.D. New School for Social Research (1970)

Sister Mary Edward Zipf, S.C. Professor Emerita of Biology
B.S. College of Mount Saint Vincent; M.S. Fordham University; Ph.D., University of Maryland (1965-
1969) (1973)