



# UNIVERSITY OF MOUNT SAINT VINCENT

## Undergraduate Catalog

**2024-2025**

Undergraduate College  
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## **MISSION**

Founded by the Sisters of Charity of New York, the University of Mount Saint Vincent is an academically excellent, authentically inclusive, independent university. Committed to the Vincentian/Setonian tradition and to ecumenism, the University combines a strong undergraduate core curriculum with a full array of majors in the liberal arts and, within the tradition of liberal education, selected professional fields of study.

The University also provides high quality opportunities for professional advancement, accomplishment, and service through graduate and certificate programs.

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**

Mount Saint Vincent is a liberal arts university 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 Mount 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 University of Mount Saint Vincent 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 University of Mount Saint Vincent provides myriad opportunities for service—a key component in this effort is a vibrant Campus Ministry. While the University 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 University 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 Mount, therefore, encourages critical thinking and intellectual inquiry in all areas of study and affirms the vital significance of philosophical and religious traditions. The University 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 Mount, 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 University of Mount Saint Vincent 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 University 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.

# University of Mount Saint Vincent

## FALL 2024 CALENDAR

### 14-Week Semester

August 19	Monday	Fall University Summit (formerly All College Day)
August 22	Thursday	Residence Hall Opens for New Students at 9 AM
August 22 – 25	Thursday - Sunday	New Student Orientation and Welcome Weekend
August 25	Sunday	Residence Hall Open for Returning Students at 1 PM
August 26	Monday	First Day of Classes
August 30	Friday	Last Day to Add/Drop Classes
September 2	Monday	Labor Day – No Classes
September 18	Wednesday	Wellness Day – No Classes
September 23	Monday	Incomplete Grades Due from Spring 2024 and Summer 2024
September 27	Friday	Last Day to Apply for May 2025 Graduation
October 4	Friday	Wellness Day – No Classes
October 7 – 11	Monday – Friday	Midterm Week
October 14-15	Monday – Tuesday	Indigenous People's Day/ Fall Break – No Classes
October 15	Tuesday	Midterm Grades Due
October 23	Wednesday	Last Day to Withdraw from a Course with a Grade of a "W"
November 4	Monday	Web Registration Begins for Spring 2025 and Winter 2025
November 5	Tuesday	Wellness Day – No Classes (Election Day)
November 11	Monday	Veterans Day – No Classes
November 22	Friday	Last Day to Apply for January 2025 Graduation
November 27 – 29	Wednesday – Friday	Thanksgiving Break – No Classes
December 9	Monday	Last Day of Classes
December 10	Tuesday	Reading/ Study Day
December 11 – 17	Wednesday - Tuesday	(See Final Exam Schedule – 2.5-hour block assigned for all courses)
December 17	Tuesday	Residence Halls close for Winter Break at 6:00 PM

**Please note:** Wellness Days are scheduled time off for students during Fall and Spring Terms. These pre-determined dates cannot be replaced with others. Students will not have class during wellness days and will be used a catch up for work assignments or a much-needed mental health day. For faculty, wellness days will be used for assessment work; class will not be in session on that date.

## WINTER 2025 CALENDAR

### 12 Session Term

December 19	Thursday	Last Day to Add a Class for a Winter Session
January 2	Thursday	Classes Begin – Winter Session
January 3	Friday	Last Day to Drop a Class with 100% Refund
January 17	Friday	Last Day of Classes
January 19	Sunday	Final Grades Due

# University of Mount Saint Vincent

## SPRING 2025 CALENDAR

### 14 Week Semester

TBA	TBA	Residence Hall Open
January 15	Wednesday	Spring University Summit (formerly All College Day)
January 21	Tuesday	First Day of Classes
January 27	Monday	Add/ Drop Week Ends
February 11	Tuesday	Incomplete Grades Due from Fall 2024 Semester
February 19	Wednesday	Wellness Day – No Classes
March 10 – 14	Monday – Friday	Midterm Week
March 16	Sunday	Midterm Grades Due
March 17 – 21	Monday – Friday	Spring Break – No Classes
April 2	Wednesday	Last Day to Withdraw from a Course with a Grade of “W”
April 7	Monday	Web Registration begins for Fall 2025 and Summer 2025
TBA	TBA	Founders Day
April 17 – 21	Thursday – Monday	Easter Break – No Classes
April 22	Tuesday	Classes Resume
April 29	Tuesday	Wellness Day – No Classes
May 2	Friday	Last Day to Apply for August 2025 Graduation
May 5	Monday	Last Day of Classes
May 6	Tuesday	Reading/ Study Room

### Mandatory Attendance Week

May 7 – 13	Wednesday - Tuesday	Final Exams/ Presentations/ Papers (See Final Exam Schedule – 2.5 hour Block Assigned for All Courses)
May 14 – 16	Wednesday – Friday	Senior Week
May 17	Saturday	Commencement

Please note: Wellness Days are scheduled time off for students during Fall and Spring Terms. These pre-determined dates cannot be replaced with others. Students will not have class during wellness days and will be used a catch up for work assignments or a much-needed mental health day. For faculty, wellness days will be used for assessment work; class will not be in session on that date.

## SUMMER 2025 CALENDAR

### 4/6/12 Week Sessions

May 27	Tuesday	Classes Begin for Schedule A: Four Week Session, Schedule D: Six Week Session, and Schedule F: 12 Week Session
June 23	Monday	Last Day of Classes for Session A
June 24	Tuesday	Classes Begin for Schedule B: Four Week Sessions
July 7	Monday	Last Day of Classes for Session D
July 8	Tuesday	Classes Begin for Schedule E: Six Week Session
July 21	Monday	Last Day of Classes for Session B
July 22	Tuesday	Classes Begin for Schedule C: Four Week Sessions
August 18	Monday	Last Day of Classes for Session C, Session E, Session F

## FINANCIAL INFORMATION

### Tuition and Fees\*

The uncertainty of present-day costs make it necessary for the University 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.

### FIRST-YEAR STUDENTS ENTERING ACADEMIC YEAR 2024 - 2025

	Resident	Commuter
<b>Full-Time Tuition*</b> (per year)	\$42,900	\$42,900
	\$ 1,200	\$ 1,200
	\$ 550	\$550
<b>Room and Board</b> (shared occupancy per year)	\$14,900	
<b>Commuter Meal Plan</b> (per year)		\$ 540
<b>Technology Fee</b>		
Full-Time (minimum 12 credits) (per year)	\$ 640	\$ 640
Part-Time (fewer than 12 credits) (per credit hour)	\$ 25	\$ 25
<b>Student Activity Fee</b> Full-Time Students (per year)	\$ 400	\$ 400
<b>Academic Service Fee</b>		
Full-Time (minimum 12 credits) (per year)	\$ 600	\$ 600
Part-Time (fewer than 12 credits) (per credit hour)	\$ 25	\$ 25
Student Health Insurance**	\$2,951	\$ 2,951

**Please note:**

*\*Full-Time Tuition and fee charges are based on enrollment in a full-time program of study (12-18 credits per term).*

*\*\*Student Health Insurance is required, unless the student can prove they have health insurance. Returning students should visit Self-Service for a listing of tuition and fees.*

## PAYMENT RESPONSIBILITIES

I. Tuition, Fees, 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. Payment Plans are available through Nelnet Campus Commerce which offers monthly plans. For more information, log on to [mountsaintvincent.edu/payment](http://mountsaintvincent.edu/payment) or call 1 (800) 609-8056.

Full tuition covers a total of 36 credits for the Fall and Spring semesters. This tuition does not cover intersession or summer sessions. Credits in excess of 18 per semester incur additional charges.

Students will not receive 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 additional expenses for a program in the University is \$1,000 per year. This includes required texts, manuals and supplies. Lab and studio fees are additional charges.

For Nursing Program Only: The additional expenses in junior and senior years of the nursing major are estimated to be approximately \$3,000 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. 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 University 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 University has received official notification of withdrawal. The following tuition refund schedule is applicable:

### **A. Regular Sessions Fall and Spring Terms Refund (full semester courses)**

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.

At the beginning of July, invoice/tuition bills are sent out with a payment deadline at the beginning of August for the Fall semester.

At the beginning of December, invoice/tuition bills are sent with a payment deadline at the beginning of January 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 University meal plan and Self-Service. Limited access to Self-Service will remain available.

Should the student wish to remain at the University, 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.

## **ADMISSION**

### **Admissions Policy**

The University of Mount Saint Vincent seeks students with intellectual interests and abilities that will enable them to take full advantage of the opportunities available at the University. 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 first-year student 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 does not require either the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT examination of the American College Testing Service. Applicants are able to submit either test score if they feel that it will benefit their application strength.

### **ADMISSION PROCEDURES**

Applications can be submitted online for free via The Mount's website. The Admission Committee decisions are made on a rolling basis, and your self-reported grade point average will be used. Students are notified of the admission decision in order of their application receipt and completion. Students who are being considered for Premier Programs must submit their transcript on or before March 1. Admission offers are contingent upon the successful completion of the student's final year in high school and receipt of a final official high school transcript.

Students are urged to visit the Mount and tour the campus. Arrangements for a campus visit may be made online at the College's admission webpage. Should you need to contact the Admission Office, the phone number is (718) 405-3267. The office is open Monday through Friday from 8:30 a.m. – 4:30 p.m.

### **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 along with a completed application for admission:

1. All complete official transcripts of secondary school work;
2. Official transcripts of school work and course descriptions, for those who have taken courses above secondary education
3. 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

Official score report of an SAT or ACT exam if they so choose. 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, DuoLingo may begin intensive English language studies at Kings Education on the College campus before registering for regular college courses.

International applicants may be eligible, based on merit, for College Scholarships. The accepted student is required to provide a copy of their passport and 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 any evaluation service that is accredited under the National Association of Credential Evaluation Services (NACES.org).

For further information on admission of international students, please contact the Admission Office, University of Mount Saint Vincent, 6301 Riverdale Avenue, Riverdale, New York 10471-1093, or by calling (718) 405-3267 or by e-mail to [admissions.office@umsv.edu](mailto:admissions.office@umsv.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 Mount

## 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 the Registrar.

## 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 the spring semester. All transfer applicants must have earned a **grade point average** of 2.0 or better in their college level work.

## TRANSFER CREDITS

Transfer students will be evaluated by the method outlined in the grid below, according to the number of credits they have earned at other institutions. Credit will only be awarded for courses in which the student has earned a C or better. Courses of a purely technical nature, such as 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. An Earned Bachelor's Degree	No Core Required
An Earned Associate's Degree	Required: <ul style="list-style-type: none"> <li>• 2 courses from Core Category E</li> </ul>
60 or more Credits from an undergraduate program	Required: <ul style="list-style-type: none"> <li>• 2 courses from Core Category B and</li> <li>• 2 courses from Core Category E</li> </ul>
45 or more Credits from an undergraduate program	Required: <ul style="list-style-type: none"> <li>• 2 courses from Core Category B and</li> <li>• 1 course from Core Category C and</li> <li>• 1 course from Core Category D and</li> <li>• 2 courses from Core Category E</li> </ul>
Less than 45 Credits	Required: The full Core, except for course-by-course substitutions approved during the transfer evaluation process

**\*See pages 40 - 44 of the catalog for Core Categories**

At any time, the college reserves the right to require assessment and to mandate appropriate placement into courses considered essential for satisfactory academic progress.

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

Please contact the University of Mount Saint Vincent's Admissions Office for the most up to date Transfer Articulation list.

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 grade point average of 2.5 or above will be considered for a Competitive Transfer Scholarship.

## PRIOR EXPERIENCE CREDIT

### Advanced Placement

The University 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 University 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 University'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 undergraduate 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.

Students who receive a 4 or 5 on the AP, or who were awarded three or more credits for college-level courses completed during high school, may choose between the following options for fulfilling their Modern language Core: one additional three-credit modern language core course in the same language at the appropriate level; or two three-credit courses in a second language of their choice.

**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 University 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 University 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 University of Mount Saint Vincent, and the student must have achieved a grade **of B** or better in the course. Students are responsible for having their transcript sent to the University of Mount Saint Vincent for evaluation and the awarding of credit.

## CREDIT BY EXAMINATION

The University of Mount Saint Vincent participates in the College Level Examination Program of the College Entrance Examination Board. Prospective First-Year Students, 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 Mount.

An official report of examination scores from the College Entrance Examination Board must be submitted to the University of Mount Saint Vincent 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 undergraduate curriculum. Any additional University 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 University of Mount Saint Vincent 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 Undergraduate College and who wish to take a proficiency examination must have the approval of the Dean of the Undergraduate College and the chairperson of the department concerned.

Interested students apply to:

College Level Examination

Program Box 6000

Princeton, NJ 08540

## **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 the University of Mount Saint Vincent. After this time, transfer credit will not be granted.

## **SCHOLARSHIPS AND FINANCIAL AID**

The University of Mount Saint Vincent offers a wide range of scholarships and financial aid programs to assist qualified students to meet educational costs. The University uses its own resources and a variety of federal, state, and private programs to create a "financial aid offer" 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). Returning students must file the Renewal 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 University may be required to revise awards in order for the total package to be within demonstrated need, as required by federal regulations.

## SCHOLARSHIPS

### University Scholarships and Grants

The University 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 University 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

**Dean's 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. Recipients must maintain a 2.5 cumulative grade point average for yearly renewal.

**Transfer Merit Scholarship:** To be eligible for this scholarship, students must submit an application for admission and have earned a cumulative grade point average of 2.0 - 4.0 at previous institutions. Recipients must maintain a 2.0 grade point average for yearly renewal. Students will be notified of the amount of the merit scholarship at the time of acceptance.

**Resident Scholarship-** Awarded to students who live on campus and renewed annually based on continued residency in on-campus housing. The Resident Scholarship award may not be combined with any other Room and Board Scholarships awarded through Premier scholarship programs. Award may be adjusted at the discretion of the institution.

**PREMIER SCHOLARSHIP PROGRAMS - Students must be admitted by February 15<sup>th</sup> and have a current FAFSA on file with the University:**

**Corazon C. Aquino Scholarship:** Created in honor of former President of the Philippines and Mount Saint Vincent alumna, the Corazon C. Aquino award is a full-tuition scholarship awarded to four high-achieving incoming first-year students of Filipino descent. Aquino scholars will join in the continued effort to further enhance Filipino culture at Mount Saint Vincent by playing an active role in student activities and community service.

All Aquino scholars will need to maintain a 3.2 GPA at Mount Saint Vincent to retain their award and will be required to declare either a Philippine Studies or Tagalog minor.

Interested students must complete an interview with the Aquino Scholarship Committee during Premier Program Day as a part of their application for this scholarship. Recipients will be notified in early Spring.

**Fonthill Writing Award:** This is a four-year room and board scholarship awarded to prospective students with proven exemplary writing skills who are eager to either further develop their writing skills or pursue professional fields that will draw heavily on their writing skills. Fonthill scholars are the leaders of the writing community at Mount Saint Vincent, spearheading our student publications such as *The Underground*, the University's Literary Magazine which was founded in 1921.



Interested students must submit an 8-10-page portfolio to [premierprograms@umsv.edu](mailto:premierprograms@umsv.edu), and interview on campus with members of the Fonthill Selection Committee during Premier Program Day. Recipients will be notified in early Spring. Students must maintain a 3.0 GPA and continue to be a resident student for annual renewal.

**Martha E. Fedorko '56 M.D. Scholarship:** This scholarship is awarded to academically-strong students pursuing a degree in the natural sciences. Eligible students will be entering the University with a major of biology, chemistry, or biochemistry.

In addition to their Dean's Merit Scholarship, and Resident Scholarship for residential students, the Martha E. Fedorko '56,

M.D. Scholarship Program will provide students with an additional \$5,500 scholarship per year, as well as a one-time summer award of \$3,500 during their sophomore or junior year, plus the costs of room and board for the student to complete summer research with a member of the faculty. In order to retain eligibility for the scholarship each year, students must continue as a major in the natural sciences (biology, biochemistry, or chemistry).

Interested students must complete an interview with the Fedorko Scholarship Committee during Premier Program Day as a part of their application for this scholarship. Recipients will be notified in early Spring.

**Seton Service and Leadership Scholarship:** This four-year, full room and board scholarship is awarded to high-achieving prospective first-year students who exhibit a demonstrated commitment to performing outstanding community service and who possess strong leadership skills. Our Seton Scholars lead community service efforts here in the Riverdale community, while also leading mission-specific trips abroad. Spearheaded by our Campus Ministry office, all Seton Scholars will be required to fulfill a commitment to a service project of their own choice. Additionally, Seton Scholars must maintain a 3.0 GPA and continue to be a resident student for annual renewal. Interested students will be required to participate in a group interview on campus with members of the Office of Campus Ministry during Premier Program Day. Recipients will be notified in early Spring.

**Mary Ambrose Dunphy, S. C. Scholarship:** The Mary Ambrose Dunphy, S.C. Scholarship was established in honor of the first dean (president) of the University 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).

## Endowed Scholarship Funds

Created by friends and benefactors of the Mount, these funds underwrite a portion of Dean's Merit Scholarships and are presented in the donor's name.

Academy of Mount Saint Vincent Scholarship

Patricia Halpin Albo '71 and James Albo Scholarship

Cecilia Favorini Balog and Robert J. Balog Mott Street Scholarship

James Barry Memorial Scholarship

Helen Williamson Benziger '48 Honors Scholarship

Marine 1st Lt. Lawrence J. Boudria Scholarship

Dr. Elizabeth R. Brown '68 Scholarship

Charles A. Buckley Scholarship

Monsignor James E. Byrne Scholarship

John and Elizabeth Caruso Scholarship

Helen Higgins Clausen '48 and Alice Higgins Cassidy '41 Mott Street Scholarship

Stewart Combs St. Vincent's Department of Nursing Scholarship

Cristobal Conde Scholarship

Culhane Family Scholarship  
Helen S. Curry `35 Mott Street Scholarship  
Margaret L. Decker Scholarship  
George, Catherine, and Thomas F. DeNaouley Scholarship  
Ellen Dennehy Doyle '41 Scholarship  
George and Marie Doty Scholarship  
Karen Hunting Drambour Memorial Scholarship  
Mary A. Farrell Memorial Scholarship  
Patrick and Veronica Flynn and Children Scholarship  
Future Leadership Foundation Scholarship  
Elise Grace Endowment Nursing Scholarship  
Sister Marion Francis Harriott Memorial Scholarship  
William Randolph Hearst Scholarship  
Ann Selinger Henegan '49 Scholarship  
Maureen A. Henegan Mott Street Scholarship Magdalen Horsting, S.C. Memorial Scholarship  
Maggie Doody Hoffman Nursing Scholarship  
Mary Hughes Holder Memorial Award Scholarship  
Josephine Doty Jaburg Scholarship  
Dr. Oswald La Rotunda Dora Lupo Scholarship  
Thomas and Karen Kopera McCall '74 Scholarship  
Joseph and Rose Murray Scholarship for Academic Excellence  
Margo and Carrol A. Muccia Jr. Scholarship  
Patricia DelBalso McNamara Scholarship  
Mulligan Lauria Scholarship  
Mary Helen O'Malley Scholarship  
Paul and Marilyn Paganucci Scholarship Barbara Patocka Scholarship  
Marybeth Lavalee Pullum Scholarship  
Kathryn Glennon Ryan '51 and Rosemary Tarangioli '77 Scholarship  
Raul Rivera Scholarship  
Saal Family Scholarship  
Kimberly Kennedy Sgammato Memorial Scholarship  
Marion McCann Short Scholarship  
Susanna M. Simpson and Dr. Rose McKay Nursing Scholarship  
Doris Smith, S.C. Scholarship  
Eileen Champion Smith Memorial Scholarship  
Gerald Soto and Charles Flynn Mott Street Scholarship  
Student Aid Fund II

Kaitlyn Trinidad Memorial Scholarship

Edna Sandroni Ulasewicz Scholarship

Rosemary C. Walsh, S.C., Patricia A. Walsh, S.C., and Sisters of Charity Scholarship Katherine Canavan Weber Nursing Scholarship

Susan L. Whitney Mott Street Scholarship

## INSTITUTIONAL GRANTS

**Alumni and Friends Award** - The Alumni and Friends Award is a need-based grant to students based on demonstrated financial need according to their annual FAFSA filing. Award may be adjusted based on demonstrated need at the discretion of the institution.

## FEDERAL FINANCIAL AID PROGRAMS

**Federal Pell Grant** This program assists matriculated undergraduate students who have not yet earned a Bachelor's degree. Awards for 2024-2025 range from \$740 minimum to \$7,395.00 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 College Work Study Program** This program, supported by a combination of Federal and University funds, provides employment opportunities on campus and in the community for students who demonstrate need. Ordinarily, 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 first-year students, \$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. There is a small origination fee of slightly over 1% 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 first-year students \$6,500 for sophomores and \$7,500 for juniors and seniors with an aggregate limit of \$31,000 for dependent students. 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: First- 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. First-Year and Sophomores may borrow up to \$4,000 and Juniors and Seniors may borrow up to \$5,000 per year.

**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 annually. The repayment of principal plus interest begins 60 days after the final disbursement unless the parent chooses the option to defer payments until after graduation. There is an origination fee of over 4% on this loan.

**Veteran's Benefits** The University 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 all needed documentation. The verification process must 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 must 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 FAFSA Submission Summary (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 PLUS
4. Federal Pell Grant
5. Federal SEOG
6. Federal TEACH Grant

## SATISFACTORY ACADEMIC PROGRESS STANDARDS 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>B.A.</b>	15	30	51	72	96	120
<b>B.S.</b>	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.

A committee will review the appeal and determine whether one additional term of financial aid eligibility, on Probation, should be granted.

## 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 \$1,000 to \$5,665, depending on net N.Y. taxable income. Students may receive TAP for up to eight semesters of undergraduate study.

**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 University 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 undergraduate 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 51credits **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

## SIX YEAR GRADUATION RATES BY FINANCIAL AID CATEGORIES COHORT FALL 2018

	N	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
		#	%	#	%	#	%
<b>Pell Recipients</b>	268	107	39.9%	137	51.1%	143	53.4%
<b>Stafford Recipients</b>	127	73	57.5%	82	64.6%	82	64.6%
<b>Neither Pell nor Stafford</b>	53	30	56.6%	31	58.5%	31	58.5%
<b>Initial Cohort Total</b>	448	210	46.9%	250	55.8%	256	57.1%

### STATE FINANCIAL AID PROGRAM

**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 \$5,665, 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 University 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 University.

### 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**

	1st	2nd	3rd	4th	5th	6th	7th	8th
Before Being Certified For This Payment								
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 University. 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.

### **Mission & Ministry**

The office of Mission & Ministry serves the entire University as a center for spiritual enrichment and community development, fostering a spirit of service and sense of responsibility for our world.

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. Students are encouraged to pursue leadership roles such as the Seton Service and Leadership Program where in the spirit of Vincent de Paul and Elizabeth Seton, students respond to people who are marginalized in our society while achieving academic excellence. All programs are designed to celebrate the integration of life and learning within and beyond our community.

The Mission & 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.

### **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, room assignments and billing functions.

### **Student Activities**

The Office of Student Activities 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 and is the home of the Commuter Assistant (CA) program.

### **Prevention Programs & Wellness**

The office of Prevention Programs & Wellness is the home of the 'Wellness Cove.' This office is supported by a grant sponsored by the Department of Justice Office Against Violence Against Women. Programs revolve around healthy relationships, sexual assault awareness, bystander intervention, stalking and education around positive decision making. These programs and services are in conjunction with our external partners within the Bronx Community to provide resources for those students in need of both physical and emotional support.



# ACADEMIC POLICIES

## ACADEMIC HONESTY AND STUDENT CONDUCT

### PART ONE: Definitions of Academic Honesty Violations

#### **1. Plagiarism**

Plagiarism is the misrepresentation of words, ideas or data that are not your own work as being your 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.
- Use content generated by an artificial intelligence program or website in one of your assignments and present it as your own work.

#### **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 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?**

Supporting evidence, such as: turnitin.com, or a Google search that provides citation references, an inability to explain or replicate the assignment in an alternative setting, or a report from an A.I. content detector tool, or a copy of the original document that functioned as the in source of the plagiarism, etc.

## **PART THREE: Penalties for Academic Honesty Violations**

### **FIRST OFFENSE:**

- Failing Grade on Assignment\*
- Report Filed with the Dean of the Undergraduate College or Dean of the School of Professional and Graduate Studies
- Required meeting with the Dean of the Undergraduate College or Dean of the School of Professional and Graduate Studies
- Required meeting with professor or advisor regarding the underlying reasons for the offense, so that the student can be referred to in-house remedies as necessary.

\*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 University's Academic Integrity Policy
- Report Filed with the Dean of the Undergraduate College or Dean of the School of Professional and Graduate Studies

- Required Conference with the Dean of the Undergraduate College or Dean of the School of Professional and Graduate Studies
- Loss of Honors

**\*REMOVAL OF X:** During the final semester of enrollment at the university, 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 the University

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

The Dean of the Undergraduate College or Dean of the School of Professional and Graduate Studies has the authority and responsibility to enforce the plagiarism policy of the University.

## **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. 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.

#### **B. In Individual Classes:**

1. All course syllabi should clearly state the University's academic honesty expectations.
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 instructor's 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 Undergraduate College and maintains the following minimum index:

**First-Year** (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 at the Mount 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 University 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.

## **Required Withdrawal**

At the end of a semester, a student will automatically be withdrawn from the University 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 University**

Students are subject to permanent Dismissal from the University 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 University for Student Conduct**

### **Violations**

See the Student Handbook for policy concerning Probation, Suspension, and Separation from the University 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 University:

### **MATRICULATED**

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

#### **Maintenance of Matriculation**

Matriculated students must maintain continuous enrollment at the University 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 University's degree programs. Non-matriculated students must be officially admitted to the University 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 18 credit hours per semester except with permission of the Dean of the Undergraduate College. These students will also incur an excess credit charge for any credits above 16.

#### **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 Studies**

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.

#### **Second Bachelor's Degree**

Students who wish to earn a second baccalaureate degree at University of Mount Saint Vincent must complete a minimum of 30 additional credits in residence; ordinarily, the 30 credits will be in a new major field. The second degree must be in a field or major different from the first one earned, and the first degree must have been awarded by a regionally accredited institution.

# **LEAVE OF ABSENCE AND WITHDRAWAL**

## **LEAVE OF ABSENCE**

Under certain circumstances, the Dean of the Undergraduate College, Dean of the College of Professional and Graduate Studies or the Dean of Students may grant a Leave of Absence from the University. 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 Academic Affairs. When the student on a Leave of Absence wishes to reenroll in the University, they must meet with the respective Dean and follow specific procedures based upon the type of leave.

## **MEDICAL LEAVE OF ABSENCE**

Mount Saint Vincent provides a range of support services to address to medical needs of students, including mental health needs, within the context of the campus community. On occasion, students may experience health needs requiring a level of care that exceeds what the University can appropriately provide. In such circumstances, students may take a voluntary leave of absence. In situations where a student poses a significant health or safety risk or significantly disrupts the activities of the Mount community, the University may place the student on a mandatory leave of absence after undertaking an individualized assessment to determine there are no reasonable alternatives. A decision to place a student on a mandatory leave may be appealed to the Undergraduate Dean no later than five (5) days after the decision has been communicated to the student. The Provost's determination of the appeal is final.

The appeal must be submitted in writing to:

**Gabrielle Occhiogrosso, Ed.D**  
**Dean of the Undergraduate College**  
**(718) 405-3200**  
**deanofundergraduatecollege@umsv.edu**

## **WITHDRAWALS**

### **Withdrawal from the University**

A student may apply for withdrawal from the University before the last day of classes for the semester. The student must complete the Exit Interview Process with the Oxley Integrated Advising Program on or before the effective date of withdrawal. For refund policies in case of withdrawals, please see Tuition and Fees.

### **Unofficial Withdrawal**

Matriculated students who drop out for a semester of longer will be placed in Unofficial Withdrawal status and will not be permitted to register for classes until they meet with Academic Affairs.

## **REINSTATEMENT**

### **Returning from Leave of Absence**

Students on leave are eligible for reinstatement, and many students who take a leave will have no requirements attached to their reinstatement. In some cases, the Dean of the Undergraduate College or Dean of the College of Professional and Graduate Studies may establish specific requirements for reinstatement if the circumstances of the student's departure warrant it. If the leave is health-related, any conditions or requirements for reinstatement will be based on an individualized assessment of each student including consideration of current medical knowledge and/or the best available objective evidence. Careful consideration will be given to the opinions and recommendations of the student's treating physician or mental health professional, if available. A denial of reinstatement or a reinstatement, with conditions, may be appealed to

the Provost within five (5) days after the decision is communicated to the student. The Provost's determination of the appeal is final.

The appeal must be submitted in writing to:

**Gabrielle Occhiogrosso, Ed.D.**  
**Dean of the Undergraduate College**  
**(718) 405-3200**  
**deanofundergraduatecollege@umsv.edu**

## **Returning from Medical Leave**

A student on medical leave seeking to return to the University of Mount Saint Vincent must submit required documentation by certain dates to be considered for reenrollment. What documentation is required in a given case is determined individually. In general, students must release to Academic Affairs reports from their medical providers describing the treatment, the student's current clinical status, and the provider's opinion as to the student's readiness to return. In extraordinary circumstances, Mount Saint Vincent may require an additional assessment to ensure the student's readiness for return. The student carries the burden of establishing reasonable capability of day-to-day functioning, with or without accommodations. Mount Saint Vincent may also require an interview with the student focusing on understanding the factors that resulted in the leave, the student's experience while on leave, and the plan for ensuring a successful return. Upon a satisfactory review, the University may require a check-in to evaluate the student's safety and treatment plans.

## **Returning Student Checklist**

### ***Medical Leave of Absence***

- 1) Contact the Dean of Undergraduate College and/or the Dean of the College of Professional and Graduate Studies to express your wish to return from medical leave of absence and obtain all necessary information of what the university requires of you in order to return.
- 2) Please provide each health care provider you have seen during your time away with a copy of the Medical Provider Report Form. Ask each provider to complete the form and send the forms electronically to the Dean of the Undergraduate College or Dean of the College of Professional and Graduate Studies. If you were seen by multiple providers within a single clinic, one form may be submitted for all the treatment you had in that clinic.
- 3) If your treatment expectations at the Mount include special accommodations (e.g. housing, mobility, etc.) and/or if you have undergone specialized testing or evaluation (e.g. substance abuse, eating disorder, ADHD, etc.) you may need to be cleared by Student Affairs and Counseling Services.
- 4) You will be asked to participate in a re-enrollment interview with the Dean of the Undergraduate College and/or Dean of the College of Professional and Graduate Studies. You may be asked to explain what you have been doing while on leave to address the medical issue(s), and what you think you would need for a successful transition back to the University of Mount Saint Vincent.

## **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 University 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 University 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 University of Mount Saint Vincent. A maximum of two of these courses may be taken outside the University of Mount Saint Vincent to satisfy undergraduate core requirements. A maximum of two of these courses may be taken outside the University of Mount Saint Vincent to satisfy major requirements.

The final twelve credits of the degree must be taken at the University of Mount Saint Vincent.

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 University. 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 University 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 University 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 University 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 University to amend a record that they believe is inaccurate or misleading. They should write the University 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 University decides not to amend the record as requested by the student, the University 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 University 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 University 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 University 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 University's discretion unless a specific request for exclusion from disclosure is made. Directory information includes: a student's name, University 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. Same Day transcript requests are \$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	93 to 100	D	60 to 66
A-	90 to 92	F	0 to 59
B+	87 to 89	P	Passing
B	83 to 86	W	Withdrew before deadline
B-	80 to 82	F	Failure

C+	77 to 79	FX	Failure due to a violation of the University's Academic Integrity Policy
C	73 to 76	I*	Incomplete
C-	70 to 72	NC	No Credit
D+	67 to 69	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 since entrance into the University of Mount Saint Vincent. 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 University, 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, or to the Dean of Nursing for Nursing courses.

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 or the Dean of Nursing for Nursing courses 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 Nursing
- One other member of the Mount 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 office of 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 undergraduate 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 Undergraduate 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 University of Mount Saint Vincent encourages students to participate in study abroad programs. The Mount offers a number of study abroad options, including semester long programs for study in London, Saint Petersburg, and Florence.

The University 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 University 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

Students are eligible for study abroad opportunities beginning the second semester of their first year, or during their second semester as a transfer student.

To be eligible for study abroad, students must have a minimum 2.0 GPA and obtain approvals from the chair of their department and their academic advisor.

Students should consult with the Director of Study Abroad for additional details and eligibility requirements.

### Process

The process is begun with the Director of Study Abroad. 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 Study abroad Advisor, 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 University of Mount Saint Vincent for transfer credits. Transferable courses will be those courses which are comparable to the University 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 Study Abroad. 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 University. Information on many programs can be reviewed and discussed with the Director of Study Abroad. 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 University may be considered enrollment in the Undergraduate 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 University 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. First-year students 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 University of Mount Saint Vincent.

### **Non-Discrimination Policy**

In fulfillment of its Mission and in accordance with all applicable federal, state, and local law, the University of Mount Saint Vincent does not discriminate in its employment practices or in admission or access to the University'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**

### **Oxley Integrated Advising Program**

We live in a world where most people have seven or more occupations profession during their lifetimes. To thrive in such an environment — to build a career — requires more than typical job placement. Beginning on day one and continuing through graduation, the Oxley Integrated Advising Program offers a nationally recognized program that helps students appreciate their strengths and interests, understand the value and range of opportunities associated with their strengths, and strategize how to translate what they love into a meaningful career.

By combining a wide range of academic advisement and information services with dedicated Career education, The Oxley Integrated Advising Program provides students with individualized guidance to complete their academic course of study in a successful and timely fashion, while simultaneously working with students on the development of meaningful educational and career goals that are consistent with their interests, values, and abilities.

Every student at the University of Mount Saint Vincent has an assigned faculty advisor and an Oxley professional advisor. Oxley advisors in the Oxley Integrated Advising Program are available to all students, regardless of their major. Students may choose to see an Oxley advisor for a variety of reasons, including degree requirements, academic progress, or additional information about programs.

The Oxley Integrated Advising Program benefits students by allowing them to identify their professional options and cultivate the skills and expertise necessary to excel. Numerous resources and opportunities are available to students as they position themselves for lifelong professional fulfillment and success. They will also:

- Participate in First Year Experience (FYE), where they will learn about academic expectations, support systems, critical thinking techniques, and information literacy
- Build a professional portfolio, and forge professional connections
- Master career building tools like self-assessments, resume writing, and interviewing practice and techniques
- Prepare for national graduate and professional school exams
- Participate in Oxley Discovery Internships linking the major to some of the world class professional opportunities in New York City
- Define how your education — more than just your major — prepares you to be an asset for your future employer
- Apply for an Oxley Grant, which funds specialized research or creative projects

**Contact**  
(718) 405-3262  
oxley@umsv.edu  
Elizabeth Seton Library

## **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 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.

## **Academic Resource Center**

The Academic Resource Center (ARC) provides academic support, mainly through individualized or small group tutorials, to all enrolled students at the University. Students can meet individually with a peer or professional tutor to review course content and papers, prepare for classwork or tests, learn notetaking and text-book reading techniques, and organize projects. The ARC also offers specialty workshops, writing support, and reinforcement of study skills. We provide assistance with all stages of the writing process, including brainstorming and revision. Writing Tutors focus on helping students learn how to proofread or edit their own papers. Online tutoring is available 24/7 on and off campus with any Wi-Fi connection for most subjects through a third party site called Smarthinking, Inc., paid for by the University for UMSV students. Students can access on-line tutoring and ARC tutoring schedules through their Blackboard account. The ARC is located on the second floor of Seton Library.

## **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 undergraduate 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.

## **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 University'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 provides higher educational opportunities to students who might not otherwise continue their education. The program is designed for students who demonstrate the potential to succeed in college, but whose test scores and high school records are below normal admission requirements. Students enrolled through MAP participate in a pre-first year academic enrichment program and are placed in developmental learning cohorts during the first year. These cohorts and comprehensive academic advising facilitate a student's transition to college study and provide a support network. Students in MAP take four core academic courses, a first-year experience course and a one credit Seminar which assists them in the transition from high school to college. MAP students pursue all academic majors offered by the college, and have continued into graduate school. They have entered professions such as accounting, education, law and medicine.

## **HEOP: Higher Education Opportunity Program**

The Arthur O. Eve Higher Education Opportunity Program (HEOP) is a partnership between the University of Mount Saint Vincent and the New York State Education Department (NYSED). This program is designed for students who have the potential and drive to further their education but, due to limited academic and financial resources, would not otherwise have the opportunity to attend college. The goal of HEOP is to retain and graduate promising students who will succeed at the college level and beyond.

## **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 first-year students 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 use. Admissions into the TRiO program is by invitation only for students who meet the federal eligibility criteria and are enrolled full-time at the Mount. For additional information about the program, please contact them at:

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

## **OXLEY Career Education Courses (OXLY)**

### **OXLY 175: Oxley Discover 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 Mount 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 Occupational Therapy**

The Mount 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](http://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**

Students interested in this program must make themselves known to the Health Professions Adviser in their first year. If the student's grades are excellent (overall 3.5 or above with no grade lower than a "B", along with excellent grades in General Biology and/or General Chemistry), the Health Professions Adviser may then recommend the student for admission into the 4/3 Program (4 years at CMSV, 3 years at NY Medical College). The student must then maintain an overall GPA of 3.5 or above with no grade lower than a "B" for the remainder of their time at CMSV. Grades for repeated courses cannot be deleted from the overall GPA and all prerequisite coursework must be completed at your institution. All students must also submit a GRE score.

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

The University 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 University 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 University 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 University 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 University 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](http://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 University 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: First-Year Fundamentals**

The first year includes courses explicitly designed for first-year students 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 First-Year Seminar program:

<b>A - 1</b>	<b>FYE (FIRST YEAR EXPERIENCE)</b>	<b>1 credit</b>
<b>A - 2</b>	<b>FIRST-YEAR SEMINAR</b>	<b>3 credits*</b>
<b>A - 3</b>	<b>ENGL 110 &amp; 120: WRITING IN CONTEXT I and II</b>	<b>6 credits</b>

\*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 University's 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 undergraduate 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 First-Year Seminar (3 Credits)**

The First-Year 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 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 first-year students. First-Year Electives, etc...) or three credits of Major requirement. Thus, if a student does not take a First-Year 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 Mount 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 undergraduate college, unless waived. For international and transfer students, all writing requirements must be completed by the end of their first year at the Mount. International and transfer students who have not completed Core Writing requirements by the end of their first year may proceed at the undergraduate 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.

## **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 and Quantative 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. Pre-requisite: 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

<b>A:</b>	<b>FIRST-YEAR DEVELOPMENT (All required)</b>		<b>16 credits*</b>
	A – 1	First Year Experience (FYE):	1 credit
	A – 2	First-Year Seminar:	3 credits*
	A – 3	Writing in Context I and II	6 credits
	A – 4	Modern Languages/Literature	6 credits
<b>B:</b>	<b>HUMANITIES (Choice of 3 out of 4)</b>		<b>9 credits</b>
	B – 1	Literature	
	B – 2	History	
	B – 3	Fine and Performing Arts	
	B – 4	Philosophy	
<b>C:</b>	<b>SOCIAL SCIENCES (Choice of 3 out of 4)</b>		<b>9 credits</b>
	C – 1	Psychology	
	C – 2	Economics	
	C – 3	Sociology	
	C – 4	Communication	
<b>D:</b>	<b>SCIENTIFIC AND QUANTITATIVE REASONING (All required)</b>		<b>9 credits</b>
	D – 1	Natural Science:	3 credits
	D – 2	Mathematics	3 credits
	D – 3	Science/Math Elective	3 credits
<b>E:</b>	<b>RELIGION AND ETHICS (All required)</b>		<b>9 credits</b>
	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 First-Year Seminar is an alternate way of fulfilling a major or Core requirement. Thus, the three credits of First-Year Seminar are not counted in the total credits, but accounted for within the appropriate Core Area.

**Courses that may be taken to meet Undergraduate 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. If a student fulfills the requirements for two majors that would usually lead to different degrees (B.A. and B.S.), the student will elect which of the two degrees (B.A. or B.S.) to receive.

## MINOR

Minors may be earned in most major disciplines of the Undergraduate 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 University 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 University. 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 University. The program's features include small classes and innovative teaching methods (seminars, group projects, individual mentoring, field trips). Incoming full-time first-year students with outstanding academic backgrounds, and full-time first term First-Year students who earn a GPA above 3.5, are invited to apply.

### A: FIRST-YEAR DEVELOPMENT

First Year Experience (FYE):	1 credit
Required First-Year 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

First-Year Honors topics course	6 credits
Sophomore Honors topics course	6 credits

### D: SCIENTIFIC AND QUANTITATIVE REASONING

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

**E. RELIGION AND PHILOSOPHY**

Junior Honors Seminar: Ethics	3 credits
RELS 208 The Life of Faith (Religion)	3 credits
Religious Studies 2 (Topics)	3 credits

**F. INDEPENDENT SCHOLARSHIP**

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

\* The credits from the First-Year 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: Honors Ethics**

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. 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 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 Mount, who was a communication specialist and television executive in New York City. This award recognizes leadership skills, involvement in extracurricular 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 Mount in memory of its former Chair and Professor of English. Awarded for excellence in writing

**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 Mount Saint Vincent 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 Mount. 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 University 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 Undergraduate 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 University of Mount Saint Vincent, and have maintained cumulative grade point average of 3.5 or above at the University 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 University 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 University 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)
- Kappa Mu Epsilon (Mathematics)
- Lambda Pi Eta (Communication)
- Omicron Delta Epsilon (Economics)
- Phi Alpha Theta (History)
- Psi Chi (Psychology)
- Sigma Tau Delta (English)
- Sigma Theta Tau (Nursing)
- Sigma Xi (Scientific Research)
- Theta Alpha Kappa (Religious Studies)

## MAJORS, MINORS, AND PRE-PROFESSIONAL PROGRAMS

### MAJORS

Accounting  
Biochemistry  
Biology  
Business  
Business Administration  
Chemistry  
Communication  
  
Data Analytics  
Economics  
Fine Arts  
English  
Fine Arts  
French Studies  
History  
Interdisciplinary Studies  
Mathematics  
Nursing  
Philosophy  
Psychology  
Public Policy  
Religious Studies  
Sociology  
Spanish  
Theater  
Visual Arts and Experimental  
Media

### MINORS

Biochemistry  
Biology  
Business  
Chemistry  
Communication  
Dance  
  
English  
  
Economics  
French  
General Science  
Healthcare Management  
History  
Italian  
International Studies  
Latin American Studies  
Mathematics  
Data Analytics  
Political Science  
Philosophy  
Psychology  
Religious Studies  
Sociology  
  
Spanish  
Sports Management  
Theater  
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).

## SETON COLLEGE

Seton College is a two-year associate's degree program at Mount Saint Vincent. The target population for this program are low-income students with a C average in high school. In addition to the University resources available, Seton students are provided with a multitude of resources which include: free breakfast and lunch, a 3 day per week class schedule to accommodate working, a community wellness advocate, a dedicated intern in the counseling center, a career specialist, a faculty advisor, a HEOP counselor, student engagement experiences, and cohorted classes. Students take a summer program before beginning, which includes a pre-freshmen seminar course. Students complete the core curriculum, two elective courses, and a capstone course. They earn 60 credits.

Students enrolled at Seton College are earning an Associate of Art degree in Liberal Arts which fulfills UMSV's core curriculum requirements.

<b>Year 1</b>	<b>Semester</b>	<b>Year 2</b>	<b>Semester</b>
Pre-freshman seminar	Summer	Language 101 (TBD)	Fall
English 110	Fall	Language 102 (TBD)	Spring
English 120	Spring	Humanities core (Literature)	Spring
Religion 208	Fall	Humanities core (Philosophy)	Fall
Philosophy 110	Spring	Humanities core (History)	Fall
Psychology 103	Fall or Spring	Upper-level religion (TBD)	Spring
Business 105	Fall or Spring	Social science core (Communication or Sociology)	Spring
Math 102	Fall	Science core (TBD)	Fall
Math or Science core course	Spring	Elective (psychology, business, or nursing pre- requisite)	Fall
Elective (psychology, business, or nursing pre- requisite)	Summer	Capstone course	Spring

## **SCHOOL OF BUSINESS**

The Department of Accounting, 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 Accounting, Business, Economics, Sports Management, and Health Care Management.

(Note: The B.A in Business degree program was suspended in the Fall of 2014 and is no longer an option for incoming students.)

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**

Rajkumar Kempaiah, PhD, Interim Chairperson & Associate Professor

Angelos Angeli, MBA, CPA, Assistant Professor

Nina Aversano, MBA., DBA, Assistant Professor

Erik Dellith, PhD, Assistant Professor

Teresita Ramirez, MA, PhD, Associate Professor

Jonathan Rosenberg, EdD, Assistant Professor

## **SCHOOL OF BUSINESS Statement of Purpose and Learning Outcomes**

### **Mission Statement**

The School of Business at the University 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 School engages students in active learning and facilitates their development of analytical, critical thinking, communication and problem-solving skills. The faculty are active scholars, focused on teaching and engaged in service to the UMSV and broader community as well as in ongoing professional development.

## **SCHOOL OF BUSINESS LEARNING OUTCOMES**

Students completing an undergraduate degree in Accounting, Business, and Economics at the University 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.

## 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:

#### Undergraduate Core Requirements

**40 credits\***

#### Accounting Major

**81 credits**

#### Common Professional Component in Business

**42 credits**

BUSN 110 Business Analytics

(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)

#### Cognate Requirements (6 credits)

**MATH 102 Mathematical Modeling (3 credits)**

**MATH 119 Statistics (3 credits)**

**Open Electives (5 credits)**

**TOTAL**

**126 credits**

**\*Three core credits in the Social Science and six core credits in MATH may be satisfied with Major requirements for the B.S. in Accounting**

ECON 230 Macroeconomics is a Business core course that also fulfills the cores Social Science requirement. (3 credits)



## **SAMPLE PROGRAM FOR B.S. in ACCOUNTING (126 CREDITS)**

### **YEAR 1**

BUSN 110 Business Analytics	(3 credits)
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
First-Year Seminar	3 credits
Core Courses	3 credits
Modern Language and Literature Core	6 credits
MATH 102 Mathematical Modeling	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
Core Courses	15 credits
MATH 119 Statistics	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**

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
BUSN 303 Management of Information Systems	3 credits
Open Elective	3 credits

### **TOTAL**

**33 credits**

### **YEAR 4**

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 credits
Open Elective	5 credits

**TOTAL** **29 credits**

**Total Credits for Graduation** **126 credits**

## **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:**

**Undergraduate Core Requirements** 40 credits\*

**Business Administration Major** 69 credits

**Common Professional Component in Business:** 51 credits

ACCT 205 Principles of Accounting I	3 credits
BUSN 105 Principles of Management	3 credits
BUSN 106 Principles of Marketing (Social Science Core)	3 credits
BUSN 110 Business Analytics	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
<b>Cognate Requirements</b>	<b>6 credits</b>
MATH 102 Mathematical Modeling	3 credits
MATH 119 Statistics	3 credits
<b>Area of Concentration (one of the following):</b> 12 credits	
<b>FINANCE (four of the following):</b>	
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
<b>INTERNATIONAL BUSINESS (all of the following):</b>	
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
<b>MARKETING (four of the following):</b>	
BUSN 211 Sports Marketing	3 credits
BUSN 307 Marketing Management	3 credits
BUSN 371 Social Media Marketing	3 credits
BUSN 409 International Marketing	3 credits
BUSN 410 Services Marketing	3 credits
COMM 343 Introduction to Advertising	3 credits
COMM 413 Public Relations Project Management	3 credits
<b>HEALTH CARE MANAGEMENT (all of the following):</b>	
BUSN 240 Intro. to US Health Care Policy and Systems	3 credits
BUSN 250 Health Care Marketing	3 credits
BUSN 340 Hospital & Health Care Management	3 credits
BUSN 440 Intro to Hospital & Health Care Finance	3 credits
<b>INFORMATION SYSTEMS (all of the following):</b>	
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
<b>SPORTS MANAGEMENT (four of the following):</b>	
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
BUSN 310 Sport and Society	3 credits
<b>Open Electives</b>	<b>17 credits</b>
<b>TOTAL</b>	<b>126 credits</b>

\* ECON 230 Macroeconomics is a Business core course that also fulfills the Core Social Science requirement 3 credits. Three core credits in the Social Sciences and six core credits in MATH may be satisfied with major requirements in the B.S. in Business Administration.

<b>Sample Program in B.S. Business Administration</b>		<b>(126 CREDITS)</b>
<b>YEAR 1</b>		
FYE 101 The First-Year Experience 1 credit		1 credit
ENGL 110 Writing in Context I (fall) 3 credits		3 credits
ENGL 120 Writing in Context II (spring) 3 credits		3 credits
First-Year Seminar 3 credits		3 credits
<b>Core Course</b>		
BUSN 110 Business Analytics		3 credits

Modern Language and Literature Core 6 credits	6 credits
BUSN 105 Principles of Management 3 credits	3 credits
BUSN 106 Principles of Marketing 3 credits	3 credits
MATH 102 Mathematical Modeling 3 credits	3 credits
TOTAL	31 credits
<b>YEAR 2</b>	
ECON 220 Microeconomic Principles	3 credits
ECON 230 Macroeconomic Principles	3 credits
Core Courses	12 credits
ACCT 205 Principles of Accounting I	3 credits

ACCT 207 Principles of Accounting II	3 credits
MATH 119 Statistics	3 credits
Open Electives	6 credits
TOTAL	33 credits

<b>YEAR 3</b>	
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 Electives	9 credits
TOTAL	33 credits

<b>YEAR 4</b>	
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	8 credits
TOTAL	29 credits
<b>Total Credits for Graduation 126 credits</b>	

## **B.S. in Business Administration/ M.P.S. in Sports Management (joint degree) University of Mount Saint Vincent (B.S.) - St. John's University Sport Management (M.P.S.)**

An alliance between the University of Mount Saint Vincent and St. John's University's College of Professional Studies permits motivated business majors who achieve an impressive record of performance to earn an M.P.S. in Sport Management.

Business 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.S. degree at the University of Mount Saint Vincent and to graduate degree at St. John's University.

Grades are not transferred from St. John's University to the University of Mount Saint Vincent, only credits. During the year following graduation from the University of Mount Saint Vincent, Business majors complete all remaining requirements for the M.P.S. at St. John's University.

## B.S. IN HEALTHCARE ADMINISTRATION

The B.S. in Healthcare Administration

### Degree Requirements

The BS in Healthcare Administration requires 126 course credits, including:

<b>Undergraduate College Core Requirements</b>	<b>57 credits</b>
<b>Healthcare Administration Major</b>	<b>69 credits</b>
<b>TOTAL</b>	<b>126 credits</b>

### Sample Program

#### BS in Healthcare Administration (126 credits)

<b>Term: Fall 1</b>	
COMM 120 Introduction to Media Studies	3credits
ART 117 Foundations of Design I	3credits
SPAN 101 Spanish for Beginners I	3credits
MATH 102 Math Modeling	3credits
ECON 220 Microeconomics	3credits
<b>TOTAL</b>	<b>15 credits</b>
<b>Term: Spring 1</b>	
RELS 208 Intro to Religious Studies	3 credits
SPAN 102 Spanish for Beginners II	3 credits
ENGL 110 Writing in Context I	3 credits
HIST 201 Natural Civil and Human Rights	3credits
ECON 230 Macroeconomics	3 credits
<b>TOTAL</b>	<b>15 credits</b>
<b>Term: Summer 1</b>	
PSYC 103 Intro to Psychology	3 credits
MATH 120 Computational Mathematics	3 credits
RELS 430 Contemporary Moral Issues	3 credits
NSCI 204 Human Biology	3 credits
ENGL 120 Writing in Context II	
<b>TOTAL</b>	<b>12 credits</b>
<b>Term: Fall 2</b>	
PHIL 110 Intro to Ethics	3 credits
SOC 101 Intro to Sociology	3 credits
ENGL 246 Epic Trad of Lit and Film	3 credits

Elective	
<b>TOTAL</b>	<b>12 credits</b>
<b>Term: Spring 2</b>	
HLCA 2XX Health Systems of United States	3 credits
BUSN 105 Principles of Management	3 credits
BUSN 106 Principles of Marketing	3 credits
ACCT 105 Fund of Acct and Finance	3 credits
BUSN 316 Operations Methods Systems	3 credits
<b>TOTAL</b>	<b>15 credits</b>
<b>Term: Summer 2</b>	
ACCT 206 Principles of Accounting I	3 credits
ACCT 207 Principles of Accounting II	3 credits
BUSN 301 Business Law I	3 credits
HLCA 2XX Health Data and Analytics	3 credits
<b>TOTAL</b>	<b>12 credits</b>
<b>Term: Fall 3</b>	
HLCA 2XX Fund in Electronic Health Records	3 credits
HLCA 2XX Health Law and Ethics	3 credits
BUSN 240 Intro to US Healthcare Policy	3 credits
BUSN 300 Quantitative Methods	3 credits
Elective	3 credits
<b>TOTAL</b>	<b>15 credits</b>
<b>Term: Spring 3</b>	
BUSN 250 Healthcare Marketing	3 credits
BUSN 340 Hospital and Healthcare Management	3 credits
BUSN 317 Principles of Finance	3 credits
BUSN 318 Human Resource Strategy	3 credits
BUSN 440 Intro to Hospital and Healthcare Finance	3 credits
<b>TOTAL</b>	<b>15 credits</b>
<b>Term: Summer 3</b>	
HLCA 3XX Cultural Diversity and Health Administration	3 credits
HLCA 3XX Issues in Healthcare Administration	3 credits
HLCA 4XX Research in Healthcare Administration	3 credits
Elective	3 credits
<b>TOTAL</b>	<b>12 credits</b>

## B.A. IN ECONOMICS

### Degree Requirements

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

<b>Undergraduate Core Requirements</b>	<b>43 credits*</b>
<b>Economics Major</b>	<b>36 credits</b>
<b>Common Professional Component in Economics</b>	<b>12 credits</b>
<i>ECON 220 Principles of Microeconomics</i>	<i>3 credits</i>
<i>ECON 230 Principles of Macroeconomics (Social Science Core)*</i> <i>(3 Credits Counted in Social Science Core)</i>	<i>3 credits</i>
<i>ECON 304 Intermediate Price Analysis</i>	<i>3 credits</i>
<i>ECON 305 Money and Banking</i>	<i>3 credits</i>
<i>ECON 306 Intermediate Income and Employment Theory</i>	<i>3 credits</i>
<b>Economics Electives (ECON courses)</b>	<b>18 credits</b>
<i>ECON 336 International Trade</i>	<i>3 credits</i>
<i>BUSN 300 Quantitative Methods</i>	<i>3 credits</i>
<i>BUSN 401 International Political Economy</i>	<i>3 credits</i>
<i>BUSN 405 Corporate Financial Analysis</i>	<i>3 credits</i>
<i>BUSN 406 Investments</i>	<i>3 credits</i>
<i>BUSN 419 International Finance</i>	<i>3 credits</i>
<b>Cognate Requirements</b>	<b>6 credits</b>
<i>MATH 102 Mathematical Modeling*</i>	<i>3 credits</i>
<i>MATH 119 Statistics*</i>	<i>3 credits</i>
<b>Open Electives</b>	<b>41 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

\**ECON 230 Macroeconomics is an Economics core course that also fulfills the Core Social Science requirement (3 credits).*

## **SAMPLE PROGRAM B.A. IN ECONOMICS (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
First-Year Seminar	3 credits
Modern Language and Literature Core	6 credits
Core Courses	9 credits
MATH 102 Mathematical Modeling	3 credits
BUSN 110 Business Analytics	3 credits
<b>TOTAL</b>	<b>31 credits</b>

### **YEAR 2**

ECON 220 Microeconomic Principles	3 credits
ECON 230 Macroeconomic Principles (Social Science Core)	3 credits
Core Courses	12 credits
MATH 119 Statistics	3 credits
Open Electives	9 credits
<b>TOTAL</b>	<b>30 credits</b>

### **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
<b>TOTAL</b>	<b>30 credits</b>

### **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
<b>TOTAL</b>	<b>29 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>



# MINORS IN ACCOUNTING, BUSINESS, ECONOMICS, HEALTHCARE MANAGEMENT, AND SPORTS MANAGEMENT

<b>MINOR IN ACCOUNTING</b>	
Requirements for the Minor in Accounting	
The minor in Accounting requires 18 course credits including:	
BUSN 110 Business Analytics	(3 credits)
ACCT 205 Principles of Accounting I	(3 credits)
ACCT 207 Principles of Accounting II	(3 credits)
ACCT 412 Cost Accounting	(3 credits)
ACCT 370 Federal Taxation	(3 credits)
BUSN 317 Principles of Finance	(3 credits)

## **MINOR IN BUSINESS**

Requirements for the Minor in Business

The minor in Business requires 18 course credits, including:

BUSN 110 Business Analytics	(3 credits)
BUSN 105 Principles of Management	(3 credits)
BUSN 106 Principles of Marketing	(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)
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## **MINOR IN ECONOMICS**

The minor in Economics requires 18 course credits, including:

ECON 220 Principles of Microeconomics	(3 credits)
ECON 230 Principles of Macroeconomics	(3 credits)
Choice of ECON 304 or ECON 306	(3 credits)
ECON 304 Intermediate Price Analysis	(3 credits)
ECON 306 Intermediate Income & Employment Theory	(3 credits)
ECON 305 Money and Banking	(3 credits)

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

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

## MINOR IN HEALTHCARE MANAGEMENT

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

BUSN 110 Business Analytics	(3 credits)
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)
BUSN 340 Hospital and Health Care Management	(3 credits)
BUSN 440 Introduction to Hospital and Health Care Finance	(3 credits)

## MINOR IN SPORTS MANAGEMENT

The minor in Sports Management requires 18 course credits, including:	(3 credits)
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.*

## CYBER SECURITY TO THE INFORMATION MANAGEMENT CONCENTRATION

Cyber Security is a growing area of demand for business and this concentration is designed to provide students with a set of enhanced skills to compete in today's job market. According to the "The Global Information Security Workforce Study the cybersecurity workforce gap is on pace to hit 1.8 million by 2022 – a 20% increase since 2015. Students choosing a Management/Cyber Security Concentration (formerly entitled Information Management will be required to take four (4) courses (12 credits) from the list below) courses below.

BUSN 402 Intro to Programing (w/Java)	(3 credits)
BUSN 403 Fundamentals of Info Systems II	(3 credits)
BUSN 404 Multi-User Systems	(3 credits)
CYS I – Introduction to Cyber Security – Taught by Rize/LCMC Faculty	(3 credits)
CYS II – Cybercrime and Governance – Taught by Rize/LCMC Faculty	(3 credits)
CYS III – Modern Cybersecurity-Taught by Rize/LCMC Faculty	

## DIGITAL MARKETING: MARKETING CONCENTRATION SOCIAL MEDIA

Digital Marketing and the increased use of Social Media has profoundly changed the way businesses look at their markets. Digital marketers learn to be nimble thinkers, skilled in both the art of persuasive communication and the science of data analytics. Additionally, in terms of career opportunity, the area of digital marketing is a high growth sector, growing at about 20% per year. As we continually look at the changing career opportunities in the marketplace, adding courses focused on Digital Marketing will be beneficial for our students as they will provide them with a set of enhanced skills to compete in today's job market. Students must take four (4) courses (12 credits) from the list below for The Marketing/Market Data Analytics Concentration (Formerly entitled Marketing).

BUSN 307 Market Management	(3 credits)
BUSN 409 International Marketing	(3 credits)
BUSN 410 Services Marketing	(3 credits)
COMM 343 Advertising	(3 credits)
COMM 413 Public Relations	(3 credits)
DAM II Foundations of Data Analytics II- Taught by Rize/LCMC Faculty	(3 credits)
DMC IV Digital Marketing Analytics – Taught by Rize/LCMC Faculty	(3 credits)
DMC III Search Engine Optimization (SEO) and Search Engine Marketing (SEM) – Taught by Rize/LCMC Faculty	(3 credits)

## ADVANCED CERTIFICATE IN BUSINESS RISK MANAGEMENT

Businesspeople are increasingly involved in risk processes including Identification of current and future risks, devising solutions to minimize risk, implementing risk mitigation strategies, and monitoring operations to ensure risks are addressed. The certificate aims to address needs of the business workplace with a focus on increased training in business process, data Analytics and professional skepticism. The Certificate will also provide accounting graduates seeking a Certified Public Accounting (CPA) license with further education required in the wake of the CPA evolution project that will revise the CPA exam effective January 1, 2024.

Businesses are seeking more people with experience in dealing with using, analyzing and interpreting data. The Advanced Certificate in Business Risk Management will provide our students with more in-depth education in the use of system tools and techniques in analyzing data is prevalent in corporate America, to drive

- Effective decision making
- Designing workable processes
- Identifying fraudulent activities
- Streamlining corporate operations

Students must take four (4) courses (12 credits) provided below to attain the Advanced Certificate

MSM 601 Managing Risks and Internal Processes	(3 credits)
MSM 604 Data Analytics: Enhancing Business Insight & Reporting	(3 credits)
MSM 605 Forensic Accounting: Use of Data Analytics & Information Technology	(3 credits)
MSM 607 Financial Statement Analysis	(3 credits)

## **Course Descriptions**

### **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).

### **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 stature. 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 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 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 including ACCT, 313, 314, 412, 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 313, 314

## **BUSN 105 PRINCIPLES OF MANAGEMENT (C)\***

This is a course in management designed as part of the Undergraduate 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 Undergraduate 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 110 INTRODUCTION TO BUSINESS ANALYTICS**

This course is an introduction to the concepts and applications of business analytics. Most companies today collect an overwhelming amount of data. Businesses are increasingly using data analytics to understand, interpret and manage their business operations. This course covers how to analyze, summarize and visually communicate information included in databases. This course provides students with an analytical toolset that enables them to address data-driven business problems. The course features case studies and hands-on approaches to demonstrate the analytics concepts and techniques used in the business world. (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).

## **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).

Prerequisite: BUSN 106, BUSN 240

## **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 119

## **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

## **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: ACCT 105, BUSN 106, ECON 220, ECON 230, 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 119

## **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).

Prerequisite: BUSN 210

## **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). Prerequisite:

BUSN 105, BUSN 240

## **BUSN 371 – SOCIAL MEDIA MARKETING**

An understanding of the application of social media marketing theories, concepts, and practices as they relate to the management of the marketing function in a complex organization. Emphasis will be on the managerial aspects of social media marketing plans, including analysis of the external environment. A key element of the course will include the relationship of the "marketing mix" to strategic planning for the social media application. (3 credits)

Prerequisites, Co-requisites, and Cross-listing

BUSN106 – Marketing Principles

## **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).

## **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 from a 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 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 119, 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 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).

Prerequisites: BUSN 105, BUSN 240

## ***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 INTERSHIPS (3 credits)***

## **CYS I – INTRODUCTION TO CYBER SECURITY**

In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social skills and technology to facilitate cyber-attacks and provide you with the tools and information you need to defend against those attacks. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer. This online class has optional live sessions. (3 credits)

## **CYS II – CYBERCRIME AND GOVERNANCE**

Cybercrime is one of the biggest threats companies face on a daily basis, and they are constantly looking for new hires to help protect them. In this course, you will get a firsthand look at the methods used to commit cybercrimes. You will also learn how governments detect, investigate, and stop these crimes, and become familiar with the laws and policies in place to deter cybercriminals. This online class has optional live sessions. (3 credits)

## **CYS III – MODERN CYBERSECURITY**

Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, you will learn about the changing landscape of cybersecurity, emerging technologies that are likely to be targeted, and new forms of cyber-attack being launched. By the end of the course, you will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks. This online class has optional live sessions.

## **DAM II FOUNDATIONS OF DATA ANALYTICS**

Foundations of Data Analytics II is based on UC Berkeley's Data 8 class. In an increasingly data-driven world, everyone should be able to understand the numbers that govern so much of our lives. Students will learn the core concepts of inference, data analysis and computing by working with real economic, social and geographic data. This course will also provide students with an introduction to the applications of Data Analytics in the workforce, with specific attention paid to the role of the Data Scientist or Analyst, and to the application of Big Data. (3 credits)

## **DMC III SEARCH ENGINE ORGANIZATION (SEO) and SEARCH ENGINE MARKETING (SEM)**

How do you find what you're looking for on the internet? Chances are you turn to google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course, you'll learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to your website. (3 credits)

## **DMC IV DIGITAL MARKETING ANALYTICS**

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. This course will teach you how to analyze digital customer behavior data using a range of tools and use that data to test marketing hypothesis and improve customer acquisition. This online class has optional live sessions.

## **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).

*Prerequisites: MATH 102*

## **ECON 230 PRINCIPLES OF MACROECONOMICS (C)\***

This is a course in economics designed as part of the Undergraduate 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: MATH 119, 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: MATH 119, ECON 220, ECON 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 375 ECONOMICS INTERNSHIP I**

An on-the-job, career-oriented experience enhances a student's learning and is a valuable supplement to classroom instruction. The internship provides a practical experience in a structured employment environment and is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. It is a three-credit course and admission is limited to students who have completed at least 60 hours of coursework. Prior approval of the economics internship supervisor, the Department chair and the Director of the Oxley Career Education Program are required before the internship is started. (3 Credits)

## **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 220, ECON 230

## **ECON 460 INDEPENDENT STUDY (1-3 credits)**

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

## **ECON 475 ECONOMICS INTERNSHIP II**

An on-the-job, career-oriented experience enhances a student's learning and is a valuable supplement to classroom instruction. The internship provides practical experience in a structured employment environment and is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. It is a three-credit course and admission is limited to students who have completed at least 90 hours of coursework. Prior approval of the economics internship supervisor, the Department chair and the Director of the Oxley Career Education Program are required before the internship is started. (3 Credits)

## **MSM 601 MANAGING RISKS AND INTERNAL PROCESSES**

This course examines information technology related to business risk management and the methodology that includes risk identification, evaluation and response. The course describes the principles of information technology risk management, the responsibilities and accountability for information technology risk, how to build risk awareness, and how to communicate risk scenarios, business impact and key risk indicators. Included in the course is the opportunity to create a business focused, process oriented and measurement driven risk response plan. This course provides a solid foundation for identifying and managing risks through an established process which incorporates cross functional disciplines as well as the design and implementation of efficient but effective internal controls. The course will address all five components of the COSO Framework for evaluating internal controls, namely: the control environment, risk assessment, control activities, information and communication, and ongoing monitoring activities. The skills acquired in this course will enable students to assist businesses in identifying and mitigating critical risks. (3 credits)

## **MSM 604 DATA ANALYTICS: ENHANCING BUSINESS INSIGHT & REPORTING**

The course is an introduction to Business Analytics. It covers managerial statistical tools in descriptive analytics and predictive analytics, including regression. Other topics covered include forecasting, risk analysis, simulation, and data mining, and decision analysis. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations and shows students how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decision. Emphasis is placed on applications, concepts and interpretation of results, rather than theory and calculations. Students use a computer software package for data analysis. (3 credits)

## **MSM 605 FORENSIC ACCOUNTING: USE OF DATA ANALYTICS & INFORMATION TECHNOLOGY**

This course provides a solid foundation for building skills in forensic accounting techniques, including gathering, interpreting, and documenting evidence using, Artificial Intelligence (AI) Data Analytics (DA) and Robotic Process Automation (RPA). Students examine the investigative techniques used by accountants to conduct forensic examinations as well as the common schemes and techniques used to / all five components of the COSO Framework for evaluating internal controls, namely: the control environment, risk assessment, control activities, information and communication, and ongoing monitoring activities. The skills acquired in this course will enable students to assist businesses in detecting, investigating, documenting, and preventing fraud through the use of audit software to analyze data, trends and anomalies, use of Forensic Accounting tools and techniques to review detail transactions to identify control weaknesses and potentially fraudulent activities, application of IT general computer and application controls to prevent control weaknesses and mitigate risk, introduction and application of auditing technology (e.g., Data Analytics / Visualization, RPA, AI and Blockchain), use of system risk monitoring processes and tools. The course also introduces the many professional opportunities available to forensic accountants. Students enrolling in this graduate course should have a thorough understanding of the business transaction cycle and, at a minimum, a background in both financial accounting and auditing, obtained through either prior course work or professional experience. (3 credits)

## **MSM 607 FINANCIAL STATEMENT ANALYSIS**

Professionals in the business world are often required to perform an in-depth financial review and analysis of a company's financial statements. Independent study allows the student to explore a topic of interest under the close supervision of a faculty member. The course will include directed readings, applied work, performing a financial analysis of a company, including: trend analysis, fluctuation analysis, and ratio analysis. This project will require the student to review all financial information available for the company to be found in the 10K, Annual Report, Stock Market Company and Industry Research Reports, news releases and other information to be found on their website and other SEC Reports. Eventually, in this course, students have the opportunity to review, grasp, and learn the advanced tools such as various models on financial distress and earning manipulation prediction. (3 credits)

**(C)\*** May be taken to meet Core Requirements **(WE)\*** Writing Emphasis

## DIVISION OF COMMUNICATION, ART, AND MEDIA

The Division of Communication, Art, and Media offers courses leading to a B.A. Degree in a variety of programs. The Division also offers a number of minor programs.

### Faculty

Brad Crownover, Ph.D., MFA, Chairperson and Associate Professor

Ted Kafala, Ph.D., Associate Professor

Laura Perdrizet, MFA, Assistant Professor

Michelle Scollo, Ph.D., Professor

Diami Virgilio, Ph.D., Assistant Professor

Thomas Ray Willis, MFA, Assistant Professor

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## Department Statement of Purpose and Learning Outcomes

The Division of Communication, Art, and Media provides a robust applied, practical, and theoretical understanding of the principles and practices of various fields, including communication, studio art, theatre, art history, and visual arts and experimental media. There is no better place to study communication, art, and media than New York City. All majors in the Division integrate exceptional academics with engaging experiences in and outside the classroom that include internship opportunities and dynamic connections with professionals and industry leaders in the field.

The Division offers an array of dynamic and cutting-edge courses that enable critical thinking, integrate theory and practice, and tackle pressing social issues through creative expression and intervention in the visual arts, communication, media, and performing arts. Whether you are interested in social media, video and intermedia, world cinema, streaming and podcasting, creative advertising and public relations, computer media, photography, design, printmaking, acting and stage management, or musical theatre, our course offerings will prepare you for a successful career in a diverse, evolving, and ever-changing industry.

**Art History** examines the meaning of art objects, techniques, and processes with a time period. Art historians discover artists and art object attributions in attempts to determine the social, cultural, and biographical contexts of artists and their work. Students apply a critical lens to the study of art movements, trends, styles and provenance. Art historians engage with curatorial writing that surrounds identifying, describing, classifying, interpreting, and evaluating objects and processes in the applied areas of painting, sculpture, photography, design, drawing and printmaking, architecture, digital and media arts, the performing arts, and the decorative arts.

**Communication** is a social process that creates individual and communal identities, relationships, and institutions. It focuses on how to effectively use messages to generate meanings within and across various contexts. Communication students advance their understanding of theoretical, critical, aesthetic, visual, and historical approaches, and demonstrate the ability to think analytically about issues in media studies and human communication. Students develop the abilities to write, research, organize, and deliver effective presentations, documents, promotional materials, videos, feature articles, and papers in a variety of styles. They gain experience in understanding the symbolism, aesthetics, and composition of visual communication, and receive preparation that enhances their ability to seek and secure careers in the communication industry. The communication major is tailored to a student's interests, strengths, and motivations through "concentrations" or "specializations," including advertising and social media, video production and postproduction, public relations and event planning, media writing, communication design, sports media, health and environmental communication, performance studies, and interpersonal and intercultural communication.

**Studio Art** students work one-on-one with professional artists, learning valuable skills that enhance their ability to solve problems visually, conduct research, think critically, and develop a creative process. Class sizes are limited to ensure student collaboration, exceptional faculty support, and access to innovative materials and techniques. Art majors can choose from a wide range of both traditional and interdisciplinary courses that lead students to careers in photography, painting, design, art education, art criticism, art therapy, gallery and museum curation, arts administration and management, conservation, and exhibition design. To support student growth, the Division maintains spacious, light-filled studios for life drawing, painting, ceramics, sculpture, photography, and printmaking that are open to all art students.

**Theatre** is an interdisciplinary program that establishes a foundation for a career in theater and performing arts as performers, set and lighting designers, sound editors, production managers, stage managers, writers, and theater-makers. The program combines practical skill-based training with theoretical, cultural, and historical explorations of craft and text. Students focus their interest in one of three areas: a) Acting and Performing Arts, b) Playwriting and Storytelling, or c) Theatre-Making and Media Arts. As a culminating experience, all theatre majors develop a final senior project that articulates their unique artistic voices and aspirations.

**Visual Arts and Experimental Media** comprises a range of cutting-edge, experimental courses in visual arts, electronic art, media, photography, video art, and sound art. Through the juxtaposition and synthesis of the intermedial arts, the degree program merges painting, design, and sculpture with experimental digital arts, and attempts to bridge conceptual, historical, multicultural, and art critical approaches toward art and media practices and production. Students are mentored and guided through many exciting conceptually and thematically driven projects that use a broad range of traditional and digital tools. Our campus is home to new digital media labs, visual art studios, and a postproduction lab. Off campus, students have thousands of internship and networking opportunities throughout New York City with arts organizations, foundations, design agencies, and media houses.

#### **COMMUNICATION MAJOR 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.

#### **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.
- 9) Develop theory to practice engagement in current art making trends, including interdisciplinary hybrids of technology and studio art.

## MAJORS

### B.A. IN ART HISTORY

#### *Degree Requirements*

#### 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
First-Year Seminar	3 credits
Modern Language and Literature Core	6 credits
Core Courses	6 credits
Fine Arts Core Course (e.g., ART 117)	6 credits
Open Elective	3 credits

**TOTAL 31 credits**

#### YEAR 2

Core Courses	9 credits
ART 112 History of Art I: Prehistory to 1400	3 credits
ART 116 Drawing I	3 credits
ART 225 Graphic Design, COMM 220 Visual Communication & 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 311, 312, 316, or 345	3 credits
Open Electives	15 credits

**TOTAL 30 credits**

#### YEAR 4

Core Course	3 credits
ART 305 Painting I: Techniques	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 credits**

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

**Undergraduate Core Requirements 46 credits\***

**Art History Major Requirements 33 credits**



<b>Required Courses</b>	<b>18 credits</b>
ART 112 History of Art 1:Prehistory - 1400	(3 credits)
ART 113 History of Art 2: 1400-1900	(3 credits)
ART 114 History of Art 3:1920 TO 2000	(3 credits)
ART 117 Foundations of Design 1: Form & Abstraction	(3 credits)
ART 314 Modern Art	(3 credits)
ART 485 Senior Capstone Seminar	(3 credits)
<b>Select four 200-300 level courses</b>	<b>12 credits</b>
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)
<b>Select one 400-level course</b>	<b>3 credits</b>
ART 435 Current Trends in Contemporary Practice	(3 credits)
ART 436 Topics in Art	(3 credits)
<b>Open Electives</b>	<b>41 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

*\*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
First-Year 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
<b>TOTAL</b>	<b>31 credits</b>

### Year 2

Core Courses	9 credits
Fine Arts Core Course ART 114	3 credits
ART 314 Modern Art	3 credits
Open Electives	15 credits
<b>TOTAL</b>	<b>30 credits</b>

### Year 3

Core Courses	6 credits
Fine Arts Core Course (ART 117)	3 credits
ART 435 Current Trends in Contemporary Practice	3 credits
ART 475 Internship	3 credits
Open Electives	15 credits
<b>TOTAL</b>	<b>30 credits</b>

### Year 4

Core Course	3 credits
ART 490 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
<b>TOTAL</b>	<b>29 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

## **B.A. IN COMMUNICATION**

**Communication** is a social process that creates individual and communal human identities, relationships, and institutions. Communication students advance their understanding of theoretical, critical, and historical approaches, and demonstrate the ability to think analytically about issues in media studies and human communication. They improve their speaking and writing skills through their ability to research, organize, and deliver effective presentations, as well as writing articles and papers in a variety of styles. Students gain experience in understanding symbolism, aesthetics, and composition of visual communication, and receive preparation that enhances their ability to seek and secure careers in the communication industry.

### **Degree Requirements**

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

<b>Undergraduate Core Requirements</b>	<b>49 credits</b>
<b>Communication Major</b>	<b>36 credits</b>
<b>Major Courses</b>	<b>21 credits</b>
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)
<b>Upper Level electives in Communication</b>	<b>15 credits</b>
<b>Open Electives</b>	<b>35 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

The five upper-level electives in communication must be completed in one of two concentration areas, or one of eight specializations:

1. Digital Arts and Media Studies, or
2. Strategic and Human Communication
3. Communication Specializations

Majors may choose to complete five courses in one of two upper-level concentrations, or majors may choose to complete five courses in one of these eight communication specializations:

- Advertising and Social Media
- Communication Design
- Media and Culture
- Media Writing
- Public Relations and Event Planning
- Sports Media
- Storytelling and Media Production

### **Concentrations and Specializations**

Majors may choose to complete five upper-level electives in one of eight Communication specializations. The specializations provide some theoretical and practical focuses in cutting edge, or emerging areas of study within the changing discipline of Communication.

#### **Concentrations**

- Digital Arts and Media Studies
- Strategic and Human Communication

#### **Specializations**

- Advertising and Social Media
- Communication Design
- Media and Culture
- Public Relations
- Sports Media
- Storytelling and Media Production

## DIGITAL ARTS AND MEDIA STUDIES CONCENTRATION

Five courses in either the Digital Arts and Media Studies or the Strategic and Human Communication concentration are required for all Communication majors:

COMM 270	Events & Media Arts Production
COMM 300	TV Studio Production
COMM 301	Video Field Production
COMM 302	Video Postproduction and Editing
COMM 303	Sound Design
COMM 304	Cinematics and Motion Graphics
COMM 309	Photo Design with Photoshop
COMM 310	Feature and Magazine Writing (WE)*
COMM 311	Print and Online News Writing (WE)*
COMM 312	Radio and TV News Writing (WE)*
COMM 313	Sports Writing (WE)*
COMM 316	TV News
COMM-324	Experimental Filmmaking
COMM 328	TV Sitcom Production
COMM 330	Communication and the Law
COMM 331	Media Criticism (C)*
COMM 332	Media Programming and Management
COMM 333	New Media and Society (C)*
COMM 334	Political Communication COMM 346 Information Arts (C)*
COMM 347	Experimental Media
COMM 360	User Experience Design 1
COMM 365	Computer Programming for Everyone
COMM 380	Film as Art (WE)*
COMM 381	American Film
COMM 382	Experimental Film
COMM 383	Film Censorship and the First Amendment
COMM 384	Film Criticism
COMM 385	International Cinema COMM 386 Major Filmmakers COMM 387 Scriptwriting (WE)*
COMM 388	Survey of Experimental Media and Digital Arts
COMM 401	Advanced TV Studio Production
COMM 402	Animation
COMM 403	Interaction Design
COMM 405	Web Programming and Development COMM 406 iOS Application Development
COMM 440	Digital Matte Painting

## STRATEGIC AND HUMAN CONCENTRATION

Five courses in either the Strategic and Human Communication or the Digital Arts and Media Studies concentration are required for all Communication majors:

COMM 240/THTR 100	Acting I
COMM 270	Events & Media Arts Production
COMM 309	Photo Design with Photoshop
COMM 330	Communication and the Law
COMM 333	New Media and Society (C)*
COMM 334	Political Communication
COMM 341/THTR 200	Acting II/Directing
COMM 342	Speech for Radio and Television
COMM 343	Introduction to Advertising
COMM 344	Introduction to Public Relations
COMM 345	Strategic/Promotional Writing
COMM 351	Intercultural Communication (C)*
COMM 353	Interpersonal Communication (C)*
COMM 355	Organizational Communication (C)*
COMM 356	Small Group Communication
COMM 357	Communication for Health Professionals
COMM 360	User Experience Design I
COMM 403	Interaction Design
COMM 405	Web Programming and Development COMM 406 iOS Application Development
COMM 412/THTR 350	Acting III/Performance Lab
COMM 413	Public Relations Project Management
COMM 418	Creative Advertising Strategies

**The eight Communication specializations are:**

### ADVERTISING & SOCIAL MEDIA

The specialization helps majors create and implement social media marketing strategies for clients that target corporate messaging to an increasingly mobile and connected audience.

Complete five courses selected from this list:

COMM 290	Communication in Digital World
COMM 309	Photo Design with Photoshop
COMM 310	Feature & Magazine Writing
COMM 333	New Media & Society
COMM 343	Intro to Advertising
COMM 343	Introduction to Advertising
COMM 344	Introduction to Public Relations
COMM 345	Strategic/Promotional Writing
COMM 403	Interaction Design

## COMMUNICATION DESIGN

The specialization provides practical and conceptual foundations in areas of design thinking, creative visualization, software and programming that also support stylistic and aesthetic decisions.

Complete five courses selected from this list:

COMM 301	Video Field Production
COMM 302	Video Post-Production & Editing
COMM 303	Sound Design
COMM 304	Cinematics & Motion Graphics
COMM 309	Photo Design with Photoshop
COMM 343	Intro to Advertising
COMM 346	Information Arts
COMM 347	Experimental Media
COMM 348	Sound Arts
COMM 402	Animation
COMM 403	Interaction Design
COMM 405	Web Development
COMM 406	iOS Application Development
COMM 418	Creative Advertising Strategies
COMM 440	Digital Matte Painting

## MEDIA & CULTURE

This specialization takes up the broad questions surrounding the cultural premises behind the everyday circulation, production and reception of contemporary media and its effects.

Complete five courses selected from this list:

COMM 331	Media Criticism
COMM 332	Media Programming & Management
COMM 333	New Media & Society
COMM 334	Political Communication
COMM 351	Intercultural Communication
COMM 353	Interpersonal Communication
COMM 346	Information Arts
COMM 370	Topics in Communication & Gender
COMM 380	Film as Art
COMM 381	American Film
COMM 384	Film Criticism
COMM 385	International Cinema
COMM 386	Major Filmmakers

## **PUBLIC RELATIONS**

Public relations are closely examined from a communicative perspective in order to implement principles, strategies and best practices in creating effective promotional messages, publicity, campaign materials, event designs and other implementations.

Complete five courses selected from this list:

COMM 290	Communication in Digital World
COMM 309	Photo Design with Photoshop
COMM 343	Introduction to Advertising
COMM 344	Introduction to Public Relations
COMM 345	Strategic/Promotional Writing
COMM 356	Small Group Communication
COMM 403	Interaction Design
COMM 413	Public Relations Project Management
COMM 418	Creative Advertising Strategies

## **SPORTS MEDIA**

This specialization allows students to master the writing, producing and on-camera studio aspects of the professional sports industry for a variety of media platforms, including television and the Internet.

Complete four courses selected from this list:

COMM 301	Video Field Production
COMM 302	Video Post-Production & Editing
COMM 311	Print & Online News Writing
COMM 312	Radio & TV News Writing
COMM 313	Sports Writing
COMM 332	Media Programming & Management
COMM 342	Speech for Radio & TV
COMM 370	Topics in Sports Broadcasting



## STORYTELLING & MEDIA PRODUCTION

This specialization includes courses that produce digital media (video, cinema, television, sound, animation) that help develop storytelling, narrative and performance strategies.

Complete five courses selected from this list:

COMM 240	Acting 1
COMM 300	TV Studio
COMM 301	Video Field Production
COMM 302	Video Post-Production & Editing
COMM 303	Sound Design
COMM 304	Cinematics & Motion Graphics
COMM 316	TV News
COMM 328	TV Sitcom
COMM 341	Acting 2/Directing
COMM 370	Topics in Communication
COMM 387	Scriptwriting
COMM 402	Animation
COMM 403	Interaction Design

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**

## B.A. IN COMMUNICATION (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
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
<b>TOTAL</b>	<b>31 credits</b>

#### 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
<b>TOTAL</b>	<b>30 credits</b>

#### 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
<b>TOTAL</b>	<b>30 credits</b>

#### 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
<b>TOTAL</b>	<b>29 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

## B.A. IN STUDIO ART

### DEGREE REQUIREMENTS

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

**Undergraduate Core Requirements** **46 credits\***

**Studio Art Major Requirements** **33 credits**

**Required Courses** **24 credits**

ART 115 Drawing I: Techniques (3 credits)

ART 116 Drawing 2 (3 credits)

ART 117 Foundations of Design 1: Form & Abstraction (3 credits)

ART 225 Graphic Arts, OR COMM 220 Visual Communication & Design (3 credits)

ART 310 Drawing II: Concepts (3 credits)

ART 312 3D Design, OR ART 345 Sculpture (3 credits)

Art History choose two: (6 credits)

ART 112, ART 113, or ART 114

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 2 Color & Composition (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)

#### Painting

ART 118 Foundations of Design 2 Color & Composition (3 credits)

ART 127 Watercolor Painting (3 credits)

ART 243 Life Drawing I (3 credits)

ART 305 Painting I: Techniques (3 credits)

ART 306 Painting II: Concepts (3 credits)

ART 350 Monotype Printmaking (3 credits)

ART 440 Digital Matte Painting (3 credits)

**Photography**

ART 118 Foundations of Design 2 Color & Composition	(3 credits)
ART 203 Photography: Ambient Light	(3 credits)
ART 205 Photography	(3 credits)
ART 222 Graphic Arts, or COMM 22 Visual Communication & Design	(3 credits)
ART 243 Life Drawing I	(3 credits)
ART 317 Advertising Design	(3 credits)
ART 319 Mixed Media Photography	(3 credits)
ART 322 Design Ideation	(3 credits)
ART 323 The Art of Illumination: Lighting Design	(3 credits)
ART 324 Experimental Filmmaking	(3 credits)
ART 325 4D Design	(3 credits)
COMM 309 Photo Design with Photoshop or	(3 credits)
COMM 403 <b>Interaction Design</b>	
<b>Open Electives</b>	<b>41 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

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

## B.A. IN THEATRE

A B.A. in Theatre degree will provide students with a focused interdisciplinary curriculum that expands their knowledge of theatre and theatre-making and will allow students to delve deeply into one of three areas of concentration: Acting and Performing Arts, Playwriting and Storytelling, and Theatre-Making and Media Arts.

Students take 18 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.

All theatre students take the following baseline courses (18 credits):

COMM 240/THTR 100 Acting I	(3 credits)
ENGL 314/THTR 110 Drama	(3 credits)
ENGL 328/THTR 120 Plays in Performance	(3 credits)
THTR 200 Tools of the Trade	(3 credits)
THTR 300 Theater Practicum	(3 credits)
THTR 450 Acting III/Performance Lab, Senior Theater Project	(3 credits)

Once students have taken at least 9 theatre credits, they will need to declare one of the following areas of focus within the Theatre Major: Acting and Performing Arts; Playwriting and Storytelling; or Theatre-Making and Media Arts.

### Acting and Performing Arts

Concentration is geared toward students whose primary interest is in acting/performing, directing, and/or dance and movement for the stage. Students will explore more deeply the fundamentals of acting technique, auditioning, directing, dance forms, and a variety of performance techniques and styles that may include, but not limited to clown, period work, classics, farce, theatre of the absurd, children's theatre, and storytelling.

*Please note: In addition to the baseline requirements, students are required to complete the following courses in the Acting and Performing Arts concentration (9 credits):*

THTR 150 Vocal Production and Speech	(3 credits)
THTR 240/COMM 240 Acting II/Directing	(3 credits)
ART 250 Dance Forms	(3 credits)
Students complete <b>9 additional credits</b> from the following options:	
ENG297 Acting Shakespeare	(3 credits)
HNRS 101 Theatre and Social Change	(3 credits)
ART 109 Jazz Dance I	(3 credits)
ART 211 Music	(3 credits)
ART 253 American Musical Theatre	(3 credits)
ART 260 Pop Dance	(3 credits)

ART 265 Contemporary Dance I	(3 credits)
ART 266 Contemporary Dance II	(3 credits)
ART 267 Dance Performance and Production	(3 credits)
ENGL 303 Shakespeare	(3 credits)
COMM/THTR/ART Topics: Art of the Song A performance Workshop	(3 credits)
COMM/THTR/ART Topics: Musical Theatre and Communication Outreach Workshop	(3 credits)
ART 436 Ballet	(3 credits)

Additional topics and new courses as offered.

### **Playwright and Storytelling**

This concentration engages students in the creation of original works of theatre for a variety of purposes and audiences such as children's theatre, theatre as social intervention, theatre in healthcare contexts, traditional full-length dramas, short plays, and solo performance. Emphasis is also placed on writing and the use and re-imagining of space in the storytelling process. This could be, but is not limited to, outdoor, site-specific, and avant-garde theatre.

*Please note: In addition to the baseline courses, students are required to take the following courses in the Theatre-Making and Writing concentration (12 credits):*

ENGL 301/THTR 210 Creative Writing Workshop: Drama	(3 credits)
ENGL 302 Creative Writing Workshop: Poetry	(3 credits)
ENGL 303 Shakespeare	(3 credits)
ENGL 370 Writing Independent Study	(3 credits)

Students complete 6 additional credits from the following options:

ART 253 American Musical Theatre	(3 credits)
ART 326 Making Public Art	(3 credits)
ART 427 Topics in Studio Art	(3 credits)
ART 435 Current Trends in Contemporary Practice	(3 credits)
ENGL 270 Lyrics and Lyric, The Intersection of Poetry and Song	(3 credits)
COMM 387 Scriptwriting	(3 credits)

Additional topics and new courses as offered.

## Theater-Making Media Arts

This concentration provides students with the opportunity to blend performance, writing, and design with multiple media platforms. Students interested in video, social media, sound/music, web, production, and performance will find opportunities to integrate these areas into a range of theatrical projects. A goal of this concentration is to have students experimenting with a variety of existing and emerging media technologies in the development and support of theatrical storytelling. Projects focus on the intersection of live theater and integrated media content. This concentration prepares students to be skilled media and performance specialists in the integration of media and theatre arts.

*Please note: In addition to the baseline courses, students are required to take the following courses in the concentration (15 credits):*

COMM 301 Video Field Production (3 credits)

COMM 302 Video Post-Production and Editing (3 credits)

COMM 303 Sound Design (3 credits)

COMM 304 Cinematic and Motion Graphics (3 credits)

COMM 347 Experimental Media (3 credits)

Students complete 3 additional credits from the following options:

ART 326 Making Public Art (3 credits)

ART 435 Current Trends in Contemporary Practice (3 credits)

ART American Musical Theater (3 credits)

Additional topics and new courses as offered.

## **B.A. IN THEATRE (Acting and Performing Arts Track) (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
THTR 100 Acting I	3 credits
THTR 110 Drama	3 credits
<b>TOTAL</b>	<b>31 credits</b>

### **Year 2**

Core Courses	15 credits
THTR 150 Vocal Production and Speech	3 credits
THTR 200 Tools of the Trade	3 credits
THTR 240 Acting II/Directing	3 credits
Open Electives	6 credits
<b>TOTAL</b>	<b>30 credits</b>

### **Year 3**

Core Courses	9 credits
THTR 450 Acting III/Performance Lab, Senior Theatre Project	3 credits
Upper Level Area Concentration Courses	6 credits
Open Electives	9 credits
<b>TOTAL</b>	<b>30 credits</b>

### **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
<b>TOTAL</b>	<b>29 credits</b>

**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:

**Undergraduate Core Requirements** **43 credits\***

**Required Major Courses** **15 credits**

ART 114 History of Art 3: 1920 TO 2000	(3 credits)
ART 115 Drawing I: Techniques	(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\*** **15 credits**  
**(Complete at least 5 courses)**

ART 117 Foundations of Design 1: Form & Abstraction	(3 credits)
ART 118 Foundations of Design 2 Color & Composition	(3 credits)
ART 203, ART 205 Photography	(3 credits)
ART 305 Painting I: Techniques	(3 credits)
ART 306 Painting II: Concepts	(3 credits)
ART 311 Ceramics I	(3 credits)
ART 312 Ceramics 2	(3 credits)
ART 314 Modern Art	(3 credits)
ART 322 Design Ideation	(3 credits)
ART 323 The Art of Illumination: Lighting Design	(3 credits)
ART 324 Experimental Filmmaking	(3 credits)
ART 325 4D Design	(3 credits)
ART 326 Making Public Art	(3 credits)
ART 327 Directed Open Studio	(3 credits)
ART 319 Mixed Media Photography	(3 credits)
ART 345 Sculpture	(3 credits)
ART 349 Relief Printmaking	(3 credits)
ART 350 Monotype Printmaking	(3 credits)
ART 427 Topics in Studio Art	(3 credits)
ART 431 Art of Native Cultures	(3 credits)

ART 435 Current Trends in Contemporary Practice	(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 Photo 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 - Interaction Design	(3 credits)
COMM 406 iOS Application Development	(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: 1920 TO 2000	3 credits
ART 115 Drawing I: Techniques	3 credits
Open Electives	3 credits
<b>TOTAL</b>	<b>31 credits</b>

### **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

COMM 388 Survey of Experimental Media and Digital Arts Upper 3 credits

Level Area Concentration Courses 6 credits

Open Electives 6 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 credits**

**MINORS**

**MINOR IN ART HISTORY**

The Minor in Art History is integrated in the Undergraduate 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 History of Art I: Prehistory to 1400

ART 113 History of Art 2: 1400-1900

ART 114 History of Art 3:1920 TO 2000

**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 in Contemporary Practice
ART 436	Topics in Art
ART 475	Internship

## 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.

## MINOR IN COMPUTATION & CODING

The Minor in Computation and Coding, offered jointly by the Department of Communication and Department of Mathematics, bridges courses in computer programming for the front-end user interface with courses in the foundations of computing in mathematics. The program emphasizes 'exploratory' and 'scientific' programming with the intention of writing clear and readable computer programs and scripts that execute and evaluate efficiently. Students will learn to tackle practical problems in discrete mathematics, predicate logic and algebra, web development, mobile app development, simple artificial intelligence (games), data visualization, and interaction design. The minor teaches the development, implementation and debugging of algorithms in a variety of programming languages.

The minor contract should be approved and signed by either the Chair of the Department of Communication, or the Chair of the Department of Mathematics.

### REQUIREMENTS

The Minor in Computation and Coding requires the completion of **18 course credits** to be distributed as follows:

Computation and Coding Minor	18 credits
Required Courses	6 credits
MATH 217 Discrete Mathematics	3 credits

One course chosen from:

COMM 403 - Interaction Design	3 credits
COMM 405 Web Programming and Development	3 credits
COMM 406 iOS Application Development	3 credits
Electives Courses:	12 Credits

**In addition to courses completed above, choose at least four courses from the list:**

COMM 346 Information Arts (C)

COMM 403 - Interaction Design

COMM 405 Web Programming and Development COMM 406 iOS Application Development

MATH 120 Computational Mathematics (C)

MATH 241 Linear Algebra I

MATH 242 Linear Algebra II

MATH 262 Numerical Computing

MATH 263 Computing I (C) MATH 264 Computing II

MATH 300 Logic and Proof: The Language of Mathematics

## **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 12 required core credits and 6 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 Dance I	(3 credits)
ART 266 Contemporary Dance II	(3 credit)
ART 267 Dance Performance/Production	(3 credits)

#### **Select 6 credits of the following courses:**

THTR 100 Acting I	(3 credits)
ART 109 Jazz I	(3 credits)
ART 211 Music	(3 credits)
ART 260 Pop Dance	(3 credits)
ART 436 Ballet I	(3 credits)

### **MINOR IN STUDIO ART**

The Minor in Studio Art is integrated into the Undergraduate 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)	(3 credits)
ART 115 – Drawing I: Techniques	(3 credits)
ART 117 Foundations of Design 1: Form & Abstraction	(3 credits)

##### **Select 3 of the following:**

ART 116 – Drawing II	(3 credits)
ART 118 - Foundations of Design 2 Color & Composition	(3 credits)
ART 127 - Watercolor Painting	(3 credits)
ART 203 – Photography: Ambient Light	(3 credits)
ART 205 – Photography	(3 credits)
ART 215 – Fieldwork Abroad	(3 credits)
ART 222 – Graphic Arts	(3 credits)
ART 243 – Life Drawing I	(3 credits)
ART 305 – Painting I: Techniques	(3 credits)
ART 306 – Painting II: Concepts	(3 credits)
ART 311 – Ceramics I	(3 credits)
ART 312 – 3D Design	(3 credits)
ART 316 – Ceramics II	(3 credits)

ART 317 – Advertising Design	(3 credits)
ART 345 – Sculpture	(3 credits)
ART 349 – Relief Printmaking	(3 credits)
ART 350 – Monotype Printmaking	(3 credits)
ART 427 – Topics in Studio Art	(3 credits)
ART 428 – Independent Fine Arts Study	(3 credits)
ART 475 - Internship	(3 credits)

## 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 University 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.

## Acting/ Directing Track, Theater Minor Program

*Sample Academic Program – 18 CREDITS*

**YEAR ONE, FALL SEMESTER** (*THTR 100 & THTR 110 or THTR 120 are recommended co-requisites*)

THTR 100—cross-listed with COMM 240 (Acting 1)

THTR 110—cross-listed with ENGL 314 (Drama) *or*

THTR 120—cross-listed with ENGL 328 (Plays in Performance)

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

**YEAR ONE, SPRING SEMESTER**

THTR 200—cross-listed with COMM 341 (Acting II/Directing) **SUMMER**—Students will be encouraged to do one or more of the following: Study at an offsite theatre school in NYC

Complete an internship in theatre

Perform in summer stock theatre offerings

Participate in a summer intensive offered at the Mount (TBD)

These summer offerings would be non-credit bearing unless a way of earning credit could be negotiated between the program coordinator and an academic department that may be able to offer internship and/or independent study credit. These internship or independent study credits would be cross-listed with THTR 300— Practicum in Theatre/Performance Writing.

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

ENGL 303 Shakespeare

ENGL 314 Drama (also THTR 110)

ENGL 328 Plays in Performance (also THTR 120)

FREN 455 French Theatre of the 20<sup>th</sup> Century

SPAN 436 Modern Spanish Theatre



ENGL 319	The Age of Satire
COMM 342	Speech for Radio and TV
ART 117	Foundations of Design 1: Form & Abstraction
ART 427	Topics in Studio Art
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 II/PerformanceLab)

## 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)

## Minor in Web Design

Division of Communication, Art, and Media and Department of Mathematics

## Course Description

The Minor in Web Design at CMSV provides learners with the unique skills they need to design, build and develop a variety of responsive cross-browser, cross-platform websites and applications. The program delivers foundational knowledge in the principles of visual communication, design thinking, and elements of design as applied to front-end client-side CSS grid based, HTML websites with User Interface (UI) applications. Efficient, best practices in coding provide the logic for both website navigation and control of cloud-based databases, and to connect rich web applications to backend server data. In the process participants learn about markup languages, scripting languages, human-computer interaction and experience design, event-driven programming, and small databases in the delivery of exciting applications.

The hybrid, interdisciplinary curriculum combines in-seat courses with online courses in user experience design and web applications available through the CCIS consortium on the LCMC (Low-Cost Models for independent Colleges Consortium) learning and content delivery platform. Flexibility and modularity are built into the hybrid curriculum.

### Learning Objectives:

- Apply creativity, brainstorming, conceptualization, analysis, prototyping, and experimentation. Students learn 'design thinking' in the contexts of design history, cultural diversity, and the aesthetics of interaction.
- Build knowledge and skills in interaction design for web environments, including the examination of user behaviors, attitudes, and expectations.
- Develop analytical and problem-based practices surrounding logic oriented algorithmic thinking from a computational perspective, including the use of the "HTML-CSS -JavaScript trilogy" to dictate and control website content, navigation, and interactions.

### Curriculum:

COMM 220 Visual Communication and Design 3

COMM 405 Web Programming and Development **OR** COMM 408 Web Development **OR** COMM 403 Interaction

Design 3 DATA 201/MATH 250 Foundations of Python Programming 4

COMM 390 User Experience I - Understanding User Experience 3

COMM 391 User Experience II - Building Compelling User

Experiences 3

COMM 392 Programming for Everyone **OR** COMM 409 Application Development I **OR**

COMM 410 Goal Oriented Web Design 3 Total Credits in Minor: 19

## Course Descriptions

### MAJOR CORE COURSES

The following courses are required for all Communication majors:

#### FOR FIRST-YEAR STUDENTS 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 media studies concentration. It focuses on the history and political economy of mass mediated communication fields including newspapers and magazines, sound recording, radio, broadcast television, cable television, movies, advertising, and online media. (3 credits)

## **COMM 150 VOCAL PRODUCTION AND SPEECH**

This course introduces students to the mechanics of vocal production, breath support, and effective speaking in a variety of performative contexts. (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 writing for media. Contemporary media writers must be versatile and able to write in a number of registers. The course will focus on writing for print and online news reporting, copywriting, writing on behalf of organizations, and planning transmedia information campaigns. (WE) 3 credits

## **COMM 375 INTERNSHIPS**

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**

### **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 non-studio 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 PHOTO 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 (WE)\****

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 (WE)\****

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 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 270 EVENTS & MEDIA ARTS PRODUCTION***

This is a studio survey course that introduces students to the key areas of theatre production and design. Students will work closely with theatrical designers and technicians to design, setup, and run equipment in the Mount's diversity of performance spaces (i.e., Cahill Theater, TV Studio, Radio Station, Hayes Auditorium, and Dance Studios). In addition, students will learn how to setup and run remote and site specific theatrical and performance productions. (3 credits)

### ***COMM 324 EXPERIMENTAL FILMMAKING***

Students explore digital filmmaking in the context of historical avant garde cinema, experimental video, and contemporary new cinema genres. With a focus on original moving image production, this course will interweave artistic analysis, video projects, screenings, software demonstrations, readings, workshops, and group critiques. Students will investigate how history, access, culture, and technological shifts have influenced how artists work with film and video in non-commercial ways. 3 credits

### ***COMM 357 COMMUNICATION FOR HEALTH PROFESSIONALS***

This course is a theoretical and skills-based introduction to communication for professionals in healthcare contexts including doctors, managers, nurses, pharmacists, technicians, and therapists. Important communication areas in the healthcare context and specific strategies, such as: introductions, listening, questioning, and interviewing, confirmation and empathy, intercultural communication, conflict management, end-of-life communication, team and organizational communication. 3 credits

### ***COMM 360 USER EXPERIENCE DESIGN I***

User Experience (UX) refers to all elements of a client's interaction with a particular interactive application. This course will focus on UX design for intuitively useful technology products. Students will learn what drives product usability, the fundamentals of UX design, and how to build wireframes and prototypes. 3 credits

### ***COMM 365 COMPUTER PROGRAMMING FOR EVERYONE***

This course overviews the basics of programming computers using Python, or how to construct and execute a program from a series of simple instructions. We will explore how we can use the Python built-in data structures such as lists, dictionaries, and tuples to perform data analysis 3 credits

### ***COMM 380 FILM AS ART (WE)\****

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(C)**

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 (C)\***

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 (C)\***

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 (C)\***

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)\***

This course focuses on planning and writing concepts for a variety of formats including feature films and videos. The course will introduce students to the screenplay format, the terminology, the classical narrative structure, and tools and exercises for preparing to write a screenplay. 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 INTERACTION 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 405 WEB PROGRAMMING AND DEVELOPMENT**

This course introduces students to creating Web applications with the JavaScript and Ruby programming languages. In the process, participants learn about markup languages, scripting languages, event-driven programming, and small databases in the delivery of exciting applications. The course emphasizes both fundamentals of efficient, readable and executable code and practical applications in building a portfolio of workable web applications. (3 credits)

### **COMM 406 iOS APPLICATION DEVELOPMENT \***

This course allows students to learn the concepts, skills and tools associated with iOS application development for all Apple device platforms, but particularly for iPhones. By the end of this course, students will be able to demonstrate a basic application of programming in Swift, the powerful, flexible open-source programming language for iOS. 3 credits

### **COMM 440 DIGITAL MATTE PAINTING**

Digital Matte Painting is the art of creating realistic and immersive environments for film, television, and other visual media. This course offers an introduction to digital matte painting techniques, covering everything from basic digital painting skills to advanced methods of creating detailed and immersive landscape settings. Students will gain proficiency in software such as Adobe Photoshop and other industry-standard tools used in matte painting. Through hands-on projects, students will learn to select reference images, integrate 2D design elements seamlessly, and manipulate lighting and atmosphere to tell compelling visual stories. By the end of the course, students will have developed the skills necessary to pursue careers in digital matte painting for film, animation, and visual effects industries. (3 credits)

## **STRATEGIC AND HUMAN COMMUNICATION CONCENTRATION**

### **COMM 240/THTR 100 ACTING I**

This course is a study of the basic principles and techniques of acting: concentration, relaxation, basic stage acting, improvisation, principles of characterization, and script analysis 3 credits

### **COMM 309 PHOTO 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 our economy, entertainment, and social life. (3 credits)

### **COMM 334 POLITICAL COMMUNICATION**

This course examines, for a theoretical and practical standpoint, the planning, execution, and evaluation of communication strategies in modern political campaigns and online political messaging. (3 credits)

### **COMM 341/THTR 200 ACTING III/DIRECTING**

This course is a continuation of Acting I as it involves the further exploration and development of the actor's craft. Additionally, the course focuses attention on self-direction through workshops in audition monologues. Using the director's lens, the course also explores script analysis and research processes in the investigation of a play, or scenes 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 complement 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 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 350/THTR 350 ACTING III/PERFORMANCE LAB**

As a culminating experience, senior theatre majors will develop and produce a final theatre capstone that articulates their theatre-making interests and lays the groundwork for future work in the theatre. The capstone could involve directing a student play, producing a previously published work, devising and performing in a solo performance piece, and/or producing a performance showcase. (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 356 SMALL GROUP COMMUNICATION (C)\***

This course emphasizes the study of communication processes in small group contexts. Particularly close attention is paid to group development and maintenance, problem solving in groups, participant roles, and decision-making. In addition to theoretical approaches to understanding small group communication, there will be practical application of theory in group projects as well as a small-scale review of group communication literature. (3 credits)

### **COMM 403 INTERACTION 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 405 WEB PROGRAMMING AND DEVELOPMENT**

This course introduces students to creating Web applications with the JavaScript and Ruby programming languages. In the process participants learn about markup languages, scripting languages, event-driven programming, and small databases in the delivery of exciting applications. The course emphasizes both fundamentals of efficient, readable and executable code and practical applications in building a portfolio of workable web applications. 3 credits

### **COMM 406 iOS APPLICATION DEVELOPMENT\***

This course allows students to learn the concepts, skills and tools associated with iOS application development for all Apple device platforms, but particularly for iPhones. By the end of this course, students will be able to demonstrate a basic application of programming in Swift, the powerful, flexible open-source programming language for iOS. 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: COMM343, COMM344, or BUSN106 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: COMM343, COMM344, or BUSN106 3 credits

## **GENERAL COURSES**

### **FSEM 118 - ADVERTISING, POPULAR CULTURE, AND CELEBRITY**

Advertising and popular culture have always gone hand in hand. How many pop stars have you seen in commercials? How many brands are endorsed by your favorite athletes? This is not a coincidence. Today advertisers are trying even harder to get our attention by using celebrities and social media. In this seminar we will analyze the advertising strategies of the past and present so that we can better understand the complex interplay of advertising, media, celebrity, and popular culture.

## **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

**\*Courses offered in both concentration**

## **THEATRE COURSES**

### **FSEM 150 - STAGING VOICES: ON THEATRICAL MONOLOGUES**

Theatre artists have always been called to hold up a mirror to society, yet if most of the canon is from only one perspective, that mirror is distorted. We will focus on writers and characters from underrepresented groups, with central attention to voice and monologue: What happens when a character is given the stage, uninterrupted, to speak? And, equally importantly, what happens when YOU are given that stage? In response to the study of the course texts, students will develop their own voices, through writing and performing a monologue of your own.

### **THTR 100 ACTING 1**

This course is a study of the basic principles and techniques of acting: concentration, relaxation, basic stage acting, improvisation, principles of characterization, and script analysis (3 credits).

### **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).

### **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).

### **THTR 371 DANCE FORMS**

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).

### **THTR 200 ACTING II/DIRECTING**

This course is a continuation of Acting I as it involves the further exploration and development of the actor's craft. In addition, the course focuses attention on self-direction through the workshopping of audition monologues. Using the director's lens, the course also explores script analysis and research processes in the investigation of a play and/or scenes. (3 credits).

### **THTR 150 VOCAL PRODUCTION AND SPEECH**

This course introduces students to the mechanics of vocal production, breath support, and effective speaking in a variety of performative contexts. (3 credits)

### **THTR 270 TOOLS OF THE TRADE**

This is a studio survey course that introduces students to the key areas of theatre production and design. Students will work closely with theatrical designers and technicians to design, setup, and run equipment in the Mount's diversity of performance spaces (i.e., Cahill Theater, TV Studio, Radio Station, Hayes Auditorium, and Dance Studios). In addition, students will learn how to setup and run remote and site specific theatrical and performance productions. (3 credits)

### **THTR 300 THEATRE PRACTICUM**

The theatre practicums are hands-on projects related to the work of producing a theatrical production. Practicum activities could be, but are not limited to, costume design, lighting design, set design, technical support, stage management, production assistance, and promotion and marketing support. Students will contract a 1-3 credit practicum in coordination with the Director of the Theatre and Performing Arts Program. (3 credits)

### ***THTR 350/ COMM 350 ACTING III/PERFORMANCE LAB***

As a culminating experience, senior theatre majors will develop and produce a final theatre capstone that articulates their theatre-making interests and lays the groundwork for future work in the theatre. The capstone could involve directing a student play, producing a previously published work, devising and performing in a solo performance piece, and/or producing a performance showcase. (3 credits)

### **THTR 450 ACTING III/PERFORMANCE LAB, SENIOR THEATRE PROJECT**

Building on work throughout the theatre program, senior theatre majors will develop and produce a final theatre project. The final project could take the form of directing a new student work (e.g., a student play), producing a previously published work, performing/directing a solo performance piece or a newly devised work. (3 credits)

### **THTR/COMM/ART OF THE SONG. A PERFORMANCE WORKSHOP**

This is a performance-based course that focuses on student interpretation and delivery of songs, audience interaction, stagecraft, and stage presence. Students will present a new song each week and will be encouraged to try a variety of different song types and genres. Students will be introduced to vocal production techniques and work weekly with a professional accompanist to develop a variety of songs from different genres. At the end of the semester, students will participate in a Song Night in front of an invited audience. (3 credits)

### **THTR/COMM/ART MUSICAL THEATRE AND COMMUNICATION OUTREACH WORKSHOP**

This is a production-based course. Students will devise and produce a short musically-grounded piece, or work with a previously published short musical. The piece that students produce will be outreached to a local organization (e.g., library, school, church). Students will have the opportunity to participate in the course in a variety of production roles: actors, designers, stage managers, puppeteers, and marketing specialists. (3 credits)

### **THTR/COMM/ART THEATRE AND SOCIAL CHANGE**

Throughout the course, students will be introduced to different ways in which theatre is and can be used to influence social change in a variety of local, national, and international contexts. This kind of theatre is often called "applied theatre" and it seeks to delve deeply into the world in which we live by using theatre as a means to mirror human behavior, open interpersonal and social dialogues, and invent channels for creative expression, critique and reflection. (3 credits)

### **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 (2 credits).

### **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 HISTORY OF ART 1: PREHISTORY TO 1400**

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 HISTORY OF ART 2: 1400 TO 1900**

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 2000 (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: TECHNIQUES**

Drawing I introduces the beginning artist to the techniques and thinking necessary to explore, learn, practice, and master the drawing medium. Students will use various traditional drawing mediums (graphite, charcoal, etc), techniques (blind-contour, continuous line, negative shape, chiaroscuro, hatching, linear-perspective, etc), and subject-matter (still-life, figure, landscape, architecture, etc) in order to navigate relationships between line, surface, shape, space, value, form, and perspective. Skills acquired in this course have direct applications to anyone working in art and design, from illustrators and graphic designers to all fields of digital and multimedia art. (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 experimental modalities such as drawing the acoustic environment, and drawing as installation art (3 credits).

## **RT 117 FOUNDATIONS OF DESIGN 1: FORM & ABSTRACTION (C)\* (VAEM)\*\***

Design is the discipline underlying all forms of visual expression. This course, in combination with "Foundations of Design II," examines design as a deliberate process starting with identifying formal elements of design (line, shape, value, space, texture, and gestalt) and how to effectively utilize design principles to organize them. Material exploration will include graphite, charcoal, ink, acrylic paint, and collage. Skills acquired in this course have direct applications to anyone working in art and design to the majority of us who rely on visual communication in our everyday life. (3 credits)

## **ART 118 FOUNDATIONS OF DESIGN 2: COLOR & COMPOSITION (VAEM)\*\***

Design is the discipline underlying all forms of visual expression. This course, in combination with "Foundations of Design I," establishes a broader framework for the application of design elements and principles, building toward work within the realm of color and composition. Color is explored in terms of form, theory, and contextual influence. Material exploration will include paint and collage. Upon completing the course, students will have a proficiency in design foundations and a new understanding for how color and composition influences a broad range of disciplines within art and design to the majority of us who rely on visual communication in our everyday life. (3 credits)

## **ART 127 WATERCOLOR PAINTING**

This course introduces the novice artist to the foundational techniques and principles essential for exploring, learning, and mastering the medium of watercolor. This course provides a comprehensive introduction to watercolor painting tools, materials, and techniques, guiding students through the process of understanding basic watercolor techniques such as washes, layering, glazing, wet-on-wet, and brush techniques, while also exploring the expressive potential of the medium. Emphasis will be placed on developing observational skills, color mixing, and understanding historical and cultural precedents, such as Chinese, Japanese, and 17th-21st century Western approaches. The skills acquired in this course will benefit artists working in various fields, including illustration, graphic design, and digital and multimedia art. (3 credits)

## **ART 203 PHOTOGRAPHY: AMBIENT LIGHT (VAEM)\*\***

An introductory and comprehensive studio study in digital photography, with a focus on shooting in artificial lighting conditions. Using DSLR cameras, students learn to master the camera technically, shooting in priority and manual settings, and to edit photos using post production software. While engaging in a variety of photographic styles and subjects, this course has a focus on shooting with natural light, including street photography, nature photography and alt photo processes. Students will gain a keen understanding of fine art image composition, within a personal, inquiry-driven conceptual framework (3 credits).

## **ART 205 PHOTOGRAPHY (VAEM)\*\***

An introductory and comprehensive studio study in digital photography, with a focus on shooting in artificial lighting conditions. Using DSLR cameras, students learn to master the camera technically, shooting in priority and manual settings, and to edit photos using postproduction software. While engaging in a variety of photographic styles and subjects, this course has a focus on artificial light specific projects. Students will gain a keen understanding of fine art image composition, within a personal, inquiry-driven conceptual framework. (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 offers intermediate students a comprehensive exploration of visual communication through graphic design, which includes typography, photo editing, layout, and logography within the style of Adobe CC software. Additionally, students will learn to integrate formal design elements within their compositions, with an emphasis on color theory, composition, and the application of 2D design principles within the digital realm. The skills acquired in this course are directly transferable to careers in graphic design, illustration, and various fields of digital and multimedia art, providing students with a versatile skill set and a solid foundation for professional success. (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. Field Trips- museums and galleries. (3 credits).

### **ART 243 LIFE DRAWING I**

This intermediate course offers a comprehensive introduction to drawing the human figure, providing students with the necessary skills to navigate various approaches. Coursework may encompass: (1) drawing from nude models; (2) anatomical studies for artists; (3) portraiture; and (4) immersive experiences such as field trips, including visits to exhibitions. Emphasis is placed on honing observational abilities, understanding anatomy, and exploring expressive possibilities within the realm of figure drawing. Through a combination of studio practice, theoretical study, and hands-on experimentation, students will develop a nuanced understanding of the human form and its representation in art. (3 credits)

### **ART 250 (THEATRE 250): DANCE FORMS (C)\***

Through theory and practice, students will explore a variety of movement styles ranging from, but not limited to, ballet, modern dance, jazz, partnering, urban, and folk/cultural dance forms. The origins of various dance styles are contextualized through historical and cultural references. Cross-listed with THTR 250. (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, emphasizing the relationship between musical styles and historic events, there will be performance, presentation, and/or design opportunities. Cross-listed with THTR253. (3 credits)

## **ART 260 POP DANCE**

This course teaches dance vocabulary, patterns and shapes found in current day popular cultures and music. This course will explore dance elements seen in today's music videos, films, and performances. This course will also touch upon the historic development of a variety of dances that gained popularity in the US since the beginning of the 20th century (3 credits).

## **ART 265 CONTEMPORARY DANCE I**

This course teaches vocabulary, patterns, and shapes found within modern and postmodern 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 (3 credits).

## **ART 266 CONTEMPORARY 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 267/THTR 267 DANCE PERFORMANCE/PRODUCTION**

This course exposes students to the concert performance and production process. The course provides students a real-life theater experience and teaches them about the different aspects of dance production including stage management, direction, costuming, lighting, sound, sets, box office, administration and marketing (3 credits).

## **ART 305 PAINTING I:TECHNIQUES**

Painting I introduces the beginning artist to the techniques and thinking necessary to explore, learn, practice, and master the painting medium. Through the use of acrylics, this course guides students through learning about introductory painting tools, materials, and techniques, to navigating relationships between color, composition, and the 2D elements of design as a first step to understanding the painting process. Skills acquired in this course have direct applications to anyone working in art and design, from illustrators and graphic designers to all fields of digital and multimedia art. (3 credits)

## **ART 306 PAINTING II: CONCEPTS**

This course builds off of the fundamentals of "Painting I" by introducing the intermediate painter to conceptual prompts that develop their ideas sequentially. Experimentation with the painting format, color, surface, and both traditional and non-traditional materials is encouraged with the goal of realizing their own personal language and direction. Assignments focus on abstract thinking and developing paintings based on subject-matter chosen by each student. Most importantly, this course sets the groundwork for developing a painting series, sustaining an individual practice, and working independently as a studio artist. (Previous art experience preferred) (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 310 DRAWING II: CONCEPTS**

This course builds off of the fundamentals of "Drawing I" by introducing the intermediate drawer to conceptual prompts that develop their ideas sequentially. Experimentation with the drawing format, surface, and both traditional and non-traditional materials is encouraged with the goal of realizing their own personal language and direction. Assignments focus on abstract thinking and developing drawings based on subject-matter chosen by each student. Most importantly, this course sets the groundwork for developing a drawing series, sustaining an individual practice, and working independently as a studio artist. (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**

Design is the discipline underlying all forms of visual expression. This course examines design as a deliberate process starting with identifying formal elements of three-dimensional design (space, perspective, form, scale, volume, mass, texture, and light) and how to effectively utilize design principles to organize them. Material exploration will include wire, clay, cardboard, wood, and found materials. Skills acquired in this course have direct applications to anyone working in art and design to the majority of us who rely on visual communication in our everyday life. (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 overviews the Important trends and movements in painting, sculpture, printmaking, film and other relevant art forms from the early 20th century to 1970. Gallery and museum visits (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 introduces students to the history of advertising and the development of brands with a particular eye toward design. Students will learn fundamental design strategies used in advertising to capture consumer attention and to make products and services relatable and memorable to consumers. Topics such as font management, color palettes, white space usage, and layout will be explored in the course. (3 credits)

### **ART 319 MIXED MEDIA PHOTOGRAPHY**

Beginning with a foundation of technical photographic processes and compositional aesthetics, students will capture their own images to work with as they explore a wide range of mixed-media techniques. Such techniques will include fine art mediums such as: printmaking, drawing and painting, as well as digital techniques including: digital collage, augmented reality, and stop-motion animation. Through artistic analysis of a diverse survey of contemporary artists' works, students will learn to contextualize their artwork historically and stylistically (3 credits).



## **ART 322 DESIGN IDEATION**

Turn your ideas into art! This advanced studio art class simulates how a designer in the "real-world" starts from their own concept and is able to form a client pitch. Through research-based and concept-driven design, students will explore self-expressive ways to solve problems through visual communication. A wide range of assignments will explore the complex nature of the design process: from contextual research, brainstorming, word-mapping, mood boarding, sketching, modeling, and prototyping, to user-centered application and storytelling. Both traditional and digital approaches to design will be incorporated, with an emphasis on graphic design, product design, and "print-on-demand" online digital fabrication technologies. In the end, students will recognize the importance of research and iteration in design and can apply this creative process to any art medium or design job throughout their career. (Illustrator and Photoshop skills preferred). (3 Credits)

## **ART 323 THE ART OF ILLUMINATION: LIGHTING DESIGN**

We explore the medium of light in art and design practices—as both a tool for creative expression as well as a subject itself—and its influence on space, time, and culture. Weekly design projects, lectures, demonstrations, group discussions, and critiques will foster an atmosphere of experimentation and exploration that challenges students to reconsider the role that light plays in the world and in their own art practice. The lighting principles learned in this class can be applied to any field of visual art, from painting and illustrating to 3D design, photography, video, performing arts, interior design, and architecture. (3 credits)

## **ART 324 EXPERIMENTAL FILMMAKING**

Students explore digital filmmaking in the context of historical avant-garde cinema, experimental video, and contemporary new cinema genres. With a focus on original moving image production, this course will interweave artistic analysis, video projects, screenings, software demonstrations, readings, workshops, and group critiques. Students will investigate how history, access, culture, and technological shifts have influenced how artists work with film and video in non-commercial ways. (3 credits)

## **ART 325 4D DESIGN**

The student will gain experience working with complex conceptual challenges and a variety of contemporary themes related to 21st century time-based art practices and design (kinetic-art, performance, animation, film, sound, light, interactive-media, etc.), with an emphasis on conceptualization, innovation, experimentation, and problem-solving. Weekly art projects, demonstrations, and critiques will foster an atmosphere of experimentation and exploration that challenges students to reconsider the role that hybrid art and time-based media plays in their own art practices. The 4D principles learned in this class (motion, duration, transition, narrative, participation, location, and context) can be applied to any field of visual art. (3 credits)

## **ART 326 MAKING PUBLIC ART**

This interdisciplinary studio art course introduces the contemporary practices of making art in the public realm. Public art is explored in terms of site-specificity, audience/community, authorship/collaboration, environment/ecology, intervention, and ephemerality/permanence. The course will also introduce the civic and cultural policy lens through which public art is generated, as well as considers the current socio-politics that shape the landscape of art in the public sphere. This course is an interdisciplinary studio where students will work with sculpture, painting, text & image, digital art and more to create artworks that will be displayed in public spaces during the course of the semester. Lectures, readings, and discussions provide the student with a context for public art practice, encouraging critical artistic analysis of this art form. Upon completing the course, students will have hands-on experience with the development of a public artwork for a project-based portfolio. (3 credits)

## **ART 327 DIRECTED OPEN STUDIO**

This studio art course is designed to help students cultivate their unique artistic style by creating experimental artworks. Students from all disciplines and art mediums are welcome! Through creative risk-taking, brainstorming exercises, group critiques, theoretical discussions, guest lectures by professional artists, and field trips to off-campus galleries, participants will practice identifying and combining key concepts within their work while gaining exposure to a variety of contemporary practices within the art world. Most importantly, this course lays the foundation for developing an art series, sustaining an art practice, and working independently as a studio artist. (Previous art experience is preferred) (3 Credits)

## **ART 340 SHADOWS AND LIGHT: A HISTORY OF PHOTOGRAPHY**

This course overviews the history of photography from 1839 to the present, including key technical innovations, the practical and artistic explorations of the medium, the evolution of various formal movements (e.g., pictorial, indexical, modern, abstract, conceptual), and critical issues. Students learn basic visual literacy as applied to photography.

## **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 RELIEF PRINTMAKING (VAEM)\*\***

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 350 MONOTYPE PRINTMAKING (VAEM)\*\***

From Mary Cassatt to Robert Rauschenberg, artists from across centuries and cultures have used printmaking as a powerful medium of expression in visual arts. This course focuses on the art form of monotypes— unique images produced from a singular printmaking process. Monotypes can be created on plexiglass, metal, glass, or other rigid surface, and collagraphic methods of subtractive and additive printing (3 credits).

## **ART 427 TOPICS IN STUDIO ART (VAEM)\*\***

This applied course explores the historical and conceptual techniques used in studio art and experimental media. Painting, digital photography, drawing, design, sculpture, experimental video, computer media, and performing arts may be approached independently, or as intermedia (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 430 ART AS SOCIAL INTERVENTION**

This studio art course introduces the beginning and intermediate artist to making socially intervening artworks, or in other words, art specifically designed to interact with existing structures or situations within society, politics, and/or the environment. Students will practice evaluating and creating contextual works that are situated outside the gallery and within the public domain—beyond art for art's sake—in an attempt to change the existing conditions there. The history of intervention art, conceptual art, land art, and institutional art will be studied, along with topics such as site-specificity, audience/community, authorship/collaboration, environment/ecology, property, ephemerality/permanence, and the Anthropocene. In-class discussions and critiques will simulate the professional experience of working as an artist and delivering the best execution for each project. Upon completing the course, students will have hands-on experience with the development of a project-based art portfolio. (Previous art experience preferred). (3 Credits)

### **ART 431 ART OF NATIVE CULTURES (VAEM)\*\***

This course is a study of the role of art and art-making in indigenous cultures throughout the Americas. The course may overview trends and historical milestones or may focus on one or two indigenous art communities (3 credits).

### **ART 435 CURRENT TRENDS IN CONTEMPORARY PRACTICE (VAEM)\*\***

This course provides a snapshot into the current New York art scene in the context of contemporary art movements. It emphasizes interesting transitions, interconnections, and new precedents among established and emerging artists in New York City. Selected visits to galleries, studios, museums, and performance places may be included. (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**

Digital Matte Painting is the art of creating realistic and immersive environments for film, television, and other visual media. This course offers an introduction to digital matte painting techniques, covering everything from basic digital painting skills to advanced methods of creating detailed and immersive landscape settings. Students will gain proficiency in software such as Adobe Photoshop and other industry-standard tools used in matte painting. Through hands-on projects, students will learn to select reference images, integrate 2D design elements seamlessly, and manipulate lighting and atmosphere to tell compelling visual stories. By the end of the course, students will have developed the skills necessary to pursue careers in digital matte painting for film, animation, and visual effects industries. (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 Mount's 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**

The capstone course allows ART/VAEM seniors to plan, produce, and present a final artistic project for exhibition. Integrating three years of knowledge and experiences in their major, students are challenged to structure the essential elements of their work into a creative presentation spanning diverse mediums and disciplines. This course cultivates skills in visual expression and written communication, enabling students to articulate, enhance, and market their creations effectively. Additionally, students learn practical career skills such as gallery installation, art handling and preservation, documentation, online portfolio development, marketing techniques, and applying for professional opportunities. The course also covers essential writing tasks like crafting an artist statement, biography, and CV. (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 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**

Anthony Lee, PhD., Chairperson and Associate Professor

Lynne Bongiovanni, PhD., Provost/Dean of Faculty and Professor Robert Jacklosky, PhD., Director of the Core Curriculum and Professor Matthew Leporati, PhD., Associate Professor

Leonard Nalcenz, PhD., Associate Professor

Stephanie Pietros, PhD., Associate Professor

Sarah Stevenson, PhD., 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:

Undergraduate 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	3 credits
(ENGL375/475 Internship is recommended)	
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
First-Year Seminar	3 credits
Modern Language and Literature Core	6 credits
Core Courses	9 credits
Open Elective	3 credits
<b>TOTAL</b>	<b>28 credits</b>

### **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
<b>TOTAL</b>	<b>33 credits</b>

### **YEAR 3**

Core Courses	6 credits
ENGL 335 American Literature II	3 credits
<b>ENGL XXX Context course</b>	<b>3 credits</b>
<b>ENGL XXX Context course</b>	<b>3 credits</b>
ENGL 375/475 Internship	3 credits
Open Electives	12 credits
<b>TOTAL</b>	<b>30 credits</b>

### **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
The B.A. in English with a Concentration in Writing requires 120 course credits, Open Electives	14 credits
<b>TOTAL</b>	<b>29 credits</b>
<b>Total Credits for Graduation</b>	120 credits

## CONCENTRATIONS

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

Degree Requirements

<b>Undergraduate Core Requirements</b>	<b>46 credits*</b>
<b>English Major with a Concentration in Writing</b>	<b>45 credits</b>
<b>Major Courses</b>	<b>21 credits</b>
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)
<b>Context courses with emphasis on writing and speaking</b>	<b>9 credits</b>
<b>Writing Courses</b>	<b>15 credits</b>
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)
<b>Open Electives</b>	<b>29 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

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



## **SAMPLE PROGRAM B.A. IN ENGLISH WITH A CONCENTRATION IN WRITING (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

First-Year Seminar	3 credits
Modern Language and Literature Core	6 credits
Core Courses	12 credits
<b>TOTAL</b>	<b>28 credits</b>

### **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
<b>TOTAL</b>	<b>33 credits</b>

### **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
<b>TOTAL</b>	<b>30 credits</b>

### **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
<b>TOTAL</b>	<b>29 credits</b>

<b>Total Credits for Graduation</b>	<b>120 credits</b>	<b>120 credits</b>
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## 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.

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	3 credits
ENGL 217 Advanced Writing Narrative	3 credits
ENGL 219 Advanced Writing Nonfiction	3 credits
ENGL 300 Creative Writing Workshop: Fiction	3 credits
ENGL 301 Creative Writing Workshop: Drama,	3 credits
ENGL 302 Creative Writing Workshop: Poetry	3 credits
ENGL 304 Advanced Writing: Argument	3 credits
ENGL 325 Professional Writing	3 credits
ENGL 345 Dialogue with World Writers	3 credits
ENGL 400 Advanced Fiction Writing	3 credits
ENG375/475 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.

## **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 Undergraduate College.

## **COURSE DESCRIPTIONS**

### **ENGLISH (ENGL)**

#### **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 Mount'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 Mount's Core Modern Language and Literature requirement (3 credits).

#### **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: 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. (3 credits).

## **FSEM 101 -- CAUGHT IN THE RYE: UNDERSTANDING THE WORKS OF J. D. SALINGER**

In this course, we will read and discuss some of Salinger's finest works, seeking to better understand what he had to tell us about love, loss, family, fame, alienation, art, and God. We will cover the *Nine Stories*, *Franny and Zooey*, *Raise High the Roofbeam*, *Carpenters*, and *The Catcher in the Rye*. The written assignments will contain a creative option, a chance for students to write their own work of short fiction for credit (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 (3 credits).

Prerequisite: ENGL 110 Writing in Context I

## **ENGL 270 LYRICS AND LYRIC: THE INTERSECTION OF POETRY AND SONG (C)\***

What happens when song lyrics from a wide variety of musical eras and genres (including songwriters ranging from 60s folk to contemporary hip-hop artists) are placed in the context of the history of lyric poems? This course will introduce students to the study of poetry and poetics. In particular, we will address the questions: What is poetry? Are songs poems? Who gets to decide? (3 credits)

Prerequisite: ENGL 110 Writing in Context I

### **ENGL 271 THE POWER OF ENCHANTMENT: POETRY, SEDUCTION, AND WITCHCRAFT (C)\***

Language is powerful and dangerous. Love letters do something, if they are well written: they charm and seduce. Witches chant to make something occult happen—their magic spells employ secret language and bewitching rhythms. This class will examine the power of language to enchant, bewitch, and seduce. We will read lyric poems, short stories, and selections from plays; we will also consider song lyrics and speeches in films. Authors may include: Petrarch, Shakespeare, Walt Whitman, Emily Dickinson, Edna Millay, Lewis Carroll, Anne Sexton, Stephen King, and Louise Glück. Lyricists may include Sade, Drake, and Beyoncé. Films may include *Roxanne* and *The Postman*. (3 credits)

Prerequisite: ENGL 110

### **ENGL 272: FRANKENSTEIN AND ITS AGE (C)\***

This course uses Mary Shelley's classic novel *Frankenstein* to introduce students to the British Romantic period (1789-1837). Begun when Shelley was only 18 years old, *Frankenstein* not only tells a gripping story of the disastrous consequences of a scientist's quest to create life, it distills some of the most important themes of its literary period, even as it continues to speak to our modern world. Students will study what the novel and the literature of the time reveal about issues as diverse as sexism, racism, social class, scientific innovation (including developments such as human cloning and nuclear weapons), and more (3 credits).

### **ENGL 273: CONTEMPORARY PLAYWRIGHTS (C)\***

The first two decades of the 21st century have yielded an explosion of theatrical talent on and off Broadway, and in Regional Theatres around the country. We will immerse ourselves in the exciting and diverse range of contemporary voices writing for the stage, in order to gain insight on the evolution of theatrical form and the social and political world in which we live (3 credits).

Prerequisites: ENGL 110 and ENGL 120

### **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-century 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**

These courses are 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 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 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**

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

David Aliano, PhD, Professor

David Gallo, Ph.D., Associate Professor

Joseph M. Skelly, Ph.D., Professor

## **DEPARTMENT STATEMENT OF PURPOSE AND LEARNING OUTCOMES**

The Department of History at the University 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 Mount'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 University 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.

Communicate effectively in standard written English by properly citing 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.

## B.A. IN HISTORY

### Degree Requirements

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

<b>Undergraduate Core Requirements</b>	<b>46 credits*</b>
<b>History Major</b>	<b>30 credits</b>
HIST Core Course (HIST 201, 202, 203, 214 or 220)	(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 418 Britain: Foundations of Constitutional Rule	
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)
<b>Open Electives</b>	<b>45 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

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

*\*\*Three of these area-specific credits must be a Historical Methods course.*

*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 also 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
First-Year Seminar	3 credits
Modern Language and Literature Core	6 credits
Core Courses	6 credits
HIST XXX European History Course	3 credits
Pre-Modern History Course (HIST 300, 301 or 302)	3 credits
Open Elective	3 credits
<b>TOTAL</b>	<b>31 credits</b>

### 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
<b>TOTAL</b>	<b>30 credits</b>

### 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
<b>TOTAL</b>	<b>30 credits</b>

### Year 4

Core Course	3 credits
HIST 496 Senior Research Seminar	3 credits
HIST XXX Global History course	3 credits
HIST XXX History elective	3 credits
Open Electives	18 credits
<b>TOTAL</b>	<b>30 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

## HISTORY B.A./M.A.

### University of Mount Saint Vincent – St. John's University Alliance for Graduate Study

An alliance between the University 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 UMSV courses in

History Cumulative GPA of 3.0 or higher in all

UMSV 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 University 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 University of Mount Saint Vincent, only credits. During the year following graduation from the University 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.

### University of Mount Saint Vincent – St. John's University Alliance for Graduate Study

An alliance between the University 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 UMSV courses in  
History
- Cumulative GPA of 3.0 or higher in all UMSV 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 University 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 University of Mount Saint Vincent, only credits. During the year following graduation from the University of Mount Saint Vincent, History majors complete all remaining requirements for the M.S. in Library and Information Sciences at St. John's University.

## **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, 214 or 220)
- 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 may 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**

### **FSEM 111 – VERSAILLES: PALACE OF THE SUN (C)\***

Discover the palace that served as the model for all great rulers - the Chateau of Versailles, creation of France's greatest monarch, Louis XIV, the Sun King. At the intersection of Architecture, Politics and History, this course will examine the stages and artistic/political significance of its construction; the how and why of its French formal gardens and fountains; its famous (and infamous) inhabitants, both low and high; and how its story shaped the future of American, European and world history.

### **FSEM 121 – THE WAR AT HOME: WORLD WAR II IN AMERICAN LIFE (C)\***

World War II meant dramatic changes for Americans on the Home Front. Many Americans found that they had greater freedom than ever before, even as censorship came to play a major role in American life; race riots swept the nation, including the famous Zoot Suit Riots; women faced new opportunities in factories as well as in the military; and a wartime economy sprang up that would create a new relationship between government, business, and workers. In this course, we'll explore all these issues and more, and we'll look at how the war gave rise to modern America. (3 credits)

### **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 beginnings of 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 of the French Revolution (1789-1793) - giving 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 220 AMERICAS BEFORE COLUMBUS (C) \***

Long before Columbus arrived in the New World, there were major empires spreading across the New World, civilizations rising and falling, and history being made. In this course, we will explore the complex and sometimes mysterious past of the Americas before Columbus. (3 credits)

## **HIST 300 CLASSICAL CIVILIZATIONS**

This course will study the political, economic, social, and cultural development of the Near East and Mediterranean from the earliest human settlement during the Neolithic Revolution to the transformation of the Roman Empire in the 4th century. It includes the civilizations of Egypt and Mesopotamia; Archaic Greece; Hellenic and Hellenistic Civilization; the birth of Christianity; the rise of Republican Rome and reasons for its dominance; and finally, the Roman Empire from the Caesars to its first Christian Emperor, Constantine.( 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, I: FROM SLAVERY TO EMANCIPATION 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, II: THE STRUGGLE FOR EQUALITY 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 323 MORE PERFECT UNION**

*The American Constitution, with its flaws and promise alike, is a defining aspect of American history. In this course, we will look at the formation of that document, from its Enlightenment heritage, the creation and demise of the Articles of Confederation, and the tense negotiation process over the Constitution itself, as well as the moments when major amendments to the Constitution were enacted. (3 credits)*

### **HIST 324 EQUAL JUSTICE FOR ALL**

From John Marshall's establishment of the court's role in American life to John Roberts' stated goal of keeping politics out of the court system, the Supreme Court's landmark decisions have shaped America's past, present, and future. In this course we will explore those landmark decisions, looking at how the Court has both shaped and reflected historical trends. (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 334 ETHICS OF PEACE AND WAR**

This course will explore some of the most important issues confronting the world today regarding the ethics of peace and war. These include topics such as: the Just War Theory; the theology of peace and pacifism; peace movements in the past and present; United Nations peacekeeping; humanitarian intervention versus non-intervention in conflicts, civil wars, and genocide; religion and violence; the laws of war; civilians on the battlefield; women and peace; women and war; women in combat units in the military; ethics and the War on Terror; enhanced interrogation and waterboarding; the Patriot Act; the ethics of drone warfare and targeted killings; Guantanamo Bay; National Security Agency (NSA) surveillance; Wikileaks and Edward Snowden; cyberwar and cyber hacking; specific conflicts such as Boko Haram in Nigeria, civil war in Syria, ISIS in Iraq, the Taliban, Iran; the ethics of nuclear weapons; the ethics of hunger strikes, etc. (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 347: AMERICA SINCE 1945**

This course uses primary and secondary sources to investigate recent American history. Special attention will be given to the relationship between American foreign policy and developments on the homefront such as suburbanization, deindustrialization, Civil Rights, and the political struggles of the 1960s (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 357, 358, 359 HISTORICAL METHODS**

In the course, we will explore the fundamental skills and methods that historians need. We will address how to locate and read primary and secondary sources, how to engage in historiographic debates, and ultimately come to a greater understanding of what historians do. (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 University 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 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 418 BRITAIN: FOUNDATIONS OF CONSTITUTIONAL RULE, 1660-1714**

This course examines the history of England under the Last Stuarts, from the English Civil War through the Restoration of Charles II in 1660 to the death of Anne in 1714. This significant period saw England shed its status as a satellite of Louis XIV's France and begin its rise to global dominance, undergoing profound political, economic, religious, and cultural changes that shaped British and world history (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 421 MODERN MIDDLE EAST**

This course explores the major trends, events, and personalities that have shaped the Modern Middle East from 1914 to 1965. These include the impact of World War I; the fall of the Ottoman Empire; the rise of Arab nationalism; the rise of independent states; the era of European colonialism; the establishment of modern Turkey; minorities in the region (i.e., the Kurds); the roles and rights of women in the Middle East, Sunni Saudi Arabia versus Shiite Iran; the Suez Crisis; the decolonization struggle; the French-Algerian War; the Cold War's effects on the Middle East; and, the early origins of Islamic terrorism via Sayyid Qutb and Muslim Brotherhood in Egypt. (3 credits)

## **HIST 425 EUROPEAN GENOCIDES, 1914-1995**

This course explores major episodes of genocide, extermination, mass killing, ethnic cleansing, and premeditated massacres in Europe during the twentieth century. It focuses on the Armenian genocide, famine in the Ukraine, Joseph Stalin's reign of domestic terror, mass killings in the “Bloodlands” of Eastern Europe, genocide in Poland, Adolf Hitler's euthanasia program of the 1930s, the Jewish Holocaust and its aftermath, the roles and experiences of women and children, post-war antisemitism, and ethnic cleansing in Bosnia, Croatia, and Serbia in the 1990s. (3 credits)

## **HIST 429 ITALIANS AROUND THE WORLD 1860-PRESENT**

This course traces history of the millions of Italians who left Italy in the nineteenth and twentieth centuries and established new Italian communities around the world in The United States, Latin America, Europe, and Australia. Focus is on the migration experience as well as the intersections of race, gender, politics, and labor in the formation of new Italian identities outside of Italy. The course additionally introduces students to seminal works in the field as well as new approaches to the study of the Italian diaspora through transnational and comparative studies that integrate the history of the Italian migration experiences to colonialism and recent migration into Italy (3 credits).

## **HIST 430 INDUSTRIALIZATIONS, 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 436 DIVIDED SOCIETIES: Israel/ Palestine and Northern Ireland**

This course explores to societies divided by decades of tension, conflict, and reprisal: Israel/Palestine and Northern Ireland. It employs a comparative approach to the history, politics, and culture of these regions. It examines interrelated aspects of each case study, including the use of partition as a political settlement and the causes of armed conflict. It examines the importance of religion, nationalism, colonialism, and the desire for independence in these regions. It considers competing definitions of freedom fighters, terrorists, and state security forces. The roles of women on Israel, Palestine, and Northern Ireland are central to these societies and to this course. So, too, is the progress of respective peace processes in Israel, Palestine, and Northern Ireland in the twenty-first 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 442 EUROPEAN UNION/ DISUNION**

This course explores recent events and current trends in contemporary Europe. It starts by using the European Union (EU) as a prism through which we can view whether the continent is heading toward "more closer Union," which was one of the founding principles of the EU, or spiraling toward disunion. It traces the development of post-World War II European cooperation, from the European Economic Community to the European Community to the European Union today. It considers the recent rise of Eurosceptic political parties, British exit from the EU (or Brexit), and challenges to the EU's common currency (the Euro). It reviews related issues, such as immigration, the refugee crisis, the impact of COVID, the emergence of vaccine nationalism, terrorism, the evolving role of the North Atlantic Treaty Organization (NATO), and the looming threat of Vladimir Putin's Russia. It assesses the role of women in contemporary Europe. In their research, students are encouraged to examine these and other topics, including European youth culture, art, music, literature, and sports. Will Europe remain united or once again disintegrate into armed conflict? Stay tuned! (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 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

## **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**

Victor Miroshnikov, PhD., Chairperson and Associate Professor

Murali Devi, PhD., Visiting Assistant 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 University 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

<b>Undergraduate Core Requirements</b>	<b>43 credits*</b>
<b>Mathematics Major</b>	<b>42 credits</b>
<b>Major Courses</b>	
MATH 100 Pre-Calculus	(3 credits)
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 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)
<b>Open Electives</b>	<b>35 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

*\*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
First-Year Seminar	3 credits
Modern Languages and Literatures Core	6 credits
Core Courses	6 credits
MATH 131 Calculus I	4 credits
Open Electives	3 credits
<b>TOTAL</b>	<b>29 credits</b>

### **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
<b>TOTAL</b>	<b>32 credits</b>

### **Year 3**

Core Courses	3 credits
MATH 241 Linear Algebra I	3 credits
MATH 263 Computing I	3 credits
MATH 331 Real Analysis	3 credits
Open Electives	15 credits
<b>TOTAL</b>	<b>30 credits</b>

### **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
<b>TOTAL</b>	<b>29 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

## **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
First-Year Seminar	3 credits
Modern Languages and Literatures Core	6 credits
Core Courses	6 credits
MATH 131 Calculus I	4 credits
Open Electives	3 credits
<b>TOTAL</b>	<b>29 credits</b>

### **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
<b>TOTAL</b>	<b>31 credits</b>

### **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
<b>TOTAL</b>	<b>31 credits</b>

### **Year 4**

Core Course	3 credits
MATH 331 Real Analysis	3 credits
MATH 450 Capstone I	3 credits

MATH 451 Capstone I	3 credits
Open Electives	15 credits
<b>TOTAL</b>	<b>29 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

## 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*

## MINOR IN COMPUTATION AND CODING

The Minor in Computation and Coding, offered jointly by the Department of Communication and Department of Mathematics, bridges courses in computer programming for the front-end user interface with courses in the foundations of computing in mathematics. The program emphasizes 'exploratory' and 'scientific' programming with the intention of writing clear and readable computer programs and scripts that execute and evaluate efficiently. Students will learn to tackle practical problems in discrete mathematics, predicate logic and algebra, web development, mobile app development, simple artificial intelligence (games), data visualization, and interaction design. The minor teaches the development, implementation and debugging of algorithms in a variety of programming languages.

The minor contract should be approved and signed by either the Chair of the Department of Communication, or the Chair of the Department of Mathematics.

### Minor Requirements

The Minor in Computation and Coding requires the completion of 18 course credits to be distributed as follows:

<b>Computation and Coding Minor</b>	<b>18 credits</b>
<b>Required Courses</b>	<b>6 credits</b>
MATH 217 Discrete Mathematics	<b>3 credits</b>
<b>One course chosen from:</b>	
COMM 403 Interaction Design	
COMM 405 Web Programming and Development	<b>3 credits</b>

**Electives Courses: In addition to courses completed above, choose at least four courses from the list:**

COMM 346 Information Arts (C)

COMM 403 Interaction Design

COMM 405 Web Programming and Development

- COMM 406 iOS Application Development
- MATH 120 Computational Mathematics (C)
- MATH 241 Linear Algebra I
- MATH 242 Linear Algebra II
- MATH 262 Numerical Computing
- MATH 263 Computing I (C)
- MATH 264 Computing II

## **COURSE DESCRIPTIONS**

### **PHIL 355 ETHICS OF DATA AND ARTIFICIAL INTELLIGENCE**

Twenty years ago, almost none of our daily activities left a data footprint; twenty years from now, almost all of them will. Twenty years ago, artificial intelligence existed only in esoteric academic papers; twenty years from now, it will be as ubiquitous as electricity, and even more socially transformative.

As we make these transitions at a blistering pace, it is imperative for us to reflect on how we can use data and A.I. to promote, rather than diminish, human autonomy and human flourishing. To enable such reflection, this course will first investigate the nature of data and A.I. (e.g., what is data, and what is not? Which machine activities can rightly be called ‘intelligent’?). Then the course will consider how both regular citizens and data scientists/A.I. engineers can make ethical decisions about the use of data and A.I. – decisions that not only respect individuals’ digital property and privacy, but also promote their freedom and self-determination (3-credits).

## **MATHEMATICS**

### **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, 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: Pre-Calculus or approval of Department Chairperson

## **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 transcendental functions, introduction to ordinary differential equations, techniques of integration, Taylor and Fourier series, convergence criteria, and applications (4 credits).

Pre-requisite: Calculus I

## **MATH 212 BIOMEDICAL STATISTICS**

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

## **MATH 231 CALCULUS III**

This course introduces students to multivariate extensions of trigonometric, hyperbolic, and exponential functions and their partial derivatives of the first and second orders. The course emphasizes both vector valued functions, gradient, divergence, curl, the Laplacian, and visualization of surfaces in three and four dimensions (3 credits).

Prerequisite: Calculus I.

## **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 I

## **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 I and Linear Algebra I

## **MATH 255 ORDINARY DIFFERENTIAL EQUATIONS**

This course introduces students to ordinary differential equations of the first and second orders, exact solutions and solutions of initial-value problems in trigonometric, hyperbolic, and elliptic functions. The course uses mathematical software to develop applications in dynamical systems (3 credits).

prerequisite: Calculus I

## **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 basic computer programming: control structures, data types, data structures, input/output control, debugging, documenting of simple programs, and implementing algorithms in Maple with emphasis on AI applications in Pre-Calculus and Calculus (3 credits).

## **MATH 300 LOGIC AND PROOF**

This course covers the foundations of rigorous mathematics including logic and proof. The course begins with a discussion of propositional logic and covers the fundamentals of proofs, including direct proofs, proofs by contrapositive, proofs by contradiction, and proofs by induction. Problem-solving strategies are frequently discussed. Additionally, a variety of other content is covered, most frequently including topics such as number theory, set theory, relations, functions, and cardinality (3 credits).

## **MATH 311 PROBABILITY DISTRIBUTION & STATISTICAL INFERENCE**

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 321 INTRODUCTION TO HIGHER GEOMETRY**

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 331 REAL ANALYSIS**

This course centers around the calculus of a single real variable, with emphasis on proofs and the rigorous development of the limit, the derivative, the integral, and the Taylor series. Optionally, the course may cover an introduction to 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).

Prerequisites: Calculus III and Computing I

## **MATH 451 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

## **B.S. in DATA ANALYTICS**

### **PROGRAM DESCRIPTION**

The 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**

Victor Miroshnikov, PhD., Chairperson and Associate Professor

Murali Devi, PhD., Visiting Assistant Professor

### **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 University 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 procedure

### **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 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 Mount's research center and an independent research project.

## MINOR IN COMPUTER SCIENCE

### Minor Requirements

The Minor in Computation and Coding requires the completion of 18 course credits to be distributed as follows:

The Computer Science minor is a minor of 18 credits, but hybrid between Rize and CMSV. Anything CSC is through Rize and the others are CMSV.

Course #	Course Title	Credits
CSC I	Internet History, Technology, and Security	(3 credits)
CSC II or MATH 250	Programming for Everyone I or Google Applied Computing I	(3 credits)
CSC III or MATH 251	Programming for Everyone II or Google Applied Computing II	(3 credits)
CSC IV or COMM 405	Web Development Web Programming and Development	(3 credits)
CSC V	Application Development I	(3 credits)
CSC VI	Application Development II	(3 credits)

Some notes –

- The “main” sequence is CSC II/MATH 250, CSC III/MATH 251, CSC V, CSC VI.
- CSC I can be taken at any time during a student's participation in the minor.
- CSV IV/COMM 405 could be taken any time after completion of CSC II but is recommended as concurrent with CSC VI.

## 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. in Italian and Italian Diaspora 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 also earn a Certificate for Spanish for Health Professionals. Students may additionally study Arabic, Chinese, Irish, Japanese, and Latin, as well as select advanced courses in French, Italian, and Spanish through our agreements with Lehman College and Manhattan College.

### Faculty

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

David Aliano, PhD., Professor

Séverine Rebourcet Ph.D., Associate Professor

Rosita E. Villagómez, 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 that 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 Mount'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 University 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. Students who receive a 4 or 5 on the AP, or who were awarded three or more credits for college-level courses completed during high school, may choose between the following options for fulfilling their Modern Language Core: One additional three-credit modern language core course in the same language at the appropriate level; or two three-credit courses in a second language of their choice.

**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 University. 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 Mount's Oxley Integrated Advising Program to help students explore many other semester and summer study abroad opportunities which are available to them.

## **B.A. in French Studies**

### **Degree Requirements**

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**

#### **OPTION A – French**

<b>Undergraduate Core Requirements</b>	<b>43 credits*</b>
<b>French Studies Major</b>	<b>30 credits</b>
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)
<b>Open Electives</b>	<b>47 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

#### **OPTION B – Interdisciplinary**

<b>Undergraduate Core Requirements</b>	<b>43 credits*</b>
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<b>French Studies Major</b>	<b>30 credits</b>
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)
<b>Open Electives</b>	<b>47 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

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

\*\* Or equivalent course if FREN 307 is not offered.

\*\*\* Or equivalent course if FREN 350 is not offered.

\*\*\*\* 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.

## 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
First-Year Seminar	3 credits
Core Courses	6 credits
FREN Courses	6 credits
Open Electives	9 credits
<b>TOTAL</b>	<b>31 credits</b>

### 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
<b>TOTAL</b>	<b>30 credits</b>
<b>YEAR 3</b>	
Core Courses	6 credits
FREN Courses	6 credits
FREN/HIST/FINE ARTS/PHIL Major Course	3 credits
Open Electives	15 credits
<b>TOTAL</b>	<b>30 credits</b>
<b>YEAR 4</b>	
Core Courses	3 credits
FREN/HIST/FINE ARTS/PHIL Major Course	9 credits
Open Electives	17 credits
<b>TOTAL</b>	<b>29 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

## **B.A. in Italian and Italian Diaspora Studies**

### **Degree Requirements**

The Italian and Italian Diaspora Studies Major provides students with an interdisciplinary course of study that exposes them to the language, literature, history, and culture of Italy and its diaspora. In line with the latest trends in the field, this program highlights the global and transnational dimensions of the Italian experience by integrating into its curriculum Italian emigrants and their children in the United States and throughout the world as well as the experiences of new immigrants into Italy today. The major consists of ten courses, thirty credits: a minimum of 18 credits must be in Italian at the 200-level or above and up to 12 credits of interdisciplinary courses may be taken.

<b>Undergraduate Core Requirements</b>	<b>43 credits*</b>
<b>Italian and Italian Diaspora Studies Major</b>	<b>30 credits</b>
Italian Courses:	
ITAL 307 Advanced Grammar and Composition **	(3 credits)
ITAL 350 Introduction to Italian Literary Study ***	(3 credits)
ITAL 460 or ITAL 475 Independent Study or Internship	(3 credits)

Three ITAL courses 201-475	(9 credits)
Interdisciplinary Courses:	
HIST 449 Modern Italy/ ITAL 341 Contemporary Italian Civilization	(3 credits)
HIST 429/ ITAL 342 Italians Around the World, 1860-Present	(3 credits)
Two approved Interdisciplinary or Italian courses****	(6 credits)
<b>Open Electives</b>	<b>47 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

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

*\*\* Or equivalent course if ITAL 307 is not offered.*

*\*\*\* Or equivalent course if ITAL 350 is not offered.*

*\*\*\*\*Approved courses in other disciplines whose content is related to the study of Italy or the Italian Diaspora. These courses may be in English or Italian*

## **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
First-Year Seminar	3 credits
Core Courses	6 credits
ITAL 210 Writing Italian	3 credits
ITAL 220 Speaking Italian	3 credits
Open Electives	9 credits
<b>TOTAL</b>	<b>31 credits</b>

### **Year 2**

Core Courses	18 credits
ITAL 307 Advanced Grammar and Composition	3 credits
ITAL 350 Introduction to Italian Literary Study	3 credits



Open Electives	6 credits
<b>TOTAL</b>	<b>30 credits</b>

**Year 3**

Core Courses	6 credits
ITAL 341 Contemporary Italian Civilization/ HIST 449 Modern Italy	3 Credits
ITAL 303 Italian Culture through Film	3 Credits
Interdisciplinary IIDS Major Course	3 credits
Open Electives	12 credits
<b>TOTAL</b>	<b>30 credits</b>

**Year 4**

Core Courses	3 credits
HIST 429/ ITAL 342 Italians Around the World, 1860-Present	3 credits
Interdisciplinary IIDS Major Course	3 credits
ITAL 460 Independent Study (Capstone)	3 credits
Open Electives	17 credits
<b>TOTAL</b>	<b>29 credits</b>

**Total Credits for Graduation – 120**

## B.A. in Spanish

### Degree Requirements

<b>Undergraduate Core Requirements</b>	<b>43 credits*</b>
<b>Spanish Major</b>	<b>30 credits</b>
SPAN 307 Advanced Grammar and Composition **	(3 credits)
SPAN 350 Masterworks in Latin American Literature I <b>or</b>	(3 credits)
SPAN 351 Masterworks in Latin American Literature II ***	(3 credits)
SPAN 352 Masterworks in Peninsular Literature I <b>or</b>	(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)
<b>Open Electives</b>	<b>47 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

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

\*\* Or equivalent course if SPAN 307 is not offered.

\*\*\* Or equivalent course if SPAN 350 or 351 is not offered.

\*\*\*\* Or equivalent course if SPAN 352 or 353 is not offered.

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
First-Year 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
<b>TOTAL</b>	<b>31 credits</b>

### **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
<b>TOTAL</b>	<b>30 credits</b>

### **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
<b>TOTAL</b>	<b>30 credits</b>

### **Year 4**

Core Courses	3 credits
SPAN Electives 6 credits at 400 level	9 credits
Open Electives	17 credits
<b>TOTAL</b>	<b>29 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

## **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 227-228 Intermediate 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
- 227 or 228 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 405 Caribbean Literature

SPAN 410 The Detective Genre

SPAN 420, 320 Special Topics in Spanish

SPAN 423 Great Hispanic Poets

SPAN 424 The Modern Novel in Spain and Latin America

SPAN 431 Romanticism in Latin America

SPAN 434 The Latin American Essay

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

## **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

## **Certificate for Spanish for Health Professionals**

This program will prepare undergraduates to work in the healthcare setting with their Spanish-speaking patients. Students will expand their listening, speaking, reading, and writing skills explaining procedures, describing diagnoses, and completing intakes in Spanish. Additionally, students will develop cultural competencies by studying the Latino and Hispanic population. Through assignments that address the diversity of this population's cultural concerns and expectations in healthcare, they will be better equipped to provide clinical care to LEP patients.

The certificate program requires the following four courses (12 credits)

1. SPAN 301 Advanced Spanish Language
2. SPAN 340 Spanish Civilization OR SPAN 341 Latin American Civilization
3. SPAN 320 Spanish for Health Professional I
4. SPAN 320 Spanish for Health Professional II

Total credits for the certificate: 12 credits

## **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 (FIL) Foundation Courses**

#### **FILI 101-102 FILIPINO 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 Tagalog. The course also provides an introduction to the culture of the Philippine islands (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 is a two-semester course sequence. It 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. (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 INTERSHIPS**

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 is a two-semester course sequence. It 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 to 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, history, 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 342 ITALIANS AROUND THE WORLD 1860 - PRESENT**

This course traces history of the millions of Italians who left Italy in the nineteenth and twentieth centuries and established new Italian communities around the world in the United States, Latin America, Europe, and Australia. Focus is on the migration experience as well as the intersections of race, gender, politics, and labor in the formation of new Italian identities outside of Italy. The course additionally introduces students to seminal works in the field as well as new approaches to the study of the Italian diaspora through transnational and comparative studies that integrate the history of the Italian migration experiences to colonialism and recent migration into Italy. This course is cross-listed with HIST 429, regular class sessions are therefore conducted In English, however, students taking this class for ITAL 342 credit are required to complete their work in Italian as meet for three alternative discussion sessions to discuss readings in Italian (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 is a two-semester course sequence. It 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. (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 to 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 222-223 BASIC SPANISH FOR HERITAGE SPEAKERS I AND II (C)\***

This is a two-semester course sequence. It is designed for students, usually born in the United States, who have gained limited knowledge of Spanish in their home environment and need formal training in order to improve their basic language skills. The course provides students with a review of Spanish grammar and vocabulary as well as helps students develop proficiency in reading and writing in the language. It also introduces students to the culture and civilization of Spanish-speaking peoples.

This course sequence is intended for beginner heritage speakers who have less than three years of high school Spanish (3 credits each)

## **SPAN 227-228 INTERMEDIATE SPANISH FOR HERITAGE SPEAKERS (C)\***

This is a two-semester course sequence. It is an intermediate level course designed for students, usually born in the United States, who have learned Spanish in their home environment as well as in high school but need additional 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).

The course sequence is intended for heritage speakers who have taken 3-4 years of High School Spanish (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 301 ADVANCED SPANISH LANGUAGE (C)\***

*This course is designed for students with college level language classes who are interested in advancing their knowledge and understanding of Spanish grammar and writing skills. This course combines visual and literary texts to improve student's understanding and usage of the language (3 credits)*

*Pre-requisites: SPAN 220/ SPAN 222 or by approval.*

### **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 introduces students to basic language and behavior in interacting with professionals in Spanish-speaking countries. Students learn to use their knowledge of Spanish to conduct various business dealings with native speakers. As part of the course, students will learn targeted vocabulary and phrases as well as participate in real life situations with Spanish-speaking professionals from various professions. Students will enhance their verbal, writing and reading skills while reviewing material already learned. Students who have taken SPAN 218 or SPAN 220 or have an equivalent proficiency in Spanish may take the course. (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).

### **SPAN 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 405 CARIBBEAN LITERATURE**

This course is designed as an introduction to Cuban, Puerto Rican and Dominican Literature. The literary texts will be examined within their social, political, cultural, and historical context in order to examine the responses of the writers to issues associated with their respective societies. It will examine the colonial period, in particular the nineteenth century, to trace the genealogy of colonialism and independence in the Caribbean. The course additionally explores issues of race, class, neo-colonialism, gender and identity. Works will be selected from different genres and the literary devices associated with these genres will be examined. This class will be conducted in Spanish. The course fulfills a requirement for the Spanish Major and the Spanish Minor (3 credits).

### **SPAN 410 THE DETECTIVE GENRE**

This course will trace the evolution of the detective genre from its origins in the United States with Edgar Allan Poe to its proliferation in Latin American short story. Students will review the historical and political circumstances of the nineteenth century that gave rise to the genre as part of modern state formation and will explore the adaptation of the detective form to the specific political, economic, and sociocultural realities of Spanish-speaking countries throughout the nineteenth and

twentieth centuries. Students will have the opportunity to create a final project under the direction of the professor. This course will be taught in Spanish. The course fulfills a requirement for the Spanish Major and the Spanish Minor (3 credits).

### **SPAN 419 A WOMAN'S VOICE: TESTIMONIES FROM THE SOUTHERN CONE 1973-1990**

This course focuses on testimonials from the dictatorships in Argentina, Chile, and Uruguay. These texts are examined within their historical, social, and political context. Students learn about their personal experiences after they were released and some of the experiences not included in their testimonies. (3 credits).

**(Prerequisites:** 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. The course fulfills a requirement for the Spanish Major and the Spanish Minor.

### **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 431 ROMANTICISM IN LATIN AMERICA**

This course examines romantic writers of the nineteenth century in Latin America together with an introduction to the analysis of literary texts. Romantic works will be selected from different genres and the literary devices associated with these genres will be examined. Students will read and analyze plays, poetry, and novels written in Spanish. Along with reading primary literary texts, students will be exposed to the history and politics of various Latin American nations with a focus on the genealogy of colonialism and independence in Latin America. The writing assignments in this course will enable students to gain a better understanding of literary, cultural, and historical trends in the Spanish-speaking world, and equip students with the tools necessary to query their intellectual and personal positions with respect to the long and complex tradition of Hispanic cultural production that at times intersects with other traditions with which students may be familiar, and at times diverges from them. The course fulfills a requirement for the Spanish Major and the Spanish Minor (3 credits).

### **SPAN 434 THE LATIN AMERICAN ESSAY**

The purpose of this course is to provide a survey of the foundation and evolution of the Latin American essay and an examination of some of the major current cultural issues that correspond to the following topics: questions about national identity and the human condition, military dictatorships; issues related to gender equality; and multiculturalism. The emphasis will be on the nineteenth century in order to trace the genealogy of colonialism in the Americas. The course fulfils a requirement for the Spanish Major and the Spanish Minor (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

## 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.

### Faculty

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

Andrew Cook, Ph.D., Assistant Professor

Anthony Esposito, D.O., Assistant Professor of Practice

James Fabrizio, Ph.D., Professor, Virginia A. Livolsi Professor of Biology

Brian Haney, Ph.D., Assistant Professor

Andrea Minei, Ph.D., Associate Professor

Ana Ribeiro, Ph.D., Professor

Janet Rollins, Ph.D., Associate Professor

Robert Suriano, Ph.D., Associate Professor

Ioanna Visviki, Ph.D., Professor, *Ad Lux* Chair

### Department Statement of Purpose and Learning Outcomes

The Division of Natural Sciences at the University of Mount Saint Vincent offers students academic, research and service opportunities that develop their ability to understand and apply scientific concepts to real-world problems. Undergraduates study and critically interpret 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. Ethical responsibility and ethical conduct in research are emphasized. The Division aims to help students become scientifically-responsible citizens by developing critical thinking, data analysis, and communication skills 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 University 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 **4** 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 **4** credits toward the major from a combination of the following courses: Research in Biology, Independent Study in Biology, and Internship in Biology.

# B.A. in Biochemistry

## Degree Requirements

<b>Undergraduate Core Requirements</b>	<b>40 credits*</b>
<b>Biochemistry Major</b>	<b>65 credits</b>
<b>Chemistry Core Courses</b>	<b>37 credits</b>
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 433-434 Biochemistry I and II	(8 credits)
CHEM 403-404 Chemistry Colloquium	(3 credits)
CHEM 3xx Electives	(4 credits)
CHEM 4xx Electives	(3 credits)
<b>Cognate Requirements</b>	<b>28 credits</b>
BIOL 111 General Biology I	(4 credits)
BIOL 217 Genetics	(4 credits)
BIO 321 Molecular Biology	(4 credits)
MATH 131-132 Calculus I and II	(8 credits)
PHYS 207-208 General Physics I and II	(8 credits)
<b>Open Electives</b>	<b>15 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

*\*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
MATH100 Pre-Calculus	3 credits
<b>TOTAL</b>	<b>28 credits</b>

### **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
<b>TOTAL</b>	<b>28 credits</b>

### **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
<b>TOTAL</b>	<b>32 credits</b>

### **Year 4**

Humanities or Social Science Core	3 credits
Humanities or Social Science Core	3 credits
CHEM 309 Physical Chemistry I	3 credits
CHEM 3xx or 4xx electives	10 credits
CHEM 403-404 Chemistry Colloquium	3 credits
BIOL 321 Molecular Biology	4 credits
Open Electives	14 credits
<b>TOTAL</b>	<b>32 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>



## **B.A. in Biology**

### **Degree Requirements**

<b>Undergraduate Core Requirements</b>	<b>40 credits*</b>
<b>Biology Major</b>	<b>65 credits</b>
<b>Biology Core Courses</b>	<b>19 credits</b>
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)
<b>BIOL Electives</b>	<b>17 credits</b>
<b>Cognate Requirements</b>	<b>29 credits</b>
CHEM 120-121 General Chemistry I and II	(8 credits)
CHEM 219-220 Organic Chemistry I and II	(6 credits)
MATH 100 Pre-Calculus	(3 credits)
MATH 212 Biomedical Statistics	(4 credits)
PHYS 207-208 General Physics I and II	(8 credits)
<b>Open Electives</b>	<b>15 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

## **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 100 Pre-Calculus	3 credits
Modern Language and Literature Core	6 credits
Core Course	3 credits
BIOL 111-112 General Biology I and II	8 credits
<b>TOTAL</b>	<b>27 credits</b>

### **Year 2**

Core Courses	12 credits
BIOL 217 Genetics	4 credits
BIOL 223 Ecology	4 credits
CHEM 120-121 General Chemistry I and II	8 credits
MATH 212 Biomedical Statistics	4 credits
<b>TOTAL</b>	<b>32 credits</b>

### **Year 3**

Core Courses	9 credits
CHEM 219-220 Organic Chemistry I and II	6 credits
Biology Electives	8 credits
Open Electives	6 credits
<b>TOTAL</b>	<b>29 credits</b>

### **Year 4**

Core Courses	6 credits
BIOL Electives	9 credits
BIOL 403-404 Biology Colloquium	3 credits
PHYS 207-208 General Physics I and II	8 credits
Open Electives	6 credits
<b>TOTAL</b>	<b>32 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

## **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 University of Mount Saint Vincent. Dominican courses will transfer to the Mount to satisfy undergraduate degree requirements at the University.

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

#### **Curriculum: University 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	

##### **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

Maturity and Occupational Therapy Practice	(6 credits)
Leadership and Occupational Therapy Practice	(3 credits)

#### Spring

Fieldwork Level II A	(3 credits)
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### Summer

Fieldwork Level II B	(3 credits)
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### 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

<b>Undergraduate Core Requirements</b>	<b>40 credits*</b>
<b>Biology Major</b>	<b>77 credits</b>
<b>Biology Core Courses</b>	<b>19 credits</b>
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)
<b>Biology Electives</b>	<b>26 credits</b>
<b>Cognate Requirements</b>	<b>32 credits</b>
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)
<b>Open Electives</b>	<b>9 credits</b>
<b>TOTAL</b>	<b>126 credits</b>

*(MATH 132 may be substituted with Biomedical statistics (MATH 212)).*

## **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
Modern Language and Literature Core	6 credits
BIOL 111-112 General Biology I and II	8 credits
<b>TOTAL</b>	<b>27 credits</b>

### **Year 2**

Core Courses	6 credits
CHEM 120-121 General Chemistry I and II	8 credits
BIOL 217 Genetics	4 credits
BIOL 223 Ecology	4 credits
Biology electives	8 credits
<b>TOTAL</b>	<b>30 credits</b>

### **Year 3**

Core Courses	9 credits
Biology Electives	8 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
<b>TOTAL</b>	<b>33 credits</b>

### **Year 4**

Core Courses	6 credits
BIOL Electives	9 credits
BIOL 403-404 Biology Colloquium	3 credits
PHYS 207-208 General Physics I and II	8 credits
Open Electives	7 credits
<b>TOTAL</b>	<b>33 credits</b>

*\*MATH 132 may be substituted with Biomedical statistics (MATH 212).*

**Total Credits for Graduation** **126 credits**

# B.A. in Chemistry

## Degree Requirements

<b>Undergraduate Core Requirements</b>	<b>40 credits*</b>
<b>Chemistry Major</b>	<b>57 credits</b>
<b>Chemistry Core Courses</b>	<b>38 credits</b>
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)
<b>Cognate Requirements</b>	<b>19 credits</b>
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)
<b>Open Electives</b>	<b>23 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

*\*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
<b>TOTAL</b>	<b>29 credits</b>

### **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
<b>TOTAL</b>	<b>31 credits</b>

### **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	3 credits
CHEM 309 Physical Chemistry I	3 credits
CHEM 311 Physical Chemistry Laboratory I	1 credit
Open Electives	12 credits
<b>TOTAL</b>	<b>28 credits</b>

### **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	8 credits
CHEM 4xx Elective	4 credits
CHEM 403-404 Chemistry Colloquium	3 credits
Open Electives	8 credits
<b>TOTAL</b>	<b>32 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

## B.A. in General Science

This major is designed for 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 the University's undergraduate core requirements.

### Degree Requirements

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

<b>Core Requirements</b>	<b>40 credits*</b>
<b>General Science Major</b>	<b>40-43 credits</b>
<b>Area 1: Life Science</b>	<b>15-19 credits</b>
A. Choose 1 of the following:	
BIOL 223 Ecology	(4 credits)
NSCI 340 Environmental Biology	(3 credits)
B. Choose 1 of the following:	
BIOL 317 Evolutionary Biology or	(3 credits)
NSCI 440 Understanding Evolution	(3 credits)
C. Choose 3 from below that total 10 – 12 credits	
BIOL 1XX Any 100 level 3 or 4 credits	
BIOL 2XX Any 200 level 3 or 4 credits (Not BIOL 217)	
<b>Area 2: Mathematics</b>	<b>6-7 credits</b>
A. MATH 1XX Any 100 level	(3 credits)
B. Choose 1 course from those listed below:	
MATH 120 Computational Mathematics	(3 credits)
MATH 212 Biomedical Statistics	(4 credits)
<b>Area 3: Physical Science</b>	<b>17 credits</b>
A. CHEM 109 General, Organic, and Biochemistry	(4 credits)
B. NSCI 301 Astronomy	(3 credits)
C. PHYS 207 General Physics I	(4 credits)
D. Choose two courses from those listed below:	
NSCI 205 Chemistry for the Courtroom	(3 credits)
NSCI 302 Great Discoveries in Science	(3 credits)
NSCI 374 Environmental Chemistry	(3 credits)
Capstone Course: NSCI 403-404 Natural Science Colloquium	
<b>Open Electives</b>	<b>35-38 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

\*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
Core Courses	9 credits
CHEM 109 General, Organic, and Biochemistry	4 credits

**TOTAL** **29 credits**

### **Year 2**

Core Courses	6 credits
BIOL 109-110 Anatomy and Physiology I and II	8 credits

Religious Studies Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
Open Electives	12 credits

**TOTAL** **32 credits**

### **Year 3**

Core Courses	6 credits
BIOL 340 Environmental Biology	3 credits
PHYS 207 General Physics I	4 credits
NSCI 205 Chemistry of the Courtroom	3 credits
Open Electives	14 credits

**TOTAL** **30 credits**

### **Year 4**

BIOL 440 Understanding Evolution	3 credits
NSCI374 Environmental Chemistry	3 credits
Core Courses	6 credits
NSCI 301 Astronomy	3 credits
NSCI 403-404 Natural Science Colloquium	3 credits
Open Electives	11 credits

**TOTAL** **30 credits**

**Total Credits for Graduation: 120** **120 credits**

## **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 University 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 University 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 University 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 University 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 University 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

<b>Undergraduate Core Requirements</b>	<b>31 credits*</b>
<b>Biochemistry Major</b>	<b>50 credits</b>
<b>Chemistry Core Courses</b>	<b>26 credits</b>
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 309 Physical Chemistry I	(3 credits)
CHEM 403-404 Chemistry Colloquium	(3 credits)
<b>Cognate Requirements</b>	<b>24 credits</b>
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)
<b>Pharm.D. Requirements</b>	<b>22 credits</b>
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)
<b>Open Elective</b>	<b>3 credits</b>
<b>Remaining credits will be transferred upon successful completion of the first academic year at University of St. Joseph.</b>	<b>13 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

*\*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
<b>TOTAL</b>	<b>34 credits</b>

### **Year 2**

BIOL 109–110 Anatomy and Physiology I and II	8 credits
Humanities Core	3 credits
Introduction to Ethics – Philosophy Core	3 credits
BIOL 217 Genetics	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
<b>TOTAL</b>	<b>34 credits</b>

### **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
MATH 212 Biomedical Statistics	4 credits
CHEM 3xx Chemistry Electives	6 credits
CHEM 309 Physical I	3 credits
CHEM 403-404 Chemistry Colloquium	3 credits
Open Elective	1 credit
<b>TOTAL</b>	<b>36 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

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

## Degree Requirements

**Undergraduate 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** **18 credits**

**year at University of St. Joseph.**

**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 credits**



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

### **Degree Requirements**

<b>Undergraduate Core Requirements</b>	<b>31 credits*</b>
<b>Chemistry Major</b>	<b>45 credits</b>
<b>Chemistry Core Courses</b>	<b>24 credits</b>
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 Laboratory I	(1 credit)
CHEM 4xx Chemistry Elective	(3 credits)
CHEM 403-404 Chemistry Colloquium	(3 credits)
<b>Cognate Requirements</b>	<b>19 credits</b>
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)
<b>Pharm.D. Requirements</b>	<b>22 credits</b>
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)
<b>Remaining credits will be transferred upon successful completion of the first academic year at University of St. Joseph.</b>	<b>22 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

*\*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
<b>TOTAL</b>	<b>32 credits</b>

### **Year 2**

CHEM 219-220 Organic Chemistry I and II	6 credits
CHEM 223-224 Organic Chemistry Laboratory I and II	2 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
<b>TOTAL</b>	<b>31 credits</b>

### **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	1 credit
CHEM 403-404 Chemistry Colloquium	(3 credits)

### **Open Electives**

<b>TOTAL</b>	<b>36 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

## OCCUPATIONAL THERAPY (B.S. /M.S.)

### Cooperative Program with Columbia University College of Physicians and Surgeons

The University 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 University and the final two years at Columbia University. For additional information, please visit Columbia University's Occupational Therapy website: [www.columbiaot.org](http://www.columbiaot.org).

### Cooperative Program with Dominican College

The University 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 University of Mount Saint Vincent. Dominican courses will transfer to the Mount to satisfy undergraduate degree requirements at the University
- Biology Major (B.A.) with Dominican College's Occupational Therapy Program (120 credits)

### Curriculum: University 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**

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)

**18 credits****Spring**

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)

**17 credits****Third Year****Fall**

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)

**16 credits****Spring**

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)

**17 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

Maturity and Occupational Therapy Practice	(6 credits)
Leadership and Occupational Therapy Practice	(3 credits)

#### Spring

Fieldwork Level II A	(3 credits)
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### Summer

Fieldwork Level II B	(3 credits)
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**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 Mount has a cooperative 4-3 arrangement with New York Medical College, which enables University of Mount Saint Vincent students to earn their baccalaureate degree plus a doctoral degree in Physical Therapy after six years of study.

#### **Requirements**

Students interested in this program must make themselves known to the Health Professions Adviser in their first year. If the student's grades are excellent (overall 3.5 or above with no grade lower than a "B", along with excellent grades in General Biology and/or General Chemistry), the Health Professions Adviser may then recommend the student for admission into the 4/3 Program (4 years at UMSV, 3 years at NY Medical College). The student must then maintain an overall GPA of 3.5 or above with no grade lower than a "B" for the remainder of their time at UMSV. Grades for repeated courses cannot be deleted from the overall GPA and all prerequisite coursework must be completed at your institution. All students must also submit a GRE score.

## **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 (200 level and above) 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 200-level and above. 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 I & II	BIOL 401 Histology
BIOL 302 Developmental Biology	BIOL 405 Neurobiology
BIOL 320 Systemic Physiology	BIOL 426 Immunology
BIOL 321 Molecular Biology	

#### Environmental Research

BIOL 225 Microbiology	BIOL 317 Evolutionary Biology
BIOL 301 Comparative Chordate Anatomy	BIOL 320 Systemic Physiology
BIOL 304 Invertebrate Zoology	BIOL 321 Molecular Biology
BIOL 305 Plant Biology	BIOL 326 Animal Behavior

#### Forensic Science

BIOL 225 Microbiology	BIOL 328 Forensic Biology
BIOL 301 Comparative Chordate Anatomy	
BIOL 305 Plant Biology	BIOL 401 Histology
BIOL 320 Systemic Physiology	BIOL 426 Immunology
BIOL 321 Molecular Biology	

#### Health Profession

(Medicine Dentistry, 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

## **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).

Note – Students must complete BIOL 109 with at least a C to register for BIOL 110, Nursing majors must complete BIOL 109 with at least a C+ in order to register for BIOL 110.

#### **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 is successful completion of and BIOL 111 with a C or better.

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

#### **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) and recitation (BIOL211R). 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, one three-hour laboratory (BIOL 217L) and one one-hour recitation (BIOL 217R). (4 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 4 credits toward the major from a combination of these courses: Research in Biology, Independent Study in Biology, and internship in biology (1 or 2 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 440 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 information coding, transcriptional regulation in prokaryotes and eukaryotes, post-transcriptional events, DNA replication, recombinant DNA technology and structural and functional genomics. Three lectures and one three-hour laboratory (BIOL 321L) (4 credits).

Prerequisites: BIOL 217 or CHEM 433

## **BIOL 326 ANIMAL BEHAVIOR**

An animal's behavior is influenced by almost all aspects of biology. Physiological state, genotype, social environment, past experience, environmental conditions, and, of course, the nervous system, all converge into specific, often complex behavioral responses that have evolved to increase an animal's fitness in a specific circumstance. Because so many biological mechanisms influence behavior, animal behavior is one of the most all-encompassing fields of biology. In this course we will examine how and why behavioral patterns evolve and understand the proximate mechanisms that allow animals to appropriately regulate their behaviors. 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 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 4 credits toward the major from a combination of these courses: Research in Biology, Independent Study in Biology, and internship in biology (1 or 2 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 110 or BIOL 320

## **BIOL 406 SPECIAL TOPICS IN BIOLOGY**

Current issues and studies in biology. Consult Division Director for topic. Three lectures (3 credits).

## **BIOL 415 BIOLOGY OF CANCER**

The biology of cancer is a course designed to introduce the students to the fundamental theories associated with the process of carcinogenesis. The various areas that will be explored during the semester include how cancer cells arise from normal cells, how our immune system interacts with cancer cells, and treatments used to fight cancer, such as chemotherapy and the widely researched area of immunotherapy (3 credits)

Prerequisites: BIOL 217

## **BIOL 419/ 419L INTRODUCTION TO CELL CULTURE**

Cell culture begins with the history behind the development and use of cell lines for in vitro and in vivo experiments along with its various applications. Students will first be introduced to aseptic technique and its importance in all aspects of cell culture. In addition, students will be introduced to several key techniques of cell culture such as; immortalization, cryopreservation, establishing and culturing primary cell lines, and differentiation of contaminated cell lines. Three lectures (BIOL419) and 1 three-hour lab (BIOL419L) Credits: 4 Genetics (BIOL 217) is a pre-requisite (3 credits)

Prerequisites BIOL 217

## **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).

### **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) and one recitation (CHEM109R). Biology, biochemistry or chemistry majors may not use this course as credit toward the major) (4 credits).

Co or 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 – Biology, 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 132, 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, MATH 231).

## **CHEM 311 PHYSICAL CHEMISTRY LABORATORY**

Laboratory studies of physical chemical properties of thermodynamics, kinetics, quantum mechanics, and molecular modeling. One three-hour laboratory (1 credit).

Prerequisite: CHEM 309; Co-requisite CHEM 310.

## **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).

## **CHEM 335 INORGANIC CHEMISTRY**

An advanced course in the principles of inorganic chemistry for chemistry and biochemistry students. The course will emphasize the chemistry of the elements and periodic trends, bonding theory, symmetry, spectroscopy and analytical techniques, the chemistry and reactivity of the d- and f-block elements, organometallic chemistry, catalysis, and bioinorganic chemistry. Three lectures. (3 Credits).

Prerequisite: CHEM 220 and MATH 131

## **CHEM 336 INORGANIC CHEMISTRY LABORATORY**

An introduction to the laboratory techniques and methods utilized in the synthesis, characterization, and purification of air-sensitive inorganic, organometallic, and bioinorganic compounds. One four-hour laboratory. (1 credit)

Prerequisite: CHEM 335 and CHEM 224

## **CHEM 360 INDEPENDENT STUDY IN CHEMISTRY\***

Independent study of an area of chemistry. Three or 6 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 or 2 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 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 and CHEM 223

## **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 460, 461 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 470 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 4 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 475 INTERNSHIP\****

Placement coordinated through the Oxley Integrated Advising Program (3 credits each).

\*Biochemistry and chemistry majors may apply a total of 4 credits toward the major from any combination of these courses: Chemical Research, Independent Study in Chemistry, and Internship in Chemistry.

## **Natural Sciences (NSCI)**

### **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 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 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 370 IT'S IN YOUR GENES**

An exploration of the central concepts of genetics, inheritance of traits, predisposition to disease, genetic counseling and gene therapy.

## **NSCI 372 IT'S A BUG'S LIFE**

This course provides an overview of the arthropods, the most abundant and diverse group on animals on the planet. We will cover the evolutionary origins of the arthropods, and examine their current diversity, physiology, behaviors, and explore the important roles that arthropods play in their ecosystems. Three lectures.

## **NSCI 374 ENVIROMENTAL CHEMISTRY**

Environmental Chemistry will explore fundamental concepts in chemistry and how they relate to the health of the Earth. Students will learn about the current state of energy and chemical production and how they can lead to global warming and pollution. Specially, we will look at the damage to the ozone layer, global warming, acid rain, the effects of smog, and the effects of pollution on hydro- and the geospheres. We will then contemplate how we can mitigate these effects through sustainable chemistry, including using alternative energy, storing this energy for later use, and using more renewable sources for the chemicals we use in our daily lives. We will explore how we can extract energy from the wind, the earth, the sun, and even atoms themselves and how we can store this energy using dams, batteries, or chemical bonds. Our renewable chemistry topic will focus on using plant matter as a source for building block chemicals to make more sustainable plastics that are also biodegradable. Throughout the course, we will integrate the twelve principles of green chemistry as they relate to these topics. Three lectures. Biology, biochemistry or chemistry majors may not use this course as credit toward the major. Students who have completed CHEM 120 cannot take this course for credit. (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 (PHYS 207R, 208R), and one three-hour laboratory (PHYS 207L-208L) (8 credits).



## **SCHOOL OF NURSING**

**The Department of Nursing offers courses leading to baccalaureate and master's degrees in Nursing**

### **ADMINISTRATION AND FACULTY**

Catherine Healy Sharbaugh, DNP, RN, FNP-BC, GNP-BC, Assistant Professor, Dean of Nursing and Chief Nursing Officer  
Shulamite Odogwu, EdD, MSN, CNE, RNC-OB, C-EFM, Associate Professor and Associate Dean of Undergraduate Nursing Programs  
Alanna Kavanaugh, EdD(c), MSN, FNP-BC, CCRN, FCCP, FFNSRCSI, Assistant Dean of Graduate Nursing  
Sherina Campbell-Richards, DNP, MSN, FNP-BC, CCM, Assistant Dean of Nursing Off Campus Site  
Mary DiBuono, MSN, BSN, RN, FNP, Assistant Dean of Nursing for Clinical and Simulation Learning  
Sheldon Hayes, MSN, RN, Director of Nursing Simulation  
Andrew Ubaldi, M.S, Director of Clinical Affiliations  
Eliane Lobos, M.A, Director of Nursing Operations  
Magda Albanese, DNP, MSN, BSN, RN, Assistant Professor of Nursing  
Cameil Becca, MSN, RN, Instructor of Nursing  
Chunfang Chen, PhD, RN Assistant Professor  
Alisa Gadon, MSN/Ed RN-BC, Instructor of Nursing  
Laura Garcia, DNP, RNC, Associate Professor of Nursing  
Paula Giblin, MS, MSN, CNM, WHNP, Instructor of Nursing  
Brenda Green, MSN, BSN, RN, Instructor of Nursing  
Katherine Irizarry, EdD, MSN, RN, Assistant Professor of Nursing  
Maureen Keown, FNP, ANP, B- C, MSN, BSN, Instructor of Nursing  
Deborah Kramer, EdD, RN, FNP-BC, CPNP-BC, Associate Professor of Nursing  
Jason Lee, DNP, ANP-BC, RN-BC, CCRN, Assistant Professor of Nursing  
Theodora Levine, DNP, MEd, RN, NEA-BC, Assistant Professor of Nursing  
Lydia Lopez, MSN, RN, Instructor of Nursing  
Yolanda Lord, DNP, FNP-BC, CWCN, Assistant Professor of Nursing  
Carine McDonald, PhD, MSN, FNP-BC, RN, PMC-ED, Assistant Professor of Nursing  
Kayanne McKenzie, DNP, APRN, FNP-BC, CCRN, CHPN, Assistant Professor of Nursing  
Susan Tighe, MSN, RN, Associate Professor of Practice  
Theresa Rattazzi, DNP, FNP-BC, COHN-S, APHN-BC, Assistant Professor of Nursing  
Veronica Thompson, MSN, RN, Instructor of Nursing  
Arlene Travis, DNP, RN, ANP-BC, CHFNP-K, CHC, Assistant Professor of Nursing & Interim Mentorship Program Director  
Sheila Tolentino, EdD, MS, RN, Assistant Professor of Nursing  
Carleen Conde, MSN, NP, Instructor of Nursing  
Caitlin Doody, PhD, MS, BS, FNP-BC, RN, Assistant Professor of Nursing  
Svitlana Koroleva, MSN, Med, RNC-OB, MNN, C-EFM, C-ONQS, Instructor of Nursing  
Marin Skariah, DNP, MBA, FNP-BC, RNC-MNN, IBCLC, NEA-BC, Assistant Professor of Nursing (Part-Time)

## **MISSION STATEMENT OF THE SCHOOL OF NURSING**

In keeping with the history, tradition, and mission of the University of Mount Saint Vincent, the mission of the Saint Joseph's School of Nursing is to educate and socialize students into the caring practice of the profession of nursing. Baccalaureate and master's graduates are prepared to provide holistic and compassionate care. Our mission is carried out with a focus on academic and ethical development in a diverse and collaborative environment. The University cultivates in its graduates a respect and caring for the integrity of others, promotes a spirit of service and leadership, and fosters a commitment to life-long learning.

### **BACCALAUREATE PROGRAM OUTCOMES:**

1. Client-centered care: Evaluate nursing care provided to clients, families, groups, and communities across the lifespan from diverse backgrounds, that incorporates caring presence that is compassionate, age and culturally appropriate, and based on client preferences, values and needs.
2. Teamwork and collaboration: Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for clients, families, groups, and communities.
3. Evidence-based practice: Integrate scientific information and best current evidence with clinical expertise and client preferences when making clinical judgements in the management of client-centered care.
4. Quality Improvement: Use quality improvement measures to evaluate the effect of change on the delivery of client-centered care and care outcomes.
5. Safety: Evaluate the effectiveness of strategies used to reduce the risk of harm to clients, self, and others in a variety of settings.
6. Informatics: Use empirical and evidence-based information and patient care technology to interpret and communicate relevant information, manage care, and mitigate error in the provision of safe, quality client-centered care.
7. Professionalism: Assimilate integrity and accountability into practices that uphold established ethical and legal principles and regulatory guidelines while providing client-centered, standard-based nursing care.
8. Leadership: Integrate leadership and management theories and principles into practice when managing a caseload of clients and making clinical judgments about their care.
9. Communication: Use verbal and nonverbal communication strategies that promote an effective exchange of information, development of therapeutic relationships, and shared decision making with clients, families, groups and communities from diverse backgrounds.

### **NURSING DEGREE POLICIES**

1. Nursing students must achieve a grade of C+ or better in all required science and all Nursing courses.
2. Students must have a 3.0 cumulative GPA in order to enter NURS 230.
3. Nursing students may repeat only one Nursing course or required science course.
4. Nursing students who are unsuccessful in any two Nursing or required science courses are ineligible to continue in the Nursing program.
5. Any two withdrawals in Nursing or required science courses (whether from the same or different courses) equate to one failure for purposes of the progression requirement, above. Exceptions to this rule will only be made for medical withdrawals, for which appropriate documentation is required.

## PRACTICUM PLACEMENT IN NURSING

Nursing students complete clinical placements, externships, and preceptorships—one-on-one training with experienced nurses—at some of New York’s most renowned hospitals. Here is a sampling of recent practicum placement sites:

- Blythedale Children's Hospital
- Bronx Care Hospital
- Bronx Veterans Affairs Hospital
- Calvary Hospital
- Elizabeth Seton Children's Center
- Forest Hills Hospital – Northwell
- Hebrew Home Nursing Home
- Hospital for Special Surgery
- Hudson Pointe at Riverdale Center for Nursing and Rehab
- Kings County Hospital – Northwell
- Lenox Hill Hospital Northwell
- Martine Center for Rehabilitation and Nursing
- Mc Kinney Nursing Rehab
- Memorial Sloan Kettering Cancer Center
- Montefiore Medical Center – CHAM
- Montefiore Medical Center – Moses
- Montefiore Medical Center - New Rochelle
- Montefiore Medical Center - Nyack Hospital
- Montefiore Medical Center - Wakefield
- Montefiore Medical Center - Weiler (Einstein)
- Mount Sinai Medical Center
- NYP - Columbia University Irving Medical Center
- NYP - Weill Cornell Medical Center
- NYP - Lawrence Hospital
- NYP - Morgan Stanley Children's Hospital
- NYP - The Allen Hospital
- NYP- Queens
- NYP- BMH
- NYC Health + Hospitals/Metropolitan
- NYC Health + Hospitals/North Central Bronx
- NYC Health + Hospitals/Bellevue
- NYC Health + Hospitals/Harlem
- NYC Health + Hospitals/Jacobi
- NYC Health + Hospitals/Lincoln
- Saint Barnabas Hospital
- Saint Joseph's Medical Center
- Sara Neuman: The New Jewish Home
- St. John's Riverside Hospital
- St. Patrick's Home Rehabilitation and Health Care
- St. Vincent Hospital
- Wartburg Nursing Home
- Westchester Medical Center
- White Plains Hospital

## B.S. IN NURSING

### Degree Requirements (126 Credits)

<i>Undergraduate Core Requirements:</i>	40
Nursing Requirements:	61
NURS 110 Professional Nursing Concepts	2 credits
NURS 208 Pathophysiology	3 credits
NURS 210 Pharmacology	3 credits
NURS 220 Health Assessment with lab	4 credits
NURS 230 Fundamentals of Nursing Practice with Clinical	6 credits
NURS 323 Nursing Research and Evidence Based Practice	3 credits
NURS 327 Adult Health with clinical	8 credits
NURS 330/370/471 Nursing Electives	3 credits (471 - 1-3 credits, variable)
NURS 332 Health Promotion	2 credits
NURS 334 Behavioral Health Nursing with clinical	4 credits
NURS 341 Nursing Care of the Aging Adult	2 credits
NURS 410 Leadership and Management in Nursing	3 credits
NURS 451 Nursing Care of the Childbearing Family (OB)	4 credits with clinical
NURS 453 Nursing Care of the Childrearing Family (Peds)	4 credits with clinical
NURS 455 Senior Seminar with clinical/practicum	6 credits
NURS 456 Nursing Care of the Community with clinical	4 credits
<b>Cognate requirements:</b>	<b>22 credits</b>
BIOL 109 & 109L Anatomy and Physiology I	4 credits
CHEM 109 & 109L General, Organic and Biochemistry	4 credits
BIOL 110 & 110L Anatomy and Physiology II	4 credits
BIOL 211 Microbiology and Human Disease	4 credits
PSYC 326 Lifespan	3 credits
General Electives:	6 credits

# SAMPLE PROGRAM

## COLLEGE OF MOUNT SAINT VINCENT

### Nursing Program Curriculum (61 credits)

SEMESTER ONE			SEMESTER TWO		
Course #	Course Name	Credits	Course #	Course Name	Credits
NURS 208	Pathophysiology	3	NURS 110	Professional Nursing Issues	2
NURS 220	Health Assessment	4	NURS 210	Pharmacology	3
NURS 220	Health Assessment Lab	0	NURS 327	Adult Health Nursing	8
NURS 230	Fundamentals of Nsg Practice	6	NURS 327C	Adult Health Nursing Clinical	0
NURS 230C	Fundamentals of Nsg Practice Clinical	0	NURS 341	Care of the Aging Adult	2
NURS 332	Health Promotion	2			
		<b>total number of credits</b>	<b>15</b>		
				<b>total number of credits</b>	<b>15</b>

SEMESTER THREE			SEMESTER FOUR		
Course #	Course Name	Credits	Course #	Course Name	Credits
NURS 323	Nursing Research and Evidence Based Practice	3	NURS 334	Behavioral Health in Nursing	4
NURS XXX	Nursing Elective (choice of 330/370/471)	3	NURS 334C	Behavioral Health in Nursing Clinical	0
NURS 451	Nursing Care of the Childbearing Family	4	NURS 410	Leadership and Management	3
NURS 451C	Nursing Care of the Childbearing Family Clinic	0	NURS 455	Senior Seminar	6
NURS 453	Nursing Care of the Childrearing Family	4	NURS 455C	Senior Seminar Practicum	0
NURS 453C	Nursing Care of the Childrearing Family Clinic		NURS 456	Nursing Care of the Community	4
			NURS 456C	Nursing Care of the Community Clinical	0
		<b>total number of credits</b>	<b>14</b>		
				<b>total number of credits</b>	<b>17</b>

#### Notes:

\*Students who were NOT awarded credit/a waiver for Lifespan Development upon their admission to the program may NOT take the course at another institution or through an alternative program once they've begun the Accelerated Nursing program.

Curriculum grid and policies subject to change, 11/2021

## **COURSE DESCRIPTIONS:**

### **NURS 110 PROFESSIONAL NURSING ISSUES**

This course introduces students to the profession of nursing. Emphasis is placed on the core values and beliefs that are central to nursing including integrity, caring presence, ethical behaviors, self-development, and professional identity. Focus is placed on concepts necessary to provide safe, quality patient-centered care.

### **NURS 208 PATHOPHYSIOLOGY**

This course introduces the student to altered processes of human physiology. An emphasis is placed on exploring changes of biological process of the body and the effects on homeostasis. Alterations of health problems are studied along with the associated clinical manifestations and treatments. Manifestations of disease, risk factors for disease and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes will be discussed.

Co-requisites: NURS 220, 230, 332

### **NURS 210 PHARMACOLOGY**

This course introduces concepts of pharmacology to the nursing student. Concepts of pharmacokinetics, pharmacodynamics, medication administration, contraindications and indications of drugs and drug classes will be introduced in a systems-based manner.

Pre-requisites: NURS 208, 220, 230

Co-requisites: NURS 327

### **NURS 222 HEALTH ASSESSMENT**

This course provides the framework for preparing students to perform comprehensive health assessments on adult clients. Emphasis is placed on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks. This course will focus on concepts such as patient-centered care, caring presence, safety, communication, and professionalism.

Co-requisites: NURS 208, 230, 332

### **NURS 230 FUNDAMENTALS OF NURSING PRACTICE**

This course provides an introduction to nursing and roles of the nurse in micro- and macro-systems, as well as the concepts of the profession related to patient centered care. Emphasis is placed on the role of caring presence in providing patient centered care in which the theoretical foundation for the nursing process is emphasized. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment.

Co-requisites: NURS 208, 220, 332

### **NURS 323 NURSING RESEARCH AND EVIDENCE-BASED PRACTICE**

This course is designed to explore nursing research, theory, and evidence-based practice. Emphasis is placed on research critique and theory utilization in professional nursing practice. Evidence is used to answer clinical questions relevant to nursing practice. Research utilization skills are explored with a focus on the integration of current scientific evidence, use of clinical reasoning, identification of patient preferences, within a caring presence framework.

## **NURS 327 ADULT HEALTH NURSING**

This course provides students with the information, knowledge, and attitudes necessary to provide safe, high- quality evidence-based care to individuals from early through late adulthood. The course will emphasize application of the nursing process to adult patients with common acute and chronic health problems using a caring presence framework. Students will discuss issues of advocacy, inclusion, diversity, and equity when caring for adult patients. Classroom and experiential learning will foster the integration and application of newly acquired theoretical content as well as knowledge from previous courses.

Prerequisites: NURS 208, 220, 230, 332

Co-requisites: NURS 210, 341

## **NURS 330 HOLISTIC HEALTH (NURSING ELECTIVE)**

This is an introduction to holistic nursing and includes alternative and complementary methods and practices. Emphasis will be placed on the application of the nursing process in health promotion, health restoration, and health maintenance for individuals and families across the lifespan with common acute and chronic health problems that may respond to inclusion of holistic practices through the use of a caring presence framework.

## **NURS 332 HEALTH PROMOTION**

This course examines theories and principles of health promotion, disease prevention and risk reduction. Primary (prevention), secondary (detection) and tertiary (reduction of continuing risk) will be reviewed. Contemporary theories of health promotion will be examined. Current federal guidelines for prevention will be addressed. Health literacy and health teaching will be discussed in the context of patient centered care.

Co-requisite: NURS 208, 220, 230

## **NURS 334 BEHAVIORAL HEALTH NURSING**

This course focuses on the care of clients across the lifespan experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of patients facing emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, caring presence, and coping skills are integrated throughout the course.

Prerequisites: NURS 208, 210, 220, 230, 332

## **NURS 341 NURSING CARE FOR AGING ADULTS**

This course examines the experiences of aging in American culture and the role of the nurse in facilitating health and reducing risk. The course will focus on the fastest growing population in America, individuals over the age of 65 and the frail elderly and examine the role of nursing in engaging in the health, wellness and quality of life in this population. Physiologic, psychologic, developmental and social issues will be discussed. The course will also examine the role of family care giving and end-of-life experiences. Emphasis will be given to syndromes most often associated with aging, such as polypharmacy, decompensatory pathologies, frailty, abuse and geriatric syndromes. Strategies essential for the treatment and coordination of care for individuals and families dealing with aging family members, as well as the impact on population health locally, nationally, and globally will be addressed.

Prerequisites: NURS 208, 220, 230, 332

Co-requisites: NURS 210, 327

## **NURS 370 TOPICS IN NURSING**

This course introduces the student to a special topic selected by the faculty teaching the course in the semester in which it is offered.

## **NURS 410 LEADERSHIP AND MANAGEMENT IN NURSING**

This course focuses on the knowledge and skills needed to be a nursing leader who can function as a contributing member of the inter-professional team. The development of transformational leadership skills and management techniques needed to coordinate the provision of safe, quality patient-centered care are highlighted using a caring presence framework. Emphasis is placed on professional behaviors, communication that supports information exchange, collaboration and conflict negotiation, ethical comportment and the establishment and provision of evidence-based practice.

Prerequisites: This is a final semester nursing course. It may not be taken in any other sequence.

## **NURS 451 NURSNG CARE OF CHILDBEARING FAMILY**

This course provides an integrative, family-centered approach to the care of women and newborns. Emphasis is placed on normal and high-risk pregnancies, growth and development, family dynamics and the promotion of healthy behaviors in patients. Caring presence in the management from pregnancy to birth. Apply theoretical concepts and in critical thinking related to women and newborns.

Pre-requisites: NURS 208, 210, 220, 230, 332

## **NURS 453 NURSING CARE OF THE CHILDBEARING FAMILY**

This course provides an integrative, family-centered approach to the care of children with a focus on utilizing a caring presence. Emphasis is placed on fostering normal growth and development, family dynamics, developmentally appropriate communication theory, common pediatric health alterations and the promotion of healthy behaviors in children and families.

Pre-requisites: NURS 208, 210, 220, 230, 332

## **NURS 455 SENIOR SEMINAR**

This course reviews contemporary issues in professional practice, including social, political, organizational, and professional issues. The politics of health care is discussed within the context of the health care delivery system. Current issues are critically analyzed in relation to their influence on the nursing profession and nursing practice. Students will analyze, plan, discuss and develop collaborative plans of care for patients initially through case studies and then while delivering care to patients at clinical sites. Emphasis is placed on a caring, collaborative and interdisciplinary approach to the management of health care needs. The understanding of the role of leadership in the profession of nursing will be enhanced.

A concentrated 120-hour clinical experience, which emphasizes the transition from the role of nursing student to that of graduate professional nurse, is an integral part of this course. Healthcare settings used for this experience provide an opportunity for students to apply knowledge, integrate relevant nursing research, collaborate with members of the interdisciplinary healthcare team, evaluate one's development in this transitional process, and initiate a plan for self-growth in real time. Students' experience may consist of a one-to-one preceptorship experience or a small group model experience to satisfy the 120-hour requirement. In addition, students will have the opportunity to prepare for employment as a professional nurse, appreciate the importance of lifelong learning, and prepare for the NCLEX licensing exam.

Prerequisites: This is a final semester nursing course. It may not be taken in any other sequence.



## **NURS 456 NURSING CARE OF THE COMMUNITY**

This course is intended to introduce students to nursing care of individuals, families, aggregates, communities, and populations. Principles and practices of community health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of spiritually, caring presence and culturally appropriate health promotion and disease prevention interventions.

Prerequisites: NURS 208, 220, 230, 332

## **NURS 471 INDEPENDENT STUDY**

This course is designed to promote a spirit of inquiry in nursing. It is an independent research in which the student demonstrates proficiency in working independently on a project related to specific area approved in advance by the faculty member. Meetings with the advisor are required.

This is a variable credit course. It may take the place of the 3-credit elective, **subject** to the availability of faculty mentors. It may also take the form up 1-2 credits for students needing additional credits in their plan of study.

## DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

The Department of Philosophy and Religious Studies offers Majors and Minors in Philosophy and Religious Studies.

### Faculty

Sr. Eileen Fagan, PhD., Chairperson and Associate Professor

Jon Burmeister, PhD. Associate Professor

Josh Shmikler, PhD. Associate Professor

Jane Sloan Peters, PhD., Assistant Professor

### Department Statement of Purpose and Learning Outcomes

The Department of Philosophy and Religious Studies gives students 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 University 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' fundamental human ability to reason, question, and wonder about 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 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 University of Mount Saint Vincent will be able to:

1. Analyze and interpret primary sources in philosophy
2. Analyze and interpret secondary sources in philosophy
3. Conduct philosophical research while employing information literacy skills
4. Explain the connection between speculative and practical philosophy
5. Craft a valid philosophical argument, which includes supporting evidence
6. Communicate philosophical ideas effectively in standard written English
7. Communicate philosophical ideas effectively orally
8. Explain the connection between course themes and one's own life, which requires engagement in philosophical questioning and exploration
9. Apply philosophical ideas to contemporary social, political, and cultural issues

## **Religious Studies Statement of Purpose**

Religious Studies courses give students the opportunity to understand the role of religion in answering existential questions and its impact on history and culture, with emphasis on 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 Mount founded by the Sisters of Charity whose spirit informs the entire University. 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 University 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, compare and contrast these concepts and terms across several different religious traditions.
2. Describe the methodologies of various religious traditions in arriving at these concepts, terms, and practices.
3. Demonstrate information literacy in the discipline, including knowledge of modern scholarly hermeneutical principles (rules of interpretation)
4. Discover the cross-disciplinary implications of religious studies.
5. Investigate the influence and impact of religion on society both in the past and present.
6. Critically think, discuss, and evaluate the religious and social issues in one's personal life, as well as one's local and global communities.

## B.A. in Philosophy

### Degree Requirements

<b>Undergraduate Core Requirements</b>	<b>43 credits*</b>
<b>Philosophy Major</b>	<b>30 credits</b>
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)
<b>Open Electives</b>	<b>47 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

*\*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.

### 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
First-Year Seminar	3 credits
Modern Language and Literature Core	6 credits
PHIL 110 Introduction to Ethics	3 credits
Core Courses	9 credits
<b>TOTAL</b>	<b>31 credits</b>

#### 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
<b>TOTAL</b>	<b>30 credits</b>

### 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
<b>TOTAL</b>	<b>30 credits</b>

### 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
<b>TOTAL</b>	<b>29 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

## B.A. in Religious Studies

### Degree Requirements

<b>Undergraduate Core Requirements</b>	<b>43 credits*</b>
<b>Religious Studies Major</b>	<b>30 credits</b>
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)
<b>Open Electives</b>	<b>47 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

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

## **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
First-Year Seminar	3 credits
Modern Language and Literature Core	6 credits
Core Courses	6 credits
Religious Studies 208 (Intro to Religious Studies)	3 credits
Open Electives	6 credits
<b>TOTAL</b>	<b>31 credits</b>

### **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
<b>TOTAL</b>	<b>30 credits</b>

### **Year 3**

Core Courses	9 credits
RELS XXX	3 credits
RELS XXX	3 credits
RELS XXX	3 credits
RELS XXX	3 credits
Open Electives	9 credits
<b>TOTAL</b>	<b>30 credits</b>

### **Year 4**

RELS XXX	3 credits
RELS XXX	3 credits
RELS 470 Senior Seminar (Capstone)	3 credits
Open Electives	20 credits
<b>TOTAL</b>	<b>29 credits</b>
<b>Total Credits for Graduation</b>	<b>120 credits</b>

## **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 philosophy and religious studies courses. No exceptions will be made.

### **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

## **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 covered 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: ENGL 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: ENGL 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: ENGL 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: ENGL 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: ENGL 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: ENGL 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: ENGL 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 before registration. Students are welcome to suggest possible topics to the philosophy faculty (3 credits).

Prerequisite: ENGL110

## **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: ENGL 110

### **PHIL 357 PHILOSOPHY OF LOVE**

Love is the inspiration and subject of countless songs, stories, and artworks. It guides how we live and whom 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: ENGL 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 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: ENGL 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 and philosophy (3 credits).

Prerequisite: ENGL 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 ENGL 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. Also, students will be encouraged to meditate on how much human life is tragic (3 credits).

Prerequisite: ENGL 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 aware of their own demise? Should death be feared, accepted, ignored, or embraced? Can meditating on death help us to live better lives? (3 credits)

Prerequisite: ENGL 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 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: ENGL 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 must participate in community service projects outside of class (3 credits).

Prerequisite: ENGL 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 before registration. Students are welcome to suggest topics to the philosophy faculty (3 credits).

Prerequisite: ENGL 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: ENGL 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: ENGL 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, to learn about the lively intellectual debates occurring in the Middle Ages and that affect us still today (3 credits).

Prerequisite: ENGL 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: ENGL 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: ENGL 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: ENGL 110

## **PHIL 410 EXISTENTIALISM**

This course introduces students to the 20th century philosophical movement known as existentialism, and 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: ENGL 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 thinkers (3 credits).

## **PHIL 421: NIETZSCHE AND FILM**

In this course students will study the destabilizing and thought-provoking philosophy of Friedrich Nietzsche. Many of Nietzsche's most important ideas (such as the death of God, the will to truth, the value of suffering, the overman, the lost man, self-overcoming, *amor fati*, eternal return, the revaluation of all values, historical sense, master morality, slave morality (*resentment*), and the will to power) will be investigated. Students will read English translations of Nietzsche's writings and view films which have been influenced by his ideas.

Prerequisite: ENGL 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 before registration. Students are welcome to suggest topics to the philosophy faculty (3 credits).

Prerequisite: ENGL 110

## **PHIL 375, 475: INTERNSHIP**

Students have an opportunity to gain practical experience related to Philosophy while learning off-campus. Internships are conducted under the supervision of a department faculty member and an off-site member. The course requires the approval of the Department Chair and the Director of Internships (3 credits).

## **PHIL 460: INDEPENDENT STUDY**

A student may need this course to complete his/her area of research, and it is not provided in the regular course offerings. The student must consult with a professor and seek the approval from the Department Chair (3 credits)

Prerequisite: ENGL 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 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).

Prerequisite: ENGL 110 and at least three additional courses in philosophy, and senior standing.

### **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 on the individual's responsibility 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 306: MEETING GOD IN STORY AND HISTORY: THE OLD TESTAMENT**

An exploration of Ancient Israel's understanding of itself in story and of its God as a God of history (3 credits).

Prerequisite: RELS 208

## **RELS 308: CENTRAL THEMES OF THE NEW TESTAMENT**

The development of the Christian Scripture as seen through the history of the earliest Christian communities, the unique messages of the Evangelists, and the methods used to understand their writings (3 credits).

Prerequisite: RELS 208

## **RELS 309: LIFE AND LETTERS OF PAUL**

An exploration of the earliest Christian writings and the personality and theology of Christianity's most influential preacher (3 credits).

Prerequisite: RELS 208

## **RELS 311: JESUS**

An examination of the historical Jesus produced by recent scholarship of the New Testament and its implications for a contemporary Christology as seen through the thought of prominent theologians (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, Teilhard de Chardin, Massingale, Johnson, Sobrino, will be examined (to name a few) (3 credits).

Prerequisite: RELS 208

## **RELS 331: EASTERN CHRISTIANITY**

A study of the separated and the united churches of the East: Orthodox, Coptic, Maronite, etc. This course will review the history of these churches and their commonalities and differences with the Roman Catholic Church (3 credits).

Prerequisite: RELS 208

### **RELS 337: AMERICAN RELIGIOUS EXPERIENCE**

An examination of the American religious spirit that developed in America and its influence from the Native American, Puritan, Protestant, Catholic, Jewish, and African American traditions, as well as other religious traditions (3 credits).

Prerequisite: RELS 208

### **RELS 343: EARLY CHRISTIAN THOUGHT**

A study of the development of Christian doctrine and practice in the work of the great Western and Eastern Church Fathers (early theologians) and the great Ecumenical Councils to the 8<sup>th</sup> century. There will be a special emphasis on the heresies of the time, which were confronted by great thinkers, such as Augustine and Athanasius (3 credits).

Prerequisite: RELS 208

### **RELS 346: REFORMATION AND COUNTER-REFORMATION**

A study of reform movements within Christianity in the 16<sup>th</sup> century. It will include such major figures as Luther, Calvin, and Zwingli who separated from the Roman Church. The course will also study the Roman Church's response to the Reformation, including the Council of Trent and the Jesuits (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 the values of this tradition with those prevalent in contemporary society (3 credits).

Prerequisite: RELS 208

### **RELS 354: BUDDHISM**

A study of the principles of Buddhist thought, together with the reading of various Theravada and Mahayana texts. The course will address problems of philosophical interpretation, historical development, and cultural transformation (3 credits).

Prerequisite: RELS 208

### **RELS 355: ISLAM**

An introductory survey of the origins and religious teachings of Islam with special attention to the Islamic views of providence, revelation, worship, and moral obedience. Community, social justice, and revolutionary thought in the contemporary Islamic world will be treated (3 credits).

Prerequisite: RELS 208

### **RELS 358: INTRODUCTION TO EASTERN RELIGIONS**

A survey of the religions that began in India, primarily Hinduism and Jainism. This course traces the historical development of these religions from the time of the Vedas to Mahatma Gandhi and focuses on the religious beliefs, practices, and literature of these groups (3 credits).

Prerequisite: RELS 208

### **RELS 404: RELIGION AND SOCIAL JUSTICE**

The role of religion in the economic life of the underclass as interpreted through biblical insights and Roman Catholic social teaching (3 credits).

Prerequisite: RELS 208

## **RELS 414: WOMEN IN WESTERN RELIGION**

A review of the role of women in the Jewish and Christian traditions in contemporary consciousness concerning women. A consideration will be given to women, ministry, and feminist theology (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 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: SPECIAL TOPICS IN SCRIPTURE**

This course is an in-depth study of an area of scripture not covered in general scripture courses (3 credits).

Prerequisite: RELS 208



## **RELS 371: TOPICS IN RELIGION**

This course is an in-depth investigation of 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 372: SCIENCE AND RELIGION**

An examination of the historic 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 clashes 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).

Prerequisite: RELS 208

## **RELS 470 SENIOR SEMINAR CAPSTONE (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 375, 475: INTERNSHIP**

Students have an opportunity to gain practical experience related to Religious Studies while learning on or off-campus. Internships are conducted under the supervision of a department faculty member and on or off-site member. This course requires the approval of the Department Chair and the Director of Internships (3 credits).

## **RELS 460, 461 INDEPENDENT STUDY**

A student may need this course to complete his/her area of research, and it is not provided during in the regular course offerings. The student must consult with a professor and see approval from the Department Chair (3 credits).

Prerequisite: RELS 208

## DEPARTMENT OF PSYCHOLOGY

The Psychology department offers courses leading to a B.A. degree in Psychology or a B.S. degree in Psychology. The department also offers a Minor in Psychology.

### Faculty

Stefanie Vuotto, PhD., Chairperson & Associate Professor

Stephanie A. Berger, PhD., Professor

Dan Hrubes, PhD., Associate Professor

Jacklyn Keenoy, PhD., Assistant Professor

John McCullagh, PhD., Associate Professor

Jennifer Pipitone, PhD., Associate Professor

### Department Statement of Purpose and Learning Outcomes

Psychology is the scientific study of behavior and mental processes. 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 among content courses, electives, internships and research experience.

### Department Learning Outcomes

After completing the Psychology program, students will have achieved the following learning outcomes:

**Learning Outcome 1: Knowledge Base in Psychology.** *Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives and historical trends related to the primary content and applied areas in psychology (biological, cognitive, developmental, social, and clinical).*

**Learning Outcome 2: Scientific Inquiry and Critical Thinking.**

*Students will demonstrate the effective use of scientific & statistical reasoning and information literacy skills, including designing and conducting research studies to draw conclusions about psychological phenomena.*

**Learning Outcome 3: Ethical and Social Responsibility in a Diverse World.** *Students will demonstrate ethically and socially responsible behaviors appropriate for professional and personal settings in a diverse world.*

**Learning Outcome 4: Communication.** *Students will demonstrate effective written and oral communication skills for different purposes (e.g., professional or interpersonal).*

### POLICIES

Students who wish to declare a major in Psychology must 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).

**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).

## B.S. in Psychology

### Degree Requirements

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.

Undergraduate Core Requirements	49 credits*
Psychology Major	36 credits
Major Foundational Courses	(15 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)
Major Content Area Courses & Electives	(18 credits)

Six courses which meet the following criteria:

- 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 )

PSYCH 450 Capstone Senior Seminar	(3 credits)
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# B.S. in Psychology

## 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
First-Year 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	8 credits
BIOL 111,111L & 112, 112L General Biology	
PSYC 205 Psychological Statistics	3 credits
PSYC 315 Research Methods I (WE)	3 credits
PSYC 3XX Psychology Course 1 – Content Area 1	3 credits
PSYC 3XX Psychology Course 2 – Content Area 2	3 credits
Open Electives	6 credits
TOTAL	32 credits

### Year 3

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 credits

## B.A. in Psychology

### Degree Requirements

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.

<b>Undergraduate Core Requirements</b>	49 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)
Major Content Area Courses	(15 credits)
Five courses from the Major Content Areas of Psychology and Psychology Electives which meet the following criteria:	
a) Three courses are selected from three different major content areas	
b) No more than one course is at the 200 level	
c) At least one course must be at the 400 level (This requirement cannot be fulfilled with PSYC 475)	
PSYC 450 Capstone Senior Seminar	(3 credits)
Open Electives	44 credits
 *Three core credits in Social Sciences may be satisfied with Major requirements.	
<b>TOTAL</b>	<b>120 credits</b>

# B.A. in Psychology

## 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
First-Year 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 credits

## **MINOR**

Every student who wishes to declare a minor in Psychology must consult with the Chairperson. Students select 18 credits of Psychology to complete the minor. 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.A. in Psychology/M.S. in Occupational Therapy (joint degree)

## **B.A. in Psychology/M.S. in Occupational Therapy (joint degree)**

### **University of Mount Saint Vincent (B.A.) – Columbia University College of Physicians and Surgeons (M.S.)**

The Mount has a cooperative 3-2 arrangement with Columbia University College of Physicians and Surgeons, which enables Mount students to earn a B.A. degree in Psychology from the Mount and an M.S. degree in Occupational Therapy from Columbia after five years of study. Students must complete all Psychology Core and Major requirements, as well as the prerequisites for the Columbia program, during their first three years at the Mount. Students apply to Columbia in their junior year. Those who meet the Columbia University criteria for admission will spend the final two years at Columbia University College of Physicians and Surgeons. Admission to this program is highly competitive. Students interested in this program must notify the Chair of the Psychology Department prior to the start of their first year.

## **Requirements**

Students will complete the Mount core education requirements and the Psychology Major Requirements during their first three years. Courses completed during the first year at Columbia are transferred back to the Mount to complete the credit total requirements for the B.A. in Psychology degree. Students will also complete these Occupational Therapy prerequisite courses during their first three years: Abnormal Psychology (PSYC 355), Lifespan Development (PSYC 326), Additional required O.T. Prerequisite courses include: Anatomy & Physiology I & II (BIO 109 & 110).

## **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
First-Year 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
<b>TOTAL</b>	<b>31 credits</b>

### 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
<b>TOTAL</b>	<b>32 credits</b>

### Year 3

Core Courses	6 credits
PSYC 3XX PSYC Elective Course	3 credits
PSYC 3XX Psychology Course	3 credits
PSYC 4XX Psychology Content Course	3 credits
PSYC 450 Capstone	3 credits
Open Electives	9 credits
<b>TOTAL</b>	<b>30 credits</b>
<b>Total credits earned at the Mount</b>	<b>93 credits</b>

Twenty-seven credits taken at Columbia complete the 120 credits required for a Mount Saint Vincent B.A. in Psychology Degree. For additional information about the M.S. in Occupational Therapy degree curriculum, please visit Columbia University's Occupational Therapy website: [www.columbiaot.org](http://www.columbiaot.org)).



## **B.A. in PSYCHOLOGY/M.S. in OCCUPATIONAL THERAPY (JOINT DEGREE)**

### **University of Mount Saint Vincent (B.A.) – Dominican College (M.S.)**

The University 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. Students complete three years of coursework at the Mount and then apply for admission into the Dominican College Occupational Therapy Program. Students who meet the Dominican College criteria for admission and are accepted in the Occupational Therapy program will spend the final three years at Dominican College. Students interested in this program should notify the chair of the Psychology department during the fall semester of their first year.

### **Requirements**

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

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 prerequisite Occupational Therapy courses at Dominican during the summer between their third and fourth year.

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 Brain and Behavior (332). Additional required O.T. Prerequisite courses include: Anatomy & Physiology I & II (BIO 109 & 110), Physics I & II (PHYS 207 & 208), and Neurobiology (BIO 405).

## **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
First-Year 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
PSYC 332 Brain and Behavior	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 344 Group Dynamics	3 credits
PSYC 4xx 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 credits

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.

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

**MAJOR CONTENT AREAS:**

Biological: PSYC 432 Motivation & Emotion, PSYC 332 Brain and Behavior  
Clinical: PSYC 302 Psychological Testing, PSYC 327 Interviewing & Counseling, and PSYC 355 Abnormal Psychology, PSYC 437 Contemporary Psychotherapy,  
Developmental: PSYC 345 Psychology of Childhood, PSYC 346 Psychology of Adolescence, and PSYC 320 Psychology of Adulthood & Aging, and PSYC 446 Developmental Psychopathology  
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:**

FSEM 108 Science or Pseudoscience  
PSYC 230 Independent Study: Honors Thesis  
PSYC 240 Psychology of Women  
PSYC 330 Special Topics  
PSYC 341 Health & Stress  
PSYC 344 Group Dynamics  
PSYC 360, 460 Independent Study  
PSYC 374 Organizational Psychology  
PSYC 390 Environmental Psychology  
PSYC 329, 339 Research in Psychology I & II  
PSYC 375, 475 Internship I & II

**SENIOR CAPSTONE**

PSYC 450 Capstone Seminar

## **COURSE DESCRIPTIONS**

### **PSYCHOLOGY (PSYC)**

#### **100-200 LEVEL COURSES**

#### **FSEM 108 – SCIENCE OR PSEUDOSCIENCE (C)\***

Why do people believe weird things? It may be surprising to learn that strange beliefs can develop from the normal ways the human brain processes information. It may be less surprising to know that people sometimes take advantage of this and use “sciencey” language to spread (or sell!) their own strange beliefs. You will learn to develop a healthy skepticism by learning to distinguish real science from pseudoscience, explore the psychological processes that make pseudoscience so appealing, and figure out for yourself whether the next weird thing is “too good to be true.”

#### **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 (3 credits).

Open to Psychology Majors Only. Pre-requisite: PSYC 103 (required) & MATH 102 (strongly recommended)

#### **PSYC 205 PSYCHOLOGICAL STATISTICS**

In this course, students will apply descriptive and inferential statistics to psychological research. Topics include: measures of central tendency and variability, correlation and regression, students t-test, and analysis of variance. Statistical computer packages will be used for data analysis (3 credits).

*Pre-requisite: PSYC 103 and MATH 102 (Strongly suggested)*

#### **PSYC 230 PSYCHOLOGY OF WOMEN**

Supervised Honors Thesis preparation. The honors student will design a research study, collect data, analyze and interpret results and write an APA format honors thesis. Students must obtain permission of the faculty mentor before registration.

#### **PSYC 240 PSYCHOLOGY OF WOMEN**

An introduction to the psychology of women, surveying psychological, social, and biological determinants of behavior (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 (3 credits).

Prerequisite: PSYC 205

#### **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 (3 credits). (WE)

Open to Psychology Majors Only. Prerequisites: PSYC 104 and PSYC 205

## **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. Students who have taken PSYC 326 may not take PSYC 320 (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 (3 credits).

Prerequisite: PSYC 103

## **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 (3 credits).

This course is only open to Nursing Majors.

## **PSYC 327 PRINCIPLES AND TECHNIQUES OF INTERVIEWING AND COUNSELING**

This course explores the techniques for establishing a stable working relationship with a client and examines prominent contemporary approaches to interviewing and counseling from theoretical and practical standpoints (3 credits).

Prerequisite: PSYC 103

## **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 (3 credits each).

Prerequisites for PSYC 329: PSYC103; Pre-requisites for PSYC 339: PSYC 329

## **PSYC 330 SPECIAL TOPICS IN PSYCHOLOGY**

This course explores new course offerings in any area of psychology. Topics are listed in the registration book. Descriptions of specific topics are posted in the psychology department. Specific requirements will depend on topic (3 credits)

Prerequisite: PSYC 103

## **PSYC 332 BRAIN AND BEHAVIOR**

This course will explore the underlying neural mechanisms of thoughts, feelings, and behavior as well as the reciprocal relationship between behavior and the brain. Topics will range from the basic cellular structure of the nervous system to the biological basis of complex behaviors such as memory, emotion, states of consciousness, and psychopathology (3 credits).

Prerequisite: PSYC 103

## **PSYC 341 PSYCHOLOGY OF HEALTH AND STRESS**

This course focuses on the psychological processes that affect health with a focus on stress and stress management. Topics include: psychological analysis of health promoting and health compromising behaviors and psychobiological perspectives on stress, pain management, chronic illness, and terminal illness (3 credits).

Prerequisite: PSYC 103

## **PSYC 344 GROUP DYNAMICS**

This course is an introduction to small group processes, including theory, research and application. Topics include leadership, power, decision-making, and conflict (3 credits).

Prerequisite: PSYC 103

## **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 326 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 (3 credits). Students who have taken PSYC 326 may not take PSYC 346

## **PSYC 347 PERSONALITY**

An examination of the research and theories explaining the development of personality and its functioning (3 credits).

Prerequisite: PSYC 103

## **PSYC 355 ABNORMAL PSYCHOLOGY**

This course surveys a variety of psychological disorders ranging from anxiety to depression and schizophrenia. Current theories regarding their causes are discussed and compared. Approaches to treating the disorders are also covered with particular emphasis on the psychotherapies and associated behavioral techniques (3 credits).

Prerequisite: PSYC 103

## **PSYC 360, 460 INDEPENDENT STUDY IN PSYCHOLOGY**

This course is designed to allow psychology majors to pursue an area of special interest in psychology. Students must present a preparatory outline to qualify. Permission of the faculty mentor is required at the time of registration (3 credits each).

Prerequisite: PSYC 103

## **PSYC 365 MULTICULTURAL PSYCHOLOGY**

This course is designed to introduce students to the current theories and research methods that drive the field of multicultural psychology. Emphasis will be placed on practical applications of multicultural psychology as it pertains to diverse groups living in the United States. The course will explore the meaning of multicultural psychology, critique mainstream American psychology's methods and theoretical base in the context of alternative frameworks, and review current research and practice related to diverse human experiences (3 credits).

Prerequisite : ENGL 120

## **PSYC 374 ORGANIZATIONAL PSYCHOLOGY**

This is an analysis of human behavior in organizations. Topics include: organizational structures and dynamics, motivation and job satisfaction, management styles, and problems in human relations (3 credits).

Prerequisite: PSYC 103

## **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 supervisor, the faculty member, and the internship coordinator sign the contract at the time of registration (3 credits each).

Prerequisite: PSYC 104

## **PSYC 390 ENVIRONMENTAL PSYCHOLOGY**

The interdisciplinary field of environmental psychology is rooted in questions such as: How do our attitudes and behaviors shape the places where we live, learn, work, and play? How do our surroundings shape us? This course applies psychological concepts (e.g. perception, cognition, culture, identity, attachment) to explore the relationship between people and places through a lens of social and environmental justice (3 credits).

Prerequisite: ENGL 120

## **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 (3 credits). (WE) This course is offered once every 2 years.

Prerequisite: PSYC 315

## **PSYC 424 COGNITION**

This course surveys operations of the mind as viewed from the information processing perspective. The focus is on experimental cognitive psychology with additional attention given to research in neuropsychology that connects cognitive theories to brain processes. Attention, perception, the representation of knowledge, problem solving, reasoning, and language are studied (3 credits).

Prerequisite: PSYC 315

## **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 (3 credits).

Prerequisite : PSYC 315

## **PSYC 437 CONTEMPORARY PSYCHOTHERAPY**

This course is designed to provide students with an understanding of the major theories of counseling and clinical practice, as well as the techniques and strategies that are used in these clinical modalities. Students will also be introduced to the foundational skills of counseling practice as well as the use of clinical skills when working with some of the more common psychological disorders. There will be a significant experiential component to this course and students will be expected to participate through roleplays, case analyses, and in-class discussion (3 credits).

Prerequisite: PSYC 315

## **PSYC 446 DEVELOPMENTAL PSYCHOPATHOLOGY**

This course provides students with a fundamental understanding of psychological disorders that develop in infancy, childhood and adolescence. Students will explore multidimensional explanations of disorders (e.g., neurobiological, psychological, sociocultural), examining disorders with regard to etiology, assessment, diagnosis, developmental pathway, intervention/treatment, and prevention where appropriate (3 credits)

Prerequisite: PSYC 315

## **PSYC 450 CAPSTONE SEMINAR**

In this capstone experience, students will integrate and apply skills and knowledge acquired as a Psychology major. Students will explore their own interests in psychology using self-directed learning. This will include reading and discussing journal articles and completing an independent project in which they apply their knowledge to an existing controversy, social problem or research question (3 credits). Open to Seniors only.

Prerequisite: PSYC 315

(C)\* May be taken to meet Core Requirements



## DEPARTMENT OF SOCIOLOGY

The Department of Sociology, through its curriculum of courses and faculty support, prepares students to think critically about issues of social life experience, to develop the ability to interpret and evaluate data and information in an orderly fashion, and to employ a focused approach to listening, oral communication, observing, and critical, analytic writing.

The study of sociology develops marketable professional skills—how to ask and answer research questions about complex social realities, how to write in a sharp, clear, well-organized, and engaging manner, and how to address organizational problems using the results of systematic research. The department focuses substantively on questions of health and healthcare, international inequality; crime, justice, and injustice; social service and public policy; urban life and urban planning; political economy; and media and popular culture.

With a talented, committed, and supportive faculty, students are provided with a strong foundation in theoretical thinking, research methods and analysis. They have multiple opportunities to engage in research projects. And they develop strong multicultural awareness. High quality internship opportunities serve to enhance the learning process. Sociology majors also have the opportunity to do hands-on social research with faculty members in the department's Fishlinger Center for Public Policy Research.

Sociology students are trained in the principles and practice of research, from conception to measurement. They are encouraged to develop the necessary skills to master the gamut of analytical and critical thinking, and to make important strides in the development of themselves as leaders, professionals, members of society, and as whole persons.

### Faculty

Omar Nagi, Ph.D., Chairperson and Associate Professor

Matthew Archibald, Ph.D., Associate Professor

Kristin Lawler, Ph.D., Professor

LinDa Saphan, Ph.D, 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 mature as sharp thinkers, clear writers, and effective public speakers capable of producing meaningful original sociological work.

#### Department Learning Outcomes

1. Students will be able to analyze social phenomena using fundamental sociological principles
  - a. Describe and explain the dimensions of sociology, and its local and global, historical and contemporary dimensions
2. Students will be able to evaluate and implement sociological principles to critique social phenomena
  - a. Construct arguments and counterclaims, and their implications for socioeconomic and political questions
  - b. Adjudicate those claims using multiple sources of evidence
  - c. Evaluate implications in multiple settings
3. Students will understand and apply standards of ethical inquiry in social sciences
  - a. Articulate continuum of ethical and moral behavior relevant to socioeconomic and political questions and contemporary problems (e.g., nature of polity, social justice, rights)
  - b. Master and practice reflection on self and other
4. Students will be able to communicate understanding of fundamental principles, critical reasoning and ethical reflection.
  - a. Develop competencies in written, oral and visual communication
  - b. Master underlying technological advances that support the process

## B.A. IN SOCIOLOGY

### Degree Requirements

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

<b>Undergraduate Core Requirements</b>	<b>46 credits*</b>
<b>Sociology Major</b>	<b>30 credits</b>
<b>Major Required Courses</b>	<b>12 credits</b>
SOC 307 Survey Research OR	(3 credits)
SOC 350 Social Science Research Methods	
SOC 313 Qualitative Research Methods	(3 credits)
SOC 324 Sociological Theories	(3 credits)
SOC 416 Seminar in Sociology	(3 credits)
<b>Area of Concentration Courses</b>	<b>18 credits</b>
<b>Open Electives</b>	<b>44 credits</b>
<b>TOTAL</b>	<b>120 credits</b>

\* No more than two core courses in Sociology may be counted toward the Sociology major.

### Area of Concentration Courses:

#### General Sociology

- Four major required courses (12)
- Six major elective courses (18)

#### Urban Studies

- Four major required courses (12)
- SOC 305 – Urban Sociology (3)
- SOC 315 – Urban Planning (3)
- SOC 345 – NYC Ethnic Communities (3)
- Three major electives (9)

#### Social Service/Social Work

- Four major required courses (12)
- SOC 312 – Social Work Practice (3)
- SOC 321 – Social Policy (3)
- SOC 323 – Intro to Social Work (3)
- SOC 375 – Internship (3)
- Two major electives (6)

### Criminology and Justice

- Four major required courses (12)
- SOC 309 – Criminology (3)
- SOC 369 – Current Controversies in Crime and Justice (3)
- One of the following (3)
  - Soc 310 Sociology of Deviance
  - Soc 361 Foundations of Justice
  - Soc 362 Organized Crime
  - Soc 364 Criminal Law and Society
  - Soc 365 Police and Society
  - Soc 366 White Collar Crime
- Three major electives (9)

## **B.A. IN SOCIOLOGY**

### **Recommended Courses**

The best slate of courses will depend on the individual student, in consultation with the faculty members of the department.

#### **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
First-Year Seminar	3 credits
Core Classes	15 credits
Sociology Required Courses	3 credits
Sociology Upper Level Elective	3 credits
TOTAL	31 credits

#### **Year 2**

Core Courses	18 credits
SOC 313 Qualitative Research Methods	3 credits
Upper Level Sociology Elective	3 credits
Sociology Concentration Course	3 credits
Open Electives	3 credits
TOTAL	30 credits

#### **Year 3**

Core Courses	6 credits
SOC 324 Sociological Theories	3 credits
Sociology Concentration Courses	6 credits

SOC 307 or SOC 350	3 credits
Open Electives	12 credit
TOTAL	30 credits

#### Year 4

Sociology Upper Electives	3 credits
SOC 416 Senior Seminar	3 credits
Open Electives	23 credits
TOTAL	29 credits

Total credits for Graduation: 120

## MINOR IN SOCIOLOGY

### Requirements

The minor in Sociology requires 18 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 310 Power and Conflict

**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

**Four** additional courses in Sociology.

NOTE – Minors are not required to take SOC 416, Senior Seminar.

## CONCENTRATIONS

- Urban Studies
- General Sociology
- Criminology and Justice
- Social Services

## **MINOR IN LAW**

### **Requirements**

The Law minor represents an interdisciplinary initiative and requires 18 course credits, including one three-credit internship, ENGL 296, PHIL 241, and three additional courses from the disciplines listed below (at least one of which must be from either Sociology or History), selected in consultation with the program director:

#### **English**

\*English 296 Language and the Individual in Society (required) +  
any 300- or 400-level class excluding the Creative Writing Classes (English 300, 301, 302, 304, 325, 400)

#### **History**

HIST 323: A More Perfect Union: The US Constitution in Historical Perspective  
HIST 324: Equal Justice Before Law: The US Supreme Court  
HIST 418: Britain: Foundations of Constitutional Rule

#### **Philosophy**

PHIL 241: Logic (required)  
PHIL 314: Ethical Theory  
PHIL 315: Business Ethics  
PHIL 320: Social and Political Philosophy  
PHIL 369: Philosophy and Social Responsibility

#### **Sociology**

SOC 364: Criminal Law and Society  
SOC 470: Prison, Emancipation, and the Rhetoric of Liberty  
SOC 315: American Legal System  
SOC 370 Advanced Public Policy

As is the case for our other interdisciplinary minors, up to six credits of this minor may be applied to a student's major coursework.

## **B.A./M.S.W. in Social Work joint degree with Yeshiva University**

### **University of Mount Saint Vincent (B.A.) – Yeshiva University Wurzweiler School of Social Work (M.S.W.) Program**

In collaboration with Yeshiva University's Wurzweiler School of Social Work, the University of Mount Saint Vincent offers students a five-year pathway to a joint B.A. Sociology/Masters in Social Work (M.S.W.). Students earn 90 credits directly from Mount Saint Vincent, completing a prescribed curricular pathway; they then take 60 credits of coursework at Yeshiva University. The initial 30 credits of Yeshiva University coursework are recognized as fulfilling the final 30 credits of required coursework at Mount Saint Vincent. Students are awarded the B.A. in Sociology upon completion of the required 120 credits, and an M.S.W. upon the successful completion of the final 30 credits of required coursework at Yeshiva/Wurzweiler.

#### **Admission Requirements**

Students must have completed 90 credits by the end of their junior year at the University of Mount Saint Vincent, including the completion of undergraduate core requirements, as well as the requirements for the sociology major (the four required sociology courses, plus three courses in the social work concentration)

Have earned an cumulative GPA of 3.0 or higher in all Mount Saint Vincent courses and a GPA of at least 3.5 in sociology courses

The more substantive a student's academic record—for example an internship and/or community service volunteer activities, such as activities sponsored by the Office of Campus Ministry, including Midnight Run, POTS, etc.), the more competitive the student will be as an applicant for conditional admission

## **Application and Transition Process**

Students apply to Yeshiva University for admission to the graduate program by February 1 of the spring semester of their junior year

Upon acceptance, students begin the joint program curriculum at Yeshiva University in the fall of their senior year ("transitional year"). As noted in the sample curriculum, students take 30 credits as graduate students at Yeshiva in the fourth year.

After completing the fourth year at Yeshiva University, students graduate with a B.A. in sociology from the University of Mount Saint Vincent

Upon maintaining minimum academic requirements at Yeshiva University, students are invited to complete the final year of the M.S.W. program during the fifth year

## **Program Requirements**

<b>Requirements</b>	<b>Credits</b>
Undergraduate Core Requirements	46
Sociology Major	30
Open Electives	14
Wurzweiler Transition Year (fourth year)	30
<b>Total</b>	<b>120</b>

## **Tuition**

University of Mount Saint Vincent students are eligible for all standard institutional aid as Mount Saint Vincent undergraduates for the initial 90 credits of coursework.

Upon entry into the Yeshiva University M.S.W. program (the fourth year), students will pay a per credit hour special rate negotiated with Yeshiva/Wurzweiler—and will not receive University of Mount Saint Vincent institutional aid for the transitional (fourth) year. Students continuing to live on Mount Saint Vincent's campus will, however, remain eligible for the College's Resident Merit Scholarship for the fourth year. Students will still be eligible for Pell/TAP and external financial

aid available to undergraduates and will continue to pay associated University of Mount Saint Vincent fees (i.e.: technology and student activities).

## **B.A. IN SOCIOLOGY/ M.A. IN SOCIOLOGY (JOINT DEGREE)**

### **University of Mount Saint Vincent – St. John’s University Alliance for Graduate Study**

An alliance between the University of Mount Saint Vincent and St. John’s University’s Graduate School of Arts and Sciences permits motivated Sociology majors who compile a record of high-level performance (i.e., a cumulative grade-point average of 3.5 in Sociology courses and an overall cumulative grade point average of 3.0) to earn a graduate degree in an accelerated fashion.

Students take graduate courses in their junior and senior years (one graduate course during each semester of junior and senior year for a total of 12 graduate credits). During the year following graduation from the College, these students complete all requirements for a Master’s Degree in Criminology and Justice at St. John’s University.

### **The Joint BA/MSW Program with Fordham University**

The University of Mount Saint Vincent has a program of study with Fordham University that 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 Grade Point Average in all college courses, will complete three years of undergraduate study at the University 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 University of Mount Saint Vincent and the Master of Social Work (MSW) by Fordham University’s Graduate School of Social Service.

## **COURSE DESCRIPTIONS**

### **FSEM 114 – REEL CITIES: CINEMATIC URBAN EXPERIENCE**

The real city and the reel city mirrored each other in mutual representation. Can cinema help us understand urban issues and problems? Modernity links urban studies and cinema. The boundary between reel and real is blurred through different cities in film such as Blade Runner, Taxi Driver, The Truman Show, City of God and City of Ghost among many others.

### **FSEM 117 – SERVICE-LEARNING AND SOCIETY: POVERTY, HUNGER and HOMELESSNESS**

This course is designed to connect students to the greater University of Mount Saint Vincent community and service opportunities throughout the Bronx and Greater New York City. Poverty and related issues such as homelessness, hunger, and inequality are explored in depth through both classroom activities and hands-on community-based and service-learning opportunities in NYC such as Habitat for Humanity, Midnight Run, and others.

### **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 (C)\***

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)\***

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. Topics include the 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 260 INTRODUCTION TO PUBLIC POLICY (C)**

This course provides students with a basic discussion of the history and principles of public policy. Public policy is a large and diverse topic of scholarly and applied study covering a number of academic disciplines including but not limited to political science and government, economics, sociology, anthropology, public administration and management, organizations and institutions.

The central purpose of any investigation of public policies is to understand the socioeconomic and political processes behind their formulation and implementation as well as to evaluate their consequences. To do so, this course will provide the knowledge and tools to: understand the mechanisms that impact effective (and ineffective) cooperation underlying policy decision-making and implementation; develop rudimentary analytic tools to evaluate the efficacy of public policies and programs to achieve social, political and economic objectives; acquire a framework to formulate and evaluate normative and ethical ramifications of policy, including equity and justice, and; learn how to apply these tools to decision-making practice, not simply as a matter of theoretical understanding (3 credits)

Cross-listed with PBPL 100 Public Service as a Career



## **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 outlines the structure and history of the family in Western societies from the feudal era until the present. The class will analyze the impact of variables like nation, race, class, culture, and gender on the family, engage feminist and queer critiques of the nuclear family, and deploy quantitative and qualitative research methods to perform original social research on the dynamics of social reproduction (3 credits).

## **SOC 307 SURVEY RESEARCH**

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 VISUAL SOCIOLOGY**

What is visual sociology? Visual sociology involves the use of photographs, film, and video to study society, as well as the study of the visual artifacts of a society. This course is designed to familiarize students with the basic theories that illustrate the value of images for sociological inquiry, and to explore the principal methodologies that have been developed and used by visual researchers of the field. Students will learn the fundamental concepts and methods of visual culture with a focus on the sociological importance of depiction of different groups and people. We will analyze the current conditions of various visual media in our culture with an emphasis on advertisement, photographs, and moving images. (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**

Use sociological theory and research to understand deviance—its causes and its consequences—and the institutions of social control that attempt to keep it in check. Special focus on deviant subcultures, countercultures, and the relationship of rule-breaking to social movements (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**

This intermediate/advanced course in social policy provides students with an extensive discussion of the socioeconomic and political dynamics underlying a polity's social welfare. While public policy generally encompasses processes affecting all public goods, social policy is more narrowly directed towards processes relevant to people's social needs, quality of life, living conditions, well-being. Both public and social policy are diverse areas of scholarly and applied study including but not limited to political science and government, economics, sociology, anthropology, public administration and management, organizations and institutions. The goal of a sociology of social policy is to understand the socioeconomic and political processes behind its formulation and implementation as well as to evaluate its consequences (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 SOCIOLOGY OF ORGANIZATIONS**

Modern society is an organizational society. We are born in organizations and we die in them. In between, our lives are shaped by organizational entities we take for granted, such as schools, universities, colleges, business firms, the music and entertainment industry, government agencies, prisons, labor unions, voluntary associations, and political parties. This course provides an introduction to the central authors and themes in the sociology of organizations. We will use a loose historical framework to examine various research paradigms detailing core topics associated with the study of organizations such as: bureaucracy, power, conflict, rationality, authority, work, technology. There are two main learning components: in-class lectures/discussion, papers and exams, and, participation in the activities of CMSV-community partner organizations. Through these combined activities, students develop a theoretical and practical understanding of this unique sociological perspective as it applies to organizations as diverse as the CDC, Barclays, the University Neighborhood Housing Program, and Al-Qaeda. (3 credits).

### **SOC 335 CULTURE, HEALTH, AND ILLNESS**

Culture, health and illness is a hybrid field of study based in medical anthropology, intersecting medicine, sociology, economics, and political science. Medical anthropology focuses on themes such as: the role of culture and society in shaping the phenomenology of illness; differences between traditional and biomedical health beliefs, attitudes and behaviors; inequality, and; alternative and complementary medicine, among other areas. While sociology explores this repertoire of topic areas, it emphasizes the social, political and economic conditions underlying health and illness rather than explicit cultural differences. Sociological research explores questions related to health and illness; mortality and morbidity; health inequalities; poverty; reproductive health; the diffusion of infectious diseases; nutrition; environmental health; health policies and priorities, war and violence, and prevention. It encompasses research that is comparative, especially international public health/ global health (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 340 SACRED IN THE CITY**

This course reflects the way in which the city interacts with the sacred in all its many guises, with religion, and with the human search for meaning in life. As the process of urbanization of society is accelerating thus giving an increasing importance to cities and the 'metropolis,' it is relevant to investigate the social or cultural cohesion that these urban agglomerations manifest. Religion is keenly observed as witnessing a growth, crucially impacting cultural and political dynamics, as well as determining the emergence of new sacred symbols and their inscription in urban spaces worldwide. The sacred has become an important category of a new interpretation of social and cultural transformation processes. From a unique broader perspective, the course focuses on the relationship between the city and the sacred. This course teaches students to construct research projects that reflect an ability to read critically, question evidence, make relevant connections, develop ideas, and present your own ideas in coherent, compelling presentations. Students will learn all the tools of direct observation of public spaces research methods (4 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. Students will learn to conduct interviews and research within a community and to build case studies from an ethnic neighborhood in New York City. Through a progression of exercises and assignments, students will acquire the skills of the qualitative methods of interviewing. Students will construct research projects that reflect an ability to read critically, question evidence, make relevant connections, develop ideas, and present their own ideas in coherent, compelling presentations (4 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. Students will learn how to research an area of a city, design maps, and enact participatory citizenship through various exercises. Students will construct research projects that reflect an ability to read critically, question evidence, make relevant connections, develop ideas, and present your own ideas in coherent, compelling presentations (4 credits).

## **SOC 350 SOCIAL SCIENCE RESEARCH METHODS**

This course provides sociology/ public policy majors and others with basic intellectual tools for understanding, evaluating and conducting social science research. Students will acquire a better understanding of the relationship between the theoretical and substantive questions germane to the discipline and the diverse empirical work addressing those questions. Analytic objectives consistent with CMSV and sociology department learning goals include: (1) developing rudimentary statistical skills (2) linking theoretical problems to hypothesis testing and statistical inference (3) exploring major types of empirical research and their implications for problem solving (e.g., experiments, surveys, participant observation) (4) applying and refining knowledge of sociological methods through diverse readings in both the sociological literature (e.g., American Sociological Review, American Journal of Sociology, Social Forces, Sociological Methodology) and in non-academic publications (e.g., The New York Times). (3 credits, cross listed with PBPL 350, Applied Statistics)

## **SOC 360 PUBLIC POLICY ANALYSIS (WE)\***

Public policy analysis serves as an intermediate /advanced seminar designed to explore the principles of public policy decision-making. Public policy is a large and diverse topic of scholarly and applied study covering a number of academic

disciplines including but not limited to political science and government, economics, sociology, anthropology, public administration and management, organizations and institutions.

The central purpose of any investigation of public policies is to understand the socioeconomic and political processes behind their formulation and implementation as well as to evaluate their consequences. To do so, public policy analysis will provide the intermediate to advanced student knowledge and tools with which to: understand the nature of cooperation and joint action; assess and evaluate the efficacy of public policies and programs to achieve social, political and economic objectives; formulate and evaluate normative and ethical ramifications of policy, including equity and justice, and; apply these tools to decision-making practice, not simply as a matter of theoretical understanding. While some of these objectives parallel those of foundation-level courses in public policy, the intermediate to advanced student will be expected to achieve competency rather than simply gaining familiarity with the topics of discussion (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**

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 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 (WE)\*WE)**

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 (WE)\***

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

## **B.A. in PUBLIC POLICY**

### **PROGRAM REQUIREMENTS, FACULTY, AND COURSE DESCRIPTIONS PROGRAM DESCRIPTION**

The public policy major provides a comprehensive program of liberal arts study aimed to stimulate and encourage students to enter careers devoted to policy solutions to social problems such as inequality, discrimination, and corruption. The scope of the discipline reaches beyond local issues to those affecting all of us globally. Grounded in the principles of human dignity, solidarity, and the common good, this program critically examines public policy and service in a variety of different types of polities, both contemporary and historical.

Our main objective is to provide students with an in-depth knowledge of public policy, its fundamental principles, theory and practice. We prepare students for careers both the public and private sectors.

#### **FACULTY**

Matthew Archibald PhD, Program director, Associate Professor of Sociology, Director, Fishlinger Center for Public Policy Research

Omar Nagi PhD., Associate Professor of Sociology

Joshua A. Shmikler PhD., Associate Professor of Philosophy

Sr. Eileen M. Fagan PhD, Associate Professor of Religious Studies

Teresita Ramirez PhD, Associate Professor of Business and Economics

Joseph Skelly PhD. Professor of History

#### **PROGRAM STATEMENT OF PURPOSE AND LEARNING OUTCOMES**

The public policy major provides a comprehensive program of liberal arts study combined with specialized courses in sociology, economics, political science, communication, psychology and public service.

The major prepares students for advanced study, and careers, in both the public and private sectors. Its guiding principle is ethical and responsible citizenship and leadership. The major contributes to the University'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 develops students' 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.

Consistent with the University's mission and goals, and those of the department, public policy students will be able to:

- 1) Analyze social phenomena using principles of social science (e.g., political economy, sociological imagination, globalization);
- 2) Evaluate and implement social science principles to critique socioeconomic and political phenomena;
- 3) Understand and apply standards of ethical inquiry in social sciences;
- 4) Communicate understanding of fundamental principles, critical reasoning and ethical reflection

Students will master these skills through the following set of courses.

## **B.A. IN PUBLIC POLICY**

### **Degree Requirements**

**Undergraduate Core Requirements** **46 credits**

**Electives** **44 credits**

**Public Policy Major** **30 credits**

**Required Courses** **(18 credits) \***

ECON 220 Microeconomics **or** (3 credits)

ECON 230 Macroeconomics

PBPL 100/SOC 260 Introduction to Public Policy (3 credits)

PBPL 350/SOC 350 Social Science Research Methods (3 credits)

SOC 307 Survey Research (3 credits)

PHIL 320 Social and Political Philosophy (3 credits)

PBPL 460 Research Project (3 credits)

**Elective Public Policy Courses\*\*** **(12 credits)**

PHIL 369 Philosophy of Social Responsibility (3 credits)

PBPL 375 Survey Internship (3 credits)

PBPL 360 Public Policy Analysis and Cases (3 credits)

RELS 430 Contemporary Moral Issues (3 credits)

SOC 321 Social Policy (3 credits)

SOC 335 Culture, Health, and Illness (WE) (3 credits)

**TOTAL** **120 credits**

Please note: \*Six required credits are used to satisfy the major requirements for the B.A. in public policy.

\*\* The listed electives are meant to serve as examples of public policy electives, visit individual department web pages for comprehensive offerings.



## MINOR IN SERVICE LEARNING AND LEADERSHIP

The Minor in Service Learning and Leadership (SLL) is open to all students interested in issues of social and political justice in areas, such as healthcare and education, the development of business and economic opportunity among marginalized groups, and environmental conservation.

The SLL minor is open to all majors at the University of Mount Saint Vincent and complements both students' liberal arts education and the mission of the University. Through interdisciplinary study and service experiences, students arrive to deeper understandings of social, cultural, and political problems from intellectual and practical standpoints.

The SLL minor is especially valuable for students who have a keen interest in developing the tools for making a difference in today's ever-changing and dynamic world. Throughout the program, emphasis will be placed on how to make a difference in complex situations and the development of ethical and reciprocal partnerships.

### Requirements

The Service Learning and Leadership minor is a 6-course, 18-credit program of study. The following courses are required:

1. Students choose 2 of the 4 following as foundational courses (6 credits):

PBPL 100/SOC 260 Introduction to Public Policy

SOC 301 Social Problems

PHIL 369 Philosophy of Social Responsibility

RELS 430 Contemporary Moral Issues

2. Students complete 3 elective courses (3 credits per course) each with an added-on service learning practicum component.

The service learning practicum component is a 40-hour hands-on service requirement that is attached to an existing course. To earn SLL minor credit for a course designated as a service learning practicum component option, students must have completed a minimum of 40-hours of service attached to a particular course within a given semester.

Students work collaboratively with course instructors, the program coordinator, and/or a member of the faculty/staff SLL Leadership Team to select courses and appropriate service learning practicum components. For all service-learning practicum components (domestic and international), students will have a site supervisor who will work collaboratively with the SLL program coordinator (and/or a designated member of the faculty/staff SLL Leadership Team) in the on-going supervision and evaluation of their service practicum work. Toward the end of each SLL minor-designated elective course, students will be required to submit a reflection paper and simple portfolio. The reflection paper and portfolio, along with course instructor and site supervisor input, will serve as the basis for final evaluation and a determination of whether or not a student receives SLL minor credit for a particular course.

3. All students must take SOC 374 Service Reflection and Practicum (3 credits) concurrent with their first elective course chosen for the minor.
4. Criteria for choosing minor courses  
The three guiding criteria for choosing SLL minor courses are:
  1. Courses that promote an ethic of care and service
  2. Courses that increase cross-cultural awareness and communication; and/or

3. Courses that promote deeper understanding of how service work is embedded within broader social, cultural, environmental, and political contexts.

There are many courses offered at the University of Mount Saint Vincent that meet these criteria. At the end of this section is a list of sample courses that students may choose toward the completion of their minor in addition to their required courses.

## Approved Courses

Below is a list of possible elective courses students can add a service-learning practicum component too. Some courses may already have service components as part of the curriculum (i.e., ART 427). For those that do not, students will work collaboratively with the SLL program coordinator, the course instructor, and/or a member of the SLL faculty/staff Leadership Team to design a 40-hour (minimum) service-learning practicum component that relates to the course content. In addition to the list below, special topics and other courses can be used if approved by the program coordinator.

ART 427	Topics in Art: Art and Social Intervention
ART 428	Independent Study: Art as Social Intervention
BUSN 240	Introduction to U.S. Healthcare Policy and Systems
BUSN 401	International Political Economy
BIOL 211	Microbiology and Human Disease
BIOL 221	Introductory Nutrition
BIOL 223	Ecology
BIOL 340	Environmental Biology
COMM 344	Introduction to Public Relations
COMM 351	Intercultural Communication
COMM 353	Interpersonal Communication
COMM 356	Small Group Communication
COMM 370	Topics: Environmental Communication
COMM 413	Public Relations Project Management
HIST 201	Natural Rights and Civil Rights
HIST 390	Introduction to Political Science
HIST 463	Crossing International Borders: World Migration, 1800-Present
HIST 467	The United Nations and International Affairs

PHIL 110	Introduction to Ethics
PHIL 302	Philosophy of Human Nature
PHIL 314	Ethical Theory
PHIL 320	Social and Political Philosophy
PHIL 353	Thought and Culture
PHIL 359	Meaning and Happiness
PHIL 369 (F)	Philosophy of Social Responsibility
RELS 430 (F)	Contemporary Moral Issues
PSYC 321	Social Psychology
PSYC 344	Group Dynamics
PSYC 365	Multicultural Psychology
SOC 101	Introduction to Sociology
SOC 202	Introduction to Cultural Anthropology
SOC 203	Social Diversity
SOC 205	Culture
SOC 206	The Sociological Imagination
SOC 301 (F)	Social Problems
SOC 302	Race and Ethnicity
SOC 304	Globalization and Inequality
SOC 305	Urban Sociology
SOC 321	Social Policy
SOC 335	Culture Health and Illness
SOC 374	Service Reflection and Practicum
SOC 399	Gender and Society
PBPL 100/ SOC 260	Introduction to Public Policy

No more than 6 credits of coursework taken for the minor can be used toward the completion of core or major requirements.

## **COURSE DESCRIPTIONS**

### **PBPL 100 INTRODUCTION TO PUBLIC POLICY**

This course provides students with a basic discussion of the history and principles of public policy. Public policy is a large and diverse topic of scholarly and applied study covering a number of academic disciplines including but not limited to political science and government, economics, sociology, anthropology, public administration and management, organizations and institutions. The central purpose of any investigation of public policies is to understand the socioeconomic and political processes behind their formulation and implementation as well as to evaluate their consequences (3 credits).

Cross-listed with SOC 260 Introduction to Public Policy

### **PBPL 350 SOCIAL SCIENCE RESEARCH METHODS**

This course provides sociology/ public policy majors and others with the tools for understanding, evaluating and conducting social science research. Students will acquire a better understanding of the relationship between the theoretical and substantive questions germane to the discipline and the diverse empirical work addressing those questions. Analytic objectives consistent with Mount Saint Vincent and sociology department learning goals include: (1) developing rudimentary statistical skills (2) linking theoretical problems to hypothesis testing and statistical inference (3) exploring major types of empirical research and their implications for problem solving (e.g., experiments, surveys, participant observation) (4) applying and refining knowledge of sociological methods through diverse readings in both the sociological literature (e.g., American Sociological Review, American Journal of Sociology, Social Forces, Sociological Methodology) and in non-academic publications (3 credits).

Cross-listed with SOC 350 Social Science Research Methods

### **PBPL 360: PUBLIC POLICY ANALYSIS**

Public policy analysis serves as an intermediate /advanced seminar designed to explore the principles of public policy decision-making. Public policy is a large and diverse topic of scholarly and applied study covering a number of academic disciplines including but not limited to political science and government, economics, sociology, anthropology, public administration and management, organizations and institutions.

The central purpose of any investigation of public policies is to understand the socioeconomic and political processes behind their formulation and implementation as well as to evaluate their consequences. To do so, public policy analysis will provide the intermediate to advanced student knowledge and tools with which to: understand the nature of cooperation and joint action; assess and evaluate the efficacy of public policies and programs to achieve social, political and economic objectives; formulate and evaluate normative and ethical ramifications of policy, including equity and justice, and; apply these tools to decision-making practice, not simply as a matter of theoretical understanding. While some of these objectives parallel those of foundation-level courses in public policy, the intermediate to advanced student will be expected to achieve competency rather than simply gaining familiarity with the topics of discussion (3 credits).

### **PBPL 375: 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 460: 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).

## **SOC 307: SURVEY RESEARCH**

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.

## **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).

## **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

## **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

## **SOC 321 SOCIAL POLICY**

This intermediate/advanced course in social policy provides students with an extensive discussion of the socioeconomic and political dynamics underlying a polity's social welfare. While public policy generally encompasses processes affecting all public goods, social policy is more narrowly directed towards processes relevant to people's social needs, quality of life, living conditions, well-being. Both public and social policy are diverse areas of scholarly and applied study including but not limited to political science and government, economics, sociology, anthropology, public administration and management, organizations and institutions. The goal of a sociology of social policy is to understand the socioeconomic and political processes behind its formulation and implementation as well as to evaluate its consequences (3 credits).

## **SOC 335 CULTURE, HEALTH, AND ILLNESS**

Culture, health and illness is a hybrid field of study based in medical anthropology, intersecting medicine, sociology, economics, and political science. Medical anthropology focuses on themes such as: the role of culture and society in shaping the phenomenology of illness; differences between traditional and biomedical health beliefs, attitudes and behaviors; inequality, and; alternative and complementary medicine, among other areas. While sociology explores this repertoire of topic areas, it emphasizes the social, political and economic conditions underlying health and illness rather than explicit cultural differences. Sociological research explores questions related to health and illness; mortality and morbidity; health inequalities; poverty; reproductive health; the diffusion of infectious diseases; nutrition; environmental health; health policies and priorities, war and violence, and prevention. It encompasses research that is comparative, especially international public health/ global health (3 credits)

# SCHOOL OF EDUCATION

## Faculty

Paula Schmidt, Interim Dean of The School of Education

Ron Scapp, PhD., Professor

Seonhee Cho, PhD, Professor

Mary Ellen Sullivan, PhD., Associate Professor

Ara Bahadourian, PhD, Professor of the Practice

Leah Donn, EdD., Professor of the Practice

Christine Sullivan, EdD, Visiting Professor

## MINOR IN TEACHER EDUCATION

A minor Teacher Education program provides the foundation for a successful teaching career.

As an undergraduate, you will enter an accelerated pathway to our Dual Certification Masters. You may declare Teacher Education as a Minor. Your Minor advisor or your Oxley advisor may provide additional information about the Minor. This program enables you to complete the first 12 credits of your graduate Teacher Education degree while you complete your bachelor's degree in your content area.

You will need to have a major in Liberal Arts and Sciences.

In addition to your academic major, you will take the following sis Teacher Education courses:

- **Sophomore Year**
  - EDUC 211 Education and Society (3)
  - EDUC 328 Children's and Adolescent Literature (3)
  
- **Junior Year**
  - EDUC 502 Foundation of Urban and Multicultural Education (3)
  - EDUC 506 Language, Cognitive Development, and Cultural Diversity (3)
  
- **Senior Year**
  - EDUC 513 Psychology of Teaching and Learning\* (3)
  - EDUC 712 Strategies for Inclusion of Special Learners (3)

This curriculum is designed to ensure intensive immersion in your academic major courses, which serve as the bedrock of your education, while simultaneously providing you with the introductory skills and knowledge needed for a strong foundation in Teacher Education, ready to successfully articulate into one of our Dual Certification Masters Programs:

- M.S. in Early Childhood Education (Birth to Grade 2) and Special Education (B to Grade 2)
- M.S. in Childhood Education (Grades 1 to 6) and Special Education (PreK to Grade 12)
- M.S. in Adolescent Education (Grades 7 to 12) and Special Education (PreK to Grade 12)M.S. in Childhood Education (Grades 1 to 6) and TESOL (Teaching English to Speakers of Other Languages) (PreK to Grade 12)
- M.S. in TESOL (Initial teaching certificate holders only)
- M.S. in Special Education (PreK to Grade 12)

## **COURSE DESCRIPTIONS**

### **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 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 502 FOUNDATIONS IN URBAN AND MULTICULTURAL EDUCATION**

This course equips teachers with a sound knowledge base in multicultural education. It provides both definition and rationale. Through readings, class discussions, blackboard participation and written assignments students will explore and analyze the impact that such issues as equity, ethnicity, sociocultural and linguistic background, ability, gender and race have on student learning. Students will develop perspectives on diversity and a frame of reference for providing equitable opportunities for all students to learn and succeed in schools and society. While this course focuses more on developing dispositions and understandings needed to effectively work with diverse populations, applications to the classroom will be made when appropriate. By the conclusion of the course students will be able to articulate a personal philosophy of multicultural education that demonstrates a thoughtful consideration of the historical and social development of this field (3 credits).

### **EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY**

This course examines cognitive development and language acquisition across cultures. Through the supplemental use of various technologies, the course focuses on issues of bilingualism and dialectal difference and their relationship to language development. The course explores language diversity as it relates to classroom instruction (3 credits).

### **EDUC 513 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 (3 credits).

### **EDUC 712 STRATEGIES FOR INC OF SPECIAL LEARNERS**

This course is designed to help candidates instruct students with learning and behavior problems (including autism spectrum disorders, speech and language impairments, learning disabilities, intellectual disabilities, emotional disturbance/ behavioral disorders, and ADHD) using research- or evidenced-based practices to address both curricular/instructional and social behavioral challenges in the least restrictive environment. Applied behavior analytic tactics, techniques, methods, and procedures covered in this course are derived from the concepts and principles of behavior taught in EDUC 527. Candidates will learn how to individualize and accurately implement fundamental elements of behavior change and specific behavior change procedures in order to facilitate students' access to the general education curriculum (3 credits).



## **INTERDISCIPLINARY PROGRAMS**

### **B.A. in Visual Arts and Experimental Media (VAEM)**

**Offered jointly by the Communication Department and Fine Arts Department**

**NOTE: See under Communication, Arts, and Media**

### **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 University's 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 University 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.

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 University 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 University 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.

## **INTERDISCIPLINARY MINORS**

In addition to the minors described below (International Studies, Theatre and Women's Studies), the University also offers the following, which are described in the departmental section indicated.

### **Computation and Coding Minor**

Please see listing under Department of Mathematics; and Division of Communication, Media, and Art

### **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

### **Service Learning and Leadership Minor**

Please see listing under Departments of Public Policy, Sociology, Philosophy and Religious Studies

### **Theater Minor**

Please see listing under Division of Communication, Media, and Art

### **Urban Studies Minor**

Please see listing under Department of Sociology

## Writing Minor

Please see listing under Department of English

## International Studies Minor

The University 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 University 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, University 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.

### **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.

## **URBAN STUDIES MINOR**

The Minor in Urban Studies is a broad introduction to the analysis of complex urban societies, problems, institutions, and built environments. The minor highlights the heterogeneous nature of cities and nuanced social, political, and historical concepts of modern cities with a focus on New York City. The minor strives to develop critical analytical skills as students reflect on urban experiences and achievements.

The Minor in Urban Studies is designed to introduce students to the analysis of urban societies, spaces, interactions, and built environments. Minor in this area will provide a foundation for student development in both theoretical and applied dimensions of urban sociology.

Urban Studies students go on to successful careers in academics, advocacy, business, government, law, politics, public policy, research, publishing, public agencies, the non-profit sector, community organizing, and private businesses. Many Urban Studies students pursue graduate study in urban planning, law, social welfare, public affairs, international studies, and social and environmental sciences.

### **Requirements**

The minor in Urban Studies represents an inter-disciplinary initiative and requires 18 course credits selected after consultation with a departmental advisor including:

Select 3 courses from the following:

- SOC 305 Urban Sociology (4 credits)
- SOC 340 Sacred in the City (4 credits)
- SOC 345 New York Ethnic Community (4 credits)
- SOC 347 Urban Planning (4 credits)
- 

Select 2 other courses (one must be outside of the Department of Sociology):

- SOC 321 Social Policy (3 credits)
- SOC 465 Van Cortland Park (3 credits)
- ENGL 403 The Victorian Age (3 credits)
- FSEM Reel Cities (3 credits)
- HIST 300 Classical Civilizations (3 credits)
- HIST 380 History of Rome (3 credits)
- HIST 450 Historic of New York (3 credits)
- PSYC 330 Environmental Psychology (3 credits)
- PSYC 344 Groups Dynamics (3 credits)
- PSYC 365 Multicultural Psychology (3 credits)
- Other Special Topic Courses relating to cities and urban issues in Department of Sociology and other departments in consultation from the Minor in Urban Studies faculty advisor.

## **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.

### **Coordinator**

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 University of Mount Saint Vincent; or are electives offered at the Mount. 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
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 ).

Please meet with Pre-Med advisor, Dr. James Fabrizio, to plan a course of study.

### **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, podiatric, veterinary, 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. The committee also conducts a required interview with all applicants during the application process and makes formal recommendations to medical and dental schools.

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 (BIOL 111-112), 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 ).

### **Health Profession Advisory Committee Members**

Dr. James Fabrizio  
Chair of the Health Professions Advisory Committee and Pre-Med Advisor  
Dr. Andrea Minei  
Dr. Janet Rollins  
Dr. Ioanna Visviki

## B.B.A. CURRICULUM

Within the 120 credits required for the online B.B.A. degree, students must complete 10 general education courses and 10 business core courses.

### Required Courses

GNED 103 Professional Communication	(3 credits)
GNED 104 Self, Society, and Institutions	(3 credits)
GNED 105 Organizations, Organizational Behavior, and Systems Theory	(3 credits)
GNED 204 Informed Use of Statistical Analysis	(3 credits)
GNED 205 Technology, Information Exchange, and Social Transformations	(3 credits)
GNED 304 Politics, Government, and Public Affairs	(3 credits)
GNED 305 Interpersonal Relations, Diversity, and Multiculturalism	(3 credits)
GNED 403 Globalization	(3 credits)
GNED 404 Leadership and Literature	(3 credits)
GNED 405 Ethics, Values, and the Common Good	(3 credits)

### Business Core Courses

Students must take the 10 courses offered in the business core, which provide a substantial overview of all business-related topics. Not all courses are offered every semester.

BBA 101 Management
BBA 102 Marketing
BBA 201 Accounting
BBA 202 Economics
BBA 203 Law
BBA 301 Finance
BBA 302 Operations Management
BBA 303 Human Resource Management
BBA 401 International Business
BBA 402 Business Strategy/Policy

## B.B.A. COURSE DESCRIPTIONS

### GNED 103 PROFESSIONAL COMMUNICATION

Practice in developing and improving writing for professionals. This course emphasizes workplace and technical communication and editing appropriate to diverse professions. Students investigate and practice selected types of discourse employed in professional writing situations, and are prepared for different systems of writing that are relied on during the professional careers of business manager. Students examine and analyze examples from the writing of workplace professionals and use them as models to demonstrate the transition from casual to professional writing.

This course also includes strategies and techniques for effective presentations in the business and managerial professions. An emphasis is placed on oral and visual techniques for formal and informal situations including leadership, conflict resolution, interviewing, negotiation, and group communication.

## **GNED 104 SELF, SOCIETY, AND INSTITUTIONS**

Self-understanding and the quest for personal and professional realization are mediated by a host of social and institutional forms, including the family, social class, the economy, schools and modern governmental and corporate structures. This course will select and organize readings and other relevant materials in sociology, political science and economics to enable students to analyze some contemporary institutional forms and to appreciate the dynamic interaction between such forms and the individual's personal experiences and areas of study.

## **GNED 105 ORGANIZATIONS, ORGANIZATIONAL BEHAVIOR AND SYSTEMS THEORY**

This course will focus on the theory of organizations, including basic models and concepts. Organizational characteristics, the behavior of people in organizational settings, and the impact of organizations on individuals will be studied. Problem identification in organizational settings will be considered and resolution methodologies will be explored, with an emphasis on systems theory as a tool for analysis.

## **GNED 204 INFORMED USE OF STATISTICAL ANALYSIS**

This course is an introduction to statistical techniques commonly used in the analysis of data from many sources. Emphasis is placed on the assumptions, restrictions, and uses of various methods of analyzing data rather than on the mathematical derivation of formulae. The basic objectives of the course include: overcoming some of the myths and fears associated with statistical analysis; learning to think "statistically" and to share the vocabulary of data analysts; providing a basic working knowledge of fundamental statistical analyses; introducing you to various software programs and the Internet; preparing students to become critical consumers of information; and stimulating an intellectual curiosity about the use of statistics in our professional and personal lives.

## **GNED 205 TECHNOLOGY, INFORMATION EXCHANGE, AND SOCIAL TRANSFORMATIONS**

This course investigates the impact of information and information systems, technology, practices, and artifacts on how people organize their work, interact, and understand experience. Social issues in information systems design and management: assessing user needs, involving users in system design, and understanding human-computer interaction and computer-mediated work and communication are explored. Students will also discuss the use of law and other social policies to mediate the tension between free flow and constriction of information.

The underlying philosophy behind this course is the belief that designing and managing effective information systems requires an understanding of the circumstances of their use: real people use them for specific purposes under specific circumstances. Information systems (computer-based and traditional) both shape and are shaped by their users and their context. Therefore, the course considers the social nature of information and information systems, and their design and use as part of how people make sense out of their worlds, interact with one another, and coordinate action across time and space. The course also considers such issues as the social construction of information; knowledge communities (including organizations) and the collaborative nature of knowledge; the self and community in an electronic world; assessing user needs; involving users in system design; and issues in human-computer interaction, and computer-supported cooperative work.

## **GNED 304 POLITICS, GOVERNMENT, AND PUBLIC AFFAIRS**

This course includes a review of major philosophical concepts that have shaped government in the United States and an analysis of contemporary political institutions and behavior, focusing on the American governmental system. An introduction to political power and how the domestic policy process works; how to evaluate American domestic policy; and the content of several major domestic policies such as energy, environment, health, education, welfare, economic stability, labor, and justice and social order.

## **GNED 305 INTERPERSONAL RELATIONS, DIVERSITY, AND MULTICULTURALISM**

This course begins with an introduction to basic principles of interaction between two people. Emphasis is on enhancement of skills in a variety of interpersonal contexts. Theory and research on the development, maintenance, and termination of interpersonal relationships will be covered. The course will also examine the multiplicity of cultures and subcultures within the contemporary United States and will explore personal awareness and appreciation of multiculturalism. Skill development will include activities for experiencing diverse cultural perspectives. Skills for recognizing, analyzing, and mediating cultural and psychological factors impacting conflict and accord between diverse cultures will also be considered.

## **GNED 403 GLOBALIZATION**

The concept of “Globalization” will be explored through contemporary readings. Recognizing the reality that increasingly we live in a world that is economically, politically, and environmentally connected, this course seeks to challenge students to think beyond their immediate surroundings and view themselves as part of a larger global community. The course focuses on the complex set of global, intercultural, political, and economic issues that we face as citizens in this global community.

## **GNED 404 LEADERSHIP AND LITERATURE**

Readings on leadership will be examined with particular attention to issues which resonate with the modern-day business world and the leadership it demands. Weekly readings will require reaction papers and the submission of questions for class discussion. A final comprehensive paper will be required.

## **GNED 405 ETHICS, VALUES, AND THE COMMON GOOD**

In this course, the student is challenged to formulate a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussions.

The concept of the “common good” is also explored, providing an undercurrent, or theme, for classroom discussions. What exactly is “the common good”, and why do many ethicists advocate that it should occupy a critical central place in current discussions of problems in our society? As Newsweek columnist Robert J. Samuelson recently wrote: “We face a choice between a society where people accept modest sacrifices for a common good or a more contentious society where group selfishly protect their own benefits.”

## **B.P.S. DEGREE REQUIREMENTS**

### **General Education Component**

GNED 103 Professional Communication

GNED 104 Self, Society, and Institutions

GNED 105 Organizations, Organizational Behavior, and Systems Theory

GNED 204 Informed Use of Statistical Analysis

GNED 205 Technology, Information Exchange, and Social Transformations

GNED 304 Politics, Government, and Public Affairs

GNED 305 Interpersonal Relations, Diversity, and Multiculturalism

GNED 403 Globalization

GNED 404 Leadership and Literature

GNED 405 Ethics, Values, and the Common Good

## The Professional Studies Component

- 30 credits (10 courses) in a professional program track
- Students must declare one of the following three program options:
- Communication and Media Studies
- Criminology and Social Justice
- Organizational Leadership

<b>Communication and Media Studies</b>	<b>30 credits</b>
<i>10 courses selected from the following list</i>	
Multimedia Design	(3 credits)
Media Criticism	(3 credits)
Communication and the Law	(3 credits)
Applied Computer Graphics	(3 credits)
Advertising	(3 credits)
Public Relations	(3 credits)
Digital Film	(3 credits)
Effective Speech	(3 credits)
Film as Art	(3 credits)
Intercultural Communication	(3 credits)
Professional Writing	(3 credits)
Consumer Psychology	(3 credits)
Social Psychology	(3 credits)
Management of Information Systems	(3 credits)
Principles of Marketing	(3 credits)
Foundations of Design	(3 credits)
<b>Criminology and Social Issues</b>	<b>30 credits</b>
<i>10 courses selected from the following list</i>	
Political Communication	(3 credits)
Organized Crime	(3 credits)
Criminal Law and Society	(3 credits)
Criminal Justice Administration	(3 credits)
Urban Sociology	(3 credits)
Controversies in Criminal Justice	(3 credits)
Race and Ethnicity	(3 credits)
Social Class and Inequality	(3 credits)
Social Psychology	(3 credits)
Power and Conflict	(3 credits)
Consumer Psychology	(3 credits)
Intercultural Communication	(3 credits)
Social Psychology	(3 credits)
Contemporary Moral Issues	(3 credits)
Ethics	(3 credits)
Professional Writing	(3 credits)
The Human Condition	
<b>Organizational Leadership</b>	<b>30 credits</b>
<i>10 courses selected from the following list</i>	
Business Management	(3 credits)
Interpersonal Communication	(3 credits)
Organizational Psychology	(3 credits)
Social Psychology	(3 credits)

Human Resource Management	(3 credits)
Power and Conflict	(3 credits)
Leadership	(3 credits)
Public Relations	(3 credits)
Contemporary Moral Issues	(3 credits)
Ethics	(3 credits)
Professional Writing	(3 credits)
Sociology of Organizations and Work	(3 credits)

## **B.P.S. COURSE DESCRIPTION**

### **GNED 103 PROFESSIONAL COMMUNICATION**

Practice in developing and improving writing for professionals. This course emphasizes workplace and technical communication and editing appropriate to diverse professions. Students investigate and practice selected types of discourse employed in professional writing situations, and are prepared for different systems of writing that are relied on during the professional careers of business manager. Students examine and analyze examples from the writing of workplace professionals and use them as models to demonstrate the transition from casual to professional writing.

This course also includes strategies and techniques for effective presentations in the business and managerial professions. An emphasis is placed on oral and visual techniques for formal and informal situations including leadership, conflict resolution, interviewing, negotiation, and group communication.

### **GNED 104 SELF, SOCIETY, AND INSTITUTIONS**

Self-understanding and the quest for personal and professional realization are mediated by a host of social and institutional forms, including the family, social class, the economy, schools and modern governmental and corporate structures. This course will select and organize readings and other relevant materials in sociology, political science and economics to enable students to analyze some contemporary institutional forms and to appreciate the dynamic interaction between such forms and the individual's personal experiences and areas of study.

### **GNED 105 ORGANIZATIONS, ORGANIZATIONAL BEHAVIOR AND SYSTEMS THEORY**

This course will focus on the theory of organizations, including basic models and concepts. Organizational characteristics, the behavior of people in organizational settings, and the impact of organizations on individuals will be studied. Problem identification in organizational settings will be considered and resolution methodologies will be explored, with an emphasis on systems theory as a tool for analysis.

### **GNED 204 INFORMED USE OF STATISTICAL ANALYSIS**

This course is an introduction to statistical techniques commonly used in the analysis of data from many sources. Emphasis is placed on the assumptions, restrictions, and uses of various methods of analyzing data rather than on the mathematical derivation of formulae. The basic objectives of the course include: overcoming some of the myths and fears associated with statistical analysis; learning to think "statistically" and to share the vocabulary of data analysts; providing a basic working knowledge of fundamental statistical analyses; introducing you to various software programs and the Internet; preparing students to become critical consumers of information; and stimulating an intellectual curiosity about the use of statistics in our professional and personal lives.

### **GNED 205 TECHNOLOGY, INFORMATION EXCHANGE, AND SOCIAL TRANSFORMATIONS**

This course investigates the impact of information and information systems, technology, practices, and artifacts on how people organize their work, interact, and understand experience. Social issues in information systems design and management: assessing user needs, involving users in system design, and understanding human-computer interaction and computer-mediated work and communication are explored. Students will also discuss the use of law and other social policies to mediate the tension between free flow and constriction of information.

The underlying philosophy behind this course is the belief that designing and managing effective information systems requires an understanding of the circumstances of their use: real people use them for specific purposes under specific circumstances. Information systems (computer-based and traditional) both shape and are shaped by their users and their context. Therefore, the course considers the social nature of information and information systems, and their design and use as part of how people make sense out of their worlds, interact with one another, and coordinate action across time and space. The course also considers such issues as the social construction of information; knowledge communities (including organizations) and the collaborative nature of knowledge; the self and community in an electronic world; assessing user needs; involving users in system design; and issues in human-computer interaction, and computer-supported cooperative work.

## **GNED 304 POLITICS, GOVERNMENT, AND PUBLIC AFFAIRS**

This course includes a review of major philosophical concepts that have shaped government in the United States and an analysis of contemporary political institutions and behavior, focusing on the American governmental system. An introduction to political power and how the domestic policy process works; how to evaluate American domestic policy; and the content of several major domestic policies such as energy, environment, health, education, welfare, economic stability, labor, and justice and social order.

## **GNED 305 INTERPERSONAL RELATIONS, DIVERSITY, AND MULTICULTURISM**

This course begins with an introduction to basic principles of interaction between two people. Emphasis is on enhancement of skills in a variety of interpersonal contexts. Theory and research on the development, maintenance, and termination of interpersonal relationships will be covered. The course will also examine the multiplicity of cultures and subcultures within the contemporary United States and will explore personal awareness and appreciation of multiculturalism. Skill development will include activities for experiencing diverse cultural perspectives. Skills for recognizing, analyzing, and mediating cultural and psychological factors impacting conflict and accord between diverse cultures will also be considered.

## **GNED 403 GLOBALIZATION**

The concept of "Globalization" will be explored through contemporary readings. Recognizing the reality that increasingly we live in a world that is economically, politically, and environmentally connected, this course seeks to challenge students to think beyond their immediate surroundings and view themselves as part of a larger global community. The course focuses on the complex set of global, intercultural, political, and economic issues that we face as citizens in this global community.

## **GNED 404 LEADERSHIP AND LITERATURE**

Readings on leadership will be examined with particular attention to issues which resonate with the modern-day business world and the leadership it demands. Weekly readings will require reaction papers and the submission of questions for class discussion. A final comprehensive paper will be required.

## **GNED 405 ETHICS, VALUES, AND THE COMMON GOOD**

In this course, the student is challenged to formulate a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussions.

The concept of the "common good" is also explored, providing an undercurrent, or theme, for classroom discussions. What exactly is "the common good", and why do many ethicists advocate that it should occupy a critical central place in current discussions of problems in our society? As Newsweek columnist Robert J. Samuelson recently wrote: "We face a choice between a society where people accept modest sacrifices for a common good or a more contentious society where group selfishly protect their own benefits."

## **B.P.S./M.S.W. IN SOCIAL WORK (DUAL DEGREE WITH YESHIVA UNIVERSITY)**

A career in social work is well within your reach through the B.P.S./M.S.W. in Social Work dual bachelor and master's program offered by the University of Mount Saint Vincent and Yeshiva University's Wurzweiler School of Social Work. Upon completing the 150-credit program, the student graduates with a Bachelor of Professional Studies in Criminology

and Social Issues from the University of Mount Saint Vincent and a Master of Social Work from the Wurzweiler School of Social Work. Accredited by the Council on Social Work Education (CSWE), Wurzweiler's Master of Social Work degree prepares you to make a difference in the lives of others.

This accelerated and highly affordable degree program will prepare students with the knowledge, values, and skills needed to succeed as professional social workers.

### **How the Dual Degree Program Works**

- Through the dual degree program, the student takes the first 90 credits of the bachelor's program at the University of Mount Saint Vincent
- Upon successfully reaching the 90-credit threshold, the student may apply to join the Wurzweiler M.S.W. program for the remaining 60 credits, the first 30 of which will be counted toward a bachelor's degree granted by Mount Saint Vincent, as well as toward the master's degree conferred by the Wurzweiler School of Social Work
- The advantage of this dual degree arrangement is that the student takes only 150 credits instead of 180 credits
- At the undergraduate level and the first semester of the graduate level (12 months), students do not perform any fieldwork
- At the graduate level, during each of the final four semesters (16 months), students taking a full course load will be required to perform 21 hours of fieldwork per week under the guidance of their on-site supervisor
- The first three semesters will be at the University of Mount Saint Vincent and the last four semesters will be held at the Wurzweiler School of Social Work

### **Program Benefits**

- Classes are conveniently offered Sundays (half-day) and weeknights
- Locations: Brooklyn, Monsey, Crown Heights, the Five Towns, and online
- Generous transfer credit policy—up to 36 seminary credits may be accepted toward the degree program

*Please note: The Office of the Registrar at the University of Mount Saint Vincent grants transfer credits to students who have completed courses at accredited institutions and have provided their official transcripts for evaluation. The Office of the Registrar evaluates and accepts only credits that are applicable to the student's program of study and reflect a final grade of 'C' or above. Accepted credits are applied to the student's record, reflected on their academic planner, but not calculated into their GPA. The transfer credit planner will also be shared with the student's advisor to assist with schedule creation and developing a graduation plan.*

*Per the Regulations of the Commissioner of the Education Department of the State of New York, Mount Saint Vincent is not authorized to offer a complete program at an extension site.*

### **Admission Requirements**

When completing your application, you will have to provide:

- High school transcript with a minimum GPA of 3.5
- Passing score on Introductory Psychology CLEP/Coopersmith Exam or equivalent (review materials and exams are available through Sara Schenirer)
- Personal statement (minimum 300 words, typed)
- Two references (these need not be your teacher, principal, or employer)
- Photograph



## ACCREDITATION

The University 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, in Albany, NY.

The University of Mount Saint Vincent is accredited by the Middle States Commission on Higher Education (MSCHE), an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Contact: 3624 Market Street, Philadelphia, PA 19104 or (267) 284-5000

The University of Mount Saint Vincent also holds program-specific accreditation from the following independent accrediting agencies:

- The B.S. in Business Administration, the B.S. in Accounting degrees are accredited by the Association of Collegiate Business Schools and Programs, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.  
Contact: 11520 West 119th St., Overland Park, KS 66213 or (913) 339-9356
- The baccalaureate degree in nursing/master's degree in nursing at the University of Mount Saint Vincent is accredited by the Commission on Collegiate Nursing Education (CCNE)  
Contact: 655 K Street NW, Suite 750, Washington, D.C., 20001 or [ccneaccreditation.org](http://ccneaccreditation.org)
- The University of Mount Saint Vincent Teacher Education Department is a member of AAQEP. The Association for Advancing Quality in Educator Preparation is a quality assurance association founded in 2017. AAQEP is a national accreditor dedicated to strengthening P-12 education through excellent educator preparation.

Accrediting agencies' letters of approval are available to all interested parties for inspection.

## Memberships

The University 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)**

### **Undergraduate College**

Enrollment in programs that are unregistered or otherwise unapproved 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:

<b>Program Name</b>	<b>HEGIS Number</b>	<b>Degree</b>
Accounting	0502	B.S.
Art	1001	B.A.
Biochemistry	0414	B.A.
Biology	0401	B.A., B. S.
Biology Gr 1-6; 7-9 ext; 7-12; 5-6 ext.	0401	B.A.
Business Administration	0506	B.B.A.
Sp Ed + 1-6; Sp Ed + 7-12	0808	B.A.
Business Administration	0506	B.S.

Chemistry	1905	B.A.
Chemistry Gr 1-6; 7-9 ext; 7-12; 5-6 ext.	1905	B.A.
Sp Ed + 1-6; Sp Ed + 7-12	0808	B.A.
Communication	0601	B.A.
Communication Birth-2; Gr 1-6; Sp Ed + 1-6	0601	B.A.
Data Analytics	0503	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	1501	B.A.
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.
General Science	4902	B.A.
History	2205	B.A.
Interdisciplinary Studies	4999	B.P.S.
Social Studies Birth-2; Gr 1-6; 7-9 ext.; 7-12; 5-6 ext.;	2205	B.A.
Sp Ed + 1-6; Sp Ed + 7-12	2205	B.A.
Interdisciplinary Studies	4901	B.A.
Mathematics	1701	B.A.
Mathematics Gr 1-6; 7-9 ext; 7-12; 5-6 ext.	1701	B.A.

Nursing-ASDBS	1203	B.S.
Sp Ed +1-6; Sp Ed + 7-12	1701	B.A.
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.
Public Policy	2101	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	1105	B.A.
Theatre	1007	B.A.
Visual Arts and Experimental Media	1001	B.A.

## Hegis Codes (Graduate Programs)

<b>Program Name</b>	<b>HEGIS Number</b>	<b>Degree</b>
Art Therapy/Counseling	1099	M.S.
Urban and Multicultural Education	0899	M.S.
Childhood Education and Special Education Grades 1-6	0802	M.S.
Adolescent Education and Special Education Grades 7-12	0803	M.S.
Childhood Education and TESOL	0802	M.S.Ed.
Teaching Early Childhood and Young Children with Disabilities	0823	M.S.Ed.
Teaching English to Speakers of Other Languages	1508	M.S.
Family Nurse Practitioner	1203.12	M.S.
Nursing Administration	1203.10	M.S.
Nursing Education	1203.10	M.S.
Family Nurse Practitioner	1203.10	Advanced Certificate
Nursing Education	1203.12	Advanced Certificate

## FACILITIES

### SERVICE OFFICE LOCATIONS

Bookstore Founders Hall, 1<sup>st</sup> Floor

Student Accounts, Founders Hall 223, Cury Center

Career Services and Internships Founders Hall, Room 408B

Computer Services Founders Hall, Room 412

Counseling Center/Personal Counseling Founders Hall, Room 231

Financial Aid Founders Hall, Room 223, Cury Center

Identification Cards Founders Hall, Room 103

Registrar Founders Hall, Room 223, Cury Center

Security (Maloney Center) Library, Lower Level, Room 1

College of Professional & Graduate Studies Founders Hall, Room 204

### CHARLES L. FLYNN, JR. ACADEMIC RESOURCE COMMONS

- Oxley Integrated Advising Program
- Office for Accessibility Services & Academic Resource Center
- Center for Leadership
- Career Education & Internships
- International Student Services & Study Abroad
- Pathway Programs: HEOP, MAP, & TRiO

**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

### 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 University I.D. with the current semester validation sticker. Reserve materials are available at the circulation desk and are restricted to on-site use. A University 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 University 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 Mount 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**

Dr. Susan Burns Ph.D., President

Mary Bauer, Assistant to the President

### **Division of Academic Affairs**

Lynne A. Bongiovanni, Ph.D., Provost and Dean of Faculty

Gabrielle Occhiogrosso, Ed.D., Dean of the Undergraduate College

Cristobal Stewart, B.S. M.A., Dean of the College of Professional and Graduate Studies

Amy Heath, M.A., Assistant Dean for the College of Professional and Graduate Studies

Jason Ford, B.A. M.A. Ed.S., Dean of Seton College

Katherine Alexander, Ph.D., Associate Dean of Seton College

Sharon Ortega, B.A., M.B.A., Associate Dean of Seton College

Scarlet Nunez, B.A., Director of Student Services/Registrar

Lisa Gill, Ph.D., Assistant Dean for Pathway Programs

Calvin Joyner, M.S., Assistant Dean for Student Engagement & Success

Anthony Williams, M.A., Director of Institutional Research

### **Office of Admission and Financial Aid**

Kristina Donohue M.S., Vice President for Strategic Enrollment and Retention

Ellen Lloyd, M.B.A., Senior Director for Undergraduate, Graduate, and Professional Admission

### **Office of Finance and Business**

Abed A. Elkeshk BAC, Executive Vice President and Treasurer/CFO

Kevin D. DeGroat, Vice President for Operations

Voisava Vukaj., C.P.A, Controller

James Wong, M.P.A., C.P.A. Senior Director of Finance and Budget

Arlene Tavarez, Director for Student Accounts

Jean Walker, B.A., No-Bookstore Manager

Nicole Villafane, Director for Campus Events & Catering

Ryan C. Anderson, B.S., Assistant Vice President for Facilities & Operations



Felix Perez, Director for Operations and Purchasing

Boris Ayala, Director of Campus Dining

## **Office of Institutional Advancement and College Relations**

Madeleine Melkonian, B.S., Senior Vice President for Admission and External Relations

Leah Munch, Assistant Vice President for Marketing

Daniel T. Regan, M.S., M.P.A., Associate Vice President for External Relations

Kristin Yanniello, M.A., Director for Alumnae/I Relations and Giving

## **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

Thomas Walker, B.S. Associate Systems Manager

Manuel Diaz, M.B.A., Director for User Services

Chabely DeLosSantos, Network Manager

Joseph Levis, M.L.I.S, Director of the Library

Osandy Lopez, Help Desk Technician

Maria Mora, Network Technician

Ellen Drake, Executive Assistant

## **Division of Student Affairs**

Fernando Mendoza, Dean of Students

Kiana Bonner, Assistant Dean of Students

Elizabeth Geiling, LCSW, Director of Counseling Center

## **FACULTY**

### **UNIVERSITY OF MOUNT SAINT VINCENT FULL-TIME FACULTY**

*Date in parenthesis indicates year of initial appointment.*

#### **Magda Albanese, Assistant Professor of Nursing**

BSN, MSN, University of Mount Saint Vincent; DNP, Chamberlain University College of Nursing (2023)

#### **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)

#### **Angelos Angeli, Assistant Professor of Accounting**

BS in Accounting, Lehman College, City University of New York; MBA in International Finance, St. John's University (2024)

#### **Matthew Archibald, Assistant Professor of Sociology, Director of the Fishlinger Center for Public Policy Research**

B.A. Philosophy, University of Massachusetts; M.A. Sociology, University of Washington; Ph.D. Sociology, University of Washington (2019)

#### **Nina Aversano, Assistant Professor of Management**

B.A. St. John's University; M.B.A., Pace University, D.B.A., 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)

#### **Cameil Becco, Instructor of Nursing**

BS in Family Science, University of Maryland; BSN, Molloy College; MSN, Chamberlain University (2024)

#### **Stephanie A. Berger, Professor of Psychology**

B.A. University of Dayton, Ohio; M.A., Ph.D. Adelphi University (1995)

#### **Lynne A. Bongiovanni, Provost and Dean of Faculty; Professor of English**

B.A. University of Michigan; M.B.A. St. John's University; M.A., Ph.D., Fordham University (2004)

**Jon K. Burmeister, Associate Professor of Philosophy**

B.A. Asbury University; M.A. Boston College; Ph.D. Boston College (2018)

**Chunfang Chen, Assistant Professor of Nursing**

BSN, Zhejiang University of Nursing; MS, PhD, University of Massachusetts Amherst College of Nursing (2023)

**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)

**Carleen Conde, Instructor of Nursing**

BSN, MSN – Family Nurse Practitioner, University of Mount Saint Vincent, (2024)

**Andrew Cook, Assistant Professor of Chemistry**

B.A., Northwestern University; Ph.D. in Chemistry, University of California Santa Barbara (2021)

**Brad Crownover, Associate Professor of Communication**

B.S. Ohio University; M.A. Western Illinois University; Ph.D. Rutgers University (2005)

**Erik Dellith, Assistant Professor of Business**

PhD, Economics, Fordham University; MA, Economics, SUNY Binghamton; BS SUNY Oneonta (2022)

**Murali Devi, Visiting Assistant Professor of Physics**

BS in Biology and Computer Science, Long Island University; MS in Computer Science, Long Island University; MPhil and PhD in Physics, City University of New York (2024)

**Leah Donn, Clinical Assistant Professor**

BA, Thomas Edison State College; MS in Education, Brooklyn College/CUNY; Ed.D, Walden University (2022)

**Caitlin Doody, Assistant Professor of Nursing**

BFA, University of Hartford; BSN, University of Mount Saint Vincent; MS, FNP, PhD candidate, Pace University (2024)

**Anthony Esposito, Clinical Assistant Professor**

PhD Chiropractic, Life Chiropractic College (Life University); BS in Biology; University of Mount Saint Vincent (2022)

**James Fabrizio, Virginia LaVolsi Professor of Biology**

B.S. Manhattan College, Ph.D. St. John's University (2002)

**Eileen Fagan, S.C., Associate Professor of Religious Studies**

B.A. University of Mount Saint Vincent; M.S. Yeshiva University; M.A., Ph.D., Fordham University (2001)

**Alisa Gadon, Assistant Instructor of Nursing**

AAS Nursing, Beth Israel Hospital School of Nursing; BSN, Ramapo College of NJ; ANCC Board Certification in Gerontological Nursing; MSN, University of Phoenix (2023)

**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)

**Laura Garcia, Associate Professor of Nursing**

B.S.N. Silliman University; B.A. in Communications, Kean University; Master of Arts in Nursing, Southwestern University (Philippines); M.S.N. Seton Hall University; D.N.P. Fairleigh Dickinson University (2020)

**Paula Giblin, Instructor of Nursing**

BA in Political Communication , Tulane University; MSN, Nurse Practitioner, Columbia University (2023)

**Brenda Green, Instructor of Nursing**

BS Manhattan College; BSN University of Mount Saint Vincent; MSN University of Mount Saint Vincent; D.Ed.– Nursing Education (in progress) (2023)

**Brian Haney, Assistant Professor of Biology**

B.S. Trinity University; Ph.D. Arizona State University (2019)

**Daniel Hrubes, Associate Professor of Psychology**

B.G.S. University of Michigan; M.S., Ph.D. University of Massachusetts (2001)

**Katherine Irizarry, Assistant Professor of Nursing**

B.S.N. Hartwick College; M.S.N. Walden University; DNS, Lehman College, EdD Adult Education Walden University (2020)

**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)

**Jaclyn Keenoy, Assistant Professor of Psychology**

BA in Psychology, Ramapo College of New Jersey; MS in Psychology, Mercy University; PhD Family Science and Human Development, Montclair State University (2024)

**Rajkumar Kempaiah, Associate Professor of Business/ Economics**

B.E. Bangalore University, India; M.E. University of Mysore, India; PhD. Stevens Institute of Technology (2008)

**Maureen Keown, Instructor of Nursing**

BSN, MSN, Nurse Practitioner in Family Health Certification, University of Mount Saint Vincent (2023)

**Pamela K. Kerrigan, Professor of Chemistry**

B.A. Lakeland College, M.S. University of Wisconsin; Ph.D. Arizona State University (1994)

**Svitlana Koroleva, Instructor of Nursing**

BSN, Hunter College; MSN in Nursing Education, Long Island University; MSN, American College of Education; Ed.D, candidate, American College of Education (2024)

**Deborah Kramer, Associate Professor of Nursing**

R.N.; B.S. Lehman College; M.S., M.Ed., Ed.D. Columbia University (1990)

**Kristin Lawler, Professor of Sociology**

B.A. Catholic University of America, Ph.D. The City University of New York (2008)

**Anthony Lee, Associate Professor of English**

B.A. State University of New York at Binghamton; M.A., Ph.D. State University of New York at Binghamton (2004)

**Jason Lee, Assistant Professor of Nursing**

B.S.N., Mary Chiles College; M.S.N., University of Mount Saint Vincent; D.N.P., University of Missouri-Kansas City (2020)

**Matthew Leporati, Associate Professor of English**

B.A., (Summa Cum Laude) St. John's University; M.A., Ph.D. Fordham University (2016)

**Theodora Levine, Assistant Professor of Nursing**

BS Nursing Downstate Medical Center College of Nursing; MS Nursing Education Teachers College Columbia; DNP Rutgers University (2017)

**Lydia Lopez, Instructor of Nursing**

BS Nursing University of Mount Saint Vincent; MS Nursing Diabetes Education Capella University; MS Nursing Education Walden University (2020)

**Yolanda Lord, Assistant Professor of Nursing**

BSN, The City College School of Nursing; MSN, University of Mount Saint Vincent; DNP, Pace University (2023)

**John McCullagh, Associate Professor of Psychology**

B.S. Texas Lutheran University; M.S. Radford University; Ph.D. University of North Dakota (2017)

**Carine McDonald, Instructor of Nursing**

AAS in Nursing, Regents College; BS Nursing, University of Mount Saint Vincent; MS Nursing, University of Mount Saint Vincent; Post Masters Certificate in Nursing Education, University of Mount Saint Vincent (2020)

**Kayanne McKenzie, Assistant Professor of Nursing**

DNP, Quinnipiac University; MSN University of Mount Saint Vincent; BSN, Mercy College; Associates in Nursing, Bronx Community College (2022)

**Andrea J. Minei, Associate Professor of Chemistry**

B.S. Sacred Heart University; Ph.D. Wesleyan University (2010)

**Victor Miroshnikov, Associate Professor of Mathematics**

B.S., M.S., Ph.D. Moscow Institute of Physics and Technology (1998)

**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)

**Leonard Nalencz, Associate Professor of English**

A.B. Princeton University; Ph.D. Yale University (2017)

**Daniel Opler, Associate Professor of History**

B.A. Columbia University; Ph.D. New York University (2005)

**Laura Perdrizet, Assistant Professor of Fine Arts**

B.A. Theater Fordham University; Post Baccalaureate, Graduate School of Architecture, Columbia University; M.F.A. Interdisciplinary Arts & Media, Columbia College (2021)

**Stephanie Pietros, Associate Professor of English**

B.A. (Summa Cum Laude) Providence College; M.A., Ph.D., Fordham University (2016)

**Jennifer Pipitone, Assistant Professor of Psychology**

B.A. Loyola University; MA, CUNY; MPhil, CUNY; Ph.D. CUNY (2017)

**Juan Carlos Polanco, Esq., Visiting Assistant Professor of Business**

BA, SUNY Albany; MBA, Fordham University Graduate School of Business; JD, Fordham University School of Law (2024)

**Teresita Ramirez, Associate Professor of Business/Economics**

A.B. University of the Philippines; M.A., Ph.D. University of Hawaii (1999)

**Theresa Rattazzi, Assistant Professor of Nursing**

BSN State University of New York at Binghamton; MSN, Family Nurse Practitioner, DNP Dominican College (2024)

**Severine Rebourcet, Associate Professor of French**

License in American/English Studies, Université Paris-X; M.A. Université Paris - X; M.A. Portland State University; Ph.D., University of Maryland (2016)

**Ana Ribeiro, Professor of Biology**

B.A. Western Connecticut State University, M.S., Ph.D. Fordham University (2009)

**Janet Rollins, Associate Professor of Chemistry**

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