

# Academic Program and Regulations

## Knowledge of Requirements

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

## Core Curriculum

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

History	6 credits
Philosophy	6 credits
English	9 credits
Religious Studies	9 credits
Fine Arts	3 credits
Modern and Classical Languages	6 credits
Social Sciences	9 credits
Natural Sciences	8 credits
Mathematics	<u>3/4 credits</u>
Total	59/60 credits
Freshman Seminar	No additional credits

Descriptions of requirements in each respective area of the Core Curriculum are as follows:

### *I. Humanities* (thirty-six credits)

#### *A. History* (six credits)

Student must take three (3) credits from History courses numbered 100 to 124. The remaining three (3) credits must be completed at the 200 level. It is strongly recommended that the 100-level course be completed before students take the 200-level course.

#### *B. Philosophy* (six credits)

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

#### *C. English* (nine credits)

EL 102 Language and Rhetoric is required in the freshman year. Placement examinations are administered to all freshmen to identify appropriate level of instruction. Six (6) additional credits are required, three (3) of which must be a literature course. The remaining three (3) credits may be satisfied by any other course the English Department offers.

#### *D. Religious Studies* (nine credits)

RS 119 Exploring Religious Meaning is required as the first course in Religious Studies and is taken in the freshman year. Any other courses offered by the Religious Studies Department will satisfy the remaining six (6) credit requirement.

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

Six (6) credits of intermediate or advanced level courses in foreign language are required. The two courses must be in the same language. Placement examinations are administered to all freshmen to identify the appropriate level of instruction.

### *II. Fine Arts* (three credits)

Three credits of music (MU) or art (AR) at the one hundred level.

### *III. Social Sciences* (nine credits)

Courses offered in Business Administration, Economics, Political Science, Psychology, Sociology/Anthropology and two courses from Education, ED 100 or ED 109 (for education certification students only), fulfill the social science requirement. A maximum of six (6) credits from any one discipline is allowed to fulfill the core curriculum requirement. Six (6) credits of the nine (9) credit requirement must be completed by the end of the junior year.

### *IV. Mathematics* (three credits)

Any course offered by the Mathematics Department numbered MA 104 or higher satisfies the core curriculum requirement.

### *V. Natural Science* (eight credits)

One foundational [Tier I] course, four (4) credits, in natural science will be completed by the end of the sophomore year. The foundational course serves as the prerequisite for a second, more focused, four (4) credit [Tier II] course in the natural sciences.

### *VI. Freshman Seminar*

All students will take one three (3) credit course designated as a Freshman Seminar which could also satisfy a Core Curriculum requirement.

#### *FS 179 Freshman Seminar Skills*

This course is required of all students who do not successfully complete Freshman Seminar. Through lecture presentations, in-class activities, out-of-class assignments, and appropriate tests, the course provides students with review and assessment of skills identified as target skills for all Freshman Seminar courses taught in the previous semester. One (1) credit. No pass/fail. Permission of/placement by Freshman Seminar Director required.

## Core Substitutions

In the 3/2 Engineering Program, special core substitutions are listed under the Mathematics Department listing.

Students pursuing certification in Early Childhood or Elementary Education may satisfy their history core requirement by taking HI 106, Topics in U.S. History to 1865, and HI 107, Topics in U.S. History since 1865, rather than by taking one 100-level class and one 200-level class.

## The Goals of the Saint Vincent College Core Curriculum

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

Study of the various disciplines that comprise the Core Curriculum provides students with a body of knowledge which includes both content and skills, including the vocabularies and languages of the disciplines, the theoretical frameworks of the disciplines, the problem solving techniques of the disciplines, and the underlying assumptions and limitations of the disciplines. This body of knowledge provides a context for more specialized studies and prepares students for the many transitions they will experience in life.

During their lifetimes, individuals will experience changes in their physical, emotional, intellectual, and spiritual lives. In addition, many students will change their careers several times in their lives. The Core Curriculum provides a firm foundation of knowledge to prepare for the future.

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

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

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

### **To form habits of ordered inquiry, logical thinking, and critical analysis**

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

Students practiced in these habits can

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

### **To develop effective communication skills**

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

Students who are effective communicators can

- a) share their experiences and ideas with others, through both speaking and by writing, in an organized and confident style;
- b) demonstrate understanding of what others have said or writ-

ten by paraphrasing and thoughtfully responding;

c) critically analyze both their own and others' communications in an honest and creative manner; and

d) discern and appreciate different forms and styles of writing, and use them in their own writing.

### **To develop skills in reading, writing, and literature**

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

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

- a) understand the importance of primary literary texts, interpreting and analyzing the meanings of words and images that make up those texts;
- b) understand the relationships between literature and other arts and fields of endeavor;
- c) incorporate different literary styles and utilize principles of good writing in their own written work; and
- d) develop a growing understanding of self, humanity, diverse cultures, the human condition, and the human spirit by making relationships between literature and life.

### **To foster historical awareness**

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

A person with historical awareness can

- a) identify the particular forces most relevant to the development of an idea or institution, and trace the interactions of those forces through inception, development, transformation and decline;
- b) relate historical forces to one's own growth and the development of various cultures; and
- c) understand a work of literature in relation to literary and cultural history.

### **To develop an understanding of philosophical thought**

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

Philosophical literacy is demonstrated when a person can

- a) apply philosophical principles and tools in reflecting upon intellectual, moral, and social issues;
- b) identify and understand some of the specific philosophical systems of thought; and
- c) be receptive to a re-examination of values and moral ideals.

### **To foster an understanding of religious studies**

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

Competence in religious studies is demonstrated when one can

- a) understand the meaning of the Hebrew and Christian scriptures and the various methods necessary for further study;
- b) understand the relevance of the Judeo-Christian tradition to contemporary issues such as social justice, racism, and personal fulfillment; and
- c) understand the ecumenical Catholic approach, as articulated by the Second Vatican Council, to the true and holy as expressed in other religious traditions.

### **To promote understanding of the natural sciences**

Science is a creative endeavor which contributes to our knowledge of the natural world. An educated person should be familiar with the process by which scientific knowledge is obtained through objective observation, the testing and verification of hypotheses, and the development of explanatory theories. Also of importance is a familiarity with some of the major observations and theoretical models in science that guide scientific developments.

Scientific literacy is demonstrated when a person can

- a) distinguish between problems that are amenable to scientific examination and those that are not;
- b) test and evaluate scientific hypotheses; and
- c) understand the most fundamental observations and theoretical models developed in the process of scientific inquiry.

### **To develop understanding of the social sciences**

As social beings, we should strive to understand the forces that operate to influence the activities of individuals, groups, and societies. The social sciences provide an avenue to greater appreciation of the political, economic, sociological, psychological, and cultural factors that govern our actions. As with the natural sciences, students should be familiar with some of the major observations and theoretical models of the social sciences, and they should be familiar with the methodologies used by social scientists. This knowledge can help us better understand our own actions as well as our interactions with, and dependence upon, others.

Understanding of the social sciences is demonstrated when students can

- a) recognize problems that can be addressed using the methods of the social sciences, as well as problems that cannot be so addressed;
- b) apply the facts, theories, and perspectives of the social sciences to better understand themselves, the society in which they live, and other societies; and
- c) identify some of the observations and theoretical models relevant to specific social sciences.

### **To develop mathematical skills and quantitative literacy**

Mathematics is a family of completely abstract languages, each of which aims at complete precision and rigorous thinking. It is a primary instrument by which scientific knowledge is discovered and exhibited. Because mathematics is a formal science of relations, its study may strengthen the capacity for logical thought, critical analysis, problem solving, and the precise use of natural languages. In its pure form, mathematics reflects the human mind's attempt to order

and discover patterns in nature; in its applications, mathematics reflects the fact that much knowledge is inherently quantitative and can be reached only through methodologies that depend on it.

Mathematical skills and quantitative literacy are demonstrated when a person can

- a) understand at least one mathematical language beyond elementary arithmetic;
- b) effectively communicate and interpret quantitative information;
- c) understand the considerable utility of mathematics as a language and tool in a variety of disciplines; and
- d) accurately apply appropriate mathematical reasoning and skills to solve problems.

### **To develop an appreciation of the fine arts**

In the spirit of the goals of our founder, Boniface Wimmer, who believed that it was important to teach not only what is necessary and useful, but also to teach about what is beautiful, we believe it is important for our students to be exposed to the fine arts, not only in the form of the many excellent cultural events available on campus, but also as an integrated part of their classroom learning. As it is important for students to know and understand the workings of the natural world, as well as the structure of society, it is also important for them to recognize and understand this aspect of human expression. Art is often an expression of spiritual, emotional, as well as political and social identities in many cultures, and so understanding the artistic productions of their own and other cultures can enable students to know the world better, and better to know themselves.

Students will develop a systematic understanding and appreciation in the arts, especially in the areas of music and the graphic and plastic arts; recognize the aesthetic, spiritual, and functional qualities of art, both in history and in contemporary life; understand both the commonalities and the unique artistic contributions of artists in their own cultural traditions and in the traditions of other cultures.

## **Graduation Requirements**

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

- Complete a minimum of 124 credits;
- Satisfy the requirements of the Core Curriculum;
- Fulfill the requirements for the major(s) as specified by the department(s);
  - Achieve an overall grade point average of 2.0 as well as a grade point average of 2.0 in the major at Saint Vincent College;
  - Satisfy the capstone requirement as specified by the major department(s);
  - Complete final 24 credits at Saint Vincent College (except for students enrolled in identified cooperative programs), and
  - Obtain financial clearance from the Vice President of Finance and Administration.

### **Graduation Application Procedures**

To apply for graduation, the degree-seeking student must:

Complete and file an "Application for Graduation" form at the Office of the Registrar upon attaining senior status.

Approximately one month before the graduation date, the graduation candidate must process a "Certificate of Fulfillment of Graduation Requirements" card. (The card will be mailed to all graduation applicants and must be signed by the department chair of any major(s) or minor(s) the student wishes to graduate with, and then be given to the Business Office. The recommended deadline for completing and processing this card is two weeks before the end of the semester.

Students who have special permission to take a course away from Saint Vincent during their final semester, must make sure that the Office of the Registrar receives a final, official transcript from the other institution *before* the graduation date. Students in the 3/2

Engineering Program must have an official transcript reflecting the successful completion of at least three, full-time semesters (a minimum of 45 credits) in engineering from the cooperative school sent to the Office of the Registrar *before* the graduation date.

#### **Notes:**

Before registering for the final semester of classes, the graduation candidate should review course work with the advisor and/or department chair to ensure that all major(s) and minor(s) requirements will be met.

A “Core Curriculum Audit” of the student’s course work is available on the SVWeb. Normally only three credits from each area of the Core may be transferred to Saint Vincent. If students wish to discuss Core Curriculum requirements, they are welcome to review their progress with the Registrar.

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

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

## **Majors and Minors**

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

## **Special Programs**

### **Academic Honor Societies**

The College sponsors chapters of national or international academic honor societies to recognize students’ academic excellence. Membership in an academic honor society stimulates professional growth and provides practical and leadership experience to enhance one’s academic pursuits. Currently the College sponsors three general academic honor societies: Alpha Lambda Delta recognizes excellence among students in their first year of study in higher education; Alpha Chi recognizes academic excellence among college juniors and seniors; and Alpha Sigma Lambda recognizes academic excellence among continuing education or non-traditional students. In addition there are honor societies in the following disciplines: Economics (Omicron Delta Epsilon), History (Phi Alpha Theta), Psychology (Psi Chi), Education (Kappa Delta Pi), Business (Delta Mu Delta), and English (Sigma Tau Delta).

### **Accelerated Podiatric Medicine**

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

### **Accelerated Osteopathic Medicine**

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

### **Army and Air Force Reserve Officer Training Corps**

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

All credits of the Professional Officers Course or Advanced

Military Science may be applied as electives at Saint Vincent, but no credit is granted for general military courses. Students deciding to enroll should contact the University of Pittsburgh or Indiana University of Pennsylvania for more information.

Interested students are encouraged to contact an Army ROTC representative at the University of Pittsburgh, 315 South Bellefield Avenue, Bellefield Hall, Room 409, Pittsburgh, PA 15260 (412) 624-6197, or an Army ROTC representative at Indiana University of Pennsylvania, 1140 Maple Street, Indiana, PA 15705 (724) 357-2700, or an Air Force ROTC representative at the University of Pittsburgh, Detachment 730, 2925 Cathedral of Learning, 4200 Fifth Avenue, Pittsburgh, PA 15260-0001 (412) 624-6396.

### **Center for Ethics in Community**

This project expands the College’s work in the field of ethics by incorporating ethical content and dialogue into all academic disciplines, offering faculty opportunities for professional development, and sponsoring public lectures and events focusing on contemporary ethics and moral topics.

### **Certificate Programs**

The College offers undergraduate certificate programs in Bioinformatics, Entrepreneurship, Addiction Specialist Training and Computing and Information Science. A Graduate Certificate program is available in Operational Excellence. These programs meet the needs of people whose career situation would benefit from a structured training program in the area of certification.

Specific course requirements are found under the particular department concerned. For further information, contact the Office of Admission and Financial Aid.

### **Common Texts Project**

The “Common Texts Project” is a continuation of a three-year NEH grant-funded project initiated in 1986. Each year, participating faculty meet in a summer seminar to discuss a number of texts that they agree to use in common, and to plan for integrating those texts into courses and programs during the coming academic year. Participating faculty must use at least one of the texts in at least one course during the regular academic year. This simple structure is intended to realize some rather complex goals, among them:

- To enrich the intellectual life of the campus by engaging a large number of students in studying the same text(s) at about the same time.
- To strengthen students’ analytical skills by allowing them to encounter the same text from multiple points of view and within a variety of academic contexts.
- To encourage students to discover how different academic disciplines approach ideas and their applications in the world: to recognize significant differences among the disciplines, and also to see some of the common grounds of knowledge.

The “common texts” presently being used are the book of Genesis from the Bible; the “Allegory of the Cave” from Plato’s *Republic*; the *Rule* of St. Benedict; “Summary and General Conclusions” from *Origin of Species* by Charles Darwin; “Estranged Labour,” from *Economic and Philosophical Manuscripts of 1844* by Karl Marx; Rachel Carson’s, *Silent Spring*; Albert Einstein’s “Science and Religion” from *Out of My Later Years*; “Letter from a Birmingham City Jail” and “I Have A Dream” by Martin Luther King, Jr.; “The Yellow Wallpaper” by Charlotte Perkins Gilman; and Experiences in a Concentration Camp,” from Viktor Frankl’s *Man’s Search for Meaning*.

### **Continuing Education**

Men and women not necessarily pursuing a degree may enroll in credit courses for personal or professional advancement. They should complete a *Continuing Education Information Form* when registering. Persons thirty years of age or over may audit any course at

half tuition, and persons 65 or older may audit credit courses tuition free. Registration fee for each reduced-rate course audit is five dollars.

For information contact the Office of Admission and Financial Aid.

### **Cooperative Education and Internship Program**

The Cooperative Education and Internship Programs provide opportunities for students to supplement academic preparation with practical work experiences related to the student's major and career choice. Both cooperative education experiences (more than one term) and internships (one term) help students acquire marketable, career related experience as they learn to apply theoretical knowledge in a work environment. General elective or required academic credits are earned and applied to fulfill graduation requirements. Students may work full-time or part-time during the fall, spring, and/or summer months within business, industry, government, and non-profit agencies. Over 80% of cooperative education and internship students receive compensation that helps to defray the cost of educational expenses. Applications, program information, and related internship job search materials are available at Career Services.

### **Engineering**

*Courses of Instruction under Mathematics.*

### **High School Students Program**

High school students may take courses in the regular College curriculum with approval of officials of their high school and the Dean of Studies. A tuition reduction of 50% is granted to students currently enrolled in high school.

### **Independent Study**

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

### **Interdisciplinary Writing Program**

Instruction in composition is based on a two-tiered Interdisciplinary Writing Program. The entry-level *Language and Rhetoric* course is centered in the Writing Lab, a computerized, fully-networked facility which is reserved for class use during the day and for lab or tutorial use during afternoons and evenings. The course, the Lab and the tutors comprise the fundamental level which introduces all freshmen to composition strategies which are based on Six Principles of Good Writing as determined by the Saint Vincent faculty: these principles are *clarity, purpose, organization, coherence, support and insight*. The second tier consists of "writing-designated" courses taught by professors who identify particular courses as appropriate places to learn how to write in specific disciplines. These courses focus on the Six Principles to enhance the skills learned in *Language and Rhetoric* and to direct students toward proper professional expression in various fields of inquiry.

### **Study Abroad**

Saint Vincent has a sister college relationship with Fu Jen Catholic University in Taiwan, and is a cooperating institution with Central College of Iowa. Students may also enroll for summer study

at Cuauhnahuac Institute of Language and Culture in Cuernavaca, Mexico, and enroll in other well-designed academic programs sponsored by recognized universities and institutes. Saint Vincent College students have studied in such diversified places as Argentina, Australia, Canada, China, Costa Rica, Cuba, Egypt, England, France, Germany, Greece, Ireland, India, Italy, Japan, Kenya, Mexico, Peru, Scotland, Spain, Taiwan, Wales and the former Yugoslavia. Information on international studies programs is available from the study abroad advisor.

An alternative option for study abroad is available to a student through the College's Independent Study Program. To qualify the student must have a GPA of 3.0 or above. The student must pay the fee for enrollment on the roster and tuition for the number of credits authorized by the Dean of Studies.

Students must obtain prior approval for all study-abroad programs from the Dean of Studies.

### **East Asia Study Tour**

Each May-June, after the spring semester, Saint Vincent College students have the opportunity to participate in a three-week study tour of Taiwan and Japan. In Taiwan, the tour visits Taipei and the coastal region of Hualien; in Japan, it visits Tokyo, Kamakura (the medieval military capital) and Matsumoto (in the foothills of the Japan Alps). Application for the tour takes place in the fall semester. Participation includes the option of registering for a course-credit component.

Before departure, students participate in a series of orientation sessions to introduce them to the languages and social customs of Taiwan and Japan. On the tour, students visit temples, museums, business districts, and high-tech showrooms to learn about Chinese and Japanese history, culture, and contemporary life. They also meet Taiwanese and Japanese university students, who help serve as guides and provide home stays. Saint Vincent College and Fu Jen University (Taipei) faculty lead the tour.

### **Summer Sessions**

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

### **Honors Program**

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

### **The Honors Experience**

Faculty of the Honors Program design special core curriculum courses exclusively available to students in the Honors Program. By design, Honors courses challenge and reward students who seek engaging academic work and substantial intellectual development. Students in an Honors course tend to play a more active role in the learning process through, for example, discussions, presentations, and projects. The quality of assignments, not the quantity, distinguishes an Honors course. At the conclusion of every Honors course students submit a short reflective essay and a sample of their work, which is placed in their Honors portfolio.

The Honors seminar, the culminating experience in the Honors curriculum, challenges students to integrate the various disciplines they have studied to address a particular issue or theme. During the seminar each student and the Director of the Honors Program reviews their Honors portfolio.

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

### The Honors Curriculum

Students seeking to graduate as Honors Scholars must take a minimum of five Honors classes plus the Honors Seminar. Students may remain in the Program if their GPA remains above 3.0 and they continue to participate in Honors classes and at least one major Honors Program event per year. Students may also apply to the Program in order to participate in selected courses.

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

### Typical Schedule for Honors Courses Freshman Year

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

### Sophomore & Junior Year

First Philosophy: Honors Section  
 Two Honors Courses

### Junior or Senior Year

Honors Seminar  
 Honors Course (optional)

### Formal Recognition of Honors

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

### Application Process

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

### Entering First-Year Students

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

### Students Currently Enrolled at Saint Vincent College

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

### Honors Program Application Materials (required of all applicants)

Student name must appear on each item.

- Two letters of recommendation (Honors Recommendation Form).
- A short essay (maximum 600 words) that explains why the student would like to be part of the Honors Program. The essay should focus on personal experience with and interest in:

- \* exploring and discussing original works and commentary.
- \* sharing a commitment to a vigorous intellectual life by investing a significant effort in research, writing and other forms of creative expression.
- \* integrating cultural events and independent scholarly work.

- A sample of original, individual work, produced for a high school course, which represents a student's knowledge, ability, and creativity. This may consist of an original paper written for a class (minimum 800 words); a longer poem or series of poems, a story, a play, or video; an original science project, multimedia presentation, musical score, or any other type of original work. This list is not exhaustive but illustrates the variety of work a student might submit. Research papers or projects that primarily string together quoted sources and do not include substantial portions of original writing by the applicant are not appropriate. Work created as part of a collaborative project is also not appropriate.

### Deadline for Submission

Incoming First-year Students: March 1 or until the program is filled.

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

## Regulations

### Registration

Registration information is announced by the Registrar's Office. Information concerning registration for courses at Saint Vincent College as well as cross-registration for courses at Seton Hill University is published so that students may plan course sequence and properly register for desired courses. Students will not receive credit for classes for which they are not properly registered. All students are expected to register for themselves. **Academic registration is concluded for a student when the schedule has been approved by an advisor, registration has been processed via the Web or by filing the appropriate form in the Registrar's office and the financial clearance is obtained through the Business Office.** Registration changes must be processed by noted deadlines. Non attendance of a course for which a student has registered does not constitute official withdrawal. Students may not attend a course for which they have not registered. A \$50.00 administrative fee is charged to continuing, full time students who register late.

### Credit Hours

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

### System of Grading

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

Letter Grade	Grade Points (per credit hour)	Number Grade
A	4.00	93-100
A-	3.70	90-92
B +	3.30	87-89
B	3.00	83-86
B-	2.70	80-82
C +	2.30	77-79
C	2.00	73-76

C-	1.70	70-72
D +	1.30	67-69
D	1.00	60-66
F	0.00	0-59

### Grade Point Average

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

### Other Grading Symbols

AP — Advanced Placement Award. Credit is given, but grade points are not.

CL — CLEP Examination. Credit is given, but grade points are not.

EX — Experiential Learning. Credit is given but grade points are not.

G — Incomplete. An incomplete course must be completed within one month of the beginning of the following semester or the grade becomes an F. Under extenuating circumstances, the Dean of Studies upon the request of the instructor may grant an extension of time up to the end of the following semester.

IP — Course In Progress. Grade not available yet.

NR — Grade Not Received From Instructor

P — Pass. The student passed the course with at least the equivalent of a “C” (2.0 or 73) or higher. Credit is given, but grade points are not.

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

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

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

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

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

### Class Standing

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

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

### Withdrawal from College

Students who withdraw from the College are required to contact the Dean of Studies and complete an official withdrawal form and Exit Survey. This is especially important if the withdrawal is during the period when the student is entitled to a refund. Refunds are based on the date the withdrawal is processed.

### Add-Drop Fee

Add/Drops are free through the first day of classes. Beginning with the second day of classes a fifteen (\$15.00) fee per process will be charged. No fee will be charged for changes caused by the college administration.

### Pass-Fail Option

The pass-fail option is available to encourage the motivated student to engage in more challenging coursework without jeopardizing the overall grade point average. Students may elect one course each semester on a pass-fail basis. Pass-fail courses do not satisfy Core Curriculum, major or minor requirements. The course will carry credit toward graduation, but it will not be used in the computation of the student’s grade point average, if a P is earned. An F is computed in the student’s GPA. In order to earn a P, the student must earn the

grade of C or better (2.0 or 73). A grade of C- or lower will be recorded as an F.

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

### Audit

Students may audit courses. An audit signifies that the student will not be asked to meet the course requirements such as written assignments or examinations, but that he or she has the privilege of class attendance and participation. No credits toward graduation can be earned for audited courses and no grade can be given. Tuition for an audited course is identical to the tuition for students below the age of 29. Course audit for persons over 30 years of age up to 64 years of age is one half of the regular tuition. For persons 65 years of age and over, course audit is free of charge. Registration for each reduced rate credit course is \$5.00.

### Dean’s List

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

### Absence from Class and Make-up Exams

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

### Excused Absences for Participation in Intercollegiate Sports and Other College Activities

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

If a student determines that participation in athletics seriously interferes with academic performance, the student would be well-advised not to participate. Normally, a student should miss no more than four class sessions for intercollegiate competition. The student should rely heavily on the judgment of the professor and faculty advisor in cases where athletic participation appears to be jeopardizing academic progress. If a student’s grade point average falls below 2.0, the student is prevented by College policy from participating in intercollegiate sports.

As soon as a student is placed on the official roster, the student will inform each professor regarding participation in an intercollegiate sport, and will provide a schedule of games which may conflict with the class schedule. The student will make provisions for make-up

exams and the like in advance of the examination date so that the student is not penalized for the excused absence.

For each absence the student will present an official excuse signed by the coach for the particular game which necessitates the absence.

The policy and procedures outlined here for official intercollegiate sports also apply at the discretion of the Dean of Studies to other activities in which students participate.

### **Courses Taken Elsewhere**

Courses taken at other accredited institutions in which a grade of C- or better, a 1.70 grade point average, or a 70 number grade or above will be accepted by Saint Vincent College toward a student's graduation if the courses have prior approval of the Dean of Studies. Because only one course in each field is required to complete the core, the Mathematics and Fine Arts requirements must be completed at Saint Vincent. Continuing students may transfer credit for no more than a total of five (5) courses with no more than one course applied to the requirement of a given core area. In addition to the approval of the Dean of Studies, approval of the other appropriate persons as identified on the Transfer Course approval form is required.

### **Change of Major**

A student must file a change-of-major form with the Registrar in order to change a major. If a student changes majors, including changing from an undeclared major, a C-, 1.70, or lower received in previous courses and not required by the new major will not be used in the computation of the GPA if the student requests it. The student must request the change in computation on a form available from the Registrar. Credit for these courses cannot be claimed in the future including for graduation. Although these grades are not computed in the grade point average, they remain on the transcript.

### **Repetition of Courses**

A student may repeat a course in which a C-, 1.70 or lower has been earned. The last grade shall replace the first in computing the grade point average even if the second grade is lower. The student must request the replacement of grade at the Registrar's Office. The previous grade received is not removed from the transcript. Only the credits earned in the repeated courses count toward graduation.

### **Records Policy and Directory Information**

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

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

Because academic transcripts, grade reports and other correspondence concerning a student's status are forwarded directly to the student,

it is strongly advised that parents or others financially responsible for the education of the student anticipate this arrangement by working out a satisfactory agreement between themselves and the student relative to records and correspondence from Saint Vincent College.

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

Each semester the Registrar's Office prepares a *Student Directory*. The directory includes the name, major, year, home address, home telephone, campus address and telephone extension, and SVC post office box number of each student enrolled in the semester for which the directory is published.

According to the Family Educational Rights and Privacy Act of 1974, a student has the right to refuse disclosure of any or all of the above items in the directory. If a Saint Vincent College student wishes to exercise this right, this must be done by the end of the first week of each semester by filing a written statement in the Registrar's Office.

### **Academic Honesty**

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

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

### **Satisfactory Progress**

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

### **Academic Warning System**

1. The College demands of every student an academic average of 2.0 at each semester grading period. If a student fails to attain this 2.0 average, or a cumulative average of 2.0, the Dean of Studies issues a letter of academic warning with a copy to the student's advisor, departmental chairperson, and parents. A student who has not achieved an academic average of 2.0 may not participate in formal extracurricular activities. Examples of formal extracurricular activities include the student newspaper, intercollegiate sports, student government, drama. Exceptions are possible. Requests for exceptions to the rule must be made in writing to the Dean of Studies.

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

### **Academic Dismissal**

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

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

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

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

### **Standards of Satisfactory Academic Progress for Financial Aid**

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

### **Second Major**

A student may elect to graduate with two majors. In that event, the student must file a completed Declaration of Second Major Form in the Registrar's Office. The student must meet all requirements for each major, and must be certified for graduation by the appropriate chairperson. The student's transcript lists both majors. Upon graduation the student is awarded one degree.

### **Second Degree**

A student who wishes to attain a second undergraduate degree after receiving a baccalaureate degree from Saint Vincent College or another college must apply through the Office of Admission, and meet the requirements of the major and core curriculum of the *Bulletin* in effect at the time of admission as a candidate for a second degree. After acceptance by the College and completion of degree requirements, a second degree is awarded to the student.

### **Minor After Graduation**

Graduates of Saint Vincent who wish to obtain a minor may do so by registering for courses through the Admission and Financial Aid Office. When requirements are satisfied, the student completes the appropriate form available from the Office of the Registrar and obtains the signature of the chairperson of the department granting the minor. The transcript of the student is then updated.

### **Changes of Requirements**

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

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

### **Honors**

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

### **Transcript Request Policy**

#### **Unofficial Transcripts**

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

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

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

#### **Official Transcripts**

1. There is a fee of five dollars (\$5.00) for each official transcript. When a student graduates, he/she will receive one free official transcript marked "Issued to Student."

2. Due to legal restrictions "The Family Educational Rights and Privacy Act of 1974" requests for transcripts will not be taken over the telephone. The Office of the Registrar must have a signed, written request from the student (whether it is on the pre-printed form, available in the Office of the Registrar, or a student's letter) before a transcript can be sent to a third party. Students may fax their requests to (724) 532-5063. A transcript, however, cannot be faxed.

3. All official transcript requests require at least one business day to process.

4. Parents, or those who can prove financial responsibility for a student, may request an official copy for their use only.

5. The Business Office must approve each request for an official transcript before it can be sent. If the Business Office denies a request because monies are owed to the College, the request and fee (if one was paid in advance) will be returned to the student with a letter explaining why the request cannot be honored at that time.

6. If the student wishes to have an official transcript sent to himself/herself, it will be stamped "Issued to Student." If it is to go to another institution via the student, it will be placed in a sealed envelope and the seal must remain unbroken for the other institution to consider it official.