

# SOAR

Summer Orientation & Academic Registration

## Student Guide 2023



## **Table of Contents**

1. Campus Map
2. Student Agenda
3. Parent Agenda
4. 2023 General Education Requirements
5. Community Enrichment Series Information
6. 2023 Summer Reading
7. Tutoring-Writing Center
8. CLEP Brochure
9. 2023 FORE
10. Schedule Worksheet
11. Study Away
12. Franciscan Goals
13. 2023 Important Dates
14. 2023 Honors Program
15. 2023 Honors Directed Reading
16. 2023 Honors Thesis





# Loretto, PA

## Campus Legend:

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>1. Admissions Welcome Center</li> <li>2. Amici Hall</li> <li>3. Ave Maria Hall</li> <li>4. Bach Family Honors House*</li> <li>5. Bell Tower</li> <li>6. Christian Hall</li> <li>7. Commuter Parking</li> <li>8. DeGol Field House</li> <li>9. DeGol Field &amp; Fr. Bede Track</li> <li>10. DiSepio Institute for Rural Health &amp; Wellness</li> <li>11. Dorothy Day Outreach Center*</li> <li>12. East Campus Entrance</li> <li>13. East Gate Hall*</li> <li>14. Occupational Therapy Building</li> <li>15. Franciscan Cemetery</li> <li>16. Giles Hall</li> <li>17. Health Sciences Experiential Learning Commons</li> <li>18. Immaculate Conception Chapel</li> <li>19. Immergrün Golf Course</li> <li>20. JFK Student Center, Frankie's Campus Club, and Campus Bookstore</li> <li>21. St. Joseph's Physical Plant</li> <li>22. Library and Keirn Family World War II Museum</li> </ul> | <ul style="list-style-type: none"> <li>23. Lake Saint Francis*</li> <li>24. Lakeview Snow Tubing Park *</li> <li>25. Mail Services</li> <li>26. Main Campus Entrance</li> <li>27. Maurice Stokes Athletics Center &amp; DeGol Arena</li> <li>28. Mount Assisi Friary &amp; Gardens*</li> <li>29. Our Lady of Lourdes Grotto, Pieta Shrine Stations of the Cross Entrance</li> <li>30. Padua Hall</li> <li>31. Pine View Terrace Townhouses</li> <li>32. Raymond Hall</li> <li>33. Roundstone Cottage</li> <li>34. Sacred Heart Friary</li> <li>35. Saint Agnes Hall</li> <li>36. Saint Clare Hall</li> <li>37. Saint Elizabeth Hall</li> <li>38. Saint Francis Fountain</li> <li>39. Saint Francis Hall</li> <li>40. Saint Joan of Arc Hall</li> <li>41. Saint Louis Hall</li> <li>42. Schwab Hall &amp; Adamucci Cafe</li> <li>43. Science Center</li> </ul> | <ul style="list-style-type: none"> <li>44. Scotus Hall/ Office of the President</li> <li>45. Small Business Development Center</li> <li>46. Softball Field</li> <li>47. South Campus Entrance*</li> <li>48. Southern Alleghenies Museum of Art</li> <li>49. Spalding Cottage</li> <li>50. Stokes Soccerplex</li> <li>51. Sullivan Hall</li> <li>52. Torvian Dining Hall</li> <li>53. Track Throws Area</li> <li>54. University Police</li> <li>55. Visitor Parking</li> <li>56. Connors Family Fine Arts Center</li> <li>57. Hoop House</li> </ul> |
|--|---|--|

Accessibility Map  
available upon request

\*Not Shown



# STUDENT AGENDA

## ~2023~

*On-Campus Dates*  
**June 8, 9, 16, 22, 23 & July 14**

TIME	EVENT	LOCATION
8:00- 8:30 a.m.	Arrival & Check In	JFK Student Center
8:00—8:55 a.m.	Student Support Services and light breakfast	JFK Lounge & Lower Level
9:00—9:15 a.m.	Welcome to Saint Francis University!	JFK Auditorium
9:15—9:45 a.m.	Become That...Successful Student	JFK Auditorium
9:45—10:05 a.m.	An Introduction to UPMC MyHealth Saint Francis & Center for Well- Being	JFK Auditorium
10:05—10:35 a.m.	Managing your Student Accounts	JFK Auditorium
10:35—10:45 a.m.	----- Disperse to meet with Academic Advisors -----	
10:45—11:40 a.m.	Meet with Academic Advisors (Parents and Families will join at 11:20am)	Various Locations
11:40 a.m.—12:50 p.m.	Lunch with Family & Academic Advisor <i>Optional Activities</i>	Torvian Dining Hall <i>See below for more details</i>
1:00—2:00 p.m.	Life at SFU: Ready...Set...Go Red Flash! (Group A: Small Group Discussion 1-1:30/ Handshake 1:30- 2pm. Group B: Handshake 1-1:30/ Small Group Discussions 1:30- 2pm)	JFK Lounge/ Outside
2:00—2:30 p.m.	SFU Class of 2027's 1 <sup>st</sup> Official Social	JFK Lounge/ Outside
2:30—3:15 p.m.	Departure – or Residence Hall Drop-In – or Recruited Student-Athlete Information – or Honors Program Information Session	Saint Clare Hall DiSepio 213 Scotus Hall 206

OPTIONAL ACTIVITIES	TIME	LOCATION
Academic Accessibility/ Accommodations Drop-In Center	Open from 1:00 p.m.—4:00 p.m.	Scotus Hall, Room 323-C
Campus Bookstore	Open from 8:00 a.m.—4:00 p.m.	JFK, Lower Level
Mass	(Thurs)12:25 p.m.—12:55 p.m. (Fri) 12:00 Noon—12:30 p.m.	Immaculate Conception Chapel
Residence Hall Drop-In	12:00 Noon—12:45 p.m. or 2:30 p.m.—3:15 p.m.	Saint Clare Hall
Center for Well-Being Open House	12:30 p.m. — 1:30 p.m.	Library Suite 201
Billing and Financial Aid Drop-In Center	Open from 12:30 p.m.—2:30 p.m.	DiSepio 211



**Student Support Services** – Students, Parents and Families- After your arrival for SOAR, meet with various departments on what is needed to begin your journey as a Successful Student at Saint Francis University. Students will have their ID photos taken, receive information regarding housing, dining plans, student health services, laptop options, Emergency Alert systems as well as have the opportunity to learn more about our Fine Arts Programs, ROTC, Community Engagement, Student Activities and much more! A light continental breakfast is also provided to help kick start your day! (*Students will receive their ID Cards at the end of the day.*)

**Become That...Successful Student – Center for Academic Success & Faculty** All of us – parents, faculty, and advisors – want our students to transition successfully to Saint Francis University both academically and personally and become engaged in academic and campus life during their academic career, all leading to their success later in careers, families, and communities. We are committed to every student having the necessary programs, resources, and support throughout their entire college years, with a special emphasis on the first year. This session will discuss the expectations of our First-Year Experience, the support services available to help students meet their academic responsibilities, and many suggestions to ease the transition.

**An Introduction to the UPMC MyHealth Saint Francis & Center for Well-being** – *Ms. Megan Winslow, RN Coordinator Student Health & Ms. BobieJo Balzano, Clinical Manager Center for Well Being.* Meet the Clinic Staff of UPMC's MyHealth Saint Francis & Center for Well-Being programs to learn about the student's physical and mental well-being services that are provided!

**Managing Your Student Accounts** – *Ms. Missy Long (Bursar), Ms. Shanelle Farabaugh (Student Accounts) Business Office & Ms. Stephanie Schrift (Associate Director, Mr. Tom Kendziora (Director) Financial Aid-* This brief question and answer session provides students and families an opportunity to learn helpful tips and strategies in engaging the financial aid and billing/payment processes and systems to ensure your family's successful investment into the SFU experience.

**Meet with Academic Advisors** – In this session you will be able to meet with your academic advisor for your upcoming first year. You will receive information on various academic services and international study opportunities. You will also receive your fall schedule of classes and information about your major.

### Life at SFU: Ready...Set...Go Red Flash!

**Introduction to Handshake:** *Ms. Beth McGregor, Director of Career Services, Mr. Andrew Stopko, Assistant Director of Employer Relations/ Internships-* Welcome to SFU! During this session, you'll create and activate your Handshake profile. Handshake is the Career Services platform for SFU students, alumni, and employers to help look for jobs, internships, on-campus jobs, build your resume, schedule career advising appointments, and so much more! As a new SFU student, start your professional career by creating a Handshake profile now!

**Small Group Discussions:** *Ms. Meghan DeFrancesco, Assistant Director Student Engagement, Mr. Ethan Wingard, Esports Coordinator, Mr. Stephen Gresh, Residence Life Coordinator, Orientation Counselors and Resident Assistants-* Students won't want to miss this session! We know you have questions on what is like to live with a roommate, how to stay safe, how to succeed with academics, and what is there to do here... just to name a few! Our session will help answer those questions as well as discuss what you are most excited about when it comes to living on campus. We cannot wait to meet you!



**Class of 2027's 1<sup>st</sup> Official Social** – Classes haven't even started and you're already planning social events on campus! Join your classmates and enjoy some much-needed down-time. Kick back and play some *Cornhole*, *Kan Jam*, *Bear Bucket*, *Spike ball*, and other campus favorites and grab some *noms* too! ***\*\*Students will receive their SFU ID Cards at the Social\*\****

**Recruited Student-Athlete Information** – ***Mr. James Downer, Athletic Director, Mr. John Krimmel, Senior Associate AD for Student-Athlete/ Leadership Development & Mr. Shane Tay, Senior Associate AD for Internal Operations*** This session is for students who want to compete on our intercollegiate Division I teams, as well as Cheer or Dance squads and their parents. The administrators will provide information regarding items that must be completed prior to participation in intercollegiate athletics. Additionally, we will discuss issues and concerns that a student-athlete might experience during his or her first year of being a Red Flash student-athlete.

**Honors Program Information Session** ***Dr. Irene Wolf, Honors Program Director & Dr. Art Remillard, Associate Director of the Honors Program*** – Discover the SFU Honors Program and the application process. Take advantage of this opportunity to become acquainted with the faculty of the honors program and gain insight into what to anticipate during your first year and beyond.

*Revised 6/5/2023*



# PARENT AGENDA

## ~2023~

*On-Campus Dates*  
**June 8, 9, 16, 22, 23 & July 14**

TIME	EVENT	LOCATION
8:00- 8:30 a.m.	Arrival & Check In	JFK Student Center
8:00—8:55 a.m.	Student Support Services and light breakfast	JFK Lounge & Lower Level
9:00—9:15 a.m.	Welcome to Saint Francis University!	JFK Auditorium
9:15—9:45 a.m.	Become That...Successful Student	JFK Auditorium
9:45—10:05 a.m.	An Introduction to UPMC MyHealth Saint Francis & Center for Well- Being	JFK Auditorium
10:05—10:35 a.m.	Managing your Student Accounts	JFK Auditorium
10:35—10:45 a.m.	----- Relocate to DiSepio Institute -----	
10:45—11:15 a.m.	Letting them SOAR	DiSepio 213
11:15—11:40 a.m.	<b>-- Meet up with Students &amp; Advisors (See Advisor List for locations) --</b>	
11:40 a.m.—12:50 p.m.	Lunch with Family & Academic Advisor <i>Optional: Mass or Tour of Residence Halls</i>	Torvian Dining Hall <i>See below for more details</i>
1:00—1:10 p.m.	Introduction to Parent Resources	DiSepio 213
1:10—1:35 p.m.	Living on Campus or Commuter Life	DiSepio 213 or 201
1:35—2:10 p.m.	Student Life Panel Discussion <i>Office of Student Conduct, Office of Drug &amp; Alcohol Education, Residence Life, University Police, Student Health Services, Campus Ministry, and the Center for Student Engagement</i>	DiSepio 213
2:10—2:30 p.m.	Q& A with current Students	DiSepio 213
2:30—3:15 p.m.	Departure – or Residence Hall Drop-In – or Recruited Student-Athlete Information – or Honors Program Information Session	Saint Clare Hall DiSepio 213 Scotus Hall 206

OPTIONAL ACTIVITIES	TIME	LOCATION
Academic Accessibility/ Accommodations Drop-In Center	Open from 1:00 p.m.—4:00 p.m.	Scotus Hall, Room 323-C
Campus Bookstore	Open from 8:00 a.m.—4:00 p.m.	JFK, Lower Level
Mass	(Thurs) 12:25 p.m.—12:55 p.m. (Fri) 12:00 Noon—12:30 p.m.	Immaculate Conception Chapel
Residence Hall Drop-In	12:00 Noon—12:45 p.m. or 2:30 p.m.—3:15 p.m.	Saint Clare Hall
Center for Well-Being Open House	12:30 p.m. — 1:30 p.m.	Library Suite 201
Billing and Financial Aid Drop-In Center	Open from 12:30 p.m.—2:30 p.m.	DiSepio 211

**Student Support Services** – Students, Parents and Families- After your arrival for SOAR, meet with various departments on what is needed to begin your journey as a Successful Student at Saint Francis University. Students will have their ID photos taken, receive information regarding housing, dining plans, student health services, laptop options, Emergency Alert systems as well as have the opportunity to learn more about our Fine Arts Programs, ROTC, Community Engagement, Student Activities and much more! A light continental breakfast is also provided to help kick start your day! (*Students will receive their ID Cards at the end of the day.*)

**Become That...Successful Student – Center for Academic Success & Faculty** All of us – parents, faculty, and advisors – want our students to transition successfully to Saint Francis University both academically and personally and become engaged in academic and campus life during their academic career, all leading to their success later in careers, families, and communities. We are committed to every student having the necessary programs, resources, and support throughout their entire college years, with a special emphasis on the first year. This session will discuss the expectations of our First-Year Experience, the support services available to help students meet their academic responsibilities, and many suggestions to ease the transition.

**An Introduction to the UPMC MyHealth Saint Francis & Center for Well-being – Ms. Megan Winslow, RN Coordinator Student Health & Ms. BobieJo Balzano, Clinical Manager Center for Well Being.** Meet the Clinic Staff of UPMC's MyHealth Saint Francis & Center for Well-Being programs to learn about the student's physical and mental well-being services that are provided!

**Managing Your Student Accounts – Ms. Missy Long (Bursar), Ms. Shanelle Farabaugh (Student Accounts) Business Office & Ms. Stephanie Schrift (Associate Director, Mr. Tom Kendziora (Director) Financial Aid-** This brief question and answer session provides students and families an opportunity to learn helpful tips and strategies in engaging the financial aid and billing/payment processes and systems to ensure your family's successful investment into the SFU experience.

**Letting Them SOAR – Ms. BobieJo Balzano, LCSW, Clinical Manager, Center for Well-Being** – This program will address parental influence, parental involvement, and concerns related to their first-year adjustment. Participants will discuss the uniqueness of Saint Francis University and available campus resources to assist first-year students in a successful adjustment to college life.

**Introduction to Parent Resources- Dr. Bobby Anderson, Director of Admissions & Dr. Frank Montecalvo, Vice President for Innovative Partnerships & Student Development.** This brief session will help highlight the services available to you as parents as your students navigate their journey at SFU.

**Living on Campus – Mr. Don Miles, Associate Dean of Student Development, Ms. Molly Brady, Associate Director of Residence Life & Ms. Sarah D'Arcy, Residence Life Coordinator**– Learn how Residence Life staff can assist you and your student as they join our residential communities. The Residence Life staff will help prepare you for your student's first semester living on campus by giving an overview of the residential program, explaining valuable resources in the residence halls, and talking through some of the first-year transitional challenges your student may encounter.

**Commuter Life – Ms. Kristen Corcoran, Director of Student Engagement** – This session will inform you about the opportunities for involvement available to our commuting students as well as provide you with information pertaining to other student services.



**Student Life Panel Discussion – Mr. Eric Allen, Chief of University Police, Ms. Lynne Banks, Associate Dean of Students, Ms. Kristen Corcoran, Director of Student Engagement, Mr. Don Miles, Associate Dean of Student Development, & Fr. Stephen Waruszewski, TOR, Director of Campus Ministry, Ms. Megan Winslow, RN Coordinator Student Health** - The overall wellness and safety of our students is a primary concern for all our staff and faculty. We know this concern is shared by the families of our students. This panel of administrators will address wellness issues, campus safety and security, health services, community standards and expectations, and the overall atmosphere of community life. Questions to the panel are encouraged, and we propose conversation on the values and principles of our campus community.

**Q&A with Current Students – Saint Francis University Orientation Counselors** - Parents...are you eager to know what students think about SFU? Our Orientation Counselors are ready to take your questions. For easy things like basic information, and "where to go" kinds of questions, to the tough questions about the concerns of the student body, our Orientation Counselors will be open and honest about their experiences at Saint Francis University.

**Recruited Student-Athlete Information – Mr. James Downer, Athletic Director, Mr. John Krimmel, Senior Associate AD for Student-Athlete/ Leadership Development & Mr. Shane Tay, Senior Associate AD for Internal Operations** – This session is for students who were recruited to compete on our intercollegiate Division I teams, as well as Cheer or Dance squads and their parents. The administrators will provide information regarding items that must be completed prior to participation in intercollegiate athletics and will discuss topics a student-athlete might experience during the first year of being a Red Flash student-athlete.

**Honors Program Information Session Dr. Irene Wolf, Honors Program Director & Dr. Art Remillard, Associate Director of the Honors Program** – Discover the SFU Honors Program and the application process. Take advantage of this opportunity to become acquainted with the faculty of the honors program and gain insight into what to anticipate during your first year and beyond.

Revised 6/9/2023



## General Education Requirements

### FIRST YEAR

CORE 103 (0)	Fall Community Enrichment Series	WRIT 102 (3)	Research Writing***
CORE 104 (0)	Spring Community Enrichment Series		
CORE 113 (3)	First Year Seminar ***	RLST 105 (3)	Franciscan Goals for Today***

### SECOND YEAR

LIT 104, 201, 202, 204, or 270 (3)  
PHIL 205 (3) Discovering Philosophy: Reasoning & Responsibility

### FIRST OR SECOND YEAR

HIST 100-200 (3) Any 3- credit History course 100-200 level  
Science Elective (as indicated on reverse.)\*  
MATH 101 or 105+ (3) General Mathematics or a math course numbered 105 or higher

### SECOND OR THIRD YEAR

EXAM 301 (0) Writing Competency Exam or WRIT 199, 385, or 387 (3) *(grade of C or higher)*  
*Students with Junior status (based on # of credits) are automatically enrolled in the WCE unless they enroll in WRIT 199. Students who failed the WCE twice or who achieve Senior status without having passed the WCE are automatically enrolled in CORE 199, Writing Intensive Seminar, 0 credits, in order to prepare for the WCE.*

### ANY YEAR

Fine Arts (3) Choose from ART, MUS\*\*\*, FNAR, or THTR Language (3) Numbered 102 or higher  
**Choose two Social Sciences from two different disciplines:**  
ECON 101 (3) Principles of Economics PSYC 101 (3) Introduction to Psychology  
PLSC 100-200 (3) Any Political Science 100-200 level SOC 100-200 (3) Any Sociology 100-200 level

One additional 3-credit course in RSLT or PHIL  
One additional 3-credit course in any Social Science (ECON, PLSC, PSYC, SOC) or EDUC 150 for Education majors  
One additional 3-4 credit course in math, statistics, computer science, engineering, or any of the natural sciences.

An approved Diversity course or experience. (As listed on reverse.)\*\*

### THIRD OR FOURTH YEAR

CORE 407\*\*\* or an approved major-specific Upper Level Seminar cross-listed as CORE 407

### HONORS\*\*\*

First year: HNRS101 (substitutes for CORE113), MUS310H, RLST105H, and WRIT102H  
Second year: HNRS2XX (2), HNRS331 (2), and HNRS335(1)  
Third or fourth year: HNRS444 (substitutes for CORE407).

---

**\*Science Elective Options:**

BIOL 103 – Environmental Studies  
BIOL 104 – Human Heredity  
BIOL 105 – Human Biology  
CHEM 105 – Contemporary Chemistry  
PHYS 101 - Physical Sciences  
PHYS 102 - Descriptive Astronomy  
SCI 101 – Science for Active Citizenship  
SCI 201 – Intro Traditional and Renewable Energy Technologies

or

Any natural science, computer science, or engineering course that has an associated lab, if the lab is also completed.

---

**\*\* Diversity Requirement Options:**

Every student must complete a diversity course or experience as defined in the list at the end of this document. Such courses may fulfill general education, major, or collateral requirements as well as fulfilling the diversity requirement.

A study abroad opportunity approved by the General Education Committee

ANY WORLD LANGUAGE or ASL COURSE AT THE 200 LEVEL OR ABOVE

ART 202: Art History II

ART 317: Modern Art

BUS 101: Wall Street 101: Business in a Global Society

CHEM 105: Contemporary Chemistry

COMM 105: Mass Media and Society/Media Literacy

COMM 115: Photojournalism

COMM 230: Group Communication

COMM 401: Media Law

ECON/FIN 402: International Trade and Finance

EDUC 250: Family/Community Relations in Early Childhood Education

EDUC 261: Linguistic Diversity in Classroom

LIT 330: Literature and the Environment

---



---

### **\*\* Diversity Requirement Options (cont.)**

ECON/FIN 402: International Trade and Finance  
EDUC 250: Family/Community Relations in Early Childhood Education  
EDUC 261: Linguistic Diversity in Classroom  
LIT 340: Literature and the Environment  
LIT 383: America's Wars  
LIT 386: Minority Literature  
LIT 384: Literature and Dis/ability  
WRIT280/ES 300: Adventure in Literature and Writing  
ENVE 414: Hazardous Materials Engineering  
ENVE 421: Energy Conversion Engineering  
ENVE 423: Appropriate Technologies for Humanitarianism and Environmental Service  
EXPH: 312: Exercise across the Lifespan  
HIST 336: Topics in Latin American History  
HIST 337: Topics in Middle Eastern History  
HIST 338: The Far East on the World Stage  
HIST 339: Topics in African History  
HIST 345: The Body in History  
HIST 350: Race and Ethnicity in the US  
HIST 375: Comparative Economic History  
HIST 400: Labor History  
HIST 403: The Origins of WWII  
HIST 405: Disaster! Environmental and Social Crisis in World History  
HIST 406: Water Power: Water Conflict and Control in the Transatlantic Context  
HIST 410: Toil and Trouble: Witchcraft and Magic in Transatlantic Context  
HIST 420: Mediterranean World  
HIST 424: The Vietnam War  
HIST 440: Cold War America  
HIST 445: The Black Death: Renaissance Society, Culture and Politics  
HIST 478: Muslim Kings with Non-Muslim Subjects  
LANG 103: Language and Culture  
MGMT 201: Human Resource Management  
MGMT 206: International Management  
MGMT 307: Great Britain and the European Union in the Global Economy  
MKTG 403: International Marketing  
MUS 041-024: Applied Hand Drumming  
NURS 311: Human Nutrition  
PHIL 307: Environmental Ethics  
PHIL 309: Moral Philosophy  
PHIL 312: Health Care Ethics  
PHIL 320: Philosophy of Human Nature  
PHIL 330: Death, Dying, and the Near Death Experience  
PHIL 350: Sports and Ethics  
PHIL/RLST 308: Peace, Justice, and Human Relations

---

---

## **\*\* Diversity Requirement Options (cont.)**

PLSC 104: Global Citizenship (if approved by the Curriculum Committee)

PLSC 313: Ethics & Public Policy

PNGE 311: Environmental Petroleum Engineering

PSYC 304: Social Psychology

PSYC 322: Psychology of Women and Gender

PSYC 323: Cultural Psychology

PUBH 101: Introduction to Public Health

PUBH 230: Comparative Health Care Systems

RLST 301: Religion and Sports in America

RLST 306: Religions of the World

RLST 309: Religion in America and West Central Pennsylvania

RLST 310: Human Sexuality and Christian Marriage

RLST 311: Religious Ethics for a New Millennium

RLST 320: Contemporary Islam

SOC/SCWK 202: Introduction to Women in Society

SOC/SCWK 402: Cultural Diversity

SRES 300: Gender and Language

SRES 301: Social Critical Theory

SRES 400: Global Feminisms

SPAN 212: Latin American Culture Studies (taught in English)

---



Fuel your **Mind**. Inspire your **Spirit**. Compete with **Soul**.

## Community Enrichment Series

The Community Enrichment Series (CES) is part of the first-year student experience at Saint Francis University. The Community Enrichment Series (CES) broadens students' cultural perspectives, raises awareness of current and/or historical issues, and promotes conversation about ideas and values. The series includes various out-of-class experiences such as musical and theatrical performances, museum exhibits, guest lectures, panel discussions and films that advance the goals of the General Education Program at Saint Francis University.

First-year students are required to attend a total of twelve CES events. Six events must be attended in the fall (CORE 103) and six events must be attended in the spring (CORE 104).

### Fast Facts:

- Students are enrolled in CORE 103 Fall Community Enrichment Series (0 credit) for the Fall semester and CORE 104 Spring Community Enrichment Series (0 credit) for the Spring semester.
- Even though it is a 0-credit, pass/fail requirement, students need to pass both CORE 103 and 104 in order to graduate.
- Students attend six (6) different CES events each semester to pass this requirement (although many students choose to attend more). To attain a passing grade at mid-terms, students must attend three (3) events before mid-semester grades are due; however, as long as a student attends the minimum of six events before the end of the semester, he/she will pass the requirement.
- Transfer students are waived from CORE 103 if they transfer in 15-28 credits; they are waived from CORE 103 and 104 if they transfer in 28 or more credits. NOTE: college-in-high school, AP, or CLEP credits do not count toward this total.
- CES event attendance is tracked through the Canvas learning management system. You will get further information about how to record your events at the beginning of the semester.





Fuel your **Mind**. Inspire your **Spirit**. Compete with **Soul**.

## General Education Summer Reading Program

The Summer Reading Program is part of the first-year experience at SFU. The program is designed to increase academic expectations of incoming students by involving them immediately in a meaningful learning experience. In the program, students, faculty, and staff read and discuss a book during New Student Orientation in August that addresses questions of values and ethics. Faculty are encouraged to incorporate the book and its theme into their classes; co-curricular events that build on the book's themes are scheduled throughout the academic year. The goal of the Summer Reading Program is to encourage habits of lifelong reading in all community members. We hope you enjoy this year's summer reading book selection and look forward to discussing it with you this fall!

### *How to College*

by Andrea Malkin Brenner and Lara Hope Schwartz

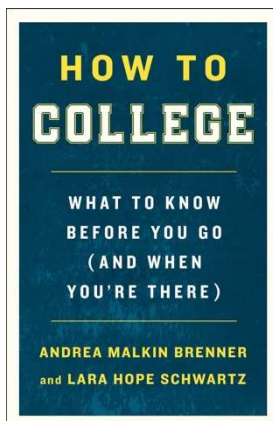
#### **The first practical guide of its kind that helps students transition smoothly from high school to college**

The transition from high school—and home—to college can be stressful. Students and parents often arrive on campus unprepared for what college is really like. Academic standards and expectations are different from high school; families aren't present to serve as “scaffolding” for students; and first-years have to do what they call “adulting.” Nothing in the college admissions process prepares students for these new realities.

As a result, first-year college students report higher stress, more mental health issues, and lower completion rates than in the past. In fact, up to one third of first-year college students will not return for their second year—and colleges are reporting an increase in underprepared first-year students.

*How to College* is here to help. Professors Andrea Malkin Brenner and Lara Schwartz guide first-year students and their families through the transition process, during the summer after high school graduation and throughout the school year, preparing students to succeed and thrive as they transition and adapt to college. The book draws on the authors' experience teaching, writing curricula, and designing programs for thousands of first-year college students over decades.

Taken from <https://us.macmillan.com/books/9781250225184/howtocollege>



Office of Admissions 117 Evergreen Drive, Loretto, PA 15940

P 814-472-3100 E [admissions@francis.edu](mailto:admissions@francis.edu) F 814-472-3335 W [francis.edu](http://francis.edu)

**BECOME THAT SOMEONE.**



# Tutoring Center and Writing Center

## TUTORING CENTER

The Tutoring Center at Saint Francis University offers one-to-one or group sessions for students seeking assistance with their studies. Tutors are current SFU students who are qualified to tutor in the courses of their chosen major.

Tutoring can take place in-person or virtually. Appointments are preferred and can be scheduled at

<https://outlook.office365.com/owa/calendar/TutoringCenter@francis.edu/bookings/>

Walk-ins are welcome on a first-come-first-served basis.

For questions about the Tutoring Center, please contact Ms. Sandy Rea, [tutoring@francis.edu](mailto:tutoring@francis.edu) or 814-472-3287.

### Hours and location:

First Floor of the Library and Learning Commons

#### Hours:

Monday-Thursday: 1:00pm-7:00pm

Friday: 1:00pm-4:00pm

Additional hours offered for high-demand courses.

**All services and resources are FREE to all students enrolled at Saint Francis University.**

**Center for Academic Success**

Phone: 814-472-3024

Email: [cas@francis.edu](mailto:cas@francis.edu)

## WRITING CENTER

The Writing Center at Saint Francis University offers one-to-one consultations for students seeking assistance with their writing. Our tutoring staff is trained to work with students at any stage of the writing process on almost any type of assignment.

Appointments are preferred, but walk-ins are welcome on a first-come-first-served basis. For questions or to schedule an appointment, please contact Dr. Brennan Thomas at [writingcenter@francis.edu](mailto:writingcenter@francis.edu) or 814-472-1111.

Online appointment are scheduled at <https://outlook.office365.com/owa/calendar/WritingCenter1@francis.edu/bookings/>

### Offers assistance with:

- Prewriting
- Idea Development
- Organization
- Research
- Documentation (MLA & APA)
- Style and Sentence Clarity
- Wording
- Grammar
- Preparation for the Writing Competency Exam

### Location:

Second Floor of the Library and Learning Commons

#### Hours:

Monday-Thursday: 11:00 am-7:00pm

Friday: 11:00 am--4:00pm

**BECOME THAT SOMEONE.**

## About CLEP exams

The College-Level Examination Program® (CLEP) helps you receive college credit for what you already know, for a fraction of the cost of a college course. Developed by the College Board, CLEP is the most widely accepted credit-by-examination program, available at more than 2,900 colleges and universities. Pass any of the 33 CLEP exams and achieve your college and career goals.

CLEP exams test mastery of college-level material acquired, and cover material that students typically encounter during their first two years of college. Exams are approximately 90 minutes in length and primarily include multiple-choice questions. Some exams include an essay section. Language exams include listening sections. Exams are computer-based, allowing for instant candidate score reports (except College Composition and those with essays).

## Accommodations for students with disabilities

If you have a disability, such as a learning or physical disability, that would prevent you from taking a CLEP exam under standard conditions, you may request accommodations at your preferred test center. Contact your preferred test center well in advance of the test date to make the necessary arrangements and to find out its deadline for submission of documentation and approval of accommodations. Accommodations that can be arranged directly with test centers include: ZoomText (screen magnification); modifiable screen colors; use of a reader, amanuensis, or a sign language interpreter; extended time; and untimed rest breaks. If the above accommodations do not meet your needs, **do not** register online for your exam. Contact CLEP Services at [clep@info.collegeboard.org](mailto:clep@info.collegeboard.org) for information about other accommodations.

## The day of the exam (at SFU)

You may park in the John F. Kennedy (JFK) parking lot or the lower Stokes parking lot. Visit <https://www.francis.edu/Maps-and-Directions/> for a campus map and directions.

### CANDIDATES MUST BRING:

1. Registration Ticket
2. \$20 SFU administration fee (cash or check payable to Saint Francis University). Also, additional \$10 fee if taking exam with essay.
3. Identification - Candidates must bring two forms of ID (primary ID must be a government-issued photo ID with signature, such as a driver's license, passport, or state ID; secondary ID must have either a photo or signature such as a social security card, military ID, student ID, credit card, etc.). Failure to bring the appropriate ID will prevent you from taking the exam on that day.

**DO NOT BRING** food or drink, books, paper, or any electronic devices. If you do so, you will be required to lock them in one of our lockers during testing. A calculator is provided if your exam requires you to use one.

## Scores

Students see their scores onscreen immediately upon completion of an exam. With CLEP's "rights-only" scoring, there is no penalty for guessing.

For more information on qualifying scores, receiving scores, retesting, rescheduling, or available study materials, please visit [clep.collegeboard.org](http://clep.collegeboard.org).

The current waiting period to retake an exam is three months. You may not repeat an exam of the same title within three months of the initial testing date. If you retake the exam within the three-month period, your administration will be considered invalid, your score will be canceled and any test fees will be forfeited.



# CLEP Exams



## Saint Francis University Testing Center

110 Franciscan Way, Loretto, PA  
Scotus Hall, Room 317  
Test Center Coordinator: Sandy Rea  
Phone: 814.472.3287  
Email: [testing@francis.edu](mailto:testing@francis.edu)

*Saint Francis University reserves the right to change its CLEP test policies, procedures, and fees when warranted.*

## Registration process

### Step 1: Find Out Your College's CLEP

**Policy --** Each college sets its own policy regarding which CLEP exams it will grant credit & how many credits it will award. Contact your admission officer or academic adviser to learn more about the CLEP policy at your institution. If you are not yet enrolled in a college when you take your CLEP exam, you can send your scores to your college when you enroll. For a list of the colleges that grant credit for CLEP, visit [clep.collegeboard.org/search/test-centers](http://clep.collegeboard.org/search/test-centers).

### Step 2: Log In to the My Account

**Registration Portal --** You can create and manage your personal account through the My Account link on the CLEP website ([clep.collegeboard.org](http://clep.collegeboard.org)). The registration platform will allow you to register for a CLEP exam 24/7, manage your personal information any time prior to taking the exam, search for test centers, select your score recipient institution, and purchase study materials.

### Step 3: Schedule Appointment with the

**Test Center --** CLEP exams are administered throughout the year at over 1,800 test centers in the United States and abroad. You can find the most up-to-date database of test centers through My Account. After you register for an exam, it is important that you contact the preferred test center to schedule your appointment to test. Registering for an exam provides you with a payment receipt and a Ticket ID, but you must contact a test center to schedule the date and time you wish to take the test. In addition to the \$89 exam fee, most test centers charge a nonrefundable administration fee, directly payable to the institution. Check with your test center and confirm the amount required and acceptable method of payment. Candidates wishing to test at Saint Francis University must schedule with Sandy Rea ([srea@francis.edu](mailto:srea@francis.edu), 814/472-3287).

There is now an option on [clep.collegeboard.org](http://clep.collegeboard.org) to take a CLEP test online from home.

## SFU policies

### Attention SFU Students Only:

Please read the following policies before scheduling a CLEP examination.

- Courses satisfied by means of the CLEP will be listed in a student's file, and total credits earned will be recorded on a student's transcript as "CL" or "Credit-by-Examination."
- Passing students receive credits only for CLEP exams. No grade is awarded.
- Taking the CLEP will not affect a student's option for P-F grades in that the student still will be entitled to the maximum number of P-F course grades allowable.
- A student may fulfill a maximum of 30 credits by means of Advanced Placement and/or College Level Examination Program examinations for a bachelor's degree and 15 credits for an associate degree. A student may substitute a free elective in place of a course requirement satisfied by examination. A student who satisfies a course requirement by examination will not be charged tuition for that course.
- A student will not be entitled to receive credit for a lower-level course after having taken a higher-level course. For example, a student who has taken Spanish 201 cannot receive CLEP credit for Spanish 102.
- Some examinations may not be accepted for required or elective courses. Students should check with the advisor in their major.

## Credit for CLEP at SFU

All CLEP exams are administered at SFU, but only results from the exams listed below are accepted for credit at SFU.

SFU Course	CLEP Subject Exam	# of Credits
ACCT 101	Financial Accounting	3
BIOL 101	Biology	3
BLAW 301	Introductory Business Law	3
CHEM 113	Chemistry	4
CPSC 101	Information Systems	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
EDUC 150	Introduction to Educational Psychology	3
ENGL 104	Analyzing & Interpreting Literature	3
*FREN	French Language	6-12
*GERM	German Language	6-12
HIST 101	**Western Civilization I: Ancient Near East to 1648 (essay covers material from 1500-1815)	3
HIST 102	**Western Civilization II: 1648 to Present (essay covers material from 1815 onward)	3
HIST 103	**History of U.S. I: Early Colonization to 1877	3
HIST 104	**History of U.S. II: 1865 to Present	3
MATH 107	College Algebra	3
MATH 121 and 122	Calculus	6
MGMT 101	Principles of Management	3
MKTG 302	Principles of Marketing	3
PLSC 102	American Government	3
PSYC 101	Introductory Psychology	3
SOC 101	Introductory Sociology	3
*SPAN	Spanish Language	6-12

\*Student can receive 6-12 credits of French/German/Spanish (101/102, 201, 202), depending on score.

\*\*Essay and additional \$10 fee required. Essay exams may be taken a maximum of two (2) times.

### Regarding CLEP test dates...

Contact [testing@francis.edu](mailto:testing@francis.edu) for information on upcoming test dates\*.

\*Tests must be scheduled at least 48 hours in advance.

Or... There is now an option on [clep.collegeboard.org](http://clep.collegeboard.org) to take a CLEP test online from home.



# EXPLORE

## The Laurel Highlands Hiking Trail

### FLASH OUTDOOR RECREATIONAL EXPERIENCE



#### OVERNIGHT BACKPACKING

September 16-17, 2023  
Transportation Provided  
Guided by SFU faculty



#### Equipment Provided

We have backpacks, sleeping bags, and tents just in case you need them.



#### Sign up

Reserve your spot now.  
Deadline is September 4th



#### CONTACT US

Lane Loya  
Irene Wolf

LLOYA@FRANCIS.EDU  
IWOLF@FRANCIS.EDU



## CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
A - 8:00 AM - 8:50 AM	R - 8:00 AM - 9:15 AM	A - 8:00 AM - 8:50 AM	R - 8:00 AM - 9:15 AM	A - 8:00 AM - 8:50 AM
B - 9:00 AM - 9:50 AM		B - 9:00 AM - 9:50 AM		B - 9:00 AM - 9:50 AM
C - 10:00 AM - 10:50 AM	S - 9:30 AM - 10:45 AM	C - 10:00 AM - 10:50 AM	S - 9:30 AM - 10:45 AM	C - 10:00 AM - 10:50 AM
D - 11:00 AM - 11:50 AM	T - 11:00 AM - 12:15 PM	D - 11:00 AM - 11:50 AM	T - 11:00 AM - 12:15 PM	D - 11:00 AM - 11:50 AM
E - 12:00 PM - 12:50 PM		E - 12:00 PM - 12:50 PM		E - 12:00 PM - 12:50 PM
F - 1:10 PM - 2:00 PM	V - 1:15 PM - 2:30 PM	F - 1:10 PM - 2:00 PM	V - 1:15 PM - 2:30 PM	F - 1:10 PM - 2:00 PM
G - 2:10 PM - 3:00 PM		G - 2:10 PM - 3:00 PM		G - 2:10 PM - 3:00 PM
H - 3:10 PM - 4:00 PM	W - 2:45 PM - 4:00 PM	H - 3:10 PM - 4:00 PM	W - 2:45 PM - 4:00 PM	H - 3:10 PM - 4:00 PM
J - 4:10 PM - 5:00 PM	X - 4:15 PM - 5:30 PM	J - 4:10 PM - 5:00 PM	X - 4:15 PM - 5:30 PM	J - 4:10 PM - 5:00 PM
K - 6:00 PM - 6:50 PM	Y - 6:00 PM - 7:15 PM	K - 6:00 PM - 6:50 PM	Y - 6:00 PM - 7:15 PM	K - 6:00 PM - 6:50 PM
L - 7:00 PM - 7:50 PM	Z - 7:30 PM - 9:00 PM	L - 7:00 PM - 7:50 PM	Z - 7:30 PM - 9:00 PM	L - 7:00 PM - 7:50 PM
M - 8:00 PM - 8:50 PM		M - 8:00 PM - 8:50 PM		M - 8:00 PM - 8:50 PM



# Study Away

## CURRENT PROGRAMS

### *International Marine Science*

Students earn a variety of Marine Science credits while diving and exploring the warm, tropical waters of St. Lucia, Belize, or Bonaire.

### *International Service*

Students travel to impoverished areas where they volunteer in clinical services, extensive community outreach efforts, and health education programs.

### *Spanish in Costa Rica*

Students become familiar with the Costa Rican culture, live with host families, and gain the extra Spanish proficiency required by some majors and minors.

### *Spring Break in London*

Business majors and MBA students may travel to London for spring break and earn credits in an innovative hybrid course: Great Britain and the European Union in the Global Economy.

### *Field Biology Abroad*

Students will research the ecology of The Galapagos Islands, study unique endemic animals, and learn about conservation efforts before leaving over spring break to see these legendary islands and their inhabitants.

### *Winter in Europe*

During this winter break program, students will explore the best parts of Europe. They will visit the Christmas markets, museums, cathedrals, castles and more.



## NEW PROGRAMS AND OPPORTUNITIES COMING SOON!

### *Benefits of Studying Abroad*

Stronger communications skills; increased maturity, self-confidence, and independence; enhanced resume; development of foreign language; broadened perspective of culture and values; a global network of friends and connections; clearer sense of self.



# What students are saying

## ABOUT STUDY ABROAD



*Mykenzie Werner  
Physician Assistant*

"From the beginning of my college search, I knew I had to find a college that offered a study abroad program. I love being immersed in different cultures, learning new things, and seeing the world. This trip had such an impact on my life and left me with a greater understanding of the world we live in!"



*Joseph Theiss  
Public Health*

"I am extremely grateful for participating in this experience as it connected all of my public health studies with real-life experiences. The ability to collaboratively create community health interventions for local adults, children, and families was rewarding. This trip helped me further understand Saint Francis of Assisi's statement, 'preach the Gospel always and if necessary use words'."



*Marjorie Mika  
Nursing, Spanish*

"Living in Costa Rica with host families allowed me to fully embrace the culture, food, music, and language in an authentic way. I'll never forget the massive waterfalls, stunning hikes, and incredible wildlife as well as the kindness of the people we met along the way. It was truly one of the greatest experiences of my life."



*Kennedy Kokoski  
Chemistry*

"It always amazes me: wherever I travel, I come home deepened and enriched by the people I met and by what I've seen and done! I never thought I would have the opportunity to experience college in such a special way!"

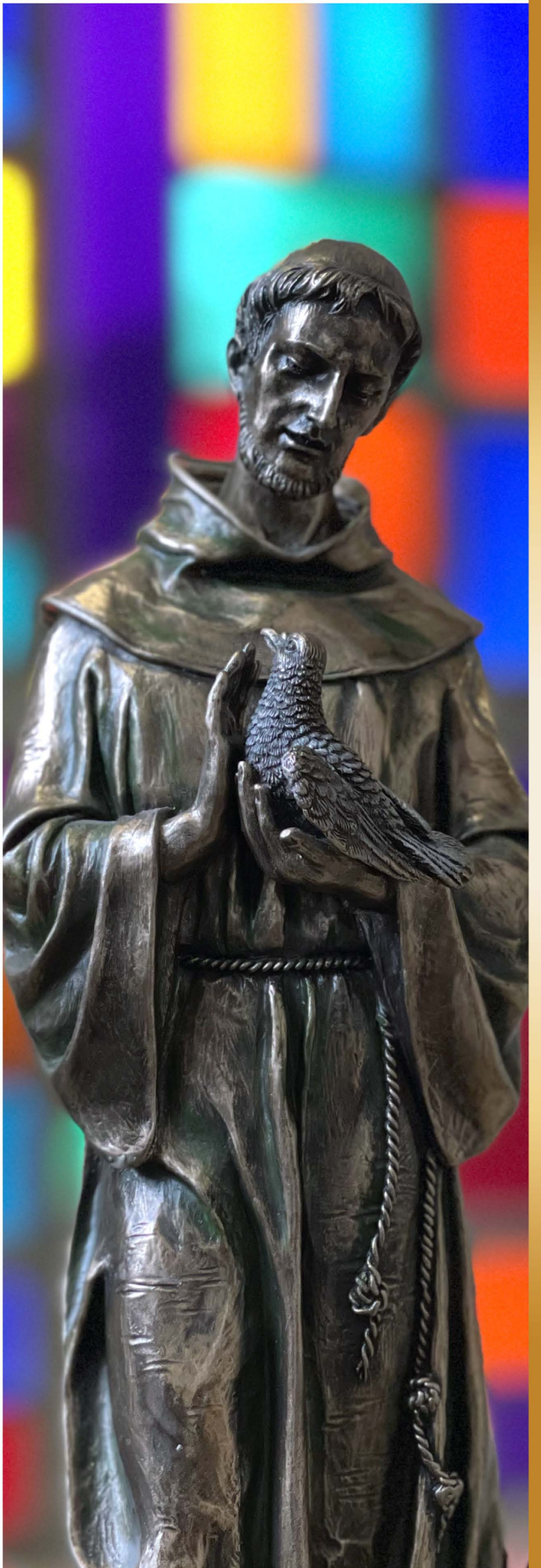


*Tyler Prince  
MBA*

"From the illustrious culture of the people, to the beautiful wildlife (both Marine and terrestrial), scuba diving in Belize was an unforgettable experience."

To learn more about study abroad at Saint Francis University contact:  
The Office for Study Away, [studyabroad@francis.edu](mailto:studyabroad@francis.edu) or 814-472-3245





# SAINT FRANCIS UNIVERSITY

## *Goals of Franciscan Higher Education*

### *Aggiornamento*

#### **Franciscan Character**

"Realizing the presence of God in every student, the faculty and staff strive to demonstrate through word and work the love of God as they facilitate the spiritual and intellectual formation of our student body."

#### **Humble and Generous Attitude Towards Learning**

"As a community of learners, we encourage a free and open exchange of ideas as we seek Truth together."

#### **Community of Faith and Prayer**

"Following Saint Francis, who did what God had given him to do, the University invites all of its members to spiritual growth, regardless of their background."

#### **Respect for the Uniqueness of Individual Persons**

"Imitating Francis of Assisi, we recognize that the image and likeness of God dwells in every human person and is expressed in a particular way through their unique giftedness."

#### **Service to the Poor and Needy**

"We strive to love Christ who is particularly present in the least of our brothers and sisters, especially the poor and the disenfranchised."

#### **Solidarity and Reconciliation**

"Living as brothers and sisters to one another and all creation, we form, by God's design, a Community that transcends particular nations and cultures."

#### **Reverence for All Life and Care of Creation**

"Flowing from the abundant Goodness of God and our identity as sons and daughters of God, we live as brother and sister to one another and all creation."

#### **Spirit of Simplicity and Joy**

"Joyfully imitating St. Francis, we affirm that God draws close to us in whatever state and circumstances we have been given."

*Explore the deeper meaning behind the goals at  
[www.francis.edu/franciscan-goals](http://www.francis.edu/franciscan-goals)*

# *The Path of Aggiornamento*

subtle, yet powerful, refinements to the Goals of Franciscan Higher Education  
to celebrate 30 years of spiritual transformation

Saint Francis University is a vibrant community of learners grounded in the Catholic faith thanks in no small part to the guiding themes espoused in the Goals of Franciscan Higher Education. Since 1991 these goals, drafted by then Saint Francis College President Fr. Christian R. Oravac, T.O.R., have permeated every aspect of University life.

To honor the 30th anniversary of these goals, and to recognize the transformative journey they have inspired, the Franciscans of the Third Order Regular of Saint Francis of Penance unveiled subtle, yet powerful, refinements (aggiornamento) in 2021 to ensure that these goals remain relevant for generations to come.

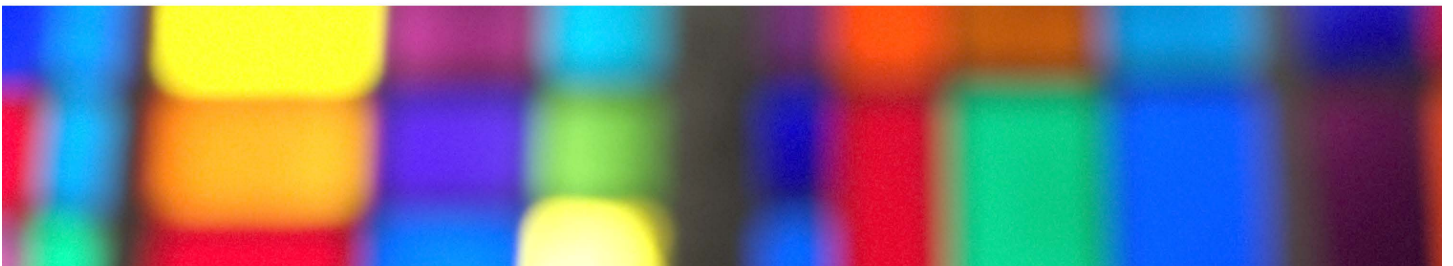
---

## *The story of Saint Francis University began with six Friars following the vision of the Troubadour from Assisi.*

---

In 1847, Bishop Michael O'Connor of Pittsburgh invited members of a Catholic Franciscan religious community to establish a school in his diocese. That year, the six Franciscan brothers (Giles Carroll, Dominick Lee, Vincent Welstead, Joseph Corcoran, Peter McDermott, and Jerome O'Kieffe) accepted the offer and departed Roundstone, Ireland.

The brothers moved into a log cabin in Loretto and began to teach. The school they founded is one of the oldest Catholic universities in the United States, and the first Franciscan college to be founded in the country. In 1910, The Province of the Most Sacred Heart was established for the community of Friars in the Third Order Regular living in Loretto. To this day, the Province guides the spiritual and intellectual development of the campus community.





# SAVE THESE DATES 2023

SAINT FRANCIS UNIVERSITY



**AUG 17-  
20**

**NEW STUDENT  
ORIENTATION**

*OPEN TO ALL NEW STUDENTS*

**WELCOME BACK  
WEEKEND**

**AUG  
24-26**



**SEP  
22-23**

**FAMILY WEEKEND**

[FRANCIS.EDU/FAMILY-WEEKEND](https://francis.edu/family-weekend)

**REACHING EVERY  
DOOR**

**OCT 3**



**OCT  
26-28**

**SFU HOMECOMING**

[FRANCIS.EDU/HOMECOMING](https://francis.edu/homecoming)





# HONORS PROGRAM



## About the Honors Program

The Honors Program at Saint Francis University provides opportunities to enhance the educational experience of students who are highly motivated and intellectually curious. With an emphasis on research, leadership, and community engagement, students participate in classes and self-designed mentored projects that encourage intellectual risk-taking, personal growth, and transformation. The Honors Program aims to graduate confident, compassionate, and globally-minded leaders that are able to offer creative solutions to the world's challenges.

## Honors Program Highlights

- Honors Designated Courses
- Priority Registration
- Service Project
- Discussion-based Classes
- Honors Housing
- Mentored Thesis Project
- Community-Engaged Learning
- One-On-One Advising
- Self-Designed Classes
- Wellness Instructors



The Bach Family Honors House opened in January 2006. The 6,000+ square-foot facility includes a conference room—with state-of-the-art audio-visual equipment—for seminars and Honors core courses; a residence for eight Honors students per year; a 24-hour study space for all Honors students; and meeting, lecture and movie space.

### VISIT

[www.francis.edu/visit](http://www.francis.edu/visit)



### APPLY

[www.francis.edu/apply](http://www.francis.edu/apply)



### STAY CONNECTED

814-472-3100

[admissions@francis.edu](mailto:admissions@francis.edu)



Honors Program Director  
Irene M. Wolf, PhD  
[honors@francis.edu](mailto:honors@francis.edu)



Associate Honors Program Director  
Arthur Remillard, PhD  
[honors@francis.edu](mailto:honors@francis.edu)



## HONORS PROGRAM COURSES

HNRS101  
Introducing Honors: Leadership, Research, and  
Community Engagement  
(3 credits)

MUS310H  
Music, Wellness, and Conscious Life Design  
(3 credits)

WRIT102H  
Research Writing  
(3 credits)

RLST105H  
Franciscan Goals for Today  
(3 credits)

HNRS250  
Sophomore Leadership Seminar  
(2 credits)\*

HNRS331  
Directed Readings  
(2 credits)\*

HNRS335  
Thesis Prep  
(1 credit)\*

HNRS444 Thesis Project

*\* Only five extra credits outside of the student's  
major.*

Leadership  
Research  
Service



Honors graduates at the annual President's Convocation.

# WHAT ARE



Honors Program

## DIRECTED READINGS?

Directed readings is a self-designed course in which students select and read sources on a topic of their choice outside of their major. A faculty mentor guides the student through various selected readings on the chosen topic with numerous one-on-one meetings throughout the semester.

The course is uniquely designed so that students dive deep into a topic they may otherwise not have a chance to explore during their college experience. Directed Readings provides students with the opportunity for a greater holistic education. Topics have ranged from hobbies, such as music, painting, and photography, to personal interests including healthcare, history, literature, science, and sports.

### PREVIOUS DIRECTED READING TOPICS

The Effects of Being a Musician Without Hearing Protection

**ETHAN WALKER**  
**-COMPUTER SCIENCE-**  
**WITH MR. PAUL HINMAN**

Philosophy in Healthcare

**NATALIE GLESSNER**  
**-PHYSICIAN ASSISTANT-**  
**WITH DR. ART REMILLARD**

Analysis of Character Growth from Adolescence to Adulthood

**JOANNA WOODS**  
**-CHEMISTRY-**  
**WITH DR. THOMAS WOODS**

A Study of Serious Medical Conditions and Effective Injury Rehabilitation

**RACHEL BILLS**  
**-OCCUPATIONAL THERAPY-**  
**WITH DR. CARRIE BEEBOUT**

Understanding the Experience of Asian Americans

**CHYLER ESPINO**  
**-COMPUTER SCIENCE-**  
**WITH DR. BRENNAN THOMAS**

Explaining the Psychology of a Serial Killer

**ELIANA EICHER**  
**-BIOLOGY / PRE-MED-**  
**WITH DR. BRENNAN THOMAS**

World War II Historical Fiction

**PAIGE DEBIAS**  
**-BIOLOGY / PRE-MED-**  
**WITH DR. BRENNAN THOMAS**

Exploring Wrongful Convictions of the Justice System

**CHRISTINE COVELLO**  
**-MARKETING-**  
**WITH DR. MARK BUCKWALTER**

Pediatric Neurology of Autism Spectrum Disorder

**INNOCENDE PATTERSON**  
**-PHYSICIAN ASSISTANT-**  
**WITH DR. MARNIE MOIST**

The Effects of Food on Cognitive Functioning

**MARISSA METCLAFE**  
**-NURSING-**  
**WITH DR. PATRICIA FITZGERALD**

Analysis of Literature on Political Conflict

**ANGELINA MARASCO-KEENE**  
**-POLITICAL SCIENCE-**  
**WITH DR. ROBIN CADWALLADER**

Exploring Portrayals of Mental Health in Books and Movies

**TY MALLIN**  
**-BIOLOGY / PSYCHOLOGY-**  
**WITH DR. SHLOMIT FLAISHER-GRINBERG**





## Honors Thesis Title

## Student Name

## Major

Adaptive Playgrounds in Rural Areas	Katie Addison	Occupational Therapy & Psychology
Is the Lottery Actually Random?	Ryan Alu	Mathematics, Computer Science & Cybersecurity
An Exploration into the Physical, Emotional, and Social Well-Being of Parents of Children with Special Needs	Mikayla Beck	Occupational Therapy & Psychology
Evaluating the Impact of Climate Change on Water Quality in High Altitude Watersheds with a Reactive Transport Model	Matthew Berzonsky	Environmental Engineering
Evaluating the Impact of Social Media on the Perception of Disabilities; An Analysis of Pre-Professional Phase Occupational Therapy Students	Rachel Bills	Occupational Therapy
Psychological Profiling of Serial Killers	Cheyenne Blough	Psychology & Criminal Justice
The Forgotten Bridge: Writing and Publishing Young Adult Fiction in a Twenty-First Century Publishing Market	Shayna Boisvert	English
Understanding the Religious Experience of Children with Autism in the Catholic Church	Valerie Boles	Occupational Therapy & Psychology
The Comparison of $\alpha$ -Crystallin and Caffeine in the Prevention of Cataracts	Hannah Boyd	Chemistry
Characterization of <i>Baylisascaris transfuga</i> Within American Black Bears of Pennsylvania	Mollie Byrne	Self-Designed - Wildlife Biology
Current Substance Abuse Prevention and Awareness Methods Used in Secondary Education	Kaylee Campagna	Health Studies
An Assessment of Video Remote Interpreting for Deaf and Hard of Hearing Patients	Mia Capuzzi	Health Science
The Reality of Starting a Small Business in College: The Steps, Struggles, and Hardships	Kaitlynn Corte	Accounting
The Effect of Brewed Caffeinated Coffee on the Formation of Cataracts	Dayna DeSalve	Biology
The Synergistic Effect of Metformin and Dexamethasone on HeLa and SiHa Cells: A Comparison of Cervical Cancer Cell Lines from Different Races	Kelsey Donoughe	Biology
K-12 Teachers' Perceptions of Student Motivation and Academic Achievement of In-Person Versus Online Instruction After COVID-19	Ashlyn Duke	Education
Are Terrorists Worthy of Human Rights Protections?		
An Analysis of Saint Francis University Students' Party Affiliations and Permissiveness Toward Using Torture to Combat Terrorism.	Elise Dumouchelle	International Studies & Spanish
The Year My Brother Went to War	Kathryn Dunleavy	English Secondary Education
Spider Family Diversity as an Indicator of Ecological Health and Human Impact	Kristen Endres	Aquarium & Zoo Science
The Maureen Molloy Guide to Dealing with Rejection	Molly Fisher	English & Women's Studies
Industry and Railroading in the 21st Century	Brandon Fiume	Computer Science & Cybersecurity
Are the People who Recreate the Most in the Outdoors Doing More Harm to the Environment Than they Think?	Samuel Forcenito	Environmental Studies
Forecasting Mine Reclamation Funding in the United States	Michael Gallagher	Environmental Engineering & Mathematics
The Extent of Which Social Media Platforms have Influenced the Mental Health and Wellbeing of Young Adults	Emma Gentile	Physician Assistant Sciences
Understanding Lower Limb Amputations and Prosthetics	Caroline Gillespie	Physical Therapy
Women in the World War II Workforce and How Race and Class Affected Their Experiences	Adiya Golden	History & Political Science
Initiating ISA: An Aspiring Author's Journey in Writing and Worldbuilding	Gabriel Graham	Environmental Engineering
Uniquely Generic	Kei-shon Graham	Psychology
The Relationship Between Dietary Intake and Muscle Glycogen in NCAA D1 Endurance Runners	Monica Gregg	Physical Therapy
Protecting Unpopular Voices: Analyzing the U.S. Supreme Court's Evolving Interpretation and Defense of Speech Through the 20th Century	Nate Hayes	History
Effects of COVID-19 Precautions on the Transmission of Respiratory Infections	Rebecca Hollobaugh	Physician Assistant Sciences
The Adventures of Dr. Snow and the Blue Snowflakes	Madaline Johnston	Biology
Aluminum AMD: Analysis and Remediation	Michelle Karpinsky	Chemistry



## Honors Thesis Title

## Student Name

## Major

Comparing Business Models of Western Boy Bands to Korean Idol Groups	Trisha Keller	Accounting
A study of economic indicators & development in rural areas on entrepreneurship	Alexander Kiepert	Business Analytics & Finance
Effects of Occupational Licensing on CPAs	Hannah Kraus	Accounting & Spanish
Outsider Candidates: Trend of Flash in the Pan?	Cory Kumpf	Political Science & International Studies
Cytochrome c and Self-Assembled Monolayers	Logan Luchs	Biology
Burnout: Emergency First Responders During the COVID-19 Pandemic	Camille Lyter	Nursing
Music Therapy: A Simple Solution to Some of Medicine's Most Complex Conditions	Zachery Marker	Physician Assistant Sciences
The Emotional Toll that Injury Takes on Recovering NCAA Division I Athletes	Madelyn Marzina	Physician Assistant Sciences
Caffeine Consumption Among Division I Student-Athletes	Bailey McCormick	Physician Assistant Sciences
The Niche Reformation: How the Streaming Revolution Reflects on the Greater Social Dilemma	Randee McGee	Accounting
Nutrition Education and Skills Development	Shannon McGinnis	Public Health
Food Allergies: Assessment of Saint Francis University Population Needs and Programmatic Interventions to Raise Awareness	Grace McKernan	Chemistry Secondary Education
Body Composition and Resting Metabolic Rate: Comparing the Accuracy of Various Predictive Methods	Hayley Measner	Exercise Physiology 3+3 PT
Effects of Technology in the Classroom	Nathan Moore	Computer Science & Mathematics
Mental Health of Older Adults Living in Nursing Homes After the Covid-19 Pandemic	Samantha Murphy	Physical Therapy
Creating an Inquiry Based Cell Laboratory Experiment for High School Students to Encourage Careers in Cancer Research	Tyler Napora	Biology
Quantitative Analysis of Patient Comments Regarding Adherence to Exercise Oncology Rehabilitation Program	Shaelyn Parry	Biology & Exercise Physiology
Review of Treatment-Resistant Depression and How Neurometabolic Deficiencies May Be Involved	Alana Recktenwald	Physician Assistant Sciences
Mental Health in Student Athletes an Ongoing Epidemic. How does a global pandemic factor into this already existing epidemic?	Sophie Rice	Biology
The Current State of Healthcare for Latin American Immigrants in the United States of America	Ben Ross	Biology & Spanish
A Shortage of Bone Marrow--Why Is There a Lack of Mixed-Race Bone Marrow Donors in The U.S. within an Ever-Growing Diverse Population?	Laura Roth	Physician Assistant Sciences
Best Practices for Shelter Dog Training in College: Community Engagement Route	Eva Schall	Aquarium & Zoo Science
The Investigation of the Behavior of Dissolved Metal Content and pH Trends at Klondike KL@ Mine and Swank 13 Mine Open Limestone Channels	Jessica Schulte	Chemistry
How Does Eye Gaze Technology Aid in the Establishment of Routines During Instruction for Students with Exceptional Needs?	Megan Shingler	Early Childhood-Special Education
Has the Development of Environmental Accounting Allowed Companies to Adopt Environmentally Conscious Practices Without Compromising the Integrity of Their Business	Renee Surma	Accounting & Biology
Become That Someone: The Catholic Franciscan Experience: "To What Extent Do Catholic Franciscan Universities Positively Impact Student Well-Being?"	Joseph Theiss	Public Health
Effectiveness of Mental Practice for Improving Dexterity in Parkinson's Disease	Alexander Tietjens	Physical Therapy
What's the Real Relationship Between Science and Religion? An Exploration of How Knowledge Came to Be and Its Implications for the Future	Vanessa Valovage	Mathematics & Computer Science
"So I've Got More Ideas": Writing the Sequel Novel in a Young Adult Series	Anthony Vassalotti	Chemistry
The Effects of Life Stress on the Injury Rates in Collegiate Level Female Soccer Athletes	Sarah Ward	Physician Assistant Sciences
West of Gomorrah	John Weidner	English
Human Health and the Climate Crisis	Megan Wood	Psychology & Spanish
Genetic Frequency of the MDR1 gene in Dogs in Central Pennsylvania	Madison Wright	Biology, Biochemistry & Chemistry
Beyond the Bonnet: Understanding the Appeal of Amish Fiction	Sarah Zakrzewski	History Secondary Education