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2020-2021 Undergraduate Catalog

Sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary

Staffed by Religious and Lay Personnel

Overview of the University

General Policy

Marywood University (the “University”) declares and reaffirms a policy of equal educational and employment opportunity and non-discrimination in its educational programs and all other activities that it operates both on and off University property. Marywood is committed to maintaining a comfortable, healthy and safe learning, living, and working environment for all members of the Marywood community. Marywood University does not condone and will not tolerate discrimination, harassment, or assault regardless of whether the action is based on race, sex (including sexual harassment, sexual violence and pregnancy), color, gender, national or ethnic origin, age, creed, ancestry, religion, disability, marital status, military/veteran status, genetic information, whether an individual has a GED, use of a guide or support animal, or any other characteristic protected by applicable federal, state, or local law.

Marywood University does not discriminate on the basis of sex in its educational programs and in other activities operated by the University and is required by Title IX, and specifically 34 C.F.R. Part 106.9, not to discriminate in such a manner. This extends to employees of and applicants for admission to Marywood University. Inquiries concerning the application of Title IX may be directed to the Title IX Coordinator or a Deputy Title IX Coordinator for the University, or to the Assistant Secretary for the Office of Civil Rights of the Department of Education, Philadelphia, PA (see below for contact information).

Any individual who believes s/he has been subject to discrimination on the basis of sex is encouraged to file a grievance consistent with the University’s Sexual Misconduct and Complaint Procedures Policy.

Marywood University is committed to taking all necessary steps to comply with any obligations it may have under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Title IX of the Civil Rights Act of 1964, as amended, Title VII of the Civil Rights Act of 1964, as amended, Title VIII of the Civil Rights Act of 1968, and the Campus SaVE Act of 2013. These are explicit civil and legal applications of the formulation of beliefs already cherished in Marywood’s religious commitment,

objectives, and practices.

Marywood University will make reasonable accommodations to known physical or mental limitations of otherwise qualified individuals with disabilities unless doing so would impose an undue hardship on the University. Any person who believes he or she may require such accommodation should contact the Affirmative Action Officer.

The Marywood University Anti-Discrimination Policy applies to all faculty, staff, administration, employees, students, volunteers and visitors on campus property. Additionally, the Policy applies to the conduct of all faculty, staff, administration, employees, students, volunteers and visitors at off-campus University-sponsored events, including, but not limited to, academic and educational programming, internships, study abroad programs, athletic events, and all other University programming, as well as to the conduct of all faculty, staff, administration, employees, students, volunteers and visitors occurring off-campus but having an effect on the University’s educational environment.

Inquiries should be directed to:

Dr. Yerodin Lucas
Interim Director of Equity & Inclusion
Title IX Coordinator | 504 Coordinator
ylucas@marywood.edu
570-340-6042
Liberal Arts Center, Room 218

Mr. Ross Novak
Dean of Students Deputy Title IX Coordinator – for
Complaints against Students
rnovak@marywood.edu
570-348-6246
Liberal Arts Center, Room 101

Molly Baron
Director of Human Resources
Deputy Title IX Director - Human Resources
mbaron@marywood.edu
570-340-6053
Liberal Arts Center, Room 86

Nicole Malloy
Assistant Director Athletics
Deputy Title IX Coordinator - Athletic Complaints
malloy@marywood.edu
570-340-2489
Marywood Center for Athletics and Wellness, Room 207

Any member of the Marywood community may call the University Whistleblower Hotline at 855-278-2074 and/or use the Internet based reporting system at <http://marywood.ethicspoint.com>. See the University Whistleblower Policy for details.

Individuals may also direct inquiries or file complaints with:

Assistant Secretary
Office for Civil Rights
Philadelphia Office
U.S. Department of Education
The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Telephone: (215) 656-8541
Facsimile: (215) 656-8605
Email: OCR.Philadelphia@ed.gov

Students may also reference Accommodating Students with Disabilities policy in the University Student Handbook.

The statements in the catalog are for the purposes of information. This catalog is not to be intended as creating a binding contract between the student and Marywood University. The University reserves the right to change requirements or regulations, including tuition and fees, as necessary, at any time, giving such notice as is reasonably practicable under the circumstances. Students must fulfill all prevailing degree or program requirements.

Seal

The black diamond in the lower center of the seal represents the city of Scranton, which is located in the heart of the once thriving anthracite coal district of Pennsylvania. Coal was king in Scranton at the time of Marywood's founding, and a gold field surrounding the diamond symbolizes the wealth the coal industry produced.

The diamond is charged with the open book of learning, and upon its pages the Greek letters Alpha and Omega are inscribed. These represent God as the beginning and end of

all things and the foundation of true education.

An image of the Immaculate Heart of Mary, garlanded with roses, pierced by a sword, marked by her crown as Queen of Heaven and tintured in the gold eternity, is displayed on a forest green background to symbolize in canting form, the name of the University. (Canting arms indicate the name of the bearer.) On either side of the heart are fleurs-de-lis, a symbol of the Blessed Virgin, taken from the seal of the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, who founded Marywood University in 1915.

Motto

The University has embodied its ideals, which are identical with the goals of true humanism, in the University motto: *Sanctitas, Scientia, Sanitas* (Holiness, Knowledge, Health).

Accreditations and Approvals

Regional Accreditations

Marywood University is an accredited institution by the **Middle States Commission on Higher Education**, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104. Phone: 1-267-284-5000, www.msche.org.

The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Education Accreditation (CHEA).

The Commission on Higher Education is an independent corporation maintaining a relationship with Middle States Association that accredits degree-granting colleges and universities in the Middle States region, which includes Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other geographic areas in which accrediting activities are conducted.

Professional Accreditations

Business and Managerial Science Programs granting the B.B.A. Degrees at the Undergraduate Level and the M.B.A. and M.S. in Management Information System Degrees at the Graduate Level are accredited by the **Accreditation Council for Business Schools and Programs**, 11520 West 119th Street, Overland Park, KS 66213. Phone: 1-913-339-9356.

The Didactic Program, Internship, and Distance Internship Programs in the Nutrition and Dietetics department are accredited by the **Accreditation Council for Education in**

Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995. Phone: 1-800-877-1600, ext. 5400.

The Master's degree in Physician Assistant Studies is accredited by the **Accreditation Review Commission on Education for the Physician Assistant**, 12000 Findley Road, Suite 275, Johns Creek, GA 30097. Phone: 1-770-476-1224. Fax: 1-770-476-1738.

The Graduate Art Therapy Program of the Art Department is accredited by the **American Art Therapy Association**, 4875 Eisenhower Avenue, Suite 240, Alexandria, VA 22304. Phone: 1-888-290-0878 or 1-703-548-5860.

The Undergraduate Music Therapy Program is accredited by the **American Music Therapy Association**, 8455 Colesville Road, Suite 1000, Silver Spring, MD 20910. Phone: 1-301-589-3300. Fax: 301.589.5175

The Master's Program in Speech-Language Pathology is accredited by the **Council on Academic Accreditation, American Speech-Language-Hearing Association**, 2200 Research Boulevard, Rockville, MD 20850-3289. Phone: 1-800-498-2071.

The Athletic Training Program is accredited by the **Commission on Accreditation of Athletic Training Education**, 6850 Austin Center Blvd. Suite 100, Austin, TX 78731-3184. Phone: 1-512-733-9700 or 1-844-462-2283.

The baccalaureate nursing program is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington DC 20001. Phone: 1-202-887-6791. Fax: (202) 887-8476.

Counseling Programs in Elementary Counseling, Secondary School Counseling and Mental Health Counseling are accredited by the **Council for Accreditation of Counseling and Related Educational Programs**, 500 Montgomery Street, Suite 350, Alexandria, VA 22314. Phone: 1-703-535-5990.

Programs for the preparation of elementary, secondary, K-12 and special education teachers and for the preparation of other school personnel including school psychologists, guidance counselors, principals, superintendents, librarians, reading specialists, speech and language pathologists, home school visitors, and supervisory personnel are accredited by the **Council for Accreditation of Educator Preparation (CAEP)**, 1140 19th Street, NW, Suite 400, Washington, DC 20036. Phone: 1-202-223-0077.

The Master and Baccalaureate of Social Work degree programs in the School of Social Work are accredited by the **Council on Social Work Education**, 1701 Duke Street, Suite 200, Alexandria, VA 22314-3457. Phone: 1-703-683-8080. Fax: 1-703-683-8099.

The Bachelor of Architecture (B.ARCH.) degree program is accredited by the **National Architectural Accrediting Board**, 1401 H Street NW, Suite 500, Washington, DC 20005. Phone: 1-202-783-2007.

Programs in Art and Design of the Art Department are accredited by the **National Association of Schools of Art and Design**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248. Phone: 1-703-437-0700. Fax: 1-703-437-6312.

Programs in Music are accredited by the **National Association of Schools of Music**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248. Phone: 1-703-437-0700. Fax: 1-703-437-6312.

The Doctor of Psychology (Psy.D.) program in Clinical Psychology is accredited as a doctoral program in clinical psychology by the **American Psychological Association (APA)**, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242. Phone: 1-202-336-5500 or 1-800-374-2721.

Location and Campus

Marywood University is located on a scenic property of 115 acres in an attractive residential area of the city of Scranton in northeastern Pennsylvania. With a population of 75,000, Scranton is the sixth-largest city in Pennsylvania and is the county seat of Lackawanna County. Marywood provides access and self-sufficiency to its students, with the advantage of being close to major cities of the northeast. Scranton is within driving distance of the following cities:

- 2½ hours to New York City
- 2½ hours to Philadelphia
- 4 hours to Washington, D.C.
- 5 hours to Pittsburgh
- 5½ hours to Boston

Several airlines serve the Wilkes-Barre/Scranton International Airport, which is 20 minutes from campus. The city of Scranton is located in the Pocono Mountains region, an area renowned for the beauty of its lakes and forests, as well as the access it offers for all kinds of winter and summer sports and other outdoor activities.

The region is home to two minor league sports teams, the Scranton Wilkes-Barre Rail Riders (minor league baseball

team of the New York Yankees) and the Wilkes-Barre Scranton Penguins (minor league hockey team of the Pittsburgh Penguins). Scranton provides an array of cultural opportunities—concerts, theatre, ballet, lectures, and art shows. It celebrates its distinguished history as a labor center in museums and Steamtown National Park.

At Marywood University, students enjoy a beautiful campus with a blend of classic academic architecture, modern facilities, and an array of athletic fields and spaces. Marywood's **Liberal Arts Center** features the iconic Rotunda, classrooms, the University Admissions Office, and a variety of administrative offices. The **Shields Center for Visual Arts**, with its two outstanding galleries, the Suraci and the Contemporary, provides exhibits throughout the year. Marywood's strong heritage in the performing arts continues at the **Sette LaVerghetta Center for Performing Arts**, which features a rich repertoire of music, theatre, and dance events. The **Center for Architectural Studies** is a spectacular and spacious adaptation of Marywood's former gymnasium and a state-of-the-art example of sustainable design, featuring a two-story commons that is an ideal place for group discussions, debates, displays, and project critiques. The **Center for Natural and Health Sciences** houses science laboratories, computer labs, the 100-seat Comerford Theatre, and classrooms.

The **William G. McGowan Center for Graduate and Professional Studies**, the **Insalaco Center for Studio Arts**, and the **O'Neill Center for Healthy Families** provide dynamic, professional learning environments, clinics, labs, studios, and equipment. The **Center for Athletics and Wellness** supports both athletic and academic programs. The building includes a 5,000 square foot fitness center, a 1,500-seat arena, an indoor jogging track, dance and aerobics studio, locker rooms, athletic training room, hydrotherapy room, student lounge, and a climbing wall. Open-air tennis courts are nearby. The **Aquatics Center** is an extension of the Center for Athletics and Wellness and includes an eight-lane pool, team locker rooms, and spectator seating for 190.

The bookstore, main dining hall, and campus safety office, along with meeting, lounge, and recreation spaces, are housed in **Nazareth Student Center**. The **Swartz Center for Spiritual Life** is home to the beautiful **Marian Chapel**, where Masses are held regularly. With its Peragallo pipe organ and 7-foot Steinway grand piano, the Marian Chapel also offers the Music, Theatre, and Dance Department an intimate 180-seat performing space. Additionally, the Swartz Center has a **Conference Center** that offers multiple rooms for meetings and events.

Marywood's newest facility, the **Learning Commons**, is a flexible and open physical space, which serves as the intellectual and social heart of campus. In addition to housing Library Services, this facility also serves as the home of the **Center for Communication Arts**, **Entrepreneur Launch Pad**, and the **Center for Transformational Teaching and Learning**. Surrounded by the Learning Commons, the Center for Architectural Studies and the Insalaco Center for Studio Arts, the **Calabro Delfino Amphitheatre**, with its natural tiered lawn, is the ideal open-air setting for academics, staged art, outdoor exhibitions, and recreation. The beautiful **Motherhouse and Seminary Morgan Memorial Garden**, situated in front of the Learning Commons, celebrates the history of Marywood and the IHM Congregation.

History

Our Sponsors and Early History

Marywood was founded in the spirit of dedicated service characteristic of the Sisters, Servants of the Immaculate Heart of Mary. This religious congregation was established in 1845; a Redemptorist missionary, Louis Florent Gillet, C.S.S.R., and an African American sister, Theresa Maxis Duchemin, IHM founded the Congregation in Monroe, Michigan. The Congregation undertook its ministry in Northeast Pennsylvania in 1858, operating schools and social services facilities throughout the region.

As educators who were concerned with the needs of the women in Northeast Pennsylvania, the sisters began plans for a women's liberal arts college in Scranton. The idea, conceived by Mother M. Cyril Conway, IHM, and endorsed by the Most Reverend Michael J. Hoban, D.D., bishop of Scranton, was realized by Mother M. Germaine O'Neill, who formally opened Marywood College in September 1915.

In 1917, the College was incorporated under the laws of the Commonwealth of Pennsylvania and approved to grant three degrees: Bachelor of Arts, Bachelor of Music and Bachelor of Science in Home Economics. Marywood became a charter member of the Middle States Association of Colleges and Schools in 1921.

Amendments to the Charter

Amendments to the first charter enabled the University to grant the degrees of Master of Arts (1922), Bachelor of Science in Education (1922), Bachelor of Science and Master of Science (1928), Bachelor of Science in Library Science (1937), Master of Social Work (1969), Bachelor of Social Work (1974), Master of Public Administration (1975), Bachelor of Science in Nursing (1978), Master of Business Administration (1980), Master of Fine Arts and Bachelor of Fine Arts (1981), Master of Arts in Teaching (1985), Master of Health Services Administration (1995), Doctor of Philosophy (1995), Master of Education, (2000), Doctor of Psychology (2000), and Educational Specialist (2005).

Continued Growth during Marywood's First Century

Marywood further was empowered to educate students as school librarians (1929), vocational home economics teachers (1936), guidance counselors (1938), public school psychologists (1942), and teachers of the mentally retarded

(1948) and to grant graduate certificates in theology (1953). A revision of the bylaws was made in 1968, establishing a new Board of Trustees to include both religious and lay members as Marywood's governing body, while retaining ownership by the members of the corporation, namely, the congregation administrator and the other officers of the congregation.

During the 1960s, the graduate education activities of the College were formalized in the establishment of a Graduate School of Arts and Sciences and a School of Social Work. From 1981 to 1990, the Gillet School extended Marywood's services in baccalaureate, non-degree, and non-credit/continuing education at the undergraduate level.

Men have attended the graduate schools since their establishment and have been enrolled in undergraduate programs since the 1970s.

In 1990, the Undergraduate School was restructured to provide residence for men as well as women. All the degree-granting units of the College were fully coeducational, with residence opportunities for all students. At that time, non-credit and continuing professional educational programs were offered to a wide variety of publics through the School of Continuing Education, which replaced the Gillet School. Enrichment, professional continuing education, and customized employee training solutions are presently offered through the Conferencing and Event Services Office.

Marywood's continued growth brought another dramatic change in 1997, when the Pennsylvania Department of Education, recognizing the institution's academic excellence as well as its significant contributions in research, cultural activities, educational outreach, service and importance to the community, granted university status.

21st Century Progress

In 2003, the University underwent an academic restructuring, forming colleges to house its degree programs. Presently, those colleges include: the College of Health and Human Services, the College of Arts and Sciences, and the College of Professional Studies.

The region's first School of Architecture opened at Marywood in the Fall 2009 semester. The School of Architecture offers a pre-professional degree, Bachelor of Environmental Design in Architecture (B.E.D.A.), and a professional degree program, the five-year Bachelor of

Architecture (B.ARCH.).

Recognizing the unique model of its business program, as well as its entrepreneurial focus and collaboration, the Marywood University School of Business and Global Innovation (SBGI) was established in 2014. The SBGI is housed in the College of Professional Studies.

In 2019, a bachelor's program in Respiratory Therapy was established in the College of Health and Human Services.

Marywood Mission and Core Values

Mission

Marywood University, sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, roots itself in the Catholic intellectual tradition, the principle of justice, and the belief that education empowers people. The University integrates an enduring liberal arts tradition and professional disciplines to create a comprehensive learning experience. Our undergraduate and graduate programs promote academic excellence, advance innovative scholarship and foster leadership in service to others. Within a welcoming and supportive community, Marywood challenges individuals of all backgrounds to achieve their full potential and make choices based on spiritual and ethical values. Marywood University prepares students to seek sustainable solutions for the common good and educates global citizens to live responsibly in an interdependent world.

Core Values

Catholic Identity

The pursuit of truth, goodness, beauty, justice, and the common good within the context of the Catholic faith tradition and in dialogue and service with persons of diverse faiths and worldviews.

Respect

Honoring the uniqueness and dignity of each human person; demonstrating ethical and just interactions; and caring for the earth and all creation through a commitment to sustainability.

Empowerment

Access to education that enables all to achieve their full potential to live as conscientious citizens in a pluralistic society.

Service

A commitment to promoting social responsibility which fosters community engagement to meet real needs.

Excellence

Manifesting Marywood University's pursuit of the highest level of achievement in support of "Sanctitas, Scientia, Sanitas."

Student Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

Demonstrated through study in the sciences and mathematics, social sciences, humanities, histories, a second language, and the arts. Focused by engagement with big questions, both contemporary and enduring, and animated by the diverse elements of the Catholic intellectual tradition.

Intellectual and Practical Skills Including:

- Inquiry and analysis
- Critical and creative thinking
- Written, oral, and visual communication
- Quantitative literacy
- Aesthetic literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

Personal and Social Responsibility Including:

- Civic knowledge and engagement—local and global
- Intercultural and interfaith knowledge and competence for global citizenship.
- Ethical reasoning and spiritual values that recognize social inequity and that seek justice and the common good.
- Foundations and skills for lifelong learning and service.

Anchored in both in-class learning and active involvement with diverse communities and real-world challenges.

Integrative and Applied Learning Including:

- Synthesis and advanced accomplishment across general and specialized studies.

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

The Undergraduate Core Curriculum

Living Responsibly in an Interdependent World

The undergraduate core curriculum at Marywood University contributes to the University’s mission and goals. Its central focus is to provide a foundation for “living responsibly in a diverse and interdependent world,” a central goal of the University’s Mission Statement. In offering our Core Curriculum, the University fulfills its historic mission as a Catholic university and affirms its commitment to the Liberal Arts tradition.

The Core Curriculum thus helps students think critically, examine values carefully, and act responsibly; it challenges students to engage in civic responsibility in terms of social justice, unmet human needs, and empowerment of others; and it provides a context within which students can realize meaningful personal and professional lives.

To create an environment in which students can develop into fully human persons, Marywood University integrates professional programs with a general education curriculum composed of a strong liberal arts core, general electives, and competencies. Each component contributes an essential perspective to the central focus of the curriculum.

The Liberal Arts core is organized into six categories:

Category I, The First Year Experience

Composed of ENGL 160 Composition and Rhetoric. This course helps prepare students for college level, process-based academic writing. While teaching students to write well in various contexts is an ongoing process, ENGL 160 lays strong foundations for argumentative and inquiry-based writing by increasing rhetorical awareness and analytical skills. Through guided practice, students gain experience in using research to join ongoing academic conversations.

Category II, The Human Condition in Its Ultimate Relationships

Enables students to examine the nature, purpose, and meaning of life through philosophical and religious lenses that help them to evaluate their own life position and choices. They develop their critical thinking skills, explore the religious dimension of life, and experience the free and responsible pursuit of truth, as they examine the ultimate questions that have always engaged human beings. Studies in this category supply students with a theoretical basis and

a cognitive process for making ethical decisions in promoting justice, peace, and compassion in the contemporary world.

Category III, The Human Condition in the Context of the Physical Universe

Vital for fulfilling the central focus of the core. Many urgent concerns of the interdependent world are scientifically and technologically based and require knowledge and analytical skills for effective response. This Category promotes an appreciation of the natural sciences and an awareness of our dependence upon nature and a sense of stewardship in fostering the earth’s resources.

Category IV, The Human Condition in Relation to Self and Social Structure

Provides students essential preparation for living responsibly in an interdependent world. The Social Sciences – including Psychology, Economics, Sociology, Political Science, Anthropology, and Criminology, among others – provide students with opportunities to understand more fully the complex relations between individuals and the social order in which they find themselves.

Category V, The Human Condition in its Cultural Context

Heightens students’ sensitivity to human concerns and to the challenges and delights shared by persons of diverse cultures and historical periods. They foster aesthetic appreciation and the ability to communicate effectively within and outside one’s own cultural group. They provide access to understanding of our partners in interdependence.

Category VI, The Human Condition in its Historical Context

Provides historical contexts that enable students to think more critically and creatively about the diverse and interdependent world in which they live. Knowledge of past and contemporary societies promotes recognition of the radical interdependence of human beings and helps students respond to contemporary challenges with well-informed effectiveness. **The Human Condition in a Global Context**, provides explicit opportunities for students to undertake cross-cultural comparative studies, either historical or contemporary, in order best to foster an awareness and appreciation of the pluralistic nature of contemporary society. This category has the potential to overlap and connect to all of the other categories, and it is

the one category in which courses that fulfill requirements in one of the other categories may also be applied.

The total undergraduate curriculum promotes lifelong independent learning and fosters the development of creative and responsive leadership in personal and professional life. It is hoped that, as a result of their studies, students will be able to fulfill the mission of the University, learning to live responsibly in this interdependent world.

As a result of their courses in the core curriculum, students will be able to:

1. Demonstrate an awareness of and respect for the religious, spiritual, and moral dimensions of life;
2. Develop a critical awareness of the whole self, as well as an understanding of the complexities of human persons in diverse historical and social contexts;
3. Develop and evaluate thinking through quantitative, qualitative, and scientific reasoning; problem solving; and research;
4. Respond justly and with empathy to social inequity – local, regional and global;
5. Demonstrate effective communication skills, including skills in a second language at an appropriate level;
6. Develop an aesthetic appreciation and critical understanding of the visual and performing arts and their cultural importance.

Degree Information

Marywood University grants the following degrees on the undergraduate level.

Baccalaureate Degrees

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Music
- Bachelor of Social Work
- Bachelor of Science in Nursing
- Bachelor of Fine Arts
- Bachelor of Business Administration
- Bachelor of Architecture
- Bachelor of Environmental Design in Architecture
- Bachelor of Interior Architecture

Advanced Degrees

Marywood University awards a number of master's degrees, certificates, the Ed.S., Ph.D., and Psy.D. See the graduate catalog for details.

Baccalaureate Degree

A candidate for a baccalaureate degree must present a minimum of 120 undergraduate credits of college work that fulfill all general and departmental requirements; 42 of these credits must be earned from Marywood. Under certain formal agreements with other colleges or universities the number of credits earned at Marywood may be articulated to no fewer than 30 credits. At least one-half of the credits required for a major must be earned at Marywood University. Individual departmental sections in this catalog should be consulted for general policies and exceptions.

For graduation, the cumulative quality point average must be at least 2.00. Courses must be selected so that the requirements of at least one major program are fulfilled with a quality point average of 2.33. Some programs require higher quality point averages than the general school requirement. Consult this catalog for individual program descriptions and information about these exceptions.

Second Baccalaureate Degree

A student who holds a baccalaureate degree from Marywood University may pursue a second baccalaureate degree. Acceptable credits from the first degree will be applied to the second degree; however, in all cases, at least

60 additional credits will be required for the second degree. The second degree program must also include one complete major program.

Degree Completion and Commencement

Degrees are granted in January, May, and August. All degree requirements must be fulfilled by the published deadline for each graduation date. There is one commencement ceremony each year, and students must apply to participate.

Students intending to complete degree requirements must formally submit an Application for Graduation for the official graduation date immediately following the completion of program requirements.

Academic Support

Transition to College

Orientation for new students consists of a series of events designed to assist in the transition to college life. Prior to enrolling in classes, students participate in assessment activities and are introduced to the concepts of curriculum planning, course selection, and departmental and liberal arts requirements. During the summer orientation program, students meet with a faculty advisor to discuss academic goals and student schedules for the upcoming semester.

Academic Advisors

All students are assigned an academic advisor at the beginning of their studies at Marywood. Academic advisors have the responsibility of assisting students with programs of study which will meet student needs and capabilities as well as liberal arts core and departmental requirements. Each semester, faculty advisors meet with students to develop schedules of courses prior to registration for the upcoming sessions. Academic advisors also play an important role in providing direction, support, mentorship, and referrals to university resources for any needed specialized assistance.

International students and students with disabilities may receive additional academic advising support. Students interested in these services should contact the appropriate office on campus for information.

Ultimately, it is the student's responsibility to meet all requirements for his or her major program and general requirements for all students. Marywood University is committed to helping students become active in this decision-making process.

University Graduation Requirements

A student must earn a minimum of 120 credits in order to graduate. Included in this number are one's major and minor program requirements, which vary from program to program, as well as up to 46 credits of general requirements (depending on possible waivers). Students in programs requiring less than 120 total credits will be expected to fulfill the remaining credits in other ways—such as with additional electives, a second major or a minor.

General Requirements for All

Students

Liberal Arts Core*

Check department listings or index for specifics for Liberal Arts requirements.

First Year Experience

ENGL 160 3 credits

The Human Condition in its Ultimate Relationships

Religious Studies 6 credits

RST 100 Modern Belief and one other RST course above the 100 level

Philosophy 6 credits

PHIL 113 Introduction to Philosophy and one other PHIL course above the 100 level

The Human Condition in the Context of the Physical Universe

Mathematics 3 credits

Science 3 credits

The Human Condition in Relation to Self and the Social Structure

Social Science***# 3 credits

The Human Condition in its Cultural Context

Literature# 6 credits

ENGL 180 Introduction to World Literature and one 300-level course offered by the department

Foreign Language***# 6 credits

Fine Arts# 3 credits

The Human Condition in its Historical Context

History# 6 credits

TOTAL 45 credits

*One course in a student's curriculum must fulfill a Global Studies requirement; Global courses may also fulfill the requirement for one of the courses above that is marked with a hashmark (#).

** (e.g. Psychology 211, Economics, Sociology, Political Science, Anthropology, Criminology or any other social science course.)

*** Both classes must be in the same language. A student who has completed four years of the same foreign language in high school may take just one, three-credit course to satisfy the foreign language requirement. That course must be above the 212 level.

Some Science courses have a required one credit laboratory component. Students pursuing these courses will earn three credits for the lecture. They will earn one credit for the lab which is graded independently. It is important to note that some majors require Science courses which include a lab.

Departmental Component – Major Program

Check department listings or index for specific requirements for major program.

Additional Ways of Earning University Credit

Marywood University adheres to the principles outlined in the “Joint Statement on the Transfer and Award of Credit” recommended by the American Association of Collegiate Registrars and Admissions Officers, American Council on Education, and Council for Higher Education Accreditation.

Academic credits, graduate or undergraduate, may be accepted in direct transfer from colleges and universities depending upon their quality, comparability, and applicability to the student’s program of study. Professional staff from the Office of the Registrar will work in tandem with faculty within the specific discipline to assess the appropriateness of course content vis-a-vis the Marywood University curriculum.

Marywood University recognizes that people learn in a variety of settings and that some students approach the university experience with college-level learning acquired outside the traditional classroom.

Academic credit or waiver for other college-level learning can be awarded through a variety of programs, such as standardized testing through CLEP, DSST, and Advanced Placement (AP). Some departments allow challenge exams and place-out exams. Students may be able to present a portfolio to show that they have acquired college-level learning for particular courses.

None of these means of earning credit are included in the minimum number of credits which must be earned at Marywood University in order to receive a degree.

Marywood subscribes to the standards for quality assurance set forth by the Council for Adult and Experiential Learning.

Additional information is available from the Coordinator of Prior Learning Assessment.

College Level Examination Program (CLEP)

The College Level Examination program (CLEP) provides people with the opportunity to gain college credit in general academic areas, as well as in a foreign language, by performing well on specific tests. The tests measure knowledge gained through life experiences during travel, work, military service, etc. Information on credit awarded based on CLEP exams may be obtained by contacting the Coordinator of Prior Learning Assessment at Marywood. Those who wish to be considered for advanced status through CLEP should take the CLEP examinations and request the test scores be reported directly to Marywood University (CEEB code number: 2407)

DSST Examinations

Another nationally recognized testing program that affords individuals the opportunity to receive college credit for learning acquired outside the traditional college classroom is DSST. Those who have military experience or on-the-job experience or have independently acquired knowledge may gain college credits by obtaining a recommended score on the DSST subject standardized tests.

Portfolios

Marywood recognizes that some individuals gain college-level knowledge and competence through experiences comparable to learning outcomes of specific courses. Students who can document these significant learning experiences may be able to present a portfolio to gain credits for courses in their degree programs. A portfolio is a written, documented account of what the student has learned and how well they have learned it. Credit will be awarded only if the prior learning can be demonstrated as college-level learning.

To be awarded credit at the undergraduate level, the assessor of the portfolio must determine that the student’s knowledge of the subject is equal to a college-level grade of “C” or better at the undergraduate level. A portfolio must be presented for each course for which credit is being sought and must be undertaken prior to the completion of

100 credits toward the undergraduate degree.

Portfolio credits are based on prior learning. They are not applicable toward the minimum number of credits which must be earned at Marywood in order to receive a degree (i.e., 42 credits in the case of the baccalaureate degree).

To be eligible to present a portfolio, you must be a matriculating Marywood University student in good academic standing. Students will need to meet with the Coordinator of Prior Learning Assessment before an application can be sent to the department for review. For additional information, contact the Coordinator of Prior Learning Assessment.

Transfer Credits

In order for credits to be transferred to Marywood from other colleges and universities, the courses must be college-level and a minimum grade of C is required. (A grade of C- is not transferable.) Transferable courses must be equivalent to courses offered at Marywood and appropriate to meet degree requirements in a student's major. Some disciplines may require a higher grade for transfer than the University minimum. Some course credits may transfer only as general electives. Remedial courses will not be considered for transfer. Grades do not transfer, only credits. A student's QPA (quality point average) at Marywood University depends on courses taken at Marywood or through a formal Consortium agreement such as that with the University of Scranton.

Credits older than 20 years may be approved for transfer if it is determined that the course content is still relevant. College-level credits earned within 20 years of a student's acceptance to Marywood are usually transferable. Some courses (e.g., science) will not transfer if taken more than seven years previous to entry into Marywood. Credits required for the student's major will be transferred if the course content is judged suitable by the chair of the department involved. The authorization for transfer of credit forms required of currently matriculating students are available on-line.

The final 30 credits of the baccalaureate degree must be completed at Marywood.

Challenge and Place-out Exams

Several departments allow students to challenge lower level courses and receive advanced placement with or without credit if successful. Some place-out examinations are to be completed prior to the accumulation of 90 credits.

Advanced Placement (AP)

Secondary school students whose education has included work at the college level and who demonstrate a high level of achievement will be considered for advanced standing. Students who desire to apply for such placement should take the appropriate Advanced Placement Examinations (AP exams) offered in the spring by The College Board, Princeton, NJ. Many high schools offer students opportunities for taking Advanced Placement courses and exams. A score of "3" or higher is necessary to receive advanced placement at Marywood University. For additional information, contact the Coordinator of Prior Learning Assessment.

Individual Options

Honors Program

Students who have achieved high grades in high school and high standardized test scores may be eligible for Honors courses. The Honors Program enriches the University experience by enhancing academic and research opportunities for students. For more information on the Honors Program, please check the program listing in the index.

Double Major

A student may elect to have a double major, in which the requirements of two distinct major programs are fully met within one degree program. The student arranges the program with the support of both department chairpersons. Typically, the student applies to the appropriate chairperson for entrance into the second major after the end of the first year using the "Addition of Secondary Goal" form. This application form for declaration of an additional major program is available on the Marywood website or from the Registrar/Academic Records Office.

Minor

Minor programs, usually 18 credits, are available in many departments. Students may declare a minor with chairperson approval using the "Addition of Secondary Goal" form. See department program listings for available minor options.

A minor QPA of 2.33 is required for successful completion. Some programs require higher quality point averages.

Ad Hoc Major

When students believe that their unique educational

objectives cannot be fully attained by choosing one of the existing major programs, they may devise an ad hoc pattern of courses. A form for an ad hoc proposal should be obtained from the Deans' Offices or department chairs.

The program must be approved by the participating department chairpersons and submitted to the appropriate dean for approval. Ad Hoc major programs usually require 45-60 credits. They are typically designed during the student's sophomore year.

Graduate Courses

Undergraduate students who have senior status (completed 90 credits or more) may be permitted to take up to 12 graduate credits with the permission of the department chair and appropriate dean. Students requesting permission must have a minimum 3.00 grade point average. The opportunity to take graduate credits may be advantageous for students in moving through a graduate program more rapidly or for students who seek greater challenge in their senior year.

Graduate credits must meet undergraduate degree requirements to be covered by financial aid. Questions about financial aid implications should be directed to the Office of Financial Aid.

Pre-professional Programs

Marywood offers a number of pre-professional programs. Listings are found within specific departments.

Independent Study

Students have the option of independent study, which may be undertaken for variable academic credit. Independent study is not intended to duplicate or overlap existing courses, but to provide options not otherwise available. To enroll in independent study, a student must:

1. request a form at the appropriate Dean's Office.
2. have a minimum overall QPA of 3.00;
3. obtain permission of a member of the faculty and the department chairperson involved;
4. submit to the dean a proposal outlining the plan of study.

Field Experience

Marywood University acknowledges the necessity of integrating academic coursework and practical experience in the total learning process within many major areas of

study. As a result, the University maintains strong and active affiliations with a number of cooperating agencies wherein students can gain these competencies, typically as upper division students. These arrangements are defined specifically at the departmental level and include titles such as: "field experience," "clinical practicum," "internship," and "student teaching." Each is designed to provide the opportunity of transferring theoretical paradigms to practical situations.

Cross Registration

Degree-seeking undergraduate students are allowed to enroll in courses at the University of Scranton for up to six credits within a calendar year. Unlike transfer credits from other colleges, grades earned through cross registration with the University of Scranton are calculated into a student's QPA. Students participating in this program complete all registration through the Office of the Registrar at Marywood. Information, assistance, and registration forms are available at the Office of the Registrar.

Study Abroad

Students may broaden their educational experiences through enrollment in study abroad in colleges and universities in other countries. Marywood University has sister-school agreements, third party providers and exchange programs with colleges or universities in numerous countries to facilitate enrollment and transferability of credits. Detailed information about the Study Abroad Program may be obtained through the Office of International Affairs.

The following policies apply to enrollment in courses through the Study Abroad program:

1. Students must be in good academic and disciplinary standing.
2. Candidates must receive approval of their academic advisor as well as the Office of International Affairs before departing to the country where the study is intended or before enrolling in the approved institution.
3. Candidates must complete the Study Abroad Application at least three months before they intend to leave.
4. All study abroad programs must entail the transfer of credit back to Marywood. A completed Transfer of Credit Form must be on file for the student before leaving for the planned destination.

There are many study abroad options, including semester-long, short-term, and summer programs. It is important that interested participants investigate their choices, the requirements and the implications that each choice has in terms of cost, credit transferability and progress toward graduation. The Office of International Affairs staff can provide program advice and general information about options. For up-to-date information, visit www.marywood.edu/study-abroad or contact the Office of International Affairs at 570-961-4581.

The Intensive English Program at Marywood

The Intensive English Program at Marywood offers a special opportunity for international students who have not yet reached an adequate level of English proficiency for university-level work. This immersion program enables students to develop a fluency in English while adjusting to the cultural and academic requirements in the United States.

For more information, call the Office of University Admissions at 1-866-279-9663.

Other College Credit Opportunities

Credit for Professional, Personal Enrichment, or Transfer

Students interested in taking credit classes for the purpose of upgrading professional skills, for personal enrichment, or for transfer to another institution of higher education without the intent of pursuing a degree at Marywood University may enroll through the Office of Retention and Advising at 570-340-6043.

Academic Regulations

Course Load

A full-time undergraduate student carries from 12-18 semester hours of credit in both fall and spring semesters. Credits in excess of 18 require the approval of the appropriate dean, who will base the decision on such factors as grades, distribution of courses, extracurricular activities, and outside employment of the student. A maximum of six semester hours can be taken in a summer session. A maximum of three semester hours can be taken in the shorter May term.

Credit Hour Definition

Marywood University defines its credit hour in compliance with both United States and Pennsylvania Department of Education requirements. Marywood designs its academic calendar to meet or exceed the minimum standards for class meetings, assuring that there are 14 hours of classroom instruction, exclusive of holidays, final examinations, and culminating experiences. The credit hour consists of one hour of classroom or direct faculty instruction per week with two hours of out-of-classroom work over the course of the fifteen-week semester. The fifteenth week includes additional instruction, final examinations, and/or culminating experiences as best suits the pedagogy of each discipline.

Each credit hour represents fifteen contact hours spent in class. In the case of a three-credit course, the student will have 45 contact hours spent in class for a total of 135 hours of work inside and outside the classroom. For all alternate instructional delivery methods, laboratories, or independent studies the credit hour represents an equivalent to the minimum requirement for classroom instruction. Online courses are conducted 100% online (with the exception of a possible optional in-person orientation). Courses are considered to be hybrid if 20% (equivalent to three weeks of classes) or more of the course is online. Summer sessions meet the required instructional hours per credit in the compressed time frame of a shorter session.

Class Attendance

Marywood University affirms all learning experiences that lead to responsible self-direction on the part of students. The purpose of attendance regulations is to support each student in sharing the exchange of ideas that occurs only within the classroom. Therefore, Marywood encourages all students to attend class regularly and urges all professors to

establish attendance and participation requirements for each course they teach.

Course attendance requirements will be clearly specified and communicated to the students in the course syllabus. Abuses of attendance policies will be referred to the appropriate department chair and dean.

Absence Policy

Marywood University believes that participation in extra-curricular and co-curricular activities are an integral part of a student's education, in addition to classroom-based learning. Students are expected to attend all scheduled class meetings. However, the University and its faculty members recognize that there are legitimate and verifiable circumstances, referred to as University-sanctioned events that may cause students to occasionally be absent from class or fail to participate in a scheduled class activity.

University-sanctioned events include, but are not limited to, intercollegiate athletics, music ensembles, performing arts events, student government, professional conferences, study abroad, and the like. Extenuating Non-Academic absences include other valid excuses for missing class, including, but not limited to, family illness or death, jury duty, military commitments, personal problems, religious obligation or unforeseen circumstances (e.g., automobile accident).

Students are responsible for planning their schedules to avoid excessive conflict with course requirements. If there are University-sanctioned events, students are responsible for communicating with faculty members prior to planned absences. Faculty members are asked to provide students participating in these university-sanctioned activities with reasonable accommodations for classes, exams, and quizzes, as these would be considered excused absences. It is also the student's responsibility to fulfill the requirements of the missed class work in a timely manner. The student will be held accountable for the material covered in all classes, whether or not s/he is able to attend.

When applicable, students are expected to inform faculty of foreseeable absences with as much advance notice as possible.

In the case of an unplanned absence, students must notify the faculty member as soon as possible. In situations where advance notice is not possible, the faculty member may request that students provide documentation to support their absence to the Retention and Advising Office for

verification. In cases when extenuating circumstances may not be able to be documented, faculty members will use their best judgment to evaluate the student's reason for absence. Marywood University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable.

Ultimately, the faculty member determines the student's grade. Students dissatisfied with the outcome may appeal by following the steps outlined in the "Grade Appeals" policy.

Academic Standards

A student must attain a cumulative quality point average (QPA) of 2.00 to satisfy degree requirements. A minimum of 2.33 is required in one's major. Some major programs require a higher QPA. Individual program descriptions provide specific information.

Good Standing

A student is in good standing when his/her cumulative quality point average is at least 2.00.

Semester Warning

Whenever the quality point average for a semester is less than 2.00, but the cumulative quality point average is 2.00 or better, the student will be warned.

Probation

A student will be placed on probation if a QPA of 1.00 is not achieved in any given semester or whenever his/her cumulative quality point average falls below 2.00. Probation is temporary; it is, therefore, not included in the student's academic record.

The consequences of being on probation include:

1. academic dismissal after one semester on probation, if the student's QPA does not improve significantly;
2. possible required reduction in credit load;
3. ineligibility to participate in varsity athletics;
4. ineligibility to hold office in Student Government;
5. loss or reduction of financial aid.

Major Warning

A student will be placed on major warning if the quality point average in his/her major program falls below the 2.33 minimum (some majors require a higher QPA). A first-semester student's quality point average is the same as his or her cumulative quality point average.

Continued Probation

If a student's cumulative quality point average increases and, though still below 2.00, indicates possibility to attain the standards required for graduation, the student may be continued on probation for another semester.

Dismissal

Upon recommendation of the Grades and Academic Standing Committee, the appropriate dean will dismiss:

1. a student who fails to improve her/his cumulative quality point average at the end of a semester or more on probation.
2. a student whose cumulative quality point average increases, though still remaining below 2.00, if the student's academic record indicates little potential for attaining the academic standards required for graduation. (Academic dismissal is recorded on the student's academic record.)
3. a student who has had previous but not consecutive semesters on probation.
4. a student who fails to achieve a 1.00 in any two semesters.
5. Students may also be dismissed for other academic reasons, such as academic dishonesty.

Undergraduate Grading System

The grading system adopted by the University is as follows:

Quality Points

Excellent

A	4.00
A-	3.67

Good

B+	3.33
B	3.00
B-	2.67

Average

C+	2.33
C	2.00

Poor, but Passing

C-	1.67
D+	1.33
D	1.00

Failing

F	0.00
F*	0.00 (Unofficial withdrawal; failure to resolve "I" or "X" grade)

Not Figured in QPA

I	Incomplete
W	Withdrew officially
WP	Withdrew officially with passing grade
WF	Withdrew officially with failing grade
X	Temporary delay in reporting final grade
S	Satisfactory
U	Unsatisfactory
AD	Audit

The standing "Incomplete" (I) is given to a student who has done satisfactory (C or better) work in a course but has not completed the course requirements because of illness or some other emergency situation. The student must submit to the course instructor a written request for the grade "I." (Forms are available at the Office of Academic Records.) A faculty member is not permitted to assign "Incomplete" unless the student has requested it and is eligible under the above conditions. An "Incomplete" in a course taken for credit must be resolved within one month after the opening of the following semester or the grade becomes a permanent "F*" or "U." The student is

responsible for making satisfactory arrangements with the teacher for completion of course requirements. After an "Incomplete" has been changed to a failing grade, a student must retake the course concerned to obtain credit.

The "X" indicates that credit for the semester work in the course is withheld pending completion of course requirements. Unlike the "I," the "X" is initiated by the faculty member or, in certain circumstances, the registrar. The student will be given an opportunity to complete the final examination or project provided there is a valid reason for the delay. Lack of academic effort does not constitute a valid reason. The "X" grade must be resolved in the same manner as an "I."

The standing "Failure" (F or F*) indicates that the student has not obtained any credit for the semester's work. If it is a required course, it must be repeated.

Any grade, including "F" and "F*," is retained on the student's record, but is removed from the computation of the QPA when a student retakes the same course at Marywood and earns a higher grade in the retake. However, a student may retake a course only once.

Midterm Deficiency Grades

Each semester is divided into two quarters. At the end of the first quarter, faculty submit grades for undergraduate students whose work at that point is deficient in the "D+," "D," "F" or "U" range. The purpose of these grades is to help students avoid failure or unsatisfactory grades by informing them of the need to improve the quality of their work before final course grades are issued. Deficiency grades are NOT calculated into a student's QPA.

Student Status**Classified Students**

Students who have applied to and have been formally admitted by the Office of University Admissions to pursue a degree program are classified as follows:

First-year students	0-29 credits completed
Sophomores	30-59 credits completed
Juniors	60-89 credits completed
Seniors	90 or more credits completed

The status of matriculating students is indicated by the name associated with the number of credits earned.

Non-Matriculating Students

Non-matriculating students may be taking courses for personal enrichment, transfer credit, and other non-degree purposes or in special educational programs offered through the University. These students are typically limited to a total of 12 undergraduate credits.

Confidentiality of Student Records

Marywood University intends to comply fully with the Family Educational Rights and Privacy Act of 1974 as amended. This act was designated to protect the privacy of educational records, to establish the right of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A policy statement explains in detail the procedures used by Marywood for compliance with the provisions of the act. Copies of the policy statement can be obtained at the Office of the Registrar or accessed on the University website.

Students with Disabilities

The Office of Student Disability Services assists Marywood University in ensuring that qualified students with disabilities are afforded and given access to the same or equal educational opportunities available to other University students, as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. For more information, please contact the Office of Student Disability Services.

Academic Records

A student who believes that an error has been made in assignment of a grade must initiate immediate contact with the instructor of the course; any changes made by the faculty member must be made within 90 days of the end of the semester for which the grade was assigned, or in the case of resolution of an "I" or "X" grade, within 90 days of the filing of that grade. The student is responsible for reporting in writing to the Office of Academic Records any other error on the academic record within 30 days after a grade or other academic record report is available to the student. Marywood University will not be liable for unreported errors on student records.

Academic Appeal

Students with sufficient cause to file an academic appeal

should initiate the process according to the procedures established for such action. Academic Appeals procedures are available from all department offices and in the Offices of the Deans. Grade appeals must be made within 60 days of the end of the semester in which the grade was assigned or the grade was filed with the Registrar.

Academic Honesty

The Marywood University community functions best when its members treat one another with honesty, fairness, and trust. The entire community, students and faculty alike, recognize the necessity and accept the responsibility for academic honesty. Students must realize that deception for individual gain is an offense against the entire community. Cheating and plagiarism are behaviors destructive of the learning process and of the ethical standards expected of all students at both the graduate and undergraduate levels.

Students have a responsibility to know and adhere to the University's Academic Honesty policy. Violations of this academic honesty statement or the intent of this statement carry consequences. University procedures for investigation of alleged violations of this policy ensure that students are protected from arbitrary or capricious disciplinary action. Initial sanctions for violations of academic honesty ordinarily are determined by the course instructor. The faculty member will employ a range of sanctions, from a minimum of a failing grade for the specific coursework in which the infraction occurred to a maximum of a failing grade for the entire course. If necessary, the chairperson and/or academic dean may become involved in investigating the allegation of academic dishonesty and the determination of sanctions.

The faculty member will file a report with the office of the Provost, with copy to the faculty member's department chairperson and the student's academic dean. The academic dean will send the student written notification of the report filed by the faculty member. An academic dean may choose at any time to inform the Senior Director of Student Conduct and Residence Life of charges of academic dishonesty for adjudication in the University conduct system. Likewise, a member of the University community may submit a conduct report against a student, group of students, or student organization for alleged violations of the Academic Honesty policy to the Senior Director of Student Conduct and Residence Life, who will inform the appropriate academic dean for possible adjudication.

The Provost will maintain a register of established cases of academic dishonesty in order to identify an individual

student's pattern of violation. Two established cases of academic dishonesty will result in suspension from the University; three established cases will result in dismissal.

In a case in which the student is involved with violations of both academic and conduct policies from the same incident, the Senior Director of Student Conduct and Residence Life and the cognizant Academic Dean of the college or school in which the student is enrolled will confer regarding sanctions to assess their academic impact and to assure that a consistent message is communicated to the student.

Definition

Cheating

Defined as but not limited to the following:

1. having unauthorized material and/or electronic devices during an examination without the permission of the instructor;
2. copying from another student or permitting copying by another student in a testing situation;
3. communicating exam questions to another student;
4. completing an assignment for another student, or submitting an assignment done by another student, e.g., exam, paper, laboratory or computer report;
5. collaborating with another student in the production of a paper or report designated as an individual assignment;
6. submitting work purchased from a commercial paper writing service;
7. submitting out-of-class work for an in-class assignment;
8. changing grades or falsifying records;
9. stealing or attempting to steal exams or answer keys, or retaining exams without authorization;
10. submitting an identical assignment to two different classes without the permission of the instructors;
11. falsifying an account of data collection unless instructed to do so by the course instructor;
12. creating the impression, through improper referencing, that the student has read material that was not read;

13. artificially contriving material or data and submitting them as fact;
14. failing to contribute fairly to group work while seeking to share in the credit;
15. collaborating on assignments that were not intended to be collaborative.

Plagiarism

Defined as the offering as one's own work the words, sentence structure, ideas, existing imagery, or arguments of another person without appropriate attribution by quotation, reference, or footnote. It includes quoting, paraphrasing, or summarizing the works of others without appropriate citation. No claim of ignorance about the nature of plagiarism will excuse a violation.

Procedures

The student has a right to appeal sanctions resulting from academic dishonesty. A student who decides to file a formal grievance must submit the request in writing to the departmental chair or the dean. This is ordinarily done within thirty working days of the date an alleged incident occurred or a problem began. The necessary form is available from the Academic Dean of the college or school where the alleged problem occurred. The Provost is the final recourse in the academic appeal process.

Transcripts

A transcript is issued only upon the written request of the student. A transcript form (or letter) should be submitted for each transcript requested. Request forms are available at the Office of Academic Records and on the Registrar's web page.

An official transcript (one bearing the University seal) is normally sent directly to the school district, business, etc. indicated by the student. An unofficial student copy may be sent directly to a student upon request. A fee is charged for each transcript.

Marywood University will not forward the transcript of any student who has a financial indebtedness to the University.

Registration Procedures

Prior to a student's first semester at Marywood, a faculty or professional staff advisor assists the student by the preparation of his/her first schedule.

Continuing students receive registration information prior to each session and schedule an appointment with their academic advisors before registering online or at the Office of Academic Records.

Changes in Student Schedules

At the beginning of each semester there is a scheduled period during which a student may withdraw from courses and receive a refund. The student may be admitted to another course or change from audit to credit status during the first academic week of a semester. A student should consult with his/her academic advisor before adding or dropping a course. Schedule change forms are available at the Office of Academic Records and on the University website, or the student can process the change using the online MarywoodYou portal registration system. Procedures and relevant dates are published by the Registrar.

Withdrawal from Courses

Students may withdraw from full semester courses at any time during the semester up to the deadline as scheduled in the institutional calendar. The specific withdrawal deadline date is published each semester. Courses which do not follow regular session parameters will have different withdrawal dates. A student who discontinues attendance in a course without officially withdrawing will receive an “F*” in that course.

Note that a student who accesses an online course on or after the first day of the term is considered to have attended the course. Exception: For courses which begin earlier than the term start date logging in on or after the class start date constitutes attendance.

Undeclared Student Status

Students admitted to Marywood University, who are undecided about their major field of study or who, at the time of admission to the university, do not meet the admission standards of the desired major will be categorized as undeclared. Undeclared status is not a major and students cannot receive a degree in this category.

Students admitted as undeclared, with a specific interest

will be assigned to a faculty advisor within the department of the area of interest. Students accepted as undeclared, with an unspecified area of interest will be advised by specially trained professional staff in the Office of Retention and Advising. These advisors will assist students in developing an individualized academic plan which includes the utilization of liberal arts core courses to expose students to various areas of study. Introductory courses in an area of interest are also encouraged.

It is advisable for students to declare a major early in their university experience. It is recommended that first year students declare a major by the completion of 32 credits or the end of their first year. It is recommended that transfer students declare a major by the completion of 16 Marywood credits. Postponing the declaration of a major can delay degree completion. In addition, financial aid can be affected if degree programs are not completed within an appropriate time frame.

In order to declare one’s major, a Change of Primary Goal form should be obtained from the Academic Records Office or on the Marywood website, completed, and returned to that office.

Change of Major

Students are registered for the major reflected on the online Student Information System. Those who wish to change majors must complete the appropriate form, obtained at the Office of Academic Records or online. Students are required to obtain the signature of the chairperson(s) of the department(s) involved.

Leave of Absence

Matriculating students who will not be registered for Marywood credit during a given semester (fall/spring) should apply for a leave of absence. This includes:

1. students who officially withdraw from courses but plan to resume their education at Marywood within two years;
2. students who obtain credit from another institution in conjunction with a Marywood program;
3. students who for any other reason will not be registered at the University for a semester or more.

Upon formal approval of the leave, a specific termination date by which a student must either enroll again or request an extension is assigned. A leave of absence, including extensions, is not given for more than two years. A student who does not enroll by the end of the leave of absence is

considered to have voluntarily withdrawn from the University. The maximum of two years allowed on leave of absence applies even when those sessions are not consecutive.

Forms for leave of absence are available online.

Withdrawal from the University

To withdraw from the University, a student must complete an official withdrawal form available online.

Absence from class does not constitute notice of withdrawal. A student who discontinues attendance in classes without an official withdrawal will receive a grade of "F*" in all subjects concerned.

A former student may request reactivation within two years after withdrawal. After two years it is necessary to reapply to the University through the University Admissions Office. The catalog which is current at that time will apply and previously earned academic credits will be evaluated in light of their age and applicability to the current curriculum.

Academic Honors

Deans' List

Twice a year, the Deans' List is announced. The Deans' List is based on semester QPA. To merit Deans' List, a matriculating student must attain a quality point average of 4.00 to 3.50 on 12 or more *graded* credits. Part-time students may be considered upon accumulation of 12 or more graded credits. Any student with an "I," an "X" or "U" grade on her/his semester record is not eligible.

Honors at Commencement

General

The degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Social Work, Bachelor of Science in Nursing, Bachelor of Fine Arts, Bachelor of Business Administration, Bachelor of Environmental Design in Architecture, Bachelor of Interior Architecture, and Bachelor of Architecture are awarded in three grades of honor:

With distinction, cum laude

3.50 - 3.74 cumulative QPA

With high distinction, magna cum laude

3.75 - 3.89 cumulative QPA

With highest distinction, summa cum laude

3.90 - 4.00 cumulative QPA

These distinctions are awarded on the basis of the student's cumulative average in all subjects. For students attending Commencement in May, any and all honors are determined on grades from the preceding semester. Students entering with advanced standing from other colleges and universities are not eligible for these honors until they have completed at least 42 credits at Marywood University (or 30 credits if entering under an articulation agreement.)

Medals

Kappa Gamma Pi Medal for General Excellence

Established by Scranton Chapter of Kappa Gamma Pi, National Catholic College Graduate Honor Society.

Saint Luke Medal for Excellence in Art

Founded by Helen E. Leonard in memory of Mary E. Barrett.

Anna and James Foley Medal for Excellence in Art Education

Established by Sister Ave Maria Foley, IHM in honor of her parents and brother.

Sister Maria Laurence Maher, IHM Medal for Excellence in Biological Studies

Founded in memory of Sister Maria Laurence Maher, IHM by her family.

Thomas and Norah Clarke Medal for Excellence in Business

Founded by the Clarke family in memory of their parents, Thomas and Norah Clarke.

Philip E. Mulry Medal for Excellence in Chemistry

Founded by the Mulry family in memory of Philip E. Mulry, Sr.

Lynett Medal for Academic Distinction in Communication, Arts, and Sciences

Founded by the late E.J. Lynett in memory of his wife, Ellen Ruddy Lynett.

Margaret T. Lunney Medal for Outstanding Performance in the Study of Communication Sciences and Disorders

Founded by Miss Dorothy R. McNulty in honor of her friend, Miss Margaret T. Lunney.

J. Harold Brislin Medal for Distinction in Creative Writing

Founded by Gene Brislin, in memory of her husband, J. Harold Brislin, a Pulitzer Prize winner.

- Edward Gayeski Medal for Excellence in Design
Founded by Mrs. Alba Lori Gayeski, in memory of her husband, Edward Gayeski.
- Rosemary Carroll Kazimer Medal for Excellence in Elementary Education
Founded by Dr. Mary Louise Keeney in honor of Mrs. Kazimer.
- Sister Regina Barrett Medal for Excellence in Early Childhood Education
Established in honor of Sister Regina Barrett, IHM by Superintendent Patricia C. Leamy.
- Dr. Wanda Persichetti Medal for Excellence in Foreign Language
Founded by friends of the late Dr. Wanda M. Persichetti.
- C. Norman Shaffer LL.D. Medal for Nutrition and Dietetics
Founded by Mrs. C. Norman Shaffer, in memory of Sister Mary of the Sacred Heart Walsh, IHM and Sister Margaret Mary Howley, IHM.
- Barrett Medal for Outstanding Service and Scholarship in the Field of Legal Studies or Criminal Justice
Founded by Sigma Pi Mu in honor of Dr. John W. Barrett.
- Tama Medal for Excellence in Mathematical Studies
Founded by Mrs. Margaret Mary Tama Hovell '63 and Dr. Judith Tama Page '70, in memory of their parents, John and Margaret Tama.
- Sister M. Clare Kelley, IHM Medal for Excellence in Music
Founded in memory of Sister M. Clare Kelley, IHM by friends, alumnae, and former music students of Marywood University
- Mary Grace Loughney Flynn '39 Medal for Excellence in Music
Established by Sister Elizabeth R. Loughney, IHM.
- Nemotko Medal for Distinction in Nursing
Founded by Mrs. Anthony J. Nemotko in memory of her husband, Anthony J. Nemotko.
- Mary Pace Medal for Excellence in Philosophy
Founded by the Reverend William J. Pace in memory of his mother, Mary Pace.
- Thomas J. Keenan, M.D. Medal for Excellence in the Undergraduate Physician's Assistant Program
Established by Mrs. Mary Keenan Hecht in honor of her brother, Thomas J. Keenan, M.D.
- Sister M. Charitas Loftus, IHM Medal for Excellence in Poetry
Founded by Jemille A. Zaydon, friends, and alumni.
- Sister M. Sylvia Morgan, IHM Medal for Excellence in Pre-Medical Studies
Founded by Elizabeth Young Arvad, M.D.
- Medal for Excellence in Psychology
Founded by the Psychology Club in honor of Sister M. St. Mary Orr, IHM and Sister M. Bernardina McAndrew, IHM.
- Czachor Medal for Distinction in Religious Studies
Founded by the Czachor family of Archbald, Pennsylvania
- Sister M. Immaculata Gillespie, IHM Medal for Excellence in the Secondary Education Program
Founded by Elizabeth Young Arvad, M.D.
- Jenkins-Colis Gilroy Medal for Excellence in Undergraduate Social Work
Founded by BSW students in memory of Brian Jenkins, Class of 1979 and Patricia Colis Gilroy, Class of 1976.
- Jordan Medal for Excellence in the Social Sciences
Founded by the Misses Jordan in memory of their brother, the Reverend Richard D. Jordan, J.C.L.
- Margaret Ruddy Dougherty Medal for Academic Excellence in Special Education
Founded by Regina, Edward, William Fahey, and Mary Fahey McGarry.
- Sister Davidica Kildea, IHM Medal for Excellence in Voice
Founded in memory of Sister M. Davidica Kildea, IHM by the Kildea family.
- Dolores M. Ackourey Medal for Excellence in Leadership and Human Relations
Founded by Mr. and Mrs. William P. Ackourey in memory of their daughter, Dolores.
- Sister M. Eva Connors, IHM Peace Medal
Founded in memory of Sister M. Eva Connors, IHM.
- Sister M. Margrete Kelley, IHM Medal for Distinction in Service
Founded by Anna G. Kirby in memory of her sister, Sister M. Margrete Kelley, IHM.

Judith Piznar '90 Medal for Leadership and Service to Youth

Founded in memory of Judy Piznar by her parents, Robert S. and Catherine Piznar.

Robert E. Quinnan Medal for Distinguished Service in the Alphonsian and IHM Tradition

Founded by Mrs. Catherine G. Quinnan in memory of her husband

Admission Information

Marywood University accepts applications for admission as an undergraduate student for both fall and spring academic semesters. All prospective undergraduate students seeking an academic challenge and a supportive environment who wish to enroll as first year students, or who wish to transfer academic credit from another college or university, are encouraged to apply. Online applications may be completed through our website (www.marywood.edu/admissions) or the Common Application (www.commonapp.org). Each application is carefully evaluated with guidelines developed by the Undergraduate Admissions Committee. The Admissions Committee meets regularly during the academic year, and candidates are normally informed of an admission decision within 1–2 weeks after an application becomes complete. Prospective students with questions about applying for admission or financial aid can contact the Office of University Admissions at 570-348-6234 or yourfuture@marywood.edu.

Application for Admission as a First-Year Student

Most students enrolling in Marywood as first-year students in the fall semester are recent secondary school graduates and apply for admission between the completion of the junior year in high school and before completion of the senior year. Marywood's Office of University Admissions operates on a rolling admissions basis which means applications are accepted at any time.

Marywood encourages applications for admission from individuals who have been away from formal education for an extended period and have decided to continue their education. Applications from these persons are welcome at any time and provide a basis for an Undergraduate Admissions Counselor to offer guidance.

Basic Items Required for an Application for Admission

Each person who wishes to enroll in an undergraduate degree program completes and submits to the Office of University Admissions a Marywood application for admission. Applications submitted online do not require an application fee. A check or money order in the amount of the nonrefundable application fee, made payable to Marywood University, should accompany the paper version of the application. Any fee waiver requests must be attached to the application in lieu of the required fee. In addition, the candidate is responsible for the submission of

the following to the Office of University Admissions:

- An official transcript which reflects all course work in which a person has enrolled in secondary school and/or in a postsecondary institution. The secondary school transcript should indicate the person's cumulative GPA.
- One letter of recommendation from a candidate's school counselor. We also welcome a letter from a teacher, friend, family member or a person familiar with the candidate's background/work.
- Official scores from the College Board's SAT or from the American College Testing Program's ACT. The candidate should take the SAT or the ACT in the spring of the junior year and/or in the autumn/winter of the senior year. Test scores should be sent directly to Marywood by the testing agency.
- An official report of the scores from the General Education Development Test (GED), if applicable.
- A personal statement consisting of at least 250 words on one of the topics provided by the Common Application. Please see the Admissions website for more information regarding topics.

If the primary language of the candidate is not English and previous formal education was not in English, and official score report of the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson Test of English (PTE Academic) is required.

Candidates are invited to visit the campus. An admission interview is not required but is strongly encouraged because it provides an opportunity to explore the candidate's interests and the University's programs, as well as tour Marywood's facilities and learn about student life and academic support services.

Academic Preparation and Assessment of Other Special Talents

Candidates for admission should demonstrate reasonable progress toward graduation in an accredited secondary school, have graduated from a secondary school, or offer evidence of a level of knowledge equivalent to a secondary education.

Each candidate should show satisfactory academic

preparation in 16 units of subject matter:

- 4 units of English
- 3 units of social studies
- 2 units of mathematics
- 1 unit of science with laboratory
- 6 additional units to fulfill graduation requirements

In addition to fulfilling general admission requirements, candidates for admission to a degree program in Architecture, Art, Communication Sciences and Disorders, Music, Nursing, and pre-Physician Assistant must meet special standards established by each department or program. Prior to enrollment in the Departments of Music or Art, candidates are required to audition on a major instrument or to present an art portfolio. The Office of University Admissions can provide information about these special requirements. Candidates should contact the chairperson of the appropriate departments directly early in the admission process.

Early Admission

Under Marywood's Early Admission Plan, well-qualified students may enroll in the University after the completion of their junior year of high school if they have completed all the high school units required for admission and offer evidence of the maturity necessary to perform well in a university environment. A candidate must have the recommendation of the secondary school principal.

Enrollment with a Limited Academic Schedule

Candidates who do not meet all standard admission requirements may be offered conditional acceptance to the University. Students accepted under this status are limited to no more than 12-14 credits per semester until they achieve a minimum QPA of 2.00 in 12 or more graded credits. These students will also be reviewed by the Grades and Academic Standing Committee each semester until achieving the minimum QPA. If the student does not demonstrate a sufficient level of academic achievement, s/he may be dismissed from the University.

Deferred Enrollment

Candidates offered admission who wish to defer enrollment for one or two semesters, should notify in writing the Director of University Admissions of their intentions on or before May 1 or another designated reply date, depending upon the semester of enrollment. Students requesting a deferral beyond one year, or who have

previously had their application deferred from another semester, will be required to submit a new application.

Transferring from another College

A student who demonstrates satisfactory academic performance at another college or university may apply for admission as a transfer student. Academic courses presented for transfer should be equivalent to courses required by the programs of study at Marywood. A student must earn a minimum of 42 credits at Marywood; at least one-half of the credits required for a major must also be earned at Marywood. Individuals interested in particular academic departments should read about programs and policies in the appropriate sections in this catalog.

A candidate for admission as a transfer student is responsible for the submission of the following items to the Office of University Admissions in order to complete an application for admission:

- An official final high school transcript,
- Official transcripts from ALL colleges or universities that the candidate has attended,
- At least one letter of recommendation,
- An official score report from the General Education Development Test (GED), if applicable.
- A personal statement consisting of at least 250 words on why the applicant wishes to pursue the intended major.

If the primary language of the candidate is not English and previous formal education was not in English, and official score report of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is required.

International Student Admission

Prospective students who are citizens of other countries, whether they are or have been enrolled in a school in the United States or abroad, are welcome at Marywood and should contact the Office of University Admissions for special guidance. International candidates are required to meet the academic standards for admission, demonstrate proficiency in the use of the English language, include a copy of their passport, and submit documentation of sufficient funds to cover educational and living expenses for the duration of study.

To certify English proficiency, candidates whose primary language is not English must take the Test of English as a

Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson Test of English (PTE Academic) and submit to Marywood an official report of test results. Information about the examination may be obtained by contacting:

TOEFL Services Educationa l Testing System P.O. Box 6151 Pasadena, CA 91130, USA Phone: 1- 443-751- 4862 Web: www.ets.o rg	IELTS International 100 East Corson Street, Suite 200 Princeton, NJ 08541-6151, USA Web: www.IELTS.o rg	Pearson Language Testing80 Strand London WC2R 0RL United Kingdom Web:www.pearsonpte.c om
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Additionally, international applicants must submit transcripts of all college-level coursework that has been completed and other documentation as required to support the application. Marywood conducts an Intensive English Program (IEP) to assist those whose first language is not English.

International Baccalaureate

Marywood recognizes the strength and diversity of the International Baccalaureate (IB) Program and accords special consideration on an individual basis for students presenting IB Credentials. To receive University credit, students who take the higher-level IB examinations must request that their scores be sent to Marywood. Upon receipt of the scores, an evaluation for credit will be performed. Students will be notified in writing of the results of that evaluation.

Final Transcripts

Admitted freshmen must submit a final high school transcript following completion of all high school course work prior to the start of the fall semester. Admitted transfer students currently enrolled in classes at another institution at the time of acceptance must submit a final transcript showing grades assigned. Failure to do so may result in dismissal from Marywood.

Acceptance to Marywood is based upon information contained in transcripts and other materials accompanying

the application. If transcripts are submitted following acceptance (final high school or college transcripts), and those transcripts show academic achievement below the achievement the original acceptance was based upon, Marywood reserves the right to modify or revoke the offer of acceptance. Any fees paid to date will be non-refundable.

Special Opportunities

Reserve Officer Training Programs (ROTC)

Marywood students can participate in the Army or Air Force Reserve Officers Training Programs sponsored by local institutions. There are significant scholarship opportunities for students who choose to participate in ROTC programs. There is also leadership training, worldwide adventure opportunity, and the career path to commissioning as a military officer. Students desiring more information should contact the program of their choice directly.

Momentum: An Opportunity for High School Students to Accelerate

Momentum is a special college acceleration program that provides qualified high school juniors and seniors with the opportunity to earn college credits and experience college life while completing requirements for high school graduation.

Students may choose from a wide range of undergraduate courses. These courses are offered at a reduced tuition rate and may be available on campus or online.

Students must be in the top half of their class, meet minimum QPA requirements and submit the following:

- completed application form
- official high school transcript
- recommendation from guidance counselor and appropriate teacher.

Contact the Office of University Admissions for further information at 570-348-6234.

Basic Financial Information

Marywood University is committed to providing the highest quality education at an affordable price. Approximately 98 percent of our students receive some type of undergraduate financial aid in the form of scholarships, grants, loans and/or student employment.

Tuition and Fees

The official complete listing of tuition and fees can be found on the Cashier's Office page on Marywood's website www.marywood.edu/cashier.

The University reviews its fees annually and reserves the right to adjust fees when necessary.

Room and Board

Information on room and meal plans is available from the Office of Housing and Residence Life. Costs for room and meal plans are reviewed annually and can be found in the "Financial Facts for Students" brochure available from the Admissions Office or on the Cashier's Office page on the Marywood website.

Other Fees

Other fees are assessed relating to academic program requirements such as nursing fees, aviation flight and private music lessons. Additional fees are also assessed for transcripts, graduation, student teaching, and for courses requiring special materials, equipment, or services.

Payment Terms, Deferment Options, and Refund Policy

Ordinarily, payment for each semester's expenses is due approximately three weeks before the first day of classes.

All students are required to make full payment of all expenses by the specified due dates or at registration, whichever occurs later, unless an application is made for the monthly automatic payment plan or Employer Deferment option by dates specified by the Cashier's Office.

Further Information

Details regarding payment terms, deferment options/payment plans, current fees, and the official refund policy can be found on the Cashier's Office page on Marywood's website, www.marywood.edu/cashier, and is available on request from the Office of University

Admissions, 570-348-6234.

Financial Assistance

Marywood University offers a comprehensive program of financial aid to assist students in meeting educational costs. Eligibility for federal and state-funded programs is based upon demonstrated financial need. In determining financial need, a federal eligibility formula is used to analyze family income and assets. In addition, the University also awards scholarships/grants from institutional sources on the basis of academic merit, without regard to financial need. Accepted students at Marywood University are considered for all financial assistance programs for which they qualify. 99 percent of incoming first-time students receive some type of financial assistance. Over \$32,000,000 in institutional aid is awarded each academic year to Marywood students.

University-Funded Programs

Marywood University President's Scholarships

Both freshmen and transfer students are eligible for consideration for these awards. Marywood University President's Scholarships are awarded to students with exceptional academic achievements. Marywood University utilizes a number of factors when evaluating admissions applications, including SAT or ACT scores, high school performance, and types of courses completed.

Marywood University Trustees' Scholarships

Both freshmen and transfer students are eligible for consideration for these awards. Marywood University Trustees' Scholarships are awarded to students with exceptional academic achievements. Marywood University utilizes a number of factors when evaluating admissions applications, including SAT or ACT scores, high school performance, and types of courses completed.

Marywood University Founder's Scholarships

Both freshmen and transfer students are eligible for consideration for these awards. For transfer students, performance on the postsecondary level is taken into consideration.

Marywood University Deans' Scholarships

Both freshmen and transfer students are eligible for consideration for these awards. For transfer students, performance on the postsecondary level is taken into consideration.

Marywood University Success Awards

Both freshmen and transfer students are eligible for consideration for these awards. For transfer students, performance on the postsecondary level is taken into consideration.

Marywood University Opportunity Awards

First-time freshmen are eligible for consideration.

Talent Awards

Awarded to students who demonstrate outstanding proficiency in music or art and who plan to major in one of these areas at Marywood. Talent is demonstrated through evaluation of an art portfolio or music audition. Evaluations must be completed by the published date.

Maxis/Gillet Service Awards

The University grants service awards to incoming students who have demonstrated outstanding service to the community during their high school years and have a commitment to continue that service while enrolled at Marywood. To be considered for this award, the applicant must be accepted for admission and complete the Maxis/Gillet Service Award Application by the published date. For more information, contact the Office of Campus Ministry at 570-961-4723 or visit marywood.edu/maxis-gillet.

Marywood University Grants

Based on financial need as determined by the Free Application for Federal Student Aid. They may be adjusted annually based on a student's/family's financial situation. Grants do not have to be repaid.

Scholarships for Transfer Students

In addition to the scholarships listed above, transfer students also qualify for:

Phi Theta Kappa Scholarships

Awarded to transfer students who are members of this International Scholastic Order of two-year colleges. A minimum transfer GPA of 3.50 is required for

consideration for this scholarship as well as an earned associate degree. The student must enroll at Marywood immediately upon graduation from a two-year college. Proof of PTK membership is required. This scholarship is renewable if the recipient maintains a minimum of a 3.00 cumulative GPA at Marywood University. Part-time students are not eligible for this award.

Federal/State Funded Programs

Marywood participates in all established programs of federal/state financial aid, which includes the following: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Direct Student Loans, and Federal Work-Study Programs. Parents can borrow under the Federal Direct Parent Loan (PLUS) Program.

Students who are residents of Pennsylvania can apply for the (Pennsylvania Higher Education Assistance Agency) PHEAA State Grant; residents of other states can apply through their respective State Higher Education Assistance Agency for state grant/scholarship consideration. Students should also investigate other scholarships/grants available through local, civic, religious and fraternal organizations, as well as Veterans Benefits or Office of Vocational Rehabilitation (OVR) funds, if eligible. Students are personally responsible for contacting these agencies directly.

Financial Aid Application Procedures

To apply for any type of financial assistance at Marywood University, freshmen and new transfer students must:

1. Apply for Admission
2. The preferred filing date for the Free Application for Federal Student Aid (FAFSA) is **November 15** (fall semester entry) or **December 1** (spring semester entry). The application can be accessed online at www.fafsa.ed.gov.

All federal, state and need-based financial aid is awarded on an academic year basis only. Using the FAFSA, students must reapply each academic year if they wish to continue receiving such assistance. The Federal School Code for Marywood University is 003296.

The preferred filing date for returning students is usually **April 15**. If one misses the preferred filing date (either for incoming freshmen/transfer students or returning), certain funds may not be available.

Satisfactory Academic Progress

In compliance with federal laws, financial aid recipients must make satisfactory academic progress each academic year according to standards established by the federal/state governments. Marywood University's Satisfactory Academic Progress Policy is available on the Financial Aid Office website at http://www.marywood.edu/fin_aid/eligibility/academic-progress/. Print copies are available in the Financial Aid Office.

The financial aid information listed in this catalog is current as of 2020. The University reserves the right, based upon changes in federal/state regulations and/or University policy, to revise such information when required or deemed appropriate.

Other Payment Options

TouchNet

TouchNet is a secure online student account payment system that allows the student or authorized payer(s), such as parents or guardians, to view the student account bill online, print the bill, and make online payments to their students' accounts. The TouchNet system allows for electronic payments from a personal checking or savings account, debit or credit card.

Credit card usage is limited to Visa, MasterCard, Discover, and American Express through the TouchNet Pay Path system. There will be a service fee of 2.75% added to each credit card payment. There are no fees added if paying with an electronic check.

(This fee is not associated with nor passed on to Marywood University.)

Payment Plan

Marywood University has partnered with a third-party vendor, TouchNet, to accommodate students and authorized payers who wish to make tuition payments monthly. A \$40.00 per semester nonrefundable payment plan fee will be charged for each term for which you set up a payment plan. Once you have set up a payment plan with TouchNet, any changes to your charges or financial aid awards or loans will automatically adjust your monthly payments. **This option is only available for the Fall and Spring Semesters.**

Payment by Credit Cards

Marywood University does not accept direct credit card

payments for tuition, fees, room and board. Credit card payments may be made through TouchNet's Pay Path System, as described above.

For More Information

If you would like more information about financial aid at Marywood, contact the Financial Aid Office.
Phone: 570-348-6225
E-mail: finaid@marywood.edu
Website: marywood.edu/fin_aid
Scholarship Calculator: marywood.edu/calc

Federal Student/Parent Loans

Federal Direct Student Loan/Federal Direct Parent (PLUS) Loan Programs

Students who are enrolled on at least a half-time basis (6 credits per semester undergraduate/3 credits per semester graduate) may borrow under the Federal Direct Student Loan Program to assist with educational expenses.

Undergraduate applicants who meet federal eligibility requirements will receive a "subsidized" loan whereby the interest payments will be made by the federal government until the student graduates or leaves school for any reason. Applicants who do not qualify for the federal interest subsidy as well as graduate students will receive an "unsubsidized" loan whereby the interest payments must be paid by the student. In both cases, the principal balance of the loan is deferred until the student has graduated or leaves school for any reason.

Parents of undergraduate students may borrow under the Federal Direct Parent Loan (PLUS) Program to help cover educational expenses. Under the Federal Direct PLUS Program, parents can borrow up to a maximum of the cost of attending Marywood University less any financial aid received by the student. Repayment of both principal and interest usually begins sixty (60) days after the funds are disbursed.

Alternative Loan Application Process

There are a number of lending institutions that have developed Alternative Loan programs to assist students in meeting educational costs. These Alternative Loans are in addition to the Federal Direct Student Loan and Federal Direct PLUS Loan programs sponsored by the federal government. Alternative Loan options may be explored by going to www.elmselect.com.

Borrower-Based Academic Year Policy

Marywood University uses the Borrower-Based Academic Year policy for the processing of all student loan applications. This policy is as follows:

The Borrower-Based Academic Year is individualized for each borrower and may begin at any time within the school's scheduled academic year based on the student's start date in his/her program of study. The Borrower-Based Academic Year must meet the statutory requirements of an academic year or its equivalence. Equivalence for a Borrower-Based Academic Year at a term-based school is determined in two steps:

1. The school counts the number of terms in its scheduled academic year. The total of such terms then represents the minimum number of terms that must be included in a Borrower-Based Academic Year. At Marywood University, this number is two. A summer term falling outside the normal Scheduled Academic Year may be counted as one term in a Borrower-Based Academic Year. At Marywood University, a Borrower-Based Academic Year may consist of any of the following:
 - Fall and Spring semesters
 - Summer and Fall semesters
 - Spring and Summer semesters
2. The school must include in the Borrower-Based Academic Year only those terms in which it is or was possible for the student to enroll on at least a half-time basis.

Important

Marywood University urges you to use discretion in borrowing money for college. By signing the loan application/promissory note, you are making a commitment to repay that loan. If you should default on your loan, the federal government can sue for collection, attach your wages, and/or withhold income tax refunds. In addition, your future credit rating will be affected. Therefore, borrow only those funds that are absolutely necessary for your educational expenses. All borrowers are required by Federal Law to complete an exit interview with the Office of Financial Aid prior to graduation, withdrawal, or leave of absence from Marywood University.

State Grants

Residents of Pennsylvania can apply for a PHEAA State Grant through the Pennsylvania Higher Education Assistance Agency (PHEAA), Harrisburg, PA. By completing the steps outlined under "Application Procedures" eligible students will be processed for a PHEAA State Grant and notified by PHEAA of their status. Residents of other states should follow the State Scholarship/Grant application procedures established by their respective State Higher Education Assistance Agency.

Satisfactory Academic Progress

In compliance with federal laws, financial aid recipients must make satisfactory academic progress each academic year according to standards established by the federal/state governments. Marywood University's Satisfactory Academic Progress Policy is available on the Financial Aid Office website at http://www.marywood.edu/fin_aid/eligibility/academic-progress/. Print copies are available in the Financial Aid Office.

The financial aid information listed in this catalog is current as of 2020. The University reserves the right, based upon changes in federal/state regulations and/or University policy, to revise such information when required or deemed appropriate.

Endowed Scholarships

Named Scholarships

The Abbott/McDade Endowed Scholarship was established in 2011 by Mark and Michele Abbott McDade '70 in memory of their parents for undergraduate students pursuing a degree in early childhood and/or elementary education.

The Allen-Weiss Scholarship was established in 1993 by Douglas G. and Marie Weiss Allen (Class of 1967), in honor of their parents, Willard B. and Gertrude M. Allen, and Joseph F. and Marie A. Weiss, to provide financial aid for qualified undergraduate students. Preference is given to students from Lackawanna County who are pursuing a degree in the health sciences.

The Alperin Family Scholarship was established in 1985 to provide scholarship support to undergraduate and graduate students on the basis of financial need and scholastic achievement. Preference is given to employees or children of employees of the Alperin Companies,

Lackawanna County residents, and Northeastern Pennsylvania residents.

The Frank R. Antosh Endowed Scholarship was established in 2003 by Dorothy Antosh, in memory of her husband, to provide scholarship support for students majoring in the Aviation Management Program with strong academic performance.

The Anita Appleton '40 Scholarship was established in 2002 by Anita Stone Appleton, to provide scholarship support to Lackawanna County residents. Preference is given to juniors or seniors from Lackawanna County who are majoring in accounting.

The Kathleen Baker Scholarship was established in 2003 to provide scholarship support for undergraduate students who demonstrate financial need with preference given to those who major in nutrition and dietetics.

The Kathryn Boyle Barrett '33 Scholarship was established in 1998 by Mr. and Mrs. Charles Rotert to provide scholarship support to undergraduate students in the Department of Music, Theatre, and Dance with preference to piano students.

The Katherine Mills Bartell Endowed Scholarship was established in 2007 by Peggy McLaine '70 and her sisters and family to provide financial aid for undergraduate students with preference given to first generation female students of single parents.

The Margaret "Peggy" Brennan Bermel '75 Memorial Endowed Scholarship was established in 2015 by Thomas Bermel in memory of his wife, Peggy, to provide scholarship support for full time undergraduates with preference given to female students residing in Lackawanna County.

The Fannie and Joseph Bifano Memorial Scholarship was established in 2005 by Dr. Rose Marie A. Petrucelli, to provide scholarship support to needy undergraduate students with preference given to those majoring in science.

The John Blackledge and the Mary Blackledge Hitzel '75 Endowed Scholarship was established in 2007 by John and Jean Blackledge Sweeney to provide financial aid for undergraduate students with preference given to students majoring in elementary education and/or secondary education with financial need.

The Joseph P. and Gertrude Grindel Blier '44 Endowed Scholarship was established in 2005 by the Blier, Connery, and Grindel families to provide scholarship

support to undergraduate students with preference given to those with majors in the School of Business and Global Innovation.

The Dr. and Mrs. Stanley W. Blondek Scholarship was established in 2012 by Dr. and Mrs. Stanley W. Blondek for graduate or undergraduate students with preference given to students pursuing a degree in the physician's assistant program.

The William and Marie Robilotta '51 Bowe Scholarship was established in 1997 to provide scholarship support for a needy undergraduate student demonstrating academic excellence.

The Marguerite R. Bowen Scholarship was established in 2003 to provide scholarship support to undergraduate students with preference given to students majoring in medically related studies.

The Dr. Joseph T. and Anne Ferguson Boylan Scholarship was established in 1989 by their children to provide scholarship support to qualified undergraduate students.

The Colonels Lorraine Rupp Breen '78 and Richard H. Breen, Jr. Scholarship was established in 2018 by Cols. Lorraine and Richard Breen to provide scholarship support to undergraduate students with a preference given to a junior majoring in nutrition and dietetics or a health-related field who also demonstrates community related commitment to service.

The Thomas J. Brennan Memorial Endowed Scholarship was established in 2006 by Mrs. Dawn Brennan in memory of her late husband, Thomas J., to provide scholarship support to undergraduate students with preference given to those pursuing a degree in science.

The Margaret Briggs Foundation Scholarship was established in 1995 to provide financial assistance to full-time undergraduate students on the basis of demonstrated financial need and scholastic achievement. Preference is given to residents of Lackawanna County.

The William and Elizabeth Burkavage Scholarship was established in 1986 to provide scholarship support to undergraduate students.

The Cynthia Caffrey '71 Endowed Scholarship was established in 2012 by Robert and Catherine Gilligan Quinnan in memory of the late Cynthia Caffrey to provide scholarship support to undergraduate students in the College of Health and Human Services. Preference is given to incoming freshmen who are graduates of

Lackawanna County high schools with outstanding academics.

The Caldwell Memorial Scholarship was established in 1993 by the estate of Angenette M. Caldwell to provide financial aid for undergraduate students who demonstrate financial need. Preference is given to students who are pursuing a degree in nursing.

The William and Carmel Callahan Scholarship was established in 1999 to provide scholarship support to graduate or undergraduate students with preference given to legal residents of the island of St. John, U.S. Virgin Islands.

The Reverend William J. Campbell Scholarship Fund was established in 1983 in honor of the twenty-fifth anniversary of his ordination to the priesthood. Preference is given to a student from the Diocese of Scranton.

The Jean Cavanagh '29 and Patricia Gavin Walsh '61 Scholarship was established in 2000 to provide scholarship support for undergraduate students on the basis of financial need.

The Sister Maria Walter Cavanagh, IHM Scholarship was established in 1989 to provide scholarship support, on the basis of financial need, to students in the Department of Music, Theatre, and Dance who are studying stringed instruments or conducting.

The James and Marion Clauss Scholarship was established in 1979 in honor of Sister Kathryn Clauss, IHM and Marie Clauss Acculto, to aid needy students.

The Miriam Padden Coady '63 Scholarship was established in 1999 by James M. and Miriam Padden Coady to provide scholarship support to undergraduate students majoring in Spanish or pursuing teaching certification in Spanish and is selected on the basis of academic performance and financial need.

The Michaela M. Cohan '65 Scholarship was established in 1999 by George & Laretta Rondash to provide scholarship support to undergraduate students with preference given to those majoring in theater arts.

The Sister M. Alphonsa Concilio, IHM Scholarship was established in 1996 by Jane E. McGowty '46 to provide scholarship support for undergraduate students. Preference is given to students majoring in voice.

The Patricia Godwin Condron '41 Endowed Scholarship was established in 2006 by Philip R. Condron to provide scholarship support to an

undergraduate student demonstrating financial need with preference given to those majoring in theatre.

The Congregation of Sisters, Servants of the Immaculate Heart of Mary Endowed Scholarship was established in 2002 by the Sisters to provide scholarship support to needy undergraduate students.

The Dr. Francis J. and Mary Allan Conlan Endowed Scholarship was established in 2004 by Mary K. Conlan, in memory of her parents, to provide scholarship support to needy students with preference given to those majoring in the fields of education, social science, or psychology.

The Mary Louise Egan Conway Scholarship was established in 1992 by Dr. William M. Conway in memory of his wife, to provide financial aid for undergraduate students who demonstrate financial need.

The Louis and Ernestine DeSarro Cortese Scholarship was established in 1998 by Mr. Vincent Cortese in honor of his parents to provide scholarship support to undergraduate students majoring in nutrition and dietetics.

The Louis R. and Lucy A. Costanzo Scholarship was established in 1988 to provide scholarship support to qualified undergraduate students.

The Cottone Family Scholarship was established in 1999, through a bequest by Dr. Benjamin Cottone in honor of his parents, Mr. and Mrs. Salvatore Cottone, to provide scholarship support to undergraduate students on the basis of academic performance and financial need.

The Dr. Benjamin J. Cottone Scholarship was established in 1996 by the donor to provide scholarship support to undergraduate students with preference given to those majoring in nursing.

The Elizabeth Curran Memorial Scholarship was established in 1987 to provide scholarship support to students on the basis of scholastic achievement.

The Laura A. Davis Memorial Scholarship was established in 2001 in memory of Laura A. Davis, a Marywood graduate and life-long teacher in the Scranton School District, to provide scholarship support to an incoming freshman with academic excellence who is a graduate of the Scranton School District and who plans to major in education.

The William M. Dawson Communication Arts Scholarship was established in 1997 by Dr. Geraldine Truslow Dawson and Family to provide scholarship support for undergraduate students with preference given

to those in the Communication Arts Department.

The Michael J. and Gwen Calabro Delfino Scholarship was established in 2002 to provide scholarship support to undergraduates with preference given to education majors from the upper valley area of Scranton, PA.

The Sister Espiritu Dempsey, IHM, Ph.D. Endowed Scholarship was established in 2012 by faculty, friends, and former students of Sister Espiritu Dempsey to provide scholarship support to undergraduate students.

The DeNaples Scholarship was established in 1987 to provide scholarship support to outstanding undergraduate students who have demonstrated scholastic achievement.

The Ann Celli DiMattio '87 B.S. and '93 M.S. Endowed Scholarship was established in 2007 by her husband, Christopher L. DiMattio, to provide financial aid for undergraduate students with preference given to students majoring in nutrition and dietetics.

The Monsignor William L. Donovan Endowed Scholarship was established in 2006 to provide aid for students with financial need, to support their education in undergraduate or graduate work.

The Dorothy Buss Dreby and Wallace S. Dreby Memorial Scholarship was established in 2009 by the estate of the late Dorothy Dreby to provide aid for undergraduate students with financial need, with preference given to those majoring in nutrition and dietetics.

The Christine '41 and Louise A. '44 Druffner Scholarship was established in 2000 by Louise Druffner to provide scholarship support to undergraduate students.

The Judge Ann Bender Dufficy '37 Scholarship was established in 1997 by Ann Bender Dufficy '37 to provide scholarship support for female undergraduates enrolled in the legal studies program.

The Helen T. Duffy Memorial Scholarship was established in 1988 to provide scholarship support to undergraduate students on the basis of scholastic achievement.

The John J. and Joanne M. Durkin Dunn, Sr. Scholarship was established in 1997 by the donors to provide scholarship support to undergraduate students.

The Florence D'Urso Scholarship was established in 1991 by Florence D'Urso to provide financial aid for

female undergraduate students with preference given to art, interior design and music majors.

The Nell Walsh Ealy Scholarship was established in 1996 by Eleanor Ealy '47 to provide scholarship support to undergraduate students. Preference is given to students who are residents of Carbondale, PA.

The Educational Freedom Award was established in 1991 by Joseph B. McCaffrey to provide financial aid for male and female undergraduate students. Preference is given to students graduating from parochial high schools within the Scranton area and then, if necessary, expanded to include parochial high school students within the Diocese of Scranton.

The Caroline Edwards Memorial Scholarship was established in 1988 to provide scholarship support to undergraduate students on the basis of scholastic achievement.

The Claire Ginty Edwards Endowed Scholarship was established in 2005 by John P. Sweeney, Sr. and Jean Blackledge Sweeney to provide scholarship support to needy undergraduate students with preference given to students in the Department of Music, Theater, and Dance whose major is in music.

The Michael J. Egan Scholarship was established in 1990 by Bernard A. Egan, Esquire, to provide financial aid for qualified undergraduate students with financial need.

The R. Duane Elvidge Scholarship was established in 1992 to provide financial aid for qualified undergraduate students. Preference is given to students in the Communication Arts Department.

The Monsignor John A. Esseff Scholarship was established in 2005, by family and friends in honor of Monsignor's Golden Jubilee, to provide scholarship support for needy undergraduate students with preference given to those who reside in the Diocese of Scranton.

The Tom and Jane Ferguson Endowed Scholarship was established in 2012 by the family of Tom and Jane Ferguson. Preference is given to undergraduate students who combine academic service with a passion for music, performance or dedication to the healing arts.

The Angelo & Pio Ferrario Memorial Endowed Scholarship was established in 2014 by Pia Ferrario in memory of her parents. Preference is given to undergraduate and graduate students with financial need.

The Anne M. Finnan '43 Scholarship was established in

1999 by Eugene W. Finnan to provide scholarship support to undergraduate students majoring in music.

The Anne Joyce Flanagan Class of '32 and Marie Longo Delmonte Class of '44 Endowed Scholarship

was established in 2012 by the Flanagan and Delmonte families in memory of their mother and mother-in-law. Preference is given to an undergraduate junior or senior majoring in education.

The Carolyn Reddon Flanagan '56 Endowed Scholarship

was established in 2018 by Donald M. Flanagan, Esq., to honor his wife's commitment to education and her community by supporting undergraduate students with preference given to Susquehanna Community High School graduates and residents of Susquehanna County.

The Anna and James Foley Scholarship was established in 1996 by Sister Ave Maria Foley, IHM, in honor of her parents, to provide scholarship support for needy undergraduate students. Preference is given to students majoring in art education.

The James Foley, Jr. and Dr. John W. Leahey Scholarship was established in 1996 by Sister Ave Maria Foley, IHM, in honor of her brother and uncle, to provide scholarship support to needy undergraduate students.

The Sister M. Jamesine Fraser IHM Scholarship was established in 1985 to provide scholarship support to full-time matriculating undergraduate students who major in nutrition and dietetics and who demonstrate financial need.

The Paul Fricchione Scholarship was established in 1995 by Mr. and Mrs. Patrick A. Fricchione, Sr., in memory of their son, to provide scholarship support for needy undergraduates pursuing a major in the sciences.

The Jerome F. Gaudenzi Scholarship was established in 1990 by Sandra and Paul Montrone to provide financial aid for worthy female students. Preference is given to females of Italian heritage from the Scranton area.

The Sister M. Judith Gavigan IHM Scholarship was established in 2001 to provide scholarship support for undergraduate students majoring in music.

The Edward and Alba Lori Gayeski Scholarship was established in 1993 by Mrs. Alba Gayeski in memory of her late husband, Edward, to provide scholarship support for qualified undergraduate students with preference given to those studying interior design.

The Jean D. Gerod Scholarship was established in

1995 to provide scholarship support for female undergraduate students with preference given to those majoring in the natural sciences, mathematics or computer science.

The Gerrity's Supermarkets Scholarship was established in 2018 to aid deserving undergraduate students majoring in education or business with special consideration given to qualified employees of Gerrity's Supermarkets and their eligible dependent children.

The Madelyn Solo Ghilardi Endowed Scholarship was established in 2012 in the estate of the late Madelyn Solo Ghilardi to support needy female undergraduate students with financial need.

The Carol E. Greenblatt Scholarship was established in 2000 to provide financial aid for male and female graduate and undergraduate students, with preference given to those in the School of Social Work.

The Kristy Grega Memorial Scholarship was established in 2000 to provide scholarship support for undergraduate students with a preference given to graduates of Mid-Valley High School, Throop, PA.

The John S. and Lucille Guzey Scholarship was established in 1982 to provide scholarship support to needy undergraduate students. Preference is given to students from St. Tikhon's Orthodox Theological Seminary.

The Mary S. Foran Haman '48 and Donald T. Haman Endowed Scholarship was established by Mary and Donald Haman to provide support for promising undergraduate and graduate students in need of financial assistance.

The Rudolph Hanzi Scholarship was established in 2000, by Evelyn V. McPherson, to provide scholarship support to undergraduate students with preference given to females with financial need.

The Eleanor (Yevitz) Haselhuhn '45 and the Irene (Yevitz) Kotz '47 Endowed Scholarship was established in 2004 to provide financial aid for undergraduate students with a preference given to students majoring in nutrition and dietetics.

Paul A. Henry Memorial Scholarship was established in 2004 by Dr. Ann R. Henry '73 in memory of her father, to provide scholarship support to needy undergraduate and graduate students with preference given to those studying nursing or a health-related field.

The Sabine Santin Hersh '43 Scholarship was

established in 1997 by Jack S. Hersh to provide scholarship support to undergraduate students studying music in the Department of Music, Theatre, and Dance.

The Sister Wilhelmina Hill, IHM Endowed Scholarship was established in 2015 by Dr. Midori Yamanouchi in memory of her friend to provide scholarship support for needy undergraduate students.

The Theodore U. Horger Endowed Scholarship for Artists of the Future was established in 2014 by David and Ann Hawk to engage, educate, inspire, and create artists of the future by supporting a student majoring in a program in the Department of Music, Theatre, and Dance or a program in the Department of Art.

The W. Mark and Patricia Kucab Horvath '57 Scholarship was established in 2004 by Patricia Kucab Horvath to support undergraduate students with preference given to those majoring in the School of Education or communication arts in the Multimedia Communication Department.

The Todd Houser Scholarship was established in 2003 by Dr. Thomas H. Houser, in memory of his nephew, to provide scholarship support for students majoring in any area of the music program with strong academic performance. Recommendations are made by the Department of Music, Theatre, and Dance.

The Frank and Jean Hubbard Scholarship was established in 1989 to provide scholarship support to qualified graduates of North Pocono High School.

The Randy Huester Scholarship was established in 2003 by Marie Troy Huester and Jerry Huester in memory of their son. Preference is given to a male junior or sophomore majoring in physical education.

The Mildred Hammond Hunkele Endowed Scholarship was established in 2001 to provide scholarship support to needy graduate and undergraduate students.

The Kathleen Bride Hurley '67 and J. Gaven Hurley Scholarship was established in 2018 by Kathleen and Gaven Hurley to provide scholarship support to full time undergraduate students majoring in music education who demonstrate academic achievement and financial need.

The Catherine Boylan Hussie Scholarship was established in 1988 to provide scholarship support to graduate and undergraduate students on the basis of financial need.

The JAN-65-JWN Scholarship was established in 2018 to provide scholarship support to sophomores, juniors, and seniors from Northeastern Pennsylvania who are majoring in science, education, or a health-related field and who demonstrate academic achievement and financial need.

The Kathryn M. Jenkes Endowed Scholarship was established in 2003 to provide scholarship support to qualified undergraduate students who demonstrate financial need.

The St. Joseph's Scholarship was established by Mrs. Norma Agati in 1985, in memory of her late husband, Guy, to provide scholarship aid to qualified female undergraduates who are majoring in special education and who demonstrate financial need.

The Gerard P. and Linda Joyce Scholarship was established in 1987 to provide scholarship support to outstanding undergraduate students who demonstrate scholastic achievement.

The Rose Cortese Julian Scholarship was established in 1999 by Mr. Vincent Cortese to provide scholarship support to undergraduate students majoring in English language, literature or art.

The Richard and Erin Kane Endowed Scholarship was established in 2008 to provide financial aid for undergraduate students with preference given to students from northeastern Pennsylvania.

The Kane Family Scholarship was established in 2018 by members of the Kane Family to pay tribute to the Kane Family aunts and uncles who were committed to higher education, Catholic values, and family during their lifetimes. The scholarship provides support to qualified undergraduates with financial need and gives preference to those pursuing a degree in education.

The MaryCarol Tighe Kanton B.S. '64 and M.A. '71 Endowed Scholarship was established in 2006 by the donor to provide scholarship support to undergraduate students with preference given to students from Lackawanna County (PA) majoring in elementary education who are preparing for a career in teaching.

The John A. and Rosemary C. Kazimer '41 Scholarship was established in 2003 to provide scholarship support to undergraduate students with preference given to those majoring in a degree in the School of Education.

The Sister Michel Keenan, IHM Endowed Scholarship was established in 2010 in honor of Sister Michel Keenan,

IHM through the bequest of her late sister, Mary Keenan Hecht, to provide financial aid to graduate or undergraduate students. Preference is given to females studying music or music education.

The Peter Kohudic Scholarship was established in 1995 to provide financial aid for graduate or undergraduate students who are communicants of the Orthodox Christian Faith who are of at least sophomore status, with a preference given to students from St. Tikhon's Orthodox Theological Seminary.

The Stephen and Elizabeth Collins Kucab Scholarship was established in 1985 by Patricia Kucab Horvath '57 to provide scholarship support to undergraduate students. Preference is given to members of St. Mary of Mount Carmel Parish, Dunmore, PA. and residents of Dunmore, PA.

The L.F. Brands Scholarship was established in 1987 to provide financial aid for undergraduate students.

The Angela R. Sette LaVerghetta and Frank E. LaVerghetta Scholarship was established in 1985 to provide scholarship support to qualified undergraduate students with preference given to students majoring in music or communication arts.

The Alice Lawrence Memorial Scholarship was established in 1991 by Lora Diggins to provide financial aid for a graduate or undergraduate student pursuing a career-oriented degree. Preference is given to an adult female (over 35 years of age) returning to school to complete her degree or career choice.

The Mary Donnelly Lenahan '43 Pre-Law Scholarship was established in 1989 by the Lenahan family to provide scholarship assistance to a senior undergraduate student pursuing a pre-law track offered by the Department of Social Sciences. The Pre-Law Advisor, with the approval of the faculty of the Department of Social Sciences, will make the selection of the recipient of this scholarship each academic year.

The Ellis Richard Levy Scholarship was established in 1989 to provide scholarship support to qualified undergraduates with preference given to special education majors who reside in the Carbondale, Pennsylvania, area.

The Paul Levy and Anne Bronsky Levy Scholarship Fund was established in 2008 to provide financial aid for qualified graduate and undergraduate students with financial need.

The Mary Kearney Lockery Scholarship was

established in 1976 by Francis Kearney in memory of his sister to provide scholarship support and financial aid for needy undergraduate students.

The Sister M. Lucretia Scholarship Fund was established in 1964 to aid worthy undergraduate music students.

The Kathleen Howley MacDonald Scholarship was established in 2001 to provide scholarship support for an incoming freshman student.

The Dorothy Brelish '67 Magnotta and Albert Magnotta Scholarship was established in 2017 by Dorothy and Albert Magnotta to support an incoming freshman who graduated from the North Pocono School District. Preference is given to students studying music, architecture, physician assistant studies, or nursing. The recipient is announced at the North Pocono High School awards banquet each May.

The Robert J. Mahady Scholarship was established in 2000 by Mrs. Betty Mahady to provide scholarship support for undergraduate and graduate students with preference given to those majoring in a degree in the School of Business and Global Innovation.

The Margaret Mills Manley Scholarship was established in 2000 to provide scholarship support to undergraduate students on the basis of financial need.

The Ann M. Manno '42, Pat A. Manno, Angelo S. Manno, and Angeline Ciliberti Manno Endowed Scholarship was established in 2006 by Ann M. and Pat A. Manno, in loving memory of their parents, to provide scholarship support to needy undergraduate students who are residents of Lackawanna County (PA) and work part time while attending school. Preference is given to accounting majors and, secondarily, to students majoring in special education or the physician assistant program.

The Raymond F. Martinetti, Ph.D., Scholarship was established in 2011 by family, friends, and former students of Raymond F. Martinetti, Ph.D. Preference is given to undergraduate students majoring in psychology.

The Luke and Margaret Mahady Martyn (Martin) Scholarship was established in 2002, by Dr. and Mrs. John P. Martin in memory of Dr. John P. Martin's parents, to provide scholarship support to needy undergraduate students.

The Mary "Home Ec" Scholarship was established in 1994 by Ms. Nell Ann Matulevich in honor of her late sister, Mary "Home Ec," to provide scholarship support to

undergraduates, with preference given to students studying nutrition and dietetics.

The Sister Patricia Ann Matthews, IHM, Ph.D. Endowed Scholarship was established in 2009 by family, friends, and former students of Sister Patricia Ann to provide financial aid for undergraduate/graduate students to support their education.

The Charles J. and Margaret S. McCarty Endowed Scholarship was established in 2014 by Margaret “Peggy” McCarty in memory of her parents to provide financial aid for graduate and undergraduate students. Preference is given to students from the Lehigh Valley and/or students majoring in English or communication.

The Jane Langan McLaughlin Scholarship was established in 1993 by Mrs. McLaughlin (Class of 1927), to provide financial aid for female undergraduate students. Preference is given to students majoring in mathematics, computer science, accounting and/or finance, or related fields who are recent high school graduates (within the last five (5) years).

The Minnie McLean Scholarship was established in 1996 by William G. McLean in honor of his sister, Class of 1935, to provide scholarship support for female undergraduate students. Preference is given to students in the School of Business and Global Innovation who are residents of Scranton, PA.

The William B. and Mary Carden McMullen Scholarship was established in 1990 by Mary Carden McMullen to provide financial aid to undergraduate students with a preference given to students with financial need.

The Dorothy R. McNulty Scholarship was established in 1990 by Dorothy R. McNulty to provide scholarship support for qualified undergraduate students who demonstrate financial need.

The Melvin, Murnin, and Willis Endowed Scholarship was established by the late Mary Ann Willis Currie '62 in memory of and in tribute to deceased members of the Melvin, Murnin, and Willis families. Preference is given to worthy undergraduate students majoring in education with a minimum QPA of 3.5.

The Helen Dever Miegoc Memorial Scholarship was established in 1983 by her sons and daughters in memory of their mother, Marywood Class of 1935 alumna, to provide scholarship support to qualified undergraduate female students who have suffered the loss of a parent or spouse. Recipients must also demonstrate academic

achievements and participate in charitable endeavors.

The John Millington Aviation Endowed Scholarship was established in 2009 by his family, friends, and students. Preference will be given to students in the Aviation Management Program.

The William S. Molloy Scholarship was established in 2001, by Mary E. Molloy in honor of her father, to provide scholarship support for undergraduate students.

The Montella-Carpentier Scholarship was established in 1993 by Marie Carpentier '67, in honor of Theresa Montella Carpentier and Fred C. Carpentier to provide financial aid for female undergraduate students who demonstrate financial need. Preference is given to adult women entering Marywood University for the first time or who are returning to complete their degree.

The Mulderig Family Scholarship Fund was established in 2014 through the bequest of Mildred Mulderig Adonizio '61 to provide financial aid for undergraduate students. Preference is given to freshmen from Northeastern Pennsylvania.

The Marcella Convey Mullaney Scholarship was established in 1997 by the family to aid needy female undergraduate students.

The Claire Kathleen Mulrooney Endowed Scholarship was established in 2002 to provide scholarship support to undergraduates with financial need. Preference is given to juniors or seniors majoring in special education who reside in Lackawanna, Wayne, or Susquehanna Counties of Pennsylvania.

The Sister Anne Munley, IHM, Ph.D., Endowed Scholarship was established in 2012 by the late Florence D'Urso '55 in honor of Sister Anne Munley, IHM, 11th President of Marywood University. Preference is given to undergraduate females who demonstrate financial need.

The Honorable Marion L. Munley Endowed Scholarship was established in 2009 by Munley, Munley and Cartwright, PC. in recognition of Mrs. Munley's outstanding career as a mother and as the first woman elected to the Legislature from Northeastern PA. Her career in the House of Representatives spanned 20 years (including being elected Secretary by her fellow members) until she retired in 1967. Preference is given to worthy graduate or undergraduate students interested in a career in law and/or public service.

The Elizabeth Scott Murphy '36 Scholarship was established in 1996 by students and friends of Betty Scott

Murphy, under the leadership of Carol Armezzani Howell '67 and Mary Jane Milner Memolo '59 to provide scholarship support to needy undergraduate students. Preference is given to students majoring in nutrition and dietetics or early childhood development.

The Mary Alice Collins Murray '51 Scholarship was established in 1998 to provide scholarship support to undergraduate students with preference given to those majoring in any field of science, music, or nursing.

The Sister M. Coleman Nee, IHM Scholarship was established in 1986 by the Board of Trustees in honor of Sister M. Coleman Nee, president emerita of Marywood University. Funds from this scholarship are awarded to undergraduate students who have demonstrated outstanding academic achievement.

The Charlotte W. Newcombe Foundation Endowed Scholarship was established in 1999 to provide financial aid for mature women and men for whom a Marywood University education will provide the basis of a second career.

The Louise, Pasquale, and Pauline Notartomaso Scholarship was established in 1998 by Ann M. Manno '42 and Pat A. Manno, her brother, to provide scholarship support to undergraduate students.

The Ann and Mary O'Hora, Edwin and Irene O'Hora Burkhouse Endowed Scholarship was established in 2009 by Barbara J. '63 and Ellen M. '66 Burkhouse to provide financial aid for undergraduate students. Preference is given to first-generation college students in the College of Professional Studies enrolled in teacher education programs.

The Thomas and Rosemary Halligan O'Hora, Jr. Endowed Scholarship was established in 2012 from the estate of the late Thomas and Rosemary Halligan O'Hora '52 to support needy undergraduate and graduate students.

The Sister M. Dionysia O'Leary, IHM Scholarship was established in 2005 to provide scholarship support to full-time undergraduates with preference given to those majoring in art.

The Germaine O'Neil '33 Endowed Scholarship was established in 2018 by Mary O'Neil Dunkerly '63 and her siblings in honor of their mother and her commitment to education and to Marywood. The scholarship provides support to full-time undergraduate students who demonstrate academic achievement and financial need with preference given to education majors.

The Mother Germaine O'Neil Scholarship was established in 1995 by Mrs. Germaine O'Neil '33 in honor of her aunt, Mother Germaine, IHM, founder of Marywood College, to provide scholarship support to undergraduate students with preference given to those studying music.

The Sister M. Johnine O'Neill, IHM Endowed Scholarship was established by friends and family in 1993. Preference is given to undergraduate or graduate students who are currently employed and wish to further their education.

The Anita and George Owen Scholarship was established in 1996 to provide scholarship support for undergraduate students majoring in nutrition and dietetics.

The Alfred H. and Margaret Leech Pace Scholarship was established in 1997 by Mary Therese Pace '47 to provide scholarship support to undergraduate students. Preference is given to students in the Department of Music, Theatre, and Dance, for whom the primary instrument is piano.

The Dominic Pace Scholarship was established in 1978 by Reverend William J. Pace, in memory of his father, for the purpose of aiding needy undergraduate students.

The Leonard D. Pace Scholarship was established in 1991 by Reverend William J. Pace to provide financial aid for undergraduate students. Preference is given to needy students, preferably from St. Anthony of Padua Church, Dunmore, PA.

The Mary I. Pace Scholarship was established in 1992 by Reverend William J. Pace, in memory of his mother, to provide financial aid for undergraduate students who demonstrate financial need.

The Dorothy T. Paoli Endowed Scholarship was established in 2008 by the friends and family of Dorothy T. Paoli to provide financial aid for undergraduate students. Preference is given to students from the Scranton, PA area.

The Sister M. Reginald Patterson, IHM Scholarship was established in 1997 by students, friends, and colleagues of Sister M. Reginald to provide scholarship support for a full-time undergraduate student pursuing a degree in music.

The Josephine Nancy LaRocco Pavelick Endowed Scholarship was established in 2014 by her son, Edward Pavelick, and her dear friend Daniel McManus, to provide scholarship support for incoming freshmen with financial need. Preference is given to students from the Hazelton area.

The John Peragallo, Jr. Endowed Scholarship was established by John Peragallo, III, family, and friends to support undergraduate or graduate students with preference given to music majors with organ as an applied performance concentration.

The John R. and Maureen McHugh '54 Pesavento Endowed Scholarship was established in 1997, by the donors, to provide scholarship support for undergraduate students.

The Judith Piznar Scholarship was established in 1989 to provide scholarship support to undergraduate students. Preference is given to students majoring in education or religious studies who demonstrate leadership and involvement in college or community activities.

The Pope John Paul II Scholarship was established in 1996 by Mrs. Florence Perkoski D'Urso in honor of His Holiness, Pope John Paul II, to provide scholarship support for female undergraduate students.

The Marcia A. Plesko '64 Endowed Scholarship was established in 2006 by Zeena Plesko in memory of her sister to provide financial aid for undergraduate students to support their education.

The Robert and Catherine Gilligan Quinnan Endowed Scholarship was established in 2011 by Robert and Catherine Quinnan '61 to support undergraduate students in either the College of Professional Studies or the College of Health and Human Services. Preference is given to undergraduate students who have graduated from Holy Cross, Dunmore, or other high schools in Lackawanna County.

The Terry D. and Victoria K. Randall '69 Scholarship was established in 2011 by Terry and Victoria Randall. Preference is given to female undergraduate students majoring in accounting.

The Virginia O'Malley Raymond Endowed Scholarship was established in 2010 by family and friends in loving memory of the late Virginia Raymond to aid undergraduate students with preference given to women from the Scranton/Wilkes Barre area who need financial assistance to obtain their educational goals.

The Sister Mary Reap, IHM Scholarship was established in 1995 by Wyatt Cafeterias, Inc., in honor of Sister Mary, the tenth president of Marywood University, to provide scholarship support to undergraduate students with preference given to those studying the areas of hotel/restaurant management, or nutrition and dietetics.

The Sister Mary Reap, IHM Scholarship was established in 1999 by Florence Perkosky D'Urso to provide scholarship support to female undergraduate students with preference given to those majoring in education and related studies.

The Charles and Loretta Mulrooney Reilly Scholarship was established in 2003 by Evelyn and Katherine Reilly, in memory of their parents, to provide scholarship support for undergraduate students with preference given to those majoring in elementary education who are residents of Scranton, PA.

The Dr. William and Karla Rieger Scholarship was established in 1993 to provide financial aid for undergraduate students who demonstrate financial need. Preference is given to students pursuing a degree in economics or history.

The J. Gerald and Marian Spitzer Robling '40 Endowed Scholarship was established in 2006 by Mr. J. Gerald Robling to provide financial aid for undergraduate students. Preference is given to students majoring in education and/or business who are from Lackawanna County.

The Helen Scanlon Ruane Endowed Scholarship was established in 2001 by Rosemary Ruane '46 in honor of her mother Helen Scanlon Ruane '38 to support deserving undergraduate and graduate students with financial need.

The Alice Marie Ruddy and Anne Clare Ruddy Scholarship was established in 2001 to provide scholarship support to a Catholic female undergraduate student from Scranton, PA, who is a first-generation college student.

The Mary Moyles Ruddy and John J. Ruddy Scholarship was established in 2001 to provide scholarship support to a Catholic female undergraduate student from Scranton, PA, who is a first-generation college student.

The Sadowski-Ambuske Family Endowed Scholarship was established in 2006 by Dr. Barbara R. Sadowski and Dr. Robert P. Sadowski to provide scholarship support to undergraduate students with preference given to those majoring in mathematics education.

The Mary Elizabeth Salmon Scholarship was established in 2002 by William A. Salmon and Regina Salmon in memory of their daughter to provide scholarship support to undergraduate students with preference given to those studying environmental sciences with financial need.

The Sister Diane Saraceni, IHM Scholarship was established in 1995 by Mrs. Anna Saraceni in honor of her late daughter, Sister Diane, to provide scholarship support to undergraduate students studying music therapy.

The John J. and Marie Schofield Scholarship Fund was established in 1980 to provide scholarship support and financial aid to needy undergraduate students.

The Schwartz-Mack Foundation Endowed Scholarship was established in 2014 by Esther K. Schwartz to provide scholarship assistance to undergraduate students with preference given first to those majoring in music and second to those residing in Lackawanna County.

The Helen M. Sebastianelli '53 Endowed Music Scholarship was established in 2011 by the family and friends of the late Helen Sebastianelli '53. Preference is given to students who are Lackawanna County residents majoring in music.

The Mr. and Mrs. Ludovico Severino Scholarship was established in 1994 by Sister M. Immaculate Severino, IHM, in memory of her parents, to provide financial aid for undergraduate students who demonstrate financial need. Preference is given to students studying piano and pursuing a Bachelor of Music degree in music education or performance.

The Charles and Catherine Sheridan Scholarship was established in 2014 by the late Anne M. Sheridan '52, in memory of her parents to provide financial assistance for undergraduate students pursuing a degree in elementary education. Preference is given to residents of Scranton and/or Lackawanna County.

The Paul J. Shields Endowed Scholarship was established in 2004 by Virginia P. Shields, in honor of her husband to pay tribute to his leadership, dedication, and commitment to higher education, by providing scholarship support to needy undergraduate students.

The Matthew J. and Mary J. Pesavento Sienkiewich Scholarship was established in 2012 from the estate of the late Mary J. Sienkiewich. Preference is given to undergraduate students from Dunmore beginning in their sophomore year.

The Dr. Frank Sottile Endowed Scholarship was established in 2011 through the estate of his mother, the late Mrs. Josephine Sottile. Preference is given to worthy undergraduate students who are pursuing a degree in the field of education.

The Southeastern Chapter of the Marywood Alumni

Association Endowed Scholarship was established in 2005 by members of the Alumni Chapter to provide financial aid for undergraduate students. Preference is given to students from the Southeastern Chapter geographic region (including the states of North Carolina, South Carolina, Tennessee, Georgia and Alabama).

The Barbara Sowinski Endowed Scholarship was established in 2016 by Barbara Sowinski, '00 to provide scholarship support to graduate or undergraduate students majoring in the field of Architecture. The recipient will be selected based on scholastic achievement.

The Mary Donohue Stahl '36 Scholarship was established in 1996 by her estate to provide financial aid to undergraduate students without preference or restriction.

The Sally Smith Stewart '66 Endowed Scholarship was established in 2009 by her husband, Peter G. Stewart, to provide financial aid for undergraduate students who have financial need.

The Student Government Leadership Scholarship was established in 1989 to provide scholarship support to junior or senior students with preference given to those who are active in student government.

The Dr. Philip J. Tama Endowed Scholarship was established in 2006 by Peter and Margaret Mary Tama Hovell '63, Alan and Judith Tama Page '70, and Bettie Platt Tama, in honor of Dr. Philip J. Tama, who served on the faculty at Marywood University for 37 years and was the former chairman of the English Department. Preference is given to undergraduate students with financial need.

The Tedesco Rosato Endowed Scholarship was established in 2006 by Claire Rosato Tedesco '42 and Joseph A. Tedesco to provide scholarship support to needy undergraduate students.

The Elizabeth and Margaret Teevan Endowed Scholarship was established in 2003 from the estate of Edward J. Grady to provide scholarship support to needy undergraduate students.

The Mother Teresa Scholarship was established in 1999 by Florence Perkosky D'Urso to provide scholarship support to female undergraduate students with preference given to those studying sociology and related fields.

The Times Shamrock Communications, Lynda Mulligan Lynett and Patricia Brady Lynett Scholarship Fund was established in 1996 to provide financial aid for undergraduate students. The scholarship fund assists employees and children of employees of

Times Shamrock Communications with their education at Marywood University. A minimum of one year of service is required, and the applicant must still be employed at the time of application.

The Tirpak Family Memorial Scholarship Fund was established in 2019 from the estate of Regina Tirpak '59, M.S. '66 to benefit female students studying nutrition and dietetics who have financial need.

The Mary Ann Guarniere Toole '60 Endowed Scholarship was established in 2005 by Patrick A. Toole to provide scholarship support to needy undergraduate students with a preference given to qualified female students who graduated from Pittston Area Senior High School, Pittston, PA.

The Toole Scholars Endowed Fund was established in 2018 by James and Molly Conahan Toole '65 to support undergraduate students with financial need and demonstrated academic achievement.

The Joyce and David Tressler Scholarship was established in 1997 by the donors to provide scholarship support to an undergraduate student actively involved in volunteer services/ leadership roles. Preference is given to residents of Lackawanna County, PA.

The Troy-Shaklee Scholarship Fund was established in 2007 from the estate of Elizabeth Troy Shaklee. Preference is given to freshman students with financial need.

The Rose Robling Ulrich '33 Endowed Scholarship was established in 2007 by Mr. J. Gerald Robling to provide financial aid for one student residing in Lackawanna or Wyoming County in northeastern PA. Preference is given to students majoring in special education.

The Scranton Chapter of UNICO National Foundation Scholarship was established in 1992 to provide financial aid for undergraduate students. Preference is given to residents of Lackawanna County.

The Anthony and Josephine Verduce Endowed Scholarship was established in 2006 by Jo Ann Verduce '87 in honor of her parents to provide scholarship support to needy undergraduate students. Preference is given to graduates of Valley View School District, Archbald, PA.

The John and Elizabeth Moran Vournakes '43 Scholarship was established in 2001 by Elizabeth Moran Vournakes '43 to provide scholarship support for undergraduate students with preference to descendants of Reuben Taylor (1732-1807), Native American students, or

students majoring in mathematics or science.

The Reverend Michael B. and Elizabeth Warady Family Scholarship was established in 2002 by Eugenia Riordan Mule, in memory of her parents and sister, to provide scholarship support to undergraduate students. Preference is given to those studying nutrition and dietetics and other health-related fields.

The Mollie Eileen Ward '70 Scholarship was established in 1996 in loving memory of Mollie Ward by her aunt, Jean Donohue '46, to provide scholarship support for undergraduate students. Preference is given to students majoring in English.

The William J. Weber Endowed Scholarship was established in 2004 by Christopher DiMattio '88 to provide scholarship support to undergraduate students. Preference is given to those studying music with a focus on instruments.

The Margaret and Giraldu Williams Scholarship was established in 2006 by John and Diane Williams Parks to provide scholarship support to undergraduate students. Preference is given to females who are first generation to attend college who are majoring in the discipline of science.

The Hugh Wolff Music Scholarship was established in 1986 by the Music Department to provide financial aid for qualified undergraduate students. Preference is given to performers of voice, keyboard, and band/orchestra instruments with talent and potential.

The Gene and Florian ZaBach Scholarship was established in 1992 by Florian and Gene Brislin ZaBach to provide financial aid for qualified undergraduate students. Preference is given to students pursuing a degree in journalism or music with a violin major. Alternate consideration is given to students pursuing a degree in communications.

Marywood University Class Scholarships:

The Marywood Alumni Club Endowed Scholarship was established in 2002 by Marywood graduates to provide financial support for undergraduate students who live in northeastern PA.

The Class of 1948 Scholarship was established in 1998, in honor of the fiftieth anniversary of their graduation, to provide scholarship support to undergraduate students on the basis of academic performance and financial need.

The Class of 1949 Scholarship was established in 1999,

in honor of the fiftieth anniversary of their graduation, to provide scholarship support to undergraduate students.

The Class of 1952 Endowed Scholarship was established in 2003, in honor of the 50th Anniversary of the Class of 1952, to provide scholarship support to needy undergraduate students.

The Class of 1954 Endowed Scholarship was established in 1991 by members of the Class of 1954 along with their families and friends to provide scholarship aid to qualified undergraduate students.

The Scholarship in Memory of Deceased Members of the Class of 1955 was established in 2004 to provide scholarship support to needy undergraduate students with preference given to female students majoring in education.

The Deceased Members of the Class of 1957 Memorial Endowed Scholarship was established in 2006 by the Class of 1957 to provide scholarship support to needy graduate or undergraduate students.

The Class of 1958 Endowed Scholarship was established in 2010 by the members of the Class of 1958 to provide aid for graduate or undergraduate students who need financial assistance in pursuing their educational goals and career dreams.

The Class of 1959 Endowed Scholarship was established in 2016 by the Class of 1959 to provide scholarship support to full-time graduate and undergraduate students who need financial assistance.

The Class of 1961/Newcombe Foundation Endowed Scholarship was established in 2017 to provide financial aid for mature women and men for whom a Marywood University education will provide the basis for a second career.

The Class of 1962 Endowed Scholarship was established in 2018 by the Class of 1962 to provide scholarship support to undergraduate students with financial need.

The Class of 1965 Endowed Scholarship was established in 2015 by the members of the Class of 1965 to provide aid to graduate or undergraduate students who need financial assistance.

The Class of 1967 Music Graduates' Scholarship Award was established in 2017 by music graduates from the Class of 1967 to support full time undergraduate music majors with financial need.

The Class of 1970 Endowed Scholarship was established in 2014 by the members of the Class of 1970 to provide financial assistance to undergraduate students.

The Class of 1971 Scholarship was established in 1996 by the members of the Class of 1971 to provide scholarship support for needy undergraduate students.

The Class of 1984 Scholarship was established in 1989 by the Class of 1984 to provide financial aid for full-time male and female undergraduates. Preference is given to those with financial need.

The Class of 1985 Scholarship was established in 1990 by the Class of 1985 to provide financial aid for full-time undergraduate students who demonstrate financial need. Preference is given to students who have exhibited an active interest in high school and college extra-curricular activities or community activities.

The Class of 1986 Scholarship was established in 1991 by members of the Class of 1986 to provide financial assistance to full-time undergraduate students on the basis of financial need who have attained at least a B high school average and participated in activities at the high school or community level. Preference is given to freshmen students.

The Class of 1987 Scholarship was established in 1994 to provide financial assistance to full-time undergraduate students who are actively involved in extracurricular activities. Entering freshmen must be ranked in the top 20 percent of their high school class. Preference is given to descendants of Marywood graduates.

The Class of 1989 Scholarship was established in 1994 by the members of the Class of 1989. Preference is given to first-year students who demonstrate leadership in high-school and/ or college and who show the ability to work with diverse individuals to improve the quality of life.

The Class of 1990 Scholarship was established in 1997 by the donors to provide scholarship support for undergraduate students with preference given to those who demonstrate active involvement in extracurricular activities and community service.

The Class of 2009 Sarah George Memorial Scholarship Fund was established in 2014 in memory of Sarah George '09 by her parents, David and Diana George, and by members of the Class of 2009. Preference is given to undergraduates majoring in biotechnology.

Campus and Student Life Resources

Library Services

Marywood University's Learning Commons, a 21st Century Library that focuses on actively empowering the learner, is a scholars' gathering place, where students from all disciplines converge, collaborate, and expand their horizons. The new, award-winning facility includes superior collaborative learning environments, group study spaces, media practice and presentation spaces, along with the Center for Communication Arts, the Center for Transformational Teaching and Learning, and the Entrepreneur Launch Pad.

The Marywood library collection includes more than 180,000 books and bound periodicals, over 28,000 distinct electronic and print journal titles, more than 210,000 ebooks, and 50,000 additional non-print items.

The library maintains a dynamic webpage, which contains links to over 60 subject-specific and multidisciplinary databases including Academic Search Premier, ARTstor, Credo Reference, ERIC, JSTOR, PsycInfo and PsycINFO.

The library is fully integrated into the campus data network and remote access is available for most databases. Other resources available from the webpage include: the online catalog; research guides for selected departments, programs and courses, and a variety of research assistance tools. Additional electronic services available 24/7 through the webpage include: interlibrary loan, electronic reserves, live reference assistance, and LibChat.

Marywood University is a member of PALCI, the Pennsylvania Academic Library Consortium Inc., with nearly 70 member institutions in Pennsylvania, New Jersey, New York, and West Virginia. Through PALCI's EZBorrow service, the holdings of many Pennsylvania libraries, including large research libraries are easily accessible for borrowing by Marywood students and faculty.

The library offers numerous introductory workshops to the various resources and the online catalog. Traditional reference assistance is available during regular library hours. In-depth individual and group research consultations are available upon request.

The library is also equipped with wireless internet access.

You can reach us via:

libraryhelp@maryu.marywood.edu

<http://www.marywood.edu/library/libraryhelp.html>

Professional and Career Development

Professional and Career Development services are available to students at any stage on their career path.

Career counseling, workshops, and testing are available, as well as, specialized technology programs such as *InterviewStream* which prepares students and alumni for employment/graduate school interviews. The University web site provides information about specific services available, offers employment listings through Handshake and a wide selection of other on-line resources. Audiovisual and printed materials on occupations, job search, choosing a major, and networking are also available.

In addition, recruiters are hosted on campus to conduct job/internship interviews and resumes are forwarded in response to requests of employers. Students have the opportunity to attend employment and internship fairs. Students are encouraged to use these services early in their education and throughout their careers.

Office of Military and Veteran Services

The Office of Military and Veteran Services assists members of the military, veterans, and their families. ROTC cadets are also encouraged to utilize the services of the office. Staff answer questions pertaining to veterans' educational benefits and certify enrollment each semester. In addition, the Office also provides programming and support to veterans, spouses, and dependents to aid in their academic and community experiences. Marywood also hosts an active chapter of the Student Veteran Alliance, and eligible students may participate in SALUTE, the Veteran's National Honor Society.

Compliance with Title 38 Code of Federal Regulations

Marywood University ("the University") complies with the requirements of Title 38 of the Code of Federal Regulations section 3679(e) in the administration of educational benefits to *covered individuals*. A covered individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and

Employment, or chapter 33, Post-9/11 GI Bill benefits.

The University permits any covered individual to attend or participate in a course of education during the period beginning on the date on which the individual provides to the University a Certificate of Eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on either:

1. The date on which payment from the Department of Veterans' Affairs (VA) is made to the University.
2. 90 days after the date the University certified tuition and fees following the receipt of the Certificate of Eligibility.

A Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website via e-Benefits, or a VAF 28-1905 form for chapter 31 authorization purposes.

The University will not impose any penalty, including the assessment of late fees, the denial of access to classes, the Learning Commons (Library), or other institutional facilities, and will not require that a covered individual borrow additional funds to meet his or her financial obligations to the University due to the delayed disbursement of funding from the VA under chapter 31 or 33.

Campus Ministry

Rooted in the charism of the Sisters, Servants of the Immaculate Heart of Mary to proclaim the Good News of God's unconditional love for all. Campus Ministry supports the mission and makes visible the Catholic identity of Marywood University by providing opportunities for liturgy, faith formation, personal and spiritual development, community service, interfaith engagement and advocacy for social justice. Campus Ministry fosters a welcoming and inclusive community of servant leaders who strive to bring the light and joy of the Gospel to our contemporary world. Programs are planned, organized, and administered by students with the guidance of the staff. All members of the Marywood community, whether Catholic or not, are encouraged to participate in Campus Ministry activities.

University Chapel and Interfaith Reflection Room

The Marian Chapel is located in the Swartz Center for Spiritual Life. Mass times, as well as information about other Campus Ministry services and activities, are available through the Campus Ministry Office, 570-961-4723 or at www.marywood.edu/campusministry/. Students

of every faith tradition are welcome to attend liturgical celebrations and encouraged to use the chapel for personal prayer and devotion. In addition to the Marian Chapel, an interfaith Reflection Room is located in the Liberal Arts Center, Room 219. All members of the Marywood community are welcome to use this space for meditation, reflection, or prayer.

U.S. Post Office

The Marywood Postal and Mailing Center maintains standard hours and is located in its own building. Domestic postal services, including domestic money orders, are available.

The Book Store

The Book Store is a modern, self-service store in Nazareth Student Center, which stocks required and recommended books selected by the faculty. Students can buy new, used, or digital textbooks or rent books at substantial savings. Also, available are apparel, gifts, supplies, and technology items. Free in store pickup is available for online orders. The Book Store website is www.marywoodshop.com and can be contacted by phone at 570-348-6248 or by email: bookstore@maryu.marywood.edu.

Radio Station and TV Studio/Soundstage

The Radio Station and TV Studio/Soundstage are located in the Learning Commons. The radio station (WVMW) and the TV Studio/Soundstage (TV Marywood: TVM) are student-staffed facilities. For more details, see the description in the Multimedia Communication section of the catalog.

Student Life Services and Programs

In the context of the University's mission, Catholic identity and core values, the Student Life components of the Enrollment Services and Student Success division complements the University's academic goals by engaging students through an integrated program of services and educationally purposeful learning experiences designed to enhance holistic growth and personal development.

Athletics and Recreation

The Athletics and Recreation Department provides opportunities for participation in intercollegiate athletics, club teams, intramural sports, and varied recreational activities. The University is a member of the National Collegiate Athletic Association (NCAA) Division III of the Atlantic East Conference, the Landmark Conference, and the Eastern College Athletic Conference (ECAC).

Twenty-two athletic teams, including twelve sports for women (basketball, cross country, field hockey, golf, lacrosse, rugby, soccer, softball, swimming and diving, tennis, indoor track and field, and volleyball) and ten sports for men (baseball, basketball, cross country, golf, lacrosse, rugby, soccer, swimming and diving, tennis, and indoor track and field) are sponsored. Formal and informal recreational opportunities are offered to students, faculty, and staff through intramural sports, open recreation programs, wellness classes, sports clubs, and numerous recreational and fitness activities. Facilities include an athletics and wellness center with a 1,500-seat arena, an eight lane state-of-the-art aquatics center, elevated running/walking track, 5,000 square feet fitness center, two-story climbing wall, dance studio, athletic training room and lab, team rooms, and many other features. This facility is complemented by a sand volleyball court, tennis courts, softball and baseball fields, and a multi-sport turf field that accommodates virtually all athletic, recreation and fitness needs and interests.

Counseling/Student Development Center

The Counseling/Student Development Center assists students with many challenges, changes and choices. The Center's professional staff and supervised graduate student interns respond to a spectrum of student needs, from routine information to academic support services to assistance with serious psychological issues. The Center offers confidential individual personal counseling, personal growth groups, psychiatric consultation, and crisis intervention to help students deal effectively with important issues related to their academic and personal growth. The staff is committed to a comprehensive wellness philosophy. Outreach educational sessions to enhance social, emotional, spiritual, intellectual, and vocational health are provided.

Housing and Residence Life

The Housing and Residence Life Office strives to provide a safe, comfortable, secure, and nurturing living-learning environment, that enhances students' academic and personal development goals while intentionally fostering a sense of community, civic responsibility, and appreciation for diversity.

First- and second-year full-time students under the age of 21 who do not live with their parents/guardians in their family homes within a 50-mile radius of campus, are required to reside on campus. The University Housing and Dining Agreement is binding for the full academic year (or remaining portion thereof) and cannot be transferred or reassigned. A variety of meal plans is available; the current

room and board fees are listed in "Financial Facts Information" available on the Cashier's page of the University website (marywood.edu/cashier).

The room selection process for returning residents occurs in the spring semester. Options range from traditional corridor-style residence halls with double rooms to suites with private baths and townhouse-style residences.

Each facility is staffed by a graduate student residence director. Undergraduate and graduate students also serve as resident assistants in the living units. Selected on the basis of leadership and interpersonal relationship skills, the RAs are trained to develop a stimulating and rewarding living/learning community.

Finally, the Residence Hall Advisory Board provides opportunities for all residents to participate in residence hall governance and programming, as well as, assisting the Housing and Residence Life staff address student needs and interests. The conduct policies and procedures are administered by the Dean of Students.

Residence Halls and Facilities

Loughran Hall

Accommodates first-year men and women in quint (5-person), quad, triple, double, and single rooms.

Madonna Hall

Houses upperclass men and women with shared bathrooms.

Regina Hall

Accommodates upperclass men and women in quad, triple, double, and single rooms and suites with common bathrooms.

Woodland Residences

Provide apartment style living for upperclass men and women. Each apartment includes a fully equipped kitchen and washer and dryer.

A bed, dresser, desk, chair, and closet or wardrobe are provided for each resident. All rooms are connected to the campus network for use with personal computers. Cable TV connections are provided. Cleaning service is provided for the public areas in the residence halls, and washers and dryers are located in each hall and in the Woodland Residences.

Student Engagement

The Office of Student Engagement provides a wide array of programs, activities, and services to increase students' personal, intellectual, social, and cultural development. Through involvement in activities, organizations, and programs, students have numerous out-of-class learning experiences and enhance the development of lifelong leadership skills.

The New Student Orientation Program, a summer experience for first year students and parents, is coordinated by the Office of Student Engagement. This program is structured to increase the new students' understanding of the academic and student life programs and services to ease transition to the college experience. A special Orientation program for Transfer Students is also offered.

The Student Engagement staff also manages the Family Weekend and several other special focus programs. The director is the primary advisor to the Student Government Association (SGA) and its committees. Formal leadership education programs, the Student Activities budget system, advisement and supervision of student organizations, and social and co-curricular activities and related programs sponsored by the student organizations and by the University are among the primary functions of this office.

Student Government Association

All undergraduate students are members of the Student Government Association (SGA). This association organizes and promotes various activities and programs and offers opportunities for leadership experiences. The SGA works to assure students' understanding of their rights and responsibilities and promotes varied programs of organized volunteer activity.

Student Organizations

Accounting and Finance Club

American Advertising Federation (AAF)/Public Relations Society of America (PRSSA)

American Institute of Architecture Students

American Sign Language Club

Art History Club

Association for Neuropsychology Students in Training

Athletic Training Club

Aviators Club

Biology & Chemistry Club

Birditure

Black Student Union

Caritas Social Work Club

Chamber Singers

Chess Club

CMYKlub (Graphic Design Club)

Concert Choir

Criminal Justice Club

Delight Ministries

Dungeons and Dragons Club

Food Recovery Network

Frisbee Club

GetFruved

Global Unity Club

Graduate Student Council

Health Professions Society

History Society

Honors Program Club

Improv Beyond

Industrial/Organizational Psychology Club

Integrated Math and Computer Education Club (iMACS)

International Interior Design Association (IIDA)

Jazz Education Network

Kidsstuff

Languages and Literature Club

Love Your Melon

Marketing Club

Marywood Activities Council

Marywood Army ROTC
Marywood Players
Marywood University Student Art Therapy Association (MUSATA)
Marywood University Student Educators
Music Education Club (NAfME)
Music Therapy Club
Outdoors Club
Peers on Wellness (POW)
Pennsylvania Art Education Association
Pennsylvania Student Educators Association
Pre-Dental Society
Pre-Physician Assistant Society
Project Outreach
Psychology Club
Pugwash (Environmental Club)
SALUTE
Sexuality & Gender Alliance (SAGA)
Sketch Club
Ski & Snowboarding Club
Speech-Language Hearing Club
Student Academy of Nutrition and Dietetics (SAND)
Student Alumni Association
Student Government Association
Student Nurses Association of Marywood University (SNAM)
Student Veteran Alliance
Students Organized to Uphold Life (SOUL)
The Bayleaf
TV-Marywood
VMFM 91.7

Volunteers in Action (VIA)
Women in Architecture
Wood Word
Exercise Science Club (XSCI)

Sports Clubs

Cheerleading Club
Dance Team

Social Sororities/Fraternities

Alpha Sigma Psi (Sorority)
Zeta Phi Delta (Sorority)

Students interested in organizing new clubs are encouraged to contact the staff of the Office of Student Engagement for information regarding the procedures to initiate new groups.

Honor Societies

Alpha Delta Mu
Alpha Psi Omega
Alpha Zeta Psi
Chi Alpha Sigma
Chi Sigma Iota
Delta Epsilon Sigma
Delta Mu Delta
Kappa Delta Pi
Kappa Gamma Pi
Kappa Mu Epsilon
Kappa Omicron Nu
Lambda Pi Eta, Rho Tau Chapter
National Society of Leadership & Success
Phi Alpha Theta, Iota Sigma Chapter
Phi Beta Lambda
Phi Epsilon Kappa
Phi Sigma Iota

Pi Alpha Alpha

Pi Gamma Mu

Pi Kappa Lambda

Psi Chi

SALUTE

Sigma Phi Omega

Sigma Pi Epsilon Delta

Sigma Tau Delta

Sigma Theta Tau, Xi Gamma Chapter

Society of Collegiate Journalists

Theta Alpha Kappa

Zeta Omicron, Kappa Pi, International Art Honor Society

Student Publications

Several opportunities are offered for artists, journalists, and creative writers. *The Wood Word* is Marywood University's student-run online news source. *Bayleaf*, a student arts/literary journal, attracts creative work from student writers and artists for bi-annual publications.

Student Health Services

A full-time registered nurse and a nurse practitioner provide primary care (assessment and treatment) and make referrals to community physicians and to campus and community resources for treatment, health education, and counseling. Serious emergencies are referred immediately to nearby hospitals. Physician services are available during the spring and fall semesters.

The Student Health Services staff is committed to a comprehensive wellness philosophy. On-campus medical services, health information and counseling are available to all students without charge. Students living on campus and all international students are required to complete and submit a health history and immunization record (including documentation of compliance with the Pennsylvania law mandating that residents of university-owned housing have received the meningococcal vaccine) to the Student Health Services Office. Other students who choose to use these services must submit a completed health history and immunization record before non-emergency services can be provided. Resident students who do not fulfill the health immunization record requirement will be required to live

off campus.

All full-time students must furnish evidence of health insurance, otherwise, they will be enrolled in a University endorsed healthcare plan. Additional details about the mandatory student health insurance program are provided each semester and are available online and in the Student Health Services Center.

Honors Program

Dr. Adam Shprintzen, Honors Program Director

Dr. Christa Irwin, Honors Assistant Director

Honors Program Board

Ms. Amanda Avery, Librarian

Ms. Jessica Bodzio, College of Health and Human Services

Dr. Joshua Deckman, College of Arts and Sciences

Dr. Christine Fryer, College of Professional Studies

Mr. William Manley, Office of the Registrar

Dr. Vijay Ramachandra, College of Health and Human Services

Dr. Miguel Salve, College of Professional Studies

Dr. Adam Shprintzen, Honors Program Director

Dr. Lindsey Wotanis, College of Arts and Sciences

Mission

The Honors Program provides a vibrant academic community that presents Marywood's students with a variety of challenging intellectual opportunities to engage in research and scholarship. Whether through honors seminars in the core curriculum or through in-depth studies in their majors, students practice critical thinking skills, learn and apply research methods in their disciplines, and create new knowledge in their fields of study. By participating in the program's extracurricular activities and learning to do independent research, honors students practice the skills that prepare them to take leadership roles in a diverse and interdependent world.

Through engaging in research and taking advantage of opportunities to gain professional experience by participating in academic conferences, research forums, exhibitions, and leadership colloquia or by attending campus speakers' talks or gallery exhibitions, honors students enhance their baccalaureate experience and prepare for post-graduate success in their chosen fields.

Marywood is a member of both the National Collegiate

Honors Council (NCHC) and the Northeast Region Collegiate Honors Council.

Requirements

The Honors Program at Marywood University is an open program. In order to register for honors courses, a student must maintain a minimum QPA of 3.33.

To graduate with a Citation in Honors, a student must successfully achieve a 3.33 QPA and complete:

- 4 honors seminar courses that meet core curriculum or liberal arts requirements (12 credits);
- 2 honors courses in the student's major (6 credits);
- 1 honors course elective OR a third honors course in the major (3 credits);
- Senior honors thesis (3 credits).

The Honors Program at Marywood will accept one honors course transferred from another college or university or one study abroad course. Students may be asked to provide a syllabus or sample of honors level work.

The Honors Thesis

The Honors Thesis is the capstone of the Honors Program at Marywood University. Broadly defined, the thesis brings together the student's major area of study and the liberal arts core. For example, an analysis of the structure of a novelist's style may contain reflections on the meaning of that style within a historical or sociological context. The thesis thus contains two elements: specialization in discipline and generalization in humanities. A thesis might also contain a creative component according to the practices of the student's discipline.

Students who are planning to write their theses should begin by meeting with their advisers the semester before they would like to begin their research and writing. While students generally write their theses in their senior year, we recommend that students planning their student teaching, internships, or field research start in their junior year to avoid conflicts. Students in the Architecture program should consult with the Honors Program Director to determine the best time to commence work on the thesis.

To receive academic credit for the thesis, students must register for 3 credits of Honors Thesis 478, ideally spread as one credit over three semesters as 478A, 478B, and 478C. Students must submit a timeline for the work they plan to complete over the course of each semester they are writing. The grades for 478A and 478B are based on the

research the student accomplishes, while 478C is for the completed, written version of the thesis. The thesis will be due in the spring semester of the student's senior year, submitted to the Honors Program Director by the annual published deadlines.

All honors students planning to write a thesis must schedule a formal meeting with the Honors Program Director during the first two weeks of the semester they begin in order to discuss the issues related to the thesis. At this meeting, monthly appointments will be scheduled to ensure that students make satisfactory progress toward completion in a timely manner and to address questions and doubts that may arise during the research.

Honors Research Internships

Honors students working toward completion of the Citation in Honors are eligible to do 1-3 credit research internships working with a faculty member in the student's discipline on his/her research. Students must have achieved sophomore status and be full members of the Honors Program to be eligible. Interested students should see the Honors Program Director.

Admission

Based on their high school transcripts, standardized test scores, class rank, and specified interests, first year students may be placed in honors courses their first semester at Marywood. Students who meet the requirements may choose to apply to continue in the program after their first semester.

Any Marywood student who achieves a 3.33 QPA or higher after his or her first semester may register for honors courses, and after the first semester taking honors courses, may elect to apply to complete the program. Students interested in pursuing the Citation in Honors should visit the Honors Program Director to review the requirements and fill out the necessary forms.

Recognition

Honors courses and projects are designated by a special code that appears on a student's transcript. A student completing the honors degree receives the Citation in Honors, which is noted on all official transcripts and on the diploma.

Research at Marywood

The Honors Program promotes and supports undergraduate research and scholarly activity by providing funding for all undergraduates to conduct research and to travel to present

their work. The committee also sponsors the Undergraduate Research Forum, at which students can present research projects, read papers, exhibit original art and photography, and discuss experiences from conferences and conventions. Students can apply for funding by visiting the Honors Program website for a Research Proposal Form. The Honors Program Board reviews and evaluates the proposals, then submits approved projects to the Honors Program Director for funding.

Scholarships and Fellowships

Scholarships and fellowships are available for study in the United States as well as abroad. Interested students should contact the scholarship's assigned faculty adviser for more information.

College of Arts and Sciences

Dean: Jeffrey Johnson, D.M.A.

Mission Statement

In support of the Mission, Goals, and Core Values of Marywood University, the College of Arts and Sciences aspires to foster in its students a conscious understanding of the complexities, enduring themes, and problems that are central to human experience. Our programs focus on educating students to research critically, evaluate, and produce creatively.

Goals and Objectives

- We prepare students for a lifetime of achievement, leadership, and service by offering courses that provide them with the knowledge and understanding necessary to respond effectively to the needs and challenges of an interdependent world.
- We enable students to think critically, examining relationships between the individual and the community, between the self and society, between the person and the world.
- We encourage students to develop fully their ethical sensibilities and to contribute to the well-being of our common humanity.
- We develop highly skilled and ethical professionals who impact and influence a culturally diverse and interdependent society.
- We challenge our faculty and students to explore and cultivate both individual and collaborative avenues for creative expression and problem solving, and skilled transmission of information.

Accreditation by the Council for Accreditation of Educator Preparation (CAEP), the National Association of Schools of Music (NASM), the National Association of Schools of Art and Design (NASAD), and the American Art Therapy Association enables students to acquire competencies necessary for a career in a variety of settings.

Areas of Study

Communication Arts; English and Foreign Languages; Music, Theatre, Dance; Philosophy and Religious Studies; Science, Mathematics and Computer Science; Social Sciences; and Visual Art.

Art

Faculty

Chris Medley, M.F.A., Chair
Steven Brower, M.F.A.
Dennis Corrigan, M.F.A.
Ashley Hartman, Ph. D., ATR-BC, R.M.H.C.I.
Christa Irwin, Ph.D.
Sue Jenkins, M.F.A.
Kate Kocyba, Ph.D.
John Meza, M.F.A.
Collier Parker, M.F.A.
Stephanie Wise, M.A., ATR-BC, L.C.A.T.

Goals

The Art Department is an active participant in the mission and philosophy of Marywood University. Department goals include preparation of individuals experienced in diverse creative processes through various art media. Students are involved intensely in self-discovery, self-evaluation, artistic research (affective and cognitive), and professional presentation of products. As a result, art students develop a sense of responsibility, empathy, and professionalism. Graduates exhibit commitment and involvement as professionals in the larger community. It is this growing sense of responsibility for quality communication, balanced with creativity that will enrich future generations.

The programs are designed to:

1. provide comprehensive quality education in studio art and design so that students attain a measurable degree of technical skill and proficiency;
2. prepare students to challenge themselves and others creatively and to continue that process into the future;
3. raise art students' consciousness of creative activity throughout the entire university curriculum and enable them to value the richness of such creative processes;
4. facilitate an appreciation for and recognition of the importance of past and present aesthetic and cultural values;
5. expose students to a broad range of creative attitudes, illustrating the diversity of creative thinking and

processes within a perspective of global concerns.

Overview

Specifically, the Art Programs prepare students for specialized study in graduate school as well as for careers in the arts.

Academic Progress and Graduation Requirements

During their course of study, students will be expected to maintain a QPA of 2.50 or higher in their major and are required to achieve this minimum for graduation. Periodically, they will submit examples of their work for faculty review and evaluation. Prior to graduation, Art majors present public exhibitions of their work in the Mahady Gallery, Suraci Gallery, and various areas in the Insalaco Studio Arts Center.

The Art programs at Marywood University involve an integration of the liberal arts and an in-depth curriculum of professional studies.

Accreditation

Marywood University is fully accredited by the National Association of Schools of Art and Design (NASAD). This association was established in 1944 for the purpose of improving educational practices and helping to maintain high professional standards in art and design education. Included in the membership are outstanding independent schools, universities, and colleges that teach art and design. These institutions have proven, through their membership and activity in the Association, their deep interest in fostering high standards for art and design education. Through its annual meeting, NASAD provides a national forum for discussion of the broadest considerations involving the education of the artist and designer. The National Association of Schools of Art and Design is the only national professional accrediting agency for educational institutions in the visual arts recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

Special Features

Art Study Abroad

Because success in the field of visual art depends not only on technical expertise, but on breadth of experience and depth of insight, the Marywood Art Department encourages all students to experience firsthand the global nature of our cultural tradition. Through a variety of options, students may study for a semester, a summer

session, or a shorter study tour in countries like Italy, France, Spain, Germany, England, Ireland, Scotland, or Australia.

The centerpiece of our study abroad program is Marywood's Italian host program for outstanding art students at Studio Arts College International (SACI) in the heart of Florence, Italy. Through the Marywood/SACI Program, students may apply to study in Florence for a semester or a summer session and may choose from a full curriculum of offerings. This program also includes organized field trips to many important locations throughout Italy. All courses are taught in English, and the program is geared toward an easy assimilation of Italian culture.

Visiting Artists Program

Throughout the year, the Visiting Artists Program enables the art student and the Marywood community to participate with numerous guest artists in their creative processes by lecture/demonstrations and exhibits. In the past, Marywood has been visited by many artists and craftspersons, including fabric artists, wood workers, metalsmiths, sculptors, painters, photographers, potters, graphic designers, illustrators, installation artists, and others.

Art Galleries

Located in the Shields Center for Visual Arts, the Marywood University Art Galleries provide the Marywood community and northeastern Pennsylvania with noteworthy cultural events. All exhibitions, receptions, and accompanying events are free of charge and open to the public. Accessible to those with disabilities, the galleries have weekday, evening, and weekend hours.

Mahady Gallery

Throughout the year, the Mahady Gallery offers a varied program of group and solo shows by visiting artists, juried regional competitions, Marywood art faculty, and curated national exhibits. The gallery also presents graduate and undergraduate group exhibits in fulfillment of degree requirements. Featured exhibitions are accompanied by artist's slide lectures, gallery talks, workshops, or demonstrations.

Suraci Gallery

The Suraci Gallery maintains Marywood's permanent collection of fine and decorative arts. The Asian Collection consists of paintings, furniture, ivories, tapestries, and ceramics. Bronze and marble sculpture, furniture, and paintings make up the Nineteenth-century Collection. In

addition, European ceramics, glass, and other decorative arts are displayed. Feature exhibitions, highlighted throughout the year, showcase regional artists, selections from the permanent collection, and recent work by the art faculty.

The Maslow Collection Study Gallery for Contemporary Art

The Maslow Collection focuses on contemporary art, primarily American, with an emphasis on major prints by the most recognized and important American artists of the 60s and 70s, as well as works by emerging painters and sculptors who were exhibiting in New York art galleries during the 80s and 90s.

The Maslow Collection is housed at Marywood University in the Shields Center for Visual Arts where it is utilized as a learning laboratory, providing fieldwork experiences, internships, and opportunities in curatorial and exhibition studies for Marywood students through the Arts Administration program. The collection also enables faculty in art history and studio arts to request individual works or two-week selected exhibitions for presentation and student discussion in the Maslow Study Gallery for Contemporary Art. At Marywood, The Maslow Collection continues to be a major resource to the larger community, loaning works to regional and national exhibitions, as well as being available for professional research and study.

Fieldwork Experience/Internships

Fieldwork experience/internships gives the student firsthand knowledge of job opportunities, equipment, and skills necessary to be creative and productive in the professional world.

Bachelor of Fine Arts in Design majors with emphasis in Graphic Design and Photography must earn at least three credits of professional fieldwork experience. The Bachelor of Fine Arts in Studio Art offers the option of fieldwork with artists and organizations pertinent to future pursuits. Typically, students are placed in studios representative of the content of the major professional area: printing, graphics, or photographic studios; newspapers; graphic design companies; interior design studios, departments, and companies; museums; and architectural firms. The Bachelor of Arts Program in Arts Administration provides professional training and fieldwork experience for those who have an appreciation for the arts and an aptitude for management. B.A. Art Therapy students participate in a 90-hour internship that exposes students to the use of art in service to others.

General Requirements – All Students

The Undergraduate Core Curriculum requirements include three credits in the Fine Arts. Any art history course may be taken to fulfill the Fine Arts requirement.

Requirements for Majors Foundation Program

The art foundation program, taken during the first year, provides beginning art students with a core curriculum of studies in drawing, color, painting, digital design, and two- and three-dimensional design. Basic materials, equipment, and techniques that will be used throughout the program are introduced, and health and safety issues are addressed. Integrated into the foundation courses is a study of artists and their works. Of significant value is the student's introduction to the visual inquiry process: visual thinking and problem-solving, as well as development of visual communication skills. Knowledge of major artists and art movements is integrated with the studio component.

The Bachelor of Fine Arts Program has majors in Design and Studio Art, in Graphic Design, Photography, Illustration, Painting, Ceramics, and 3D Sculpture.

All Bachelor of Fine Arts majors must fulfill at least 79 credit hours in Art, including the following: foundation program, Art History, and specific requirements pertinent to the area of emphasis.

Transfer students must receive at least 39 credits of their Art sequence at Marywood.

Requirements for Minors (18 credits)

Minors are available for 18 credit hours in Animation, Art History, Ceramics, Graphic Design, Illustration, Painting, Photography, Printmaking, and 3D/Sculpture.

An Art History minor is open to all undergraduate students, regardless of the major field of study. ART 113, ART 114, and ART 218 are required, in sequence. Nine additional credit hours of art history will be selected to complete the minor. Seniors may be eligible to take advantage of Marywood's post-graduate program in art by registering for graduate level Art History courses. Students should consult with Art History professors to tailor their programs to their specific needs and to assure sufficient breadth in Western, non-Western, and ancient to contemporary art areas. For students interested in pursuing graduate work or careers in art history, special emphasis will also be placed on adequate course preparation in languages, history, and enhanced writing skills.

Bachelor of Fine Arts

The Bachelor of Fine Arts degree is the initial professional degree in Studio Art and Design. Its curricular goal is the development of persons with technical skills, conceptual abilities, and artistic sensitivity to the past, present, and future role of art in addressing the needs of humankind. Within the Art Department at Marywood, there are several B.F.A. tracks available to students, including graphic design, illustration, photography, painting, ceramics, and 3D/sculpture.

Course requirements are listed according to areas of emphasis: Studio Art (2-D, 3-D), Design (Graphic Design, Illustration, Photography). All students are required to take foundation courses participate in Foundation/Sophomore/Junior/ Senior portfolio reviews and complete their studies with a culminating Professional Contribution in the form of a senior exhibition.

Students receive program/course sequence sheets and are assigned academic advisors at the beginning of their studies so that they follow a sequential course of study incorporating requirements of each program.

Bachelor of Arts

The Bachelor of Arts degree is a liberal arts degree that provides professional preparation for art therapy or arts administration. The Art Therapy Program offers the student introductory, foundation studies in art therapy combined with studio courses. This pre-professional program will integrate the arts and psychology with attention to social, spiritual, and cultural dimensions, providing a solid base for graduate study in art therapy. The Bachelor of Arts Program in Arts Administration, a cooperative program with the Business, Music, and Communication Arts programs, prepares students for advanced study and for a variety of positions in organizations concerned with artistic presentations. Students interested in pursuing both their BA and MA in Art Therapy at Marywood should enroll in our 5-year BA2MA accelerated track.

Studio Emphasis, Bachelor of Fine Arts

Within the Bachelor of Fine Arts: Studio Art, there are two areas of emphasis: 2-D and 3-D. The Studio Art program equips students to meet an ever-changing and competitive field through a commitment to creative thinking and endeavor. The goal for students is that they become independent, creative thinkers, responsible to a wide audience and assertive in their own kind of expression. All students take foundation courses; intermediate students

take intermediate level 2-D or 3-D courses. In sequential upper-level courses, students choose advanced courses in painting, illustration, ceramics, or sculpture.

Requirements Courses for 2-D Emphasis and 3-D Emphasis and the Art Therapy Program (31 credits)

Foundational Courses (19 credits)

ART 101	Foundations Seminar	1
ART 110	Basic Drawing	3
ART 116	Drawing I	3
ART 118	Two-Dimensional Design and Color	3
ART 212	Three-Dimensional Design I	3
ART 233	Painting I	3
ART 241	Digital Design	3
ART 322	Portfolio Review	0

ART 233: Graphic Design Majors must take ART 210, Introduction to Typography, in place of ART 233, Painting I.

Additional Common Courses (12 credits)

ART 113	History of Art I	3
ART 114	History of Art II	3
ART 218	Art in the Modern Era	3
ART XXX	Elective	3
ART 322A	Portfolio Review	0
ART 322B	Portfolio Review	0
ART 322C	Portfolio Review	0

ART XXX Elective: Art Therapy students required to take Studio Elective

ART 113, ART 114: ART 120 plus one additional art history course (excluding ART 113, 114, 430, 431, 432) may be taken as an alternate to ART 113 and ART 114.

Painting Track, Bachelor of Fine Arts

Program Requirements (48 credits)

Students in the Painting track explore fundamental elements and concepts that govern visual language. Through close individual guidance, students gain expertise and knowledge to become confident, independent, creative practitioners, able to navigate the opportunities of the painting profession, and the world at large.

Required Courses

ART 215A	Figure Drawing I	3
ART 215B	Figure Drawing II	3
ART 327	Printmaking: Etching	3
ART 345	Painting II	3
ART 429	Advanced Drawing	3
ART 435	Contemporary Art History	3

ART 443A	Painting III	3
ART 444A	Advanced Painting	6
ART 444B	Advanced Painting	6
ART 444C	Advanced Painting	6
ART 444D	Advanced Painting	6
ART 455	Professional Contribution (Exhibit)	0
ART Elective	Studio	3
	Or	
	Fieldwork	3

Illustration Track, Bachelor of Fine Arts

Program Requirements (51 credits)

Students in the 2-D illustration track are prepared for the demanding and competitive field of illustration. Courses center on concept and development, image design, and an understanding of finish techniques, while stressing the social, political, and ethical responsibilities of the artist and the impact illustration has had, and continues to have, on society.

Required Courses

ART 210	Introduction to Typography	3
ART 215A	Figure Drawing I	3
ART 215B	Figure Drawing II	3
ART 221A	Conceptual Design Thinking	3
ART 226	Basic Printmaking	3
ART 314	Introduction to Graphic Design	3
ART 335	Painting for the Illustrator	3
ART 345	Painting II	3
ART 362	Animation for the Illustrator	3
	Or	
	Elective	3
ART 422A	General Illustration I	3
ART 422B	General Illustration II	3
ART 424	Intermediate Illustration: Book	6
ART 427B	Advanced Portfolio Development Illustrat?Communication	6
ART 491	History of Visual Communications	3
ART 441M	Digital Illustration	3
ART 493	Character Design	3

Elective: or other studio elective

Photography Track, Bachelor of Fine Arts

Program Requirements (48 credits)

Whether working as an applied or fine artist, the successful photographer is one who can find the most appropriate blend of a developed aesthetic and the science and technology of image-making to produce a legible personal statement. The Photography Program at Marywood offers a strong foundation in the technical skills required of the photographer. Traditional media are stressed, while developments in digital imaging are embraced. Fluency in the medium is enriched and expanded by the study of aesthetics and art/photographic history, as well as through class discussions and critiques, which emphasize the development of the voice of the individual as artist. Marywood's flexible program is designed to meet the individual needs of the aspiring photographic professional.

Required Courses

ART 315A	Basic Photography	3
ART 316	Advanced Black and White Photography	3
ART 317A	Advertising and Illustrative Photography	3
ART 317B	Advanced Advertising and Illustrative?Photography	3
ART 318A	Negative and Reversal Color Processes	3
ART 318B	Advanced Negative and Reversal Color?Processes	3
ART 319	Photography As A Means of?Self-Expression	3
ART 320	Photojournalism	3
ART 427E	Advanced Problems in Visual?Communication	3
ART 432A	History of Photography I	3
ART 432B	History of Photography II	3
ART 441C	Computer Graphics /Photoshop	3
ART 441G	Alternative Digital Imaging	3
ART 449	Internship	3
ART 499D	Independent Study - Photography	3
ART	Studio	3
Elective		
ART 455	Professional Contribution (Exhibit)	0

Studio, 3D (Sculpture, Ceramics, Fibers, Jewelry), Bachelor of Fine Arts

Program Requirements (48 credits)

Students in the 3D (sculpture/ceramics/fibers/jewelry) track take courses that stress a high level of creativity and innovation. This program is a self-directed degree that prepares students to be successful in the contemporary art economy. Technical areas to which students can be exposed include modeling, carving, forging, fabrication, mold making, bronze/aluminum/glass casting, production pottery, glaze chemistry, electric/gas/raku firing techniques and slipcasting. Students also have access to a comprehensive fibers studio including papermaking and weaving.

Required Courses

ART 222	Ceramics I	3
ART 261	Sculpture I	3
ART 325	Jewelry-Metal I	3
ART Elective	3D Studio Elective	3
ART Elective	3D Studio Elective	3
ART Elective	3D Studio Elective	3
ART Elective	3D Studio Elective	3
ART Elective	Advanced 3D Studio Elective	6
ART Elective	Advanced 3D Studio Elective	6
ART Elective	Studio Elective	3
ART Elective	Studio Elective	3
ART Elective	Studio Elective	3
ART Elective	Studio or Art History Elective	3
ART Elective	Studio or Art History Elective	3

Design Emphasis/Graphic Design Track, Bachelor of Fine Arts

Program Requirements (54 credits)

The Graphic Design Program incorporates design history, the study of basic visual elements, conceptual development, research, studio technique, and strategies for problem-solving. Class critiques and discussions are emphasized. Students will explore publication design, package design, corporate identity, typography, motion graphics, and interactivity. During the junior and senior years, students will apply their knowledge and skills through internships and applied projects. The goal is to provide each student with the environment and support in which to develop a professional visual portfolio.

Required Courses

ART 116	Drawing I	3
	Or	
ART 441M	Digital Illustration	3
ART 210	Introduction to Typography	3
ART 221A	Conceptual Design Thinking	3
ART 314	Introduction to Graphic Design	3
ART 315A	Basic Photography	3
ART 405	Advanced Typography	3
ART 416	Social Impact Design	3
ART 416A	Communication & Conceptual Design I	3
ART 416B	Comm & Conceptual Design II	3
ART 428	Design Business and Production	3
ART 491	History of Visual Communications	3
ART 440	Advanced Portfolio Development	3
ART 441B	Motion Graphics	3
ART 441H	Web Design and Interactive Media	3
ART 441I	Interactive Design II	3
ART 442B	Interactive Design III	3
ART 448	Packaging Design	3
ART 449	Internship	3
ART 455	Professional Contribution (Exhibit)	0

Art Therapy, Bachelor of Arts

Program Requirements (51 credits)

The undergraduate program in Art Therapy offers the student an opportunity to participate in a pre-professional art therapy education. Studio art courses are combined with behavioral and social science courses to offer a curriculum that fully prepares a student for graduate-level studies in art therapy.

Art Therapy Concentration (33 credits)

ART 215A	Figure Drawing I	3
ART 261	Sculpture I	3
ART 345	Painting II	3
ART 455	Professional Contribution (Exhibit)	0
ART 481	Introduction to Arts and Healing	3
ART 482	Approaches in Art Therapy	3

ART 483	Art Therapy Applications	3
ART 484	Art Therapy Internship	3
ART Elective	Studio Elective	3
ART Elective	Studio Elective	3
ART Elective	Studio Elective	3
ART Elective	Art History Elective	3

2 Psychology Electives can be substituted with 2 approved Graduate Level Art Therapy Courses

2 of the 3 Studio Electives can be substituted with Graduate Level Art Courses

Additional Psychology/Sociology Requirements (18 credits)

PSYC 211	General Psychology	3
PSYC 251	Developmental Psychology	3
PSYC 431	Abnormal Psychology	3
PSYC	Elective	3
SOC 218	Anthropology	3

Accelerated Track - BA2MA

An accelerated track towards admittance to the Master's in Art Therapy Program is available for qualifying students. The BA2MA option requires interested BA students to have at minimum a 3.0 GPA (with no less than 3.0 in the major) by their 90th credit. It is recommended that students interested in this option meet early on with the Director of the Art Therapy Program to plan their programs accordingly. Please note, all BA2MA are required to apply for the Master's Program at the appropriate time and admission is not automatic.

Arts Administration, Bachelor of Arts

Program Requirements (60 credits)

The Arts Administration major is for the student who has a strong affinity for the visual arts and plans to work in arts management. The program combines a dual foundation in both art and business and provides the student with historical, experiential, practical, critical, and aesthetic information. Courses in business and managerial science, art history and art foundation, and practical experience in museum, gallery, curatorial practices and studies, and historic preservation venues are required. A secondary concentration in Studio Arts, Art History, Corporate Communication, Theatre Arts, or Music rounds out the course of study.

The Arts Administration major can gain hands-on

experience in curatorial practices and exhibition studies in contemporary art working with The Maslow Collection, which is conveniently housed at Marywood University. Working directly with the Collection's curator, the major may have the opportunity to curate an exhibition in the Maslow Study Gallery for Contemporary Art. In addition, The Maslow Collection Library and Curatorial Research Library provide opportunities for majors to engage in extended research on the artists in The Maslow Collection as well as the significant areas of curatorial practice since the 1960s.

The major in Arts Administration requires 24 credits in the Primary Concentration (art history, art foundation, and fieldwork); 21 credits in Business; and 15 credits in a Secondary Concentration. A total of 63 credits are required for the B.A. in Arts Administration.

Art-Primary Concentration (24 credits)

ART 113	History of Art I	3
ART 114	History of Art II	3
ART	Art History Elective	3
Elective		
ART 118	Two-Dimensional Design and Color	3
ART 212	Three-Dimensional Design I	3
ART 218	Art in the Modern Era	3
ART 449A	Fieldwork Experience I - Museum	2
ART 449B	Fieldwork Experience II - Gallery	2
ART 449C	Fieldwork Experience III - Historic?Preservation	2

ART 113 and ART 114: ART 120 plus one additional art history course (excluding ART 113, 114, 430, 431, 432) may be taken as an alternate to ART 113 and ART 114.

Business Core (21 credits)

BUS 111	Principles of Marketing	3
BUS 112	Principles of Salesmanship	3
BUS Elective	Or Business elective	3
BUS 123	Management and Career Options	3
BUS 131	Accounting I	3
BUS 130	Or Introduction to Accounting	3
BUS 200	Advanced Computer Tools for Management	3

BUS 252	Legal Environment of Business/Law I	3
BUS 215	Survey of Visual Display and Design	3
BUS Elective	Business elective	3

Secondary Concentration (15 credits)

The major in Arts Administration requires 15 credit hours in a secondary concentration in one of the following areas: Studio Arts, Art History, Corporate Communication, Theatre Arts, or Music. (See Communication Arts (p. 67) and Music, Theatre, and Dance (p. 74) requirements for Arts Administration/Secondary Concentration.) The courses for a secondary concentration in Studio Arts or Art History are determined by the student and advisor.

Secondary Concentration for Arts Administration Majors in Communication Arts or Music (15 credits)

For students in a primary concentration of Music, Theatre, and Dance or Communication Arts, a total of 15 credits is required for the Secondary Concentration in Art, and includes:

ART 113	History of Art I	3
ART 114	History of Art II	3
ART 218	Art in the Modern Era	3
ART Elective	Art or Art History Elective	3
ART Elective	Elective	3

Communication, Language, and Literature

Faculty

Ann Cerminaro-Costanzi Ph.D, Chairperson
 Lindsey Wotanis, Ph.D., Program Coordinator, Multimedia Communication
 Erin Sadlack, Ph.D., Program Coordinator, English
 Helen Bittel, Ph.D.
 Deborah E. Brassard, Ph.D.
 William Conlogue, Ph.D.
 Joshua Deckman, Ph.D.
 Lauren Esposito, Ph.D.
 Douglas B. Lawrence, Ph.D.
 Paola Marrero Hernández, M.A.
 Ernest Mengoni, B.A., Coordinator of Broadcast Operations
 Sr. Christine Mihelich, IHM, Ph.D.
 Kimberly Anne Petro, M.A.
 Frances M. Zauhar, Ph.D.

Goals

Read on. Write on. Speak up. Because words have power.

This motto reflects our department's conviction that words and narratives can shape thinking, inspire action, and evoke emotion. Those who are most engaged with words can harness this power to make a positive difference in their own lives and in the lives of others. More than ever, students who are able to communicate effectively—especially in multiple languages—are well prepared to succeed in the careers of their choosing. Through such coursework, students think critically, improve written and oral communication, and develop an increased historical and cultural awareness that fosters understanding and social concern, all of which enhances their ability to achieve both civic and professional goals.

General Program Overview

The Department of Communication, Language, and Literature therefore offers a variety of programs of study, including majors in:

- Multimedia Communication
- English/Literature
- English/Secondary Education
- English/Writing
- Spanish
- Spanish/Secondary Education

The department offers a 4+1 Master of Arts degree and a traditional Master of Arts degree in Professional Writing. We also offer an 18-credit Spanish track for Nutrition majors. The Multimedia Communication program prepares students to assume roles as communication professionals at newspapers, television and radio stations, advertising and public relations firms, audio/video production houses, and other public and private organizations. Career paths include digital filmmakers, documentarians, TV producers, media reporters, advertising specialists, and administrators and educators in the communications industry.

For all students, we offer minors in:

- English Literature
- Latino Studies
- Multimedia Communication
- Spanish for Professionals

- Writing

If students are interested in minoring in other languages, particularly French or Italian, on an ad hoc basis, please see the Department Chairperson.

English Requirements for All Undergraduate Students

All undergraduate students are required to take 9 credits of English courses and 3-6 credits of Foreign Language as part of the general education requirements. *Final approval of all transfer credits rests with the department chair.*

For English, all students must take (or satisfy) the following required courses:

ENGL 160 Composition and Rhetoric

This course lays strong foundations for college-level argumentative and inquiry-based writing by increasing rhetorical awareness, analytical skills, and research proficiency. Through guided practice with process-based academic writing, students produce original arguments that employ research to engage in ongoing academic conversations. A minimum grade of “C” is required in order to fulfill the University’s requirement of writing competency, and the course can be retaken only once at Marywood.

ENGL 180 Introduction to World Literature

This course surveys western and non-western literature of the world. Students will read texts in several genres. Course content will vary by instructor. *Prerequisite: ENGL 160.*

Any course from ENGL 300 or above

Students may select any upper-level Literature or Writing course at an advanced level to hone further their critical reading, thinking, and writing skills.

N.B.: English 160 and English 180 are prerequisites for all literature courses. ENGL 160 is the prerequisite for all writing courses.

Modern Language Requirements for All Undergraduate Students

For modern languages, all students must take 3-6 credits of modern language as outlined here. To enable each student to continue progressing in a second language and to achieve the highest possible proficiency, the Department offers an online placement test, the results of which determine the level course at which the student will begin

study. The results of the language placement test are received by the department, and shared with both the Registrar’s Office as well as the student’s advisor, who ensures that the student takes the appropriate level class/es as required prior to the student’s sophomore year. We strongly encourage students to continue the same language they studied in high school and to continue that study as early as possible in college.

Students who place beyond the 212 level:

Students whose placement test indicates beginning language study with a course beyond the 212 can complete the language requirement with only one 3 credit course provided that the course taken is BEYOND THE 212 LEVEL. who have successfully completed four years of the same foreign language in high school are placed into upper level language classes. These students may complete the University’s foreign language requirement with three credits, provided that these three credits are taken above the 212 level

Students who place below the 212 level:

These students are required to take six credits in sequence in the same language beginning at the course level indicating by the placement test. Courses taken below the level indicated by the student’s placement exam will not count toward fulfillment of the language requirement. Students seeking a change in placement must consult with the Modern Language Department in order to be approved for a change in placement.

Any student seeking a waiver of the modern language requirement must receive a passing score on the CLEP exam or bring in AP college credit.

Bilingual students

- Native speakers of a commonly taught modern language other than English may take one course beyond the 212 level as recommended by the Modern Languages Department in that same language either at Marywood (if offered) or elsewhere (with prior approval of the department), or they must take and pass an advanced level CLEP exam in that language.
- Native speakers of a lesser taught modern language may find that no CLEP exam or advanced level college course in that language exists. In this case, the student may take one upper level course taught in the English language as determined and approved by the Modern Languages Department. NOTE: This course may not be concurrently used to fulfill any other requirements in the Core Curriculum.

- Should it be determined that a native speaker of a modern language would benefit from additional English language study, LANG 101 and 102 would be required to fulfill the modern language requirement. NOTE: This sequence may not be concurrently used to fulfill any other requirements in the Core Curriculum.

Any student wishing to begin study of a modern language not previously studied must take two elementary level courses (101 and 102) in that new language in order to fulfill the language requirement.

Multimedia Communication Special Features

The program offers students a number of opportunities to enhance their education. These include professional internships, independent studies, and membership in professional and student-based organizations and honor societies such as Lambda Pi Eta (communication arts); the Public Relations Student Society of America (PRSSA); and the Society for Collegiate Journalists (SCJ). The department also supports its activities through its own contemporary teaching facilities including a television station, radio station and numerous production facilities with state of the art equipment.

Professional Internships

Internships provide practical experience under the direction of qualified professionals at cooperating organizations in all of the areas of specialization in Multimedia Communication. An internship may be arranged with organizations in various geographical locations to meet the student's career objectives.

Facilities

Radio Station: WVMW-FM

Award-winning, cutting-edge technology equipped on-air stereo radio station licensed by the FCC; studio for interview programs equipped with PC-based music system, a digital delay for talk shows, and a sound booth. A student staff manages and operates the station's daily broadcasting schedule with a coverage area that encompasses northeastern Pennsylvania and is streamed globally online; affiliated with the Intercollegiate Broadcasting System.

TV Marywood

Innovative technology equipped digital facilities with full audio and video production capabilities, electronic field, graphics, and post-production facilities. Students have ready access to computer-based audio labs, nonlinear

editors, and a comprehensive television control room and studio. The studio functions as a soundstage for digital filmmaking, audio recording, and virtual set design and implementation. Professional audio and lighting kits complement sophisticated digital field production systems. Student management and operational staff direct live and taped programming via regional facilities of Comcast Cable and internet streaming; programming may also be produced for internal and external clients.

Audio and Video Labs

Dedicated instructional and work- spaces for audio and video editing.

Newsroom

Word processing, desktop publishing, 3D graphics, scriptwriting, and multimedia productions. Access is also provided to the Internet.

The Wood Word

Marywood's award-winning, online student news source; student positions range from editors to photographers to writers. Students publish news and other editorial content, including photographs and video reports, daily. Students have access to a virtual as well as a physical newsroom equipped with computers and collaborative work space.

Multimedia Communication Degrees

Multimedia Communication Degree Requirements

	Major	Core	Electives	To Graduate
1. Film, TV, & Digital Production	56	43/46	15-21	120
2. Journalism	54	43/46	15-21	120
3. Public Relations & Image Management	54	43/46	15-21	120
4. Sports Media	54	43/46	15-21	120
5. Build Your Own Track	54-56	43/46	15-21	120

Program Requirements for All Multimedia

Communication Students

The following courses are required for all Multimedia Communication students in Film, TV & Digital Production; Journalism; Public Relations & Image management; Sports Media; Build Your Own Track (39 credits):

Additional Requirements for Multimedia Communication Majors

1. Transfer credits in Multimedia Communication will be accepted from other colleges and universities, up to a maximum of one-half the total number required in an area of specialization.
2. The program directors and chairperson determine appropriate course equivalences (if applicable). The department may also require personal demonstration of specific competencies in Multimedia Communication consistent with program objectives.
3. All specialization tracks of study in Multimedia Communication additionally require that the student submit an approved thesis or equivalent project. The thesis or project is completed as part of the requirements for the Multimedia Communication Capstone.
4. Students may take one (1) additional practicum as an elective (7 credits total). Additional credits may be taken with the approval of the program director and the chairperson.
5. All students, including transfer students, must take six (6) practica. An internship may be substituted for three (3) credits with the approval of the program director and the chairperson.
6. Students can take up to 63 Multimedia Communication credits toward their degrees. Additional credits may be taken with the approval of the program director and the chairperson.

Multimedia Communication Practicum (6 credits)

Students take six one-credit courses designed to offer them hands-on field experience in their areas of study through work at our Marywood Media Group student-run media organizations, which include WVMW, TV Marywood, The Wood Word, and the campus chapters of the Public Relations Student Society of America and the Society for Collegiate Journalists. Additionally the once-per week

course offers students training in professional development topics including mentorship, leadership, and career-readiness.

Multimedia Communication Practicum Courses

Multimedia Communication, Bachelor of Arts, Public Relations and Image Management Track

Students are prepared for careers in the strategic communication field, which includes public relations or marketing agencies as well as varied private, public and non-profit organizations. Students learn theoretical and creative strategies and techniques for communicating with various audiences and stakeholders using traditional as well as new and emerging media. Students acquire leadership, writing, and creative skills working with the student-managed public relations campus chapter.

Public Relations and Image Management Track Requirements (15 credits)

Public Relations and Image Management Track Courses

Multimedia Communication, Bachelor of Arts, Film, TV & Digital Production Track

Students are prepared for careers in the rapidly expanding media production field, which includes radio and television broadcast stations, web-based media outlets, film companies and production houses. They explore digital audio and video editing and learn how to tell a story from conception and screenwriting through production. They also learn audio/music production skills. They learn about emerging digital tools and how to produce, direct, and shoot in the field and in a studio. Students also are equipped to produce and direct independent productions (e.g. documentaries and podcasts). Students practice leadership skills, media performance and news writing at student-managed radio and television stations.

Film, TV & Digital Production Track Requirements

(17 credits)

Film, TV & Digital Production Track Courses

Multimedia Communication, Bachelor of Arts, Journalism Track

Students are prepared for careers in the ever-changing journalism field, which includes print, broadcast, and digital media news outlets. Students gain practical and theoretical skills, knowledge and ethics applicable to finding, reporting, writing, editing, and producing news using traditional as well as new and emerging media. These include print, television and radio, as well as social media and web-based platforms. Students acquire leadership and management skills working at the student-managed online news outlet and television station.

Journalism Track Requirements (15 credits)

Journalism Track Courses

Multimedia Communication, Bachelor of Arts, Sports Media Track

This track is designed to prepare students for work in the fast-growing field of sports media. From sports journalism, broadcasting, announcing and color commentary, to sports information and promotion, students will be ready to join a team of sports media professionals at local, regional, national, and international organizations.

Sports Media Track Requirements (15 credits)

Sports Media Track Courses

Build Your Own Track

To meet a student's unique educational objectives that cannot be satisfied within existing Multimedia Communication tracks, students can, in consultation with their academic advisor, design their own track composed of 15 credits of Multimedia Communication electives.

Multimedia Communication Minor (18 credits)

Our minor program provides students with a solid foundation in basic communication skills while also allowing them to focus on an area of interest that broadens

or complements a major area of study. Marywood students outside of Multimedia Communication will work in consultation with an academic advisor to select two electives that will allow them to specialize in any of the Multimedia Communication tracks (Film, TV and Digital Production; Public Relations & Image Management; Journalism; Sports Media).

Multimedia Communication Minor Required Courses

Multimedia Communication Minor Course List

English Degrees**English Degree Requirements**

	Major	Core	To Graduate
English: Literature	39	43/46	120
English: Writing	39	43/46	120
English/Secondary Education	39	43/46	120

Requirements for All English Majors

All majors are required to consult either the chairperson/program coordinator or their advisors prior to registration each semester. The responsibility of fulfilling the department's requirements, however, rests with the student.

Additionally: Education majors, Secondary and Elementary, must consult with Marywood's Department of Education in order to fulfill the education sequence and QPA requirements in an orderly and accurate manner.

In order for the English Department to recommend a major for graduation, 50 percent of the student's English courses must have been taken at Marywood with a minimum QPA of 2.33 in the major. Similarly, 50 percent of courses used to fulfill minor requirements must have been taken at Marywood University with a minimum QPA of 2.33 in the minor.

Gateway Course for Literature and Writing**ENGL 170 Introduction to Literary Studies (3)**

The class is an introduction to the discipline of English and the practices of literary and writing studies, including (but

not limited to) close reading, research in the discipline, principles of literacy and rhetorical analysis, conventions of various genres of literature and writing, and genre formation, as well as approaches to writing about literature. *Prerequisite: ENGL 160*. Required for English: Literature and English: Writing majors.

English: Literature, Bachelor of Arts

Program Requirements for Literature Majors (45 credits)

Must complete a minimum of 45 credit hours in English

ENGL 160	Composition and Rhetoric	3
ENGL 170	Studies in Literature and Writing	3
ENGL 180	Introduction to World Literature	3

Survey Courses, including 3 out of 4 of the following (9 credits):

ENGL 357A	American Literature I	3
ENGL 357	American Literature II	3
ENGL 360	British Literature I	3
ENGL 364	British Literature II	3

One upper-level writing course (3 credits)

One course from: ENGL 310-329, Genre (3 credits)

One course from: ENGL 330-349, Theme (3 credits)

One course from: ENGL 350-359, American Period (3 credits)

One course from: ENGL 360-369, British Period (3 credits)

ENGL 370	Shakespeare	3
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Literature Minor

Program Requirements for Literature Minors (18 credits)

Must complete a minimum of 18 credit hours in English:

ENGL 160	Composition and Rhetoric	3
ENGL 180	Introduction to World Literature	3

One course from any four of the seven categories listed below:

ENGL 170	Studies in Literature and Writing	3
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Genre (ENGL 310-329)

Theme (ENGL 330-349)

American Period

British Period (ENGL 360-369)

Other Literature courses

Writing courses

English: Writing, Bachelor of Arts

Program Requirements for Writing Majors (45 credits)

Must complete a minimum of 45 credit hours in English:

ENGL 160	Composition and Rhetoric	3
ENGL 170	Studies in Literature and Writing	3
ENGL 180	Introduction to World Literature	3

Two courses from:

ENGL 220	Writing Technique	3
ENGL 230		3
ENGL 240	Professional and Technical Writing	3

One course from: ENGL 310-349, Genre or Theme (3)

One Workplace Writing course (3)

One Social Justice Writing course (3)

One Creative Writing course (3)

Two Writing Theory courses (6)

One Experiential Learning course

Students may choose any 1 of the following options:

ENGL 451	Internship	3
ENGL 452		3
ENGL 430A		3
ENGL 430B		3
ENGL 430C		3

Two courses from: ENGL 400-499 or Writing Intensive course (6)

ENGL 495	Senior Seminar	3
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Writing Minor

Program Requirements for Writing Minors (18 credits)

Must complete a minimum of 18 credit hours in writing.

ENGL 160	Composition and Rhetoric	3
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English 160 Composition and Rhetoric is the prerequisite for the internship and all upper-division writing courses. The upper-division courses may be taken in any sequence.

Any five 400 level writing courses or 300 level courses designated Writing Intensive.

Sample courses follow below:

ENGL 420	Editing and Style	3
ENGL 425	Rhetoric and Persuasion	3
ENGL 450	Writing for the Social Sciences	3
ENGL 460	Creative Writing	3
ENGL 461	Writing Creative Nonfiction	3
ENGL 464	Writing Poetry	3
ENGL 470	Business/Technical Writing	3
ENGL 475	Composition: Theory and Practice	3
ENGL 484	Political Writing and Rhetoric	3
ENGL 485	Writing and Cultural Studies	3
ENGL 490	Feminist Writing and Rhetoric	3
ENGL XXXW		3-6
ENGL 451	Internship	3

English Secondary Education, Bachelor of Arts

Program Requirements for English Secondary Education Majors (45 credits)

Must complete a minimum of 45 credit hours in English:

ENGL 160	Composition and Rhetoric	3
ENGL 170	Studies in Literature and Writing	3
ENGL 180	Introduction to World Literature	3

Survey Courses 3 out of 4 of the following: (9)

ENGL 357A	American Literature I	3
ENGL 357	American Literature II	3
ENGL 360	British Literature I	3
ENGL 364	British Literature II	3

One upper-level writing course (3)

One course from: ENGL 310-329, Genre (3)

One course from: ENGL 330-349, Theme (3)

One course from: ENGL 350-359, American Period (3)

One course from: ENGL 360-369, British Period (3)

ENGL 370	Shakespeare	3
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ENGL 400	Structure of Linguistics	3
	Or	

ENGL 420	Editing and Style	3
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ENGL 412	Methods of Teaching English	3
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ENGL 495	Senior Seminar	3
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The curriculum requirements discussed in this section are subject to change, based on guidelines established by the Pennsylvania Department of Education.

Spanish Degrees

Spanish Degree Requirements

	Major	Core	To Graduate
Spanish	39	43/46	120
Spanish Secondary Education	39	43/46	120

All non-education Spanish language majors must complete 39 semester hours in the major language, excluding 100-level courses.

Spanish, Bachelor of Arts

Program Requirements for Spanish Majors (39 Credits)

A student must take 39 semester hours of Spanish language courses selected from among the following for a major.

Students should consult the following list of required (*) and elective (**) courses. NOTE: Spanish 211-212 or Spanish 223 are required only if students begin their study at those levels.

Courses		
SPAN 211	Intermediate Spanish I	3
SPAN 212	Intermediate Spanish II	3
SPAN 223	Spanish for Reading and	3

	Review	
SPAN 275	Conversational Spanish I	3
SPAN 280	Contemporary Cultural Trends in Spanish-Speaking Films	3
SPAN 290	Visions of Spain Th Art and Architecture	3
SPAN 300	Intensive Grammar Review	3
SPAN 302	Introduction to Spanish Literature I	3
SPAN 303	Introduction to Spanish Literature II	3
SPAN 304	Hispanic Short Story I	3
SPAN 306	Spanish for Professionals	3
SPAN 307	Medical Spanish	3
SPAN 310	Contemporary Hispanic Issues	3
SPAN 321	Literature of the Golden Age I	3
SPAN 325	Latin American Culture & Civilization	3
SPAN 326	Latino Writers in the U.S.	3
SPAN 328	The History of Latinos in the United States	3
SPAN 329	Latino Popular Culture and the Arts	3
SPAN 330	Advanced Spanish Composition and Conversation I	3
SPAN 332	Hispanic Literature of Social Protest	3
SPAN 333	Spanish Civilization	3
SPAN 337	Commercial Spanish I	3
SPAN 340	Hispanic Women Writers	3
SPAN 350	The Latino Condition in the US	3
SPAN 399	Special Topics	3
SPAN 410	Spanish Culture Through the Works of Federico Garcia Lorca	3
SPAN 421	Modern Spanish Novel I	3
SPAN 423	The Latin American Novel I	3
SPAN 495	Senior Seminar	3
SPAN 499	Independent Study in Spanish	3

SPAN 211, SPAN 212, SPAN 275, SPAN 300, SPAN 302, SPAN 303, SPAN 325, SPAN 330, SPAN 333, SPAN 495: Required

SPAN 223, SPAN 280, SPAN 285, SPAN 290, SPAN 295, SPAN 304, SPAN 306, SPAN 307, SPAN 310, SPAN 312, SPAN 321, SPAN 326, SPAN 328, SPAN 329, SPAN 332, SPAN 337, SPAN 340, SPAN 350, SPAN 399, SPAN 410, SPAN 421, SPAN 423, SPAN 499: Electives

SPAN 211, SPAN 212 and SPAN 223: may also be required depending on student placement level as

determined by the Modern Languages Department

At least one 300-level elective course must be completed in Latino Studies.

Majors and minors are encouraged to study abroad with prior approval of course selections by the department chair.

K-12 Certification in Spanish

Students seeking K-12 Certification in Spanish must complete all requirements for the Spanish major, as well as SPAN 411B: Teaching Spanish, as one of their program electives. Please note that the curriculum requirements leading to certification are subject to change, based on guidelines established by the Pennsylvania Department of Education.

Spanish Education majors must consult and adhere to the Education Department requirements regarding coursework, admission, and retention criteria. Elementary education students who wish to concentrate in Spanish and students seeking certification in a second language must complete 18 semester hours in language exclusive of 100-level courses. The sequence of courses must be approved by the Modern Languages chairperson.

Transfer students at the junior level who are Spanish majors are required to take a minimum of 15 Spanish language credits at Marywood.

Spanish Minors (Caribbean, Latinx, and Latin American Studies or Spanish for Professionals)

Increasing numbers of students are opting to minor in Spanish as they realize the practical career advantages of combining language study with their major field. Students who choose to minor in Spanish may select courses in conversation, culture, literature, and film, as well as courses that service specific career interests.

Caribbean, Latinx, and Latin American Studies Minor (18 credits)

The minor in Caribbean, Latinx, & Latin American Studies (CLLAS) is intended for students who wish to develop an understanding of histories, languages, creative productions, and literatures across the Americas. The main objective is to actively engage students in a variety of disciplinary methodologies to study diasporic communities of the Caribbean, Latin America, and the United States, as well as to introduce them to the critical intellectual questions

and topics that have emerged in this field of inquiry (mostly pertaining to questions of migration, displacement, race, gender, sexual orientation, media representation, and cultural/political/social identities). Students are also given the opportunity to study and research topics in US Latinx experiences, and to engage issues globally affecting indigenous, afro-descendent and ethnically diverse communities.

Note: Courses will depend upon placement level and oral proficiency in Spanish.

Minor Requirements:

Required Core Spanish Language Courses

(6-9 credits)

SPAN 275	Conversational Spanish I	3
SPAN 300	Intensive Grammar Review	3
SPAN 330	Advanced Spanish Composition and Conversation I	3

Required Core Courses: (pick one, 3 credits)

Additional Courses: (6-12 credits) Students will select 2-4 courses from regularly taught CLLAS courses.

SPAN 280	Contemporary Cultural Trends in Spanish-Speaking Films	3
SPAN 303	Introduction to Spanish Literature II	3
SPAN 304	Hispanic Short Story I	3
SPAN 326	Latino Writers in the U.S.	3
SPAN 328	The History of Latinos in the United States	3
SPAN 329	Latino Popular Culture and the Arts	3
SPAN 332	Hispanic Literature of Social Protest	3
SPAN 423	The Latin American Novel I	3

Supporting Courses: (0-6 credits)

Students are free and encouraged to select 0-2 courses from outside the Modern Languages Department. These courses may represent a variety of disciplines from departments across the University and underscore the interdisciplinary spirit of CLLAS. Courses may come from

departments such as Art, History, English, Nutrition, etc. Students must have substantially studied or written a final research paper/project on Caribbean, Latinx, and/or Latin American cultural, creative, social, political issues prior to taking these courses and must seek approval from the department prior to taking the courses.

Spanish for Professionals Minor (18 credits)

The Spanish for Professionals minor is designed for students preparing for a career path in public service. These professional paths may include health care (nursing, physician assistant, pre-med, communication science and disorders, music therapy, athletic trainer), social work, criminal justice, psychology, education, counseling etc. Course requirements vary according to the student's previous experience and entry level placement as determined by the Modern Languages Department.

Students pursuing the minor will follow one of the tracks below depending on their initial placement:

Track A: Student with four or more years of high school Spanish

Required Core Spanish Language Courses: (9 credits)

SPAN 223	Spanish for Reading and Review	3
	Or	
SPAN 300	Intensive Grammar Review	3
SPAN 275	Conversational Spanish I	3
	Or	
SPAN 330	Advanced Spanish Composition and Conversation I	3
SPAN 306	Spanish for Professionals	3
	Or	
SPAN 307	Medical Spanish	3

Required Latino Culture Course: (pick one, 3 credits)

SPAN 310	Contemporary Hispanic Issues	3
SPAN 350	The Latino Condition in the US	3

Two Electives: (6 credits)

SPAN 280	Contemporary Cultural Trends in Spanish-Speaking Films	3
SPAN 303	Introduction to Spanish Literature II	3

SPAN 304	Hispanic Short Story I	3
SPAN 325	Latin American Culture & Civilization	3
SPAN 326	Latino Writers in the U.S.	3
SPAN 328	The History of Latinos in the United States	3
SPAN 329	Latino Popular Culture and the Arts	3
SPAN 332	Hispanic Literature of Social Protest	3
SPAN 423	The Latin American Novel I	3

Track B – Student with 2-3 years of high school Spanish

Required Core Spanish Language Courses: (15 credits)

SPAN 211	Intermediate Spanish I	3
SPAN 212	Intermediate Spanish II	3
SPAN 223	Spanish for Reading and Review	3
SPAN 275	Conversational Spanish I	3
SPAN 306	Spanish for Professionals Or	3
SPAN 307	Medical Spanish	3

Required Latin American / Latino Culture Courses: (pick one, 3 credits)

SPAN 310	Contemporary Hispanic Issues	3
SPAN 350	The Latino Condition in the US	3

Didactic Program in Nutrition and Dietetics with Spanish Emphasis (18 credits)

Students following the Spanish Emphasis DP curriculum option must complete a minimum of 18 credits, approved by the Modern Languages Department, in Spanish before graduation. At least half of these credits must be earned through Marywood University. Additionally, students following this curriculum study abroad in a Latin American country for a portion of the spring semester of their senior year. During the semester abroad, the students complete Spanish credits in addition to any other outstanding required credits to earn their Bachelor of Science in Nutrition and Dietetics degree. This curriculum option enhances the graduates' cultural competence and better prepares them to serve the Hispanic population in their professional career.

Music, Theatre, and Dance

Faculty

Rick Hoffenberg, D.M.A., Co-Chairperson
 F. David Romines, D.M.A., Co-Chairperson
 *Christiane Appenheimer-Vaida, M.M.
 *David Ashton, A.B.D.
 Jonathan Burns, M.A.
 *Frank Carey, M.T.-B.C.
 *William Carter, M.Div.
 *Joseph Cole, B.M.
 Jennifer Cowgill, D.M.A.
 *Dan Coyle, B.M.
 *Jessica Dunleavy, M.T.-B.C.
 *Cheryl Ellsworth, M.T.-B.C.
 *Hannah Fornes, B.S.
 *Paulette Gallo, M.M.
 *Mary Eileen Hanisch, M.M.
 Evan Harger, A.B.D.
 *Laura Ann Camlet Houser, Ph.D.
 *David Jumper, M.M.
 *Andrew Kolojejchick, M.M.
 *Steve Kurilla, B.M.
 *Mark Laubach, M.M.
 *Vincent LoRusso, M.A.
 *Steven Mathiesen, M.M.
 Joan McCusker, IHM, Ph.D.
 *Leslie Mason Moran, B.M.
 *Erin McClelland, M.M.
 *Katie Morell, D.M.A.
 *Antoinette Morrison, M.T.-B.C.
 *Cheryl Mozdian, M.M., M.T.-B.C.
 *Barbara Nowicki, Ed.D.
 *Carolann Page, B.M.
 *Michael Parker, B.M.
 *Joan Paskert, IHM, M.M.
 *Eric Petterson II, M.M.
 *P. Wes Poole, M.Div.
 Timothy Pyles, M.F.A., Ph.D.
 *Nicole Rasmus, M.A.
 *Cynthia Ritchey, M.T.-B.C.
 *Ellen Rutkowski, M.A.
 *Cristina Sohns-Williams, B.F.A.
 Eun Sil Suh, Ph.D., A.V.P.T., K.C.M.T., M.T.-B.C.
 Sophie Till, M.M.
 *Tsukasa Waltich, M.S.
 D. Charles Truitt, D.M.A., N.C.T.M.
 *Edward Wargo, M.M.

*Part-time

Music Program Overview

In keeping with the mission and goals of Marywood University, the programs in music, theatre, and dance provide a framework for students to master the professional and leadership skills necessary for various careers in the performing arts, while at the same time enabling them to develop their highest human potential. Our goal is to foster and inspire spiritual, and ethical values as we teach our students to live in a global and interdependent world.

Our degrees in music prepare students for careers as school teachers, private studio instructors, therapists, and performing artists, in addition to related vocational options such as music librarianship, arranging, composition, arts management, and consulting. Programs in theatre prepare students for careers in musical theatre, theatre production, stage direction, technical work, and the business of theatre. Teacher certification programs in music (K-12) and theatre (7-12) are approved by the Pennsylvania Department of Education.

Requirements for Admission

In addition to fulfilling the general requirements for admission to the University, prospective music majors must audition in their primary area of performance (instrumental or vocal). The audition also includes brief assessments of sight-singing and in some cases piano skills. For students interested in the Music (Musical Theatre) program, the audition includes acting and dance components. A written theory test is also part of the audition, although this test is for placement purposes only. The test evaluates:

1. Familiarity with basic music terms
2. Ability to read treble and bass clefs
3. Knowledge of key signatures and all major and minor scales
4. Understanding of meter and rhythm
5. Ability to write major/minor triads

Transfer Students

Students transferring from other schools or other programs of study must follow the same procedure as new applicants, including the audition. Marywood will accept credits for equivalent courses taken at other colleges and universities as approved by department co-chairs.

Accreditation

Marywood University has been a full member of the National Association of Schools of Music (NASM) since 1945. This association is responsible for the accreditation of music curricula in higher education. Membership ensures the establishment and maintenance of minimum standards for the education of musicians while encouraging both diversity and excellence.

Marywood University also has full approval of the American Music Therapy Association (AMTA). Both AMTA and NASM collaborate regarding standards for education and clinical practice. Curriculum, personnel, and criteria are recommended by AMTA to NASM for accreditation. AMTA approval places colleges and universities offering programs in health-related fields on par with other health care associations that require this type of endorsement.

The professional Music Therapist Board Certified (MT-BC) credential is awarded by the Certification Board for Music Therapists (CBMT). Students who complete the music therapy degree at Marywood also fulfill the academic and clinical training requirements established by the American Music Therapy Association.

Facilities

Marywood University's library system supports the performing arts with holdings of books, scores, audio recordings, and video recordings in the Learning Commons, as well as the following in the Sette LaVerghetta Center:

- 1,100-seat auditorium
- Black Box Theatre
- Roland digital piano lab
- Two harpsichords
- Three harps
- Extensive practice facilities
- Orchestra library
- Choral library
- Vocal music library
- Wind ensemble library
- Music education curriculum lab

- Two computer labs
- ETC Expression lighting control console and Source Four 4-lighting
- MIDI Creator equipment and Roland digital keyboard (Music Therapy Lab)
- Multiple organs including: Peragallo pipe organ (in the Marian Chapel), Moeller pipe organ (at the I.H.M. Center), and Allen AE-50 electronic organ with MIDI-capability (in the Sette LaVerghetta Auditorium).

Music Degrees

Program Requirements for All Bachelor of Music and Bachelor of Arts Majors

All music majors whose primary performing instrument is not piano or organ must pass a piano proficiency examination. If keyboard skills are lacking, further applied piano study is required. Music Therapy majors must also pass a guitar proficiency examination. All undergraduate music majors must present a senior recital in their major performing area.

All music majors participate in a major ensemble appropriate to their primary performing instrument each semester of full-time status except while student teaching. Vocal majors enroll in Concert Choir. Wind and percussion majors enroll in Wind Symphony and Wind Ensemble. String majors enroll in Orchestra. Piano, organ, and guitar majors can choose their major ensemble. Non-vocal majors must enroll in Concert Choir for at least four semesters.

Music majors are also required to complete the University liberal arts core.

Degree Requirements

	Major	Core	Electives	Total
B.M. Music Education	101.5-102.5	43/46	0	120
B.M. Music Performance	80-84	43/46	0	120
B.M. Music Therapy	89.5-91.5	43/46	0	120
B.A. Music (Musical Theatre)	76	43/46	0	120
B.A. Theatre	65	43/46	9	120
B.A. Theatre Education	74	43/46	0	120
B.A. Arts Administration				
a) Music	65	43/46	9	120
b) Theatre	67	43/46	7	120

Music Education, Bachelor of Music

Program Requirements for Music Education Majors (101.5-102.5 credits)

Graduates are eligible for Pennsylvania teacher certification in music education (K-12), and for further graduate study. A Music Education candidate must complete 190 hours of assigned fieldwork in observation prior to student teaching. Pennsylvania Department of Education (PDE) requires a minimum QPA of 3.00 for formal acceptance into the teacher education program. Application is typically done via the sophomore screening process in the second year of study. Teacher certification requires a successful student teaching experience and the passing of Pennsylvania state teacher education tests. The Music Education program requires a 30-minute senior recital.

Post-Baccalaureate Teacher Certification (Music K-12)

Applicants possessing a bachelor's degree in a related music field (e.g. music performance, music therapy, church music) who are seeking initial teacher certification must successfully complete Components II and III: Music Education (II), and Professional Education (III).

Applicants with a bachelor's degree in a field *other than music* (e.g. education, art, etc.) must successfully complete

all three components: Basic Musicianship (I), Music Education (II), and Professional Education (III)

Required Components of Basic Musicianship and Performance, Music Education, and Professional Education

Basic Musicianship and Performance (50.5-51.5 Credits)

MUSC 111A	Written Theory I	2
MUSC 111B	Written Theory I	2
MUSC 112A	Aural Skills	1
MUSC 112B	Aural Skills	1
MUSC 127A	Class Piano	2
MUSC 127B	Class Piano	1
MUSC 211A	Written Theory II	2
MUSC 211B	Written Theory II	1
MUSC 212A	Aural Skills	1
MUSC 212B	Aural Skills	1
MUSC 213A	Keyboard Harmony	0.5
MUSC 213B	Keyboard Harmony	1
MUSC 218A	Conducting I	1
MUSC 218B	Conducting I	1
MUSC 309	Form & Analysis	3
MUSC 318A	Italian Vocal Diction & Literature	1
MUSC 318B	German Vocal Diction & Literature	1
MUSC 318C	French Vocal Diction & Literature	1
MUSC 322	History of Music I	3
MUSC 323	History of Music II	3
MUSC 412	Orchestration	2
MUSC 419	Conducting II	1
MUSC 421	Introduction to World Music	1
MUSC	Applied Major	32
Varies		
MUSC	Ensemble	3.5-5.5
Varies		
MUSC 482		0

MUSC 318A, MUSC 318B, MUSC 318C: For vocal music majors

Music Education Component (16 Credits)

MUSC 118	Percussion Methods	1.5
MUSC 120A	Vocal Methods	2
MUSC 120B	Vocal Methods	1
MUSC 215A	Violin Methods	2
MUSC 215B	Cello and Bass Methods	2
MUSC 220A	Vocal Pedagogy	1
MUSC 220B	Vocal Pedagogy	1
MUSC 303A	Woodwind Methods I	1

MUSC 303B	Woodwind Methods II	1
MUSC 311B	Music Education in the Elementary School	2
MUSC 312	Music Education in the Secondary School	2
MUSC 315C	Instrumental Lab	0
MUSC 315D	High Brass Methods	1
MUSC 315E	Low Brass Methods	1

MUSC 120A, MUSC 120B: For instrumental music majors

MUSC 220A, MUSC 220B: For vocal music majors

Professional Education (35 credits)

EDUC 000		0
EDUC 005D		1
EDUC 100	Introduction to Education	1
EDUC 101	Introduction to Education	0.5
PSYC 251	Developmental Psychology	3
EDUC 311	Educational Psychology	3
EDUC 411A	Effective Instruction Secondary/PK-12 Ed?K-12 Education	3
EDUC 414	Social Foundations of Education	3
SPED 100	Characteristics of Students With Mild?Disabilities	3
SPED 300	Curriculum Adaptations	3
SPED 367	Behavior and Classroom Management	3
EDUC 442M	Student Teaching Music	8
EDUC 461	Meth Assessment/ESL	3

PSYC 251, EDUC 311, EDUC 411A, EDUC 414, SPED 367, EDUC 461: Requires upper level screening

SPED 300: Taken with student teaching

Music Performance, Bachelor of Music

Program Requirements for Music Performance Majors (80-83 credits)

Marywood University prepares graduates for solo/ensemble performance, studio teaching, and graduate study. Music performance majors must present 60-minute solo recitals in their junior and senior years.

Major Area (36-38 credits)

MUSC	Varies	Applied Major	32
MUSC	Varies	Ensemble	4-6
MUSC 382			0
MUSC 482			0

Supportive Music Courses (35 credits)

MUSC 111A	Written Theory I	2
MUSC 111B	Written Theory I	2
MUSC 112A	Aural Skills	1
MUSC 112B	Aural Skills	1
MUSC 127A	Class Piano	2
MUSC 127B	Class Piano	1
MUSC 211A	Written Theory II	2
MUSC 211B	Written Theory II	1
MUSC 212A	Aural Skills	1
MUSC 212B	Aural Skills	1
MUSC 213A	Keyboard Harmony	0.5
MUSC 213B	Keyboard Harmony	1
MUSC 218A	Conducting I	1
MUSC 218B	Conducting I	1
MUSC 309	Form & Analysis	3
MUSC 322	History of Music I	3
MUSC 323	History of Music II	3
MUSC 411	Counterpoint	3
MUSC 415	Composition	3
MUSC 419	Conducting II	1
MUSC 421	Introduction to World Music	1

Requirements specific to instrumental performance majors (7-9 credits)

MUSC 412	Orchestration	2
MUSC	Pedagogy/Literature	2-4
Varies		
MUSC	Electives	3
Varies		

Requirements specific to vocal performance majors (13 credits)

MUSC 220A	Vocal Pedagogy	1
MUSC 220B	Vocal Pedagogy	1
MUSC 318A	Italian Vocal Diction & Literature	1
MUSC 318B	German Vocal Diction & Literature	1
MUSC 318C	French Vocal Diction & Literature	1
MUSC 422A 1		
MUSC 423A	Opera Workshop	2
THEA 241	Fundamentals of Acting	3
DANC	Elective	2

Music Therapy, Bachelor of Music**Program Requirements for Music Therapy Majors****(89.5-91.5 credits)**

Completion of this program leads to board certification as a music therapist. Following the academic studies and the required clinical training, the candidate is awarded the B.M. degree and is eligible to take the National Board Certification Examination for Music Therapists, designed and administered by the Certification Board for Music Therapists (CBMT). The credential awarded is Music Therapist - Board Certified (MT-BC).

The music therapy degree candidate must complete the required clinical training experience, which has two components: pre-internship and internship. Pre-internship training consists of various practical field experiences with at least three different populations, taken by a student in conjunction with music therapy coursework as prerequisite for internship placement. The degree culminates with an in-depth, supervised clinical training internship in music therapy at a nationally rostered or University-affiliated internship site. A minimum of 1,040 hours is required (or until entry-level competence is achieved) at an AMTA-approved clinical training site.

This competency-based curriculum prepares students for a career using music in a systematic sequence of interventions leading to specific changes with children, adolescents, and adults requiring special services. A credentialed music therapist is employed in such places as community health centers; traditional state and private facilities serving persons with mental and physical challenges, including psychiatric partial hospitalization day programs, group homes, and intermediate care facilities for people with developmental disabilities; general hospitals; allied health rehabilitation centers; day care centers; nursing homes; senior centers; hospice care; correctional facilities; schools; private practice; consulting work; and/or further graduate study. Professional membership is available through the American Music Therapy Association, Inc. (AMTA).

Basic Musicianship and Performance – 48.5-50.5 credits

MUSC 111A	Written Theory I	2
MUSC 111B	Written Theory I	2
MUSC 112A	Aural Skills	1
MUSC 112B	Aural Skills	1
MUSC 118C	Percussion Techniques for Therapists	2
MUSC 120B	Vocal Methods	1
MUSC 220A	Vocal Pedagogy	1
MUSC 220B	Vocal Pedagogy	1
MUSC 127A	Class Piano	2
MUSC 127B	Class Piano	1
MUSC 211A	Written Theory II	2

MUSC 211B	Written Theory II	1
MUSC 212A	Aural Skills	1
MUSC 212B	Aural Skills	1
MUSC 213A	Keyboard Harmony	0.5
MUSC 213B	Keyboard Harmony	1
MUSC 218A	Conducting I	1
MUSC 218B	Conducting I	1
MUSC 318A	Italian Vocal Diction & Literature	1
MUSC 318B	German Vocal Diction & Literature	1
MUSC 318C	French Vocal Diction & Literature	1
MUSC 322	History of Music I	3
MUSC 323	History of Music II	3
MUSC	Applied Major	32
Varies		
MUSC	Applied Guitar	2
Varies		
MUSC	Ensemble	3.5-5.5
Varies		
MUSC 482		0
<i>MUSC 120B: For instrumental music majors</i>		
<i>MUSC 220A, MUSC 220B, MUSC 318A, MUSC 318B, MUSC 318C: For vocal music majors</i>		
Music Therapy Component – 29 credits		
MTH 170A	Introduction to Music Therapy	2
MTH 170B	Introduction to Music Therapy	2
MTH 171	Pre-Internship Clinical Experience	0
MTH 271	Pre-Internship Clinical Experience	1
MTH 271S	Pre-Internship Seminar	1
MTH 371	Pre-Internship Clinical Experience	1
MTH 371S	Pre-Internship Seminar	1
MTH 372	Psychological Foundations I	2
MTH 373	Psychological Foundations II	2
MTH 377	Improvisation	2
MTH 471	Pre-Internship Clinical Experience	1
MTH 471S	Pre-Internship Seminar	1
MTH 474	Music in Therapy	3
MTH 475	Influence of Music on Behavior	3
MTH 480	Music Therapy Internship	1
MTH 481	Music Therapy Internship (Marywood?Affiliation)	1
Behavioral/Health/Natural Sciences – 12 credits		
BIOL 130	Principles of Anatomy and Physiology	3
PSYC 211	General Psychology	3

PSYC 251	Developmental Psychology	3
PSYC 431	Abnormal Psychology	3

BIOL 130, PSYC 211: Included in liberal arts requirements

Equivalency in Music Therapy Certificate Program

This program is designed for the student who holds a bachelor's degree in music and wishes to seek board certification in order to begin professional practice as a music therapist. The equivalency program consists of all core music therapy and clinical training requirements, plus any pertinent courses in related fields (e.g., abnormal psychology, etc.) It should be noted that an equivalency program is regarded as entry level, regardless of the level of credit awarded for course work. The student usually registers for and earns undergraduate credit for these courses.

The Equivalency in Music Therapy requires a minimum of three semesters or one and a half years, plus a minimum of 1,200 internship hours as specified above. The internship follows the completion of all music therapy coursework.

Upon successful completion of the academic and internship components, the candidate is eligible to take the national Board Certification Examination for Music Therapists. After passing the exam, the candidate is awarded the credential Music Therapist -Board Certified (MT-BC) by the Certification Board for Music Therapists (CBMT). Professional membership is available with the American Music Therapy Association, Inc. (AMTA)

Music (Musical Theatre), Bachelor of Arts

Program Requirements for Music (Musical Theatre) Majors (76 credits)

Combining curricula in both music and theatre, the Bachelor of Arts in Music with a concentration in Musical Theatre provides opportunities for students to develop competencies in both the artistic and the technical aspects of musical theatre. Admission to this program requires an audition with music, theatre, and dance components.

Completion of this program prepares the student for professional work in musical theatre, as well as for further graduate study.

Music courses — 31 credits		
MUSC 111A	Written Theory I	2

MUSC 111B	Written Theory I	2
MUSC 112A	Aural Skills	1
MUSC 112B	Aural Skills	1
MUSC 127A	Class Piano	2
	Or	
MUSC 127B	Class Piano	1
MUSC 218A	Conducting I	1
MUSC 220A	Vocal Pedagogy	1
MUSC 220B	Vocal Pedagogy	1
MUSC 319	Art Song Literature	1
MUSC 322	History of Music I	3
MUSC 323	History of Music II	3
MUSC Varies	Applied Voicer	7
MUSC Varies	Concert Choir	2
MUSC Varies	Elective	2
Theatre courses — 30 credits		
THEA 113	Introduction to Theatre	3
THEA 130A	Theatre Lab	1
	Or	
THEA 130B	Theatre Lab	1
THEA 230A	Theatre Lab	1
	Or	
THEA 230B	Theatre Lab	1
THEA 241	Fundamentals of Acting	3
THEA 242	Advanced Acting	3
THEA 244A	Audition Workshop	0.5
THEA 244B	Audition Workshop	0.5
THEA 244C	Audition Workshop	0.5
THEA 244D	Audition Workshop	0.5
THEA 247A	Stage Management	2
THEA 330A	Theatre Lab	1
	Or	
THEA 330B	Theatre Lab	1
THEA 341	Theatre History	2
THEA 342A	Script Analysis	2
THEA 342B	Survey of Dramatic Literature	2
THEA 347	Stage Directing	3
THEA 404	Theatre As A Business	2
THEA 451	Capstone Project	3
Dance courses — 15 credits		
DANC 140	Fundamentals of Dance/Movement	3
DANC 141	Body Awareness	3
THEA 243	Stage Movement	3

Additional Requirements

A Music (Musical Theatre) major must appear in music, theatre, and dance performances each year at Marywood

and must attend theatre master classes and workshops offered by the Department of Music, Theatre, and Dance.

Music Minor

Program Requirements for Music Minors (18 credits)

The Music Minor is an 18-credit minor designed for students who wish to combine their aptitude for music with a major in another area.

Required Courses

MUSC 111A	Written Theory I	2
MUSC 112A	Aural Skills	1
MUSC 120A	Vocal Methods	2
	Or	
MUSC 120B	Vocal Methods	1
	Or	
MUSC 220A	Vocal Pedagogy	1
MUSC 127A	Class Piano	2
	Or	
MUSC 127B	Class Piano	1
	Or	
MUSC 213A	Keyboard Harmony	0.5
	Or	
MUSC 213B	Keyboard Harmony	1
MUSC 218A	Conducting I	1
MUSC 322	History of Music I	3
	Or	
MUSC 323	History of Music II	3
MUSC Varies	Applied Music	4
MUSC Varies	Electives	4-5

MUSC Electives: These must include at least two semesters in Orchestra, Wind Symphony, and/or Concert Choir

Jazz Minor

Program Requirements for Jazz Minors (18 credits)

The Jazz Minor familiarizes students with the history of jazz and teaches the necessary performance skills. Courses in theory, composition, and arranging help students understand and analyze the building blocks of jazz composition. These courses are combined with individual jazz study on an instrument of the student's choice.

Students must complete one full year of written theory and aural skills before starting the minor.

The Jazz Minor requires 18 credits:

Core (12 credits)

MUSC 201	Jazz & Contemporary Theory	3
MUSC 209	Jazz Improvisation	3
MUSC 383		3
MUSC 483		3

Applied Lessons (4 credits total)

MUSC 123C	Jazz Vocal Coaching Or	1
MUSC 123D	Jazz Vocal Coaching	1
MUSC 126C	Applied Jazz Piano Or	2
MUSC 126D	Applied Jazz Piano	2
MUSC 148C	Applied Jazz Trumpet Or	1
MUSC 148D	Applied Jazz Trumpet	1
MUSC 152C	Applied Jazz Trombone Or	1
MUSC 152D	Applied Jazz Trombone	1
MUSC 156C	Applied Jazz Percussion Or	1
MUSC 156D	Applied Jazz Percussion	1
MUSC 158C	Applied Jazz Saxophone Or	1
MUSC 158D	Applied Jazz Saxophone	1
MUSC 162 C		
	Or	
MUSC 162D	Applied Electric Bass Guitar	4

Ensemble (2 credits)

MUSC 108A	Jazz Ensemble Or	0
MUSC 208A	Jazz Ensemble Or	0.5
MUSC 308A	Jazz Ensemble Or	0.5
MUSC 408A	Jazz Ensemble	0.5
MUSC 108C		0.5
	Or	
MUSC 108D		0.5

MUSC 208C	Jazz Ensemble Or	1
MUSC 208D	Jazz Ensemble	1
MUSC 308C		0.5
	Or	
MUSC 308D		0.5
MUSC 408C		0.5
	Or	
MUSC 408D		0.5

Theatre Degrees

Theatre Degree Requirements

Theatre Program Concentrations

There are two concentrations within the theatre program:

1. Theatre prepares students as performing artists, directors, technicians, designers, and managers.
2. Theatre Education leads to Pennsylvania teacher certification in Communication Arts 7-12 (which includes English, theatre, and non-print media).

All students adhere to Marywood University's liberal arts core curriculum requirements as outlined in the Undergraduate Catalog.

Basic Requirements (15 credits)

Basic requirements for students in Theatre and Theatre Education:

THEA 113	Introduction to Theatre	3
THEA 247A	Stage Management	2
THEA 341	Theatre History	2
THEA 342A	Script Analysis	2
THEA 342B	Survey of Dramatic Literature	2
THEA 451	Capstone Project	3
THEA 130A	Theatre Lab	1

Theatre, Bachelor of Arts

Program Requirements for Theatre Majors (65 credits)

The broad base of the Theatre program allows for the exploration of a student's strengths, which are then converted into marketable skills. Students focus on performance, technical production, or management under the guidance of faculty and staff. Production experiences place strong emphasis on the development of an ensemble

work ethic.

Course requirements include the basic requirements listed above, plus:

THEA 241	Fundamentals of Acting	3
THEA 247B	Scenic Design	2
THEA 247C	Lighting and Sound Design	2
THEA 247D	Costuming and Make-Up	2
THEA 343	Theatre Management	2
THEA 347	Stage Directing	3
THEA 404	Theatre As A Business	2
THEA 130B	Theatre Lab	1
THEA 230A	Theatre Lab	1
THEA 230B	Theatre Lab	1
THEA 330A	Theatre Lab	1
THEA 330B	Theatre Lab	1
THEA 430A	Theatre Lab	1
THEA 430B	Theatre Lab	1

Select 6 credits from the following:

THEA 242	Advanced Acting	3
THEA 348	Advanced Stage Directing	3
THEA 247	Advanced Production	3
DANC 140	Fundamentals of Dance/Movement	3

Under faculty guidance, students also select 21 credits of electives.

Theatre Education, Bachelor of Arts

Program Requirements for Theatre Education Majors (74 credits)

Students are certified to teach Communication Arts at the secondary level. The certification area includes English, theatre, and non-print media. Theatre Education candidates complete 190 hours of assigned fieldwork in observation prior to student teaching. Pennsylvania Department of Education (PDE) requires a minimum QPA of 3.00 for formal acceptance into the teacher education program. Application is typically finalized during the sophomore screening process. Teacher certification requires students to complete their student teaching experience and pass Pennsylvania state teacher education tests.

Course requirements include basic requirements (15 credits) plus:

COMM 112	Communication Theory	3
THEA 230A	Theatre Lab	1
	Or	
THEA 230B	Theatre Lab	1
THEA 330A	Theatre Lab	1

	Or	
THEA 330B	Theatre Lab	1
THEA 430A	Theatre Lab	1
	Or	
THEA 430B	Theatre Lab	1
THEA 241	Fundamentals of Acting	3
THEA 247B	Scenic Design	2
THEA 247C	Lighting and Sound Design	2
THEA 347	Stage Directing	3
ENGL 412A	Teaching Writing	3
	Or	
ENGL 412B	Teaching Literature	3

ENGL 412A, ENGL 412B: The course selected may fulfill both the requirement for the major and an upper-level Core Curriculum requirement.

Select 6 credits from the following non-print courses:

COMM 231	Audio Production	3
COMM 233	Video Production I	3
COMM 234	Video Production II	3
COMM 237	New Communication Technologies	3
COMM	Non-print media electives	3
	Varies	

Professional Education Component:

EDUC 000		0
EDUC 005D		1
EDUC 100	Introduction to Education	1
EDUC 101	Introduction to Education	0.5
PSYC 251	Developmental Psychology	3
EDUC 311	Educational Psychology	3
EDUC 411A	Effective Instructional Strategies for Secondary/PK-12 Education	3
EDUC 414	Social Foundations of Education	3
SPED 100	Characteristics of Students With Mild/Disabilities	3
SPED 300	Curriculum Adaptations	3
SPED 367	Behavior and Classroom Management	3
EDUC 442M	Student Teaching Music	8
EDUC 461	Meth Assessment/ESL	3

EDUC 311, EDUC 411A, EDUC 414, SPED 367, EDUC 461: Requires upper level screening

SPED 300: Taken with student teaching

Theatre Minor

Program Requirements for Theatre Minors (18 credits)

The Theatre Minor is an 18-credit minor designed for students who wish to combine their interest in theatre with one of the music majors or a major in another department.

Minor in theatre requires 18 credits:

THEA 113	Introduction to Theatre	3
THEA 130A	Theatre Lab	1
	Or	
THEA 130B	Theatre Lab	1
THEA 241	Fundamentals of Acting	3
THEA 347	Stage Directing	3

Choose two courses from the following four:

THEA 247A	Stage Management	2
THEA 247B	Scenic Design	2
THEA 247C	Lighting and Sound Design	2
THEA 247D	Costuming and Make-Up	2

Choose one course from the following three:

THEA 341	Theatre History	2
THEA 342A	Script Analysis	2
THEA 342B	Survey of Dramatic Literature	2

Choose one course from the following two:

THEA 343	Theatre Management	2
THEA 404	Theatre As A Business	2

Dance Minor

Program Requirements for Dance Minors (18 credits)

The objectives of the Dance Minor are to develop techniques to support the body's expressive potential and to provide an awareness of the body itself. The Dance Minor not only addresses technical and aesthetic principles for theatre and music majors; it is compatible with study in any academic area.

Minor in dance requires 18 credits:

DA	Fundamentals of Dance/Movement	3
NC	140	
DA	Body Awareness	3
NC	141	
DA	Improvisation/Choreography?Improvisation/	3
NC	Choreography	
	142	

Choose 9 credits from the following courses:

THEA 243	Stage Movement	3
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Arts Administration

Arts Administration, Bachelor of Arts

Program Requirements for Arts Administration Majors (Music Concentration 65 credits; Theatre Concentration, 68 credits)

The Arts Administration major combines two areas of artistic interest with practical business applications. Students may choose a concentration in either music or theatre. They must also choose a secondary concentration in music, theatre, or art.

The program's objectives are:

1. Develop skills in music or theatre, as well as a secondary artistic field;
2. Foster proficiencies in business administration;
3. Familiarize students with the standards for effective arts management.

Graduates of this program are prepared for a variety of arts-related applications in the business world. Opportunities exist in federal, state, and community arts agencies, and arts education programs.

Required Courses (24 credits)

BUS 111	Principles of Marketing	3
BUS 123	Management and Career Options	3
BUS 131	Accounting I	3
BUS 132	Accounting II	3
BUS 200	Advanced Computer Tools for Management	3
BUS 252	Legal Environment of Business/Law I	3
BUS Varies	Electives	6

Primary Concentration — Music (26 credits)

MUSC 111A	Written Theory I	2
MUSC 112A	Aural Skills	1
MUSC 120B	Vocal Methods	1
MUSC 218A	Conducting I	1
MUSC 322	History of Music I	3
MUSC 323	History of Music II	3
MUSC	Applied Music	4
Varies		
MUSC	Choral/Instrumental Ensemble	2

Varies		
MUSC 203	Arts Management	3
MUSC 303	Practicum	2
MUSC 403	Internship	3

If one chooses theatre as the primary concentration, then music becomes the secondary concentration as follows:

Secondary Concentration — Music (15 credits)

MUSC 111A	Written Theory I	2
MUSC 112A	Aural Skills	1
MUSC 120B	Vocal Methods	1
MUSC 218A	Conducting I	1
MUSC 322	History of Music I	3
MUSC 323	History of Music II	3
MUSC	Applied Music	4
Varies		
MUSC	Choral/Instrumental Ensemble	2
Varies		

Primary Concentration — Theatre (29 credits)

THEA 113	Introduction to Theatre	3
THEA 130A	Theatre Lab	1
	Or	
THEA 130B	Theatre Lab	1
THEA 247A	Stage Management	2
THEA 330A	Theatre Lab	1
	Or	
THEA 330B	Theatre Lab	1
THEA 341	Theatre History	2
THEA 342A	Script Analysis	2
THEA 342B	Survey of Dramatic Literature	2
THEA 343	Theatre Management	2
THEA 404	Theatre As A Business	2
THEA 430A	Theatre Lab	1
	Or	
THEA 430B	Theatre Lab	1
THEA 450	Internship	3
THEA 451	Capstone Project	3

Choose two courses from the following three:

THEA 247B	Scenic Design	2
THEA 247C	Lighting and Sound Design	2
THEA 247D	Costuming and Make-Up	2

Secondary Concentration — Theatre (15 credits)

THEA 230A	Theatre Lab	1
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	Or	
THEA 230B	Theatre Lab	1
THEA 247A	Stage Management	2
THEA 341	Theatre History	2
THEA 342A	Script Analysis	2
THEA 342B	Survey of Dramatic Literature	2
THEA 343	Theatre Management	2

Choose two courses from the following three:

THEA 247B	Scenic Design	2
THEA 247C	Lighting and Sound Design	2
THEA 247D	Costuming and Make-Up	2

Philosophy and Religious Studies

Faculty

Sarah Kenehan, Ph.D., Chairperson
 Daniel Cosacchi, Ph.D.
 *Sister Nancy Hawkins, IHM, Ph.D.
 Phil Jenkins, Ph.D.
 Melinda Krokus, Ph.D.
 Michael Petrin, Ph.D.
 Aaron Simmons, Ph.D.
 *Sister John Michele Southwick, IHM, M.A.
 *Sister Mary Ann Zimmer, N.D., Ph.D.

*Part-time

General Program Overview

The Department of Philosophy and Religious Studies serves as the intellectual cornerstone of Marywood's Mission and Core Values. Each discipline approaches life's ultimate questions using its own disciplinary methods and sources. The department is dedicated to fostering thoughtful, reflective, and just habits of mind in students. Both areas of study offer introductory courses and diverse arrays of elective options that support the Core Requirements for all Marywood Bachelor's degrees. In addition, students can pursue the BA in Religious Studies or the BA in Philosophy.

Philosophy

Philosophy, using the tools of logically rigorous and honest inquiry, addresses contemporary and age-old questions such as: What is the nature of reality? What is knowledge, and how do I know what I think I know? What are the arguments for and against the existence of God? How do I make ethically sound decisions? What responsibilities do we have to future generations? What constitutes a morally

worthwhile life? Can morality be challenged? Does art imitate life or does life imitate art? Does animal suffering matter less than human suffering? Could there be minds without bodies? Can a computer be conscious?

The Department's greatest strength is our faculty, all of whom have advanced degrees, are dedicated to being excellent teachers and mentors to our students, and model a life of joyful service to others. We expect students to engage with assignments that are aimed at developing their reading, writing, thinking, and speaking skills, so that they may serve as innovators and leaders in their civic lives as well as in their chosen careers. We celebrate diversity, personal responsibility, and civility, and we strive to produce graduates with a desire for lifelong learning in their communities and on the global stage

Religious Studies

Religious Studies uses academic methods to critically explore the religious dimension of life, addressing questions such as: What are the worldviews, practices and ethical ideals of the world's religions? How do religious understandings of the nature of reality and knowledge affect a person's action in the world? How do race, gender, and class help us understand historical and contemporary embodiments of religion? What are the skills needed for interfaith dialogue, including dialogue with various forms of non-belief? Because of Marywood's religious affiliation, special attention is given to the academic understanding of the Catholic tradition's historical and contemporary approaches to these questions. Questions such as these and many more are addressed in an atmosphere of open and respectful dialogue in Religious Studies courses.

Philosophy Goals

In the light of the Socratic dictum, "The unexamined life is not worth living," philosophy faculty members seek to engage today's student in authentic wonder about the ultimate questions that people can raise concerning the truth about the real, the good, and the beautiful.

Philosophical reflection on the ultimate questions should lead to reasoned foundations conducive to support for human values; to an awareness of a duty to work for justice, compassion, and peace; and to the integrated and rich human life worth living, thus enabling students to be more responsible for the interdependent world in which they find themselves.

Philosophy Objectives

By active participation in class discussions and by

excellence evidenced in examinations and term papers, students will be expected to demonstrate:

1. an understanding of a range of philosophers and philosophical problems;
2. the ability to explain and critically analyze philosophical positions;
3. skill in constructing and evaluating argumentation;
4. the ability to give a reasoned case in support of one's views;
5. clear and coherent expression of philosophical ideas;
6. tolerance and respect for diverse viewpoints.

Core Requirements in Philosophy for All Students

Two courses in philosophy are required of all undergraduate students. The first, Introduction to Philosophy, PHIL 113 or H113, is prerequisite to all other philosophy courses. The second can be any course the department offers. The aims of these courses are consistent with many of the goals and objectives of Marywood's Core Curriculum.

To develop fully as persons, we must critically examine those questions and issues that continue to challenge us as we seek to discover a meaningful and substantive life. Introduction to Philosophy addresses many of the major questions involved in our search for the meaning of life. Similarly, courses on ethics, politics, metaphysics, and theories of knowledge, for example, focus our attention on the complex nature of human existence and thereby enable us to examine life's experiences more thoughtfully.

Religious Studies Goals

A sound concept of liberal arts education calls for the academic study of religion. In step with Marywood's Catholic affiliation, the program offerings include the scholarly investigation of the Catholic theological tradition alongside a broad selection of courses in world religions and their spiritualities. Our department prepares our students to live responsibly in an interdependent world by encouraging and developing their critical and appreciative understanding of the fundamental human search for meaning as it is found in the world's religious traditions.

The curricular objectives of the department are to enable students to:

- recognize the multiple dimensions of religion – from ritual, material, mythic, and experiential dimensions

to the institutional, ethical, and doctrinal;

- analyze contemporary manifestations of religion with the theoretical and methodological tools of religious studies and theology;
- identify the ultimate questions that have engaged human beings for millennia and engage both critically and contemplatively with a variety of responses;
- evaluate their own religious positions and choices in a global religious context;
- develop a basis for making ethical decisions that promote justice, peace, and compassion;
- articulate their viewpoints with clarity, accuracy, and respect.

The academic study of religion can be approached in two ways. First, the academic discipline of theology examines the way that a religious tradition explains and understands its beliefs using a variety of academic methods and tools. Second, the discipline of religious studies investigates religion as an aspect of experience that can be explored through a variety of disciplines. Following these divisions, the department offers two tracks to a major; these focus on Catholic theology or Religious Studies.

Religious Studies Core Requirements — All Students

Two courses are required in order to fulfill the Religious Studies requirement as stated in Category II of the Liberal Arts Core. They are RST 112 Modern Belief and one course above the 100 level. RST 112 is a prerequisite to all other religious studies courses.

Philosophy Degree

Philosophy, Bachelor of Arts

Traditional Program (36 credits) or Applied Program (30 credits)

Students at Marywood University can earn an undergraduate degree in Philosophy through one of two programs: the traditional and the applied. The traditional major in Philosophy is a stand-alone program, whereas the program in applied Philosophy requires students to adopt Philosophy as a second major.

Our approach to the major in philosophy is consistent with

The American Philosophical Association’s statement on the study of philosophy: “The study of philosophy serves to develop intellectual abilities important for life as a whole, beyond the knowledge and skills required for any particular profession. Properly pursued, it enhances analytical, critical, and interpretive capacities that are applicable to any subject matter, and in any human context. It cultivates the capacities and appetite for self-expression and reflection, for exchange and debate of ideas, for lifelong learning, and for dealing with problems for which there are no easy answers. It also helps to prepare one for the tasks of citizenship. Participation in political and community affairs today is all too often insufficiently informed, manipulable, and vulnerable to demagoguery. A good philosophical education enhances the capacity to participate responsibly and intelligently in public life. The primary purpose of the major in philosophy is better conceived as a valuable and indeed paradigmatic ‘liberal education’ major. Its basic purpose should be to introduce interested students to philosophy in ways that will serve them well—both professionally and personally—whatever they may go on to do after graduation.

The Traditional Program

Consists of thirty-six credits, including Introduction to Philosophy (PHIL 113), Critical Thinking (PHIL 215), Ethics (PHIL 315), two three-credit courses in the history of philosophy, Symbolic Logic (PHIL 304), and any six electives in Philosophy. The traditional major provides a degree structure for a thorough study of Philosophy, which is for students who desire to have a more comprehensive understanding of Philosophy, such as those who are interested in pursuing graduate studies in Philosophy. The applied program may be attractive to students who are seeking to use Philosophy in conjunction with their study of another discipline to round out their studies. For example, a major in Philosophy works well with majors in Biology, Psychology, History, Business, Religious Studies, English, or a foreign language, to identify just a few. Students with a double major then become highly qualified to pursue professional studies in medicine or law, or graduate studies in almost any liberal arts area.

The Applied Program

Consists of thirty credits, including Introduction to Philosophy (PHIL 113), Critical Thinking (PHIL 215), Ethics (PHIL 315), and any seven electives in Philosophy that focus on the nexus between philosophy and society. Typical courses in applied philosophy include, but are not limited to, Philosophy of Religion, Philosophy of Art, Philosophy of Music, Business Ethics, Environmental Ethics, Race, Class, and Gender, and Bioethics. In

In addition, two of the seven electives can be cognate courses from other departments. For example, courses such as Developmental Psychology (PSYC 251), Perspectives on the Pursuit of Peace (HIST 120), Criminology (CJ 303), and Social Foundations of Education (EDUC 414) can be used, with departmental approval, to satisfy two of the seven electives required for the applied major. Unlike the traditional major in philosophy, the major in applied philosophy must be a student's second major program of study. The purpose of the applied program is to enable students to broaden their reflective and critical thinking skills as they apply to contemporary social concerns and issues. Students interested in careers in criminal justice, law, government, business, public administration, nursing, education, journalism, and psychology would benefit substantially from an applied philosophy major.

Where's the preview?!

Philosophy Minor

Program Requirements for Philosophy Minors (18 credits)

Consists of eighteen credit hours, nine of which must be earned at Marywood. Transferred credits are applied to the minor with departmental approval. The course of study for minors includes Introduction to Philosophy (PHIL 113), Critical Thinking (PHIL 215), and any four electives in Philosophy.

Bioethics Certificate

BIOETHICS CERTIFICATE

Bioethics Certificate Program (14 credits)

Courses in the program can be taken in the classroom or online.

The practice of medicine and medical research impacts all of our lives, potentially helping us or harming us in significant ways. Bioethics is the study of ethical issues that arise in our efforts to advance medical technology and improve human health. In the Bioethics Certificate Program, students will learn how to think through complex ethical issues such as physician-assisted dying, decision-making for incompetent patients, access to healthcare, stem cell research, and the use of genetic technology in reproductive choices.

Two required courses (6):

PHIL 113	Introduction to Philosophy	3
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PHIL 324	Bioethics	3
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Any two additional elective courses (6):

PHIL 334	Ethics, Science, and Biotechnology	3
PHIL 354	Philosophy of Mental Health	3

Capstone Study (2):

PHIL 370	Capstone Study in Bioethics	2
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Independent study resulting in research paper on a topic chosen by student in consultation with faculty member.

Religious Studies Degree

Degree Requirements

	Major	Core	Electives	To Graduate
Religious Studies	36	37/40	44/47	120

Tracks of Study for Religious Studies Majors

The first track has a focus on Catholic theology in dialogue with other religions. The student has the option of choosing a ministry preparation concentration or a concentration aimed at advanced studies in theology or other fields.

The second track has a focus on Religious Studies and is developed as an ad hoc major. It might concentrate, for example, on comparative religions. This major draws on the resources of the Religious Studies department, as well as other applicable courses, determined in agreement with the student's advisor. (See description of ad hoc majors (p. 69))

Religious Studies, Bachelor of Arts

Program Requirements for Religious Studies Majors (36 credits)

For the B.A. in Religious Studies, 36 credit hours are required in the major, 18 of which must be earned at Marywood. Transferred credits are applied to the major with department approval. The maximum number of total credits needed to graduate with a B.A. in Religious Studies is 120.

The following courses are required for all Religious

Studies majors:

RST 112	Modern Belief	3
RST 201	Introduction to the Bible	3
RST 213	Jesus in Contemporary Perspective	3
RST 214	The Church Today	3
RST 215	Foundations of Christian Morality	3
RST 225	Sacraments in Practice	3

Under faculty advisement, a Religious Studies major has the option of pursuing one of two areas of concentration:

Concentration 1

For majors who, upon graduation, intend to engage in some form of church ministry (e.g., as directors of religious education, teachers of religion, and youth ministers).

Courses required for Concentration 1:

RST 340	Seminar: Religion and Education	3
RST 342	Seminar: Church Ministry	3
RST 443	Directed Field Experience	3

Concentration 2

For majors desiring to concentrate their study in advanced theology in the Christian tradition.

Courses required for Concentration 2:

RST 230	Political & Liberation Theolog	3
RST 340	Seminar: Religion and Education	3
	Or	
RST 342	Seminar: Church Ministry	3
RST 444	Senior Research	3

Requirements for Each Major Concentration

In addition, nine credit hours in Religious Studies electives must also be completed in each concentration.

Both concentrations prepare a student for graduate work. Majors are encouraged to complement their studies with specific cognate courses from other departments that relate to their particular interests and needs; for example, majors in Concentration 1 are advised to schedule PSYC 251, Developmental Psychology; EDUC 311, Educational Psychology, and EDUC 414, Social Foundations of Education.

Students who are either majoring or minoring in Religious Studies and meet nationally established criteria will be invited to membership in Marywood's chapter of Theta Alpha Kappa, National Honor Society for Theology/Religious Studies.

Minors

Students can choose to minor in Religious Studies. Students can also minor in Justice and Peace Studies, an Interdisciplinary Minor that is housed in the Religious Studies Department.

Religious Studies Minor**Program Requirements for Religious Studies Minors (18 credits)**

For the minor in Religious Studies, 18 credit hours are required, nine of which must be earned at Marywood. Transferred credits are applied to the minor with department approval.

The suggested course of study for the Religious Studies Minor includes:

RST 112	Modern Belief	3
RST 340	Seminar: Religion and Education	3
	Or	
RST 342	Seminar: Church Ministry	3

In addition, 12 credit hours in Religious Studies electives are required.

A Religious Studies minor can be combined effectively with a major in many other fields (e.g., psychology, music, social work, etc.).

World Religions Minor**Program Requirements for World Religions Minors (18 credits)**

For the minor in World Religions, 18 credit hours are required, nine of which must be earned at Marywood. Transferred credits may be applied to the minor with the approval of the director of the minor.

The required courses for the World Religions Minor include:

RST 112	Modern Belief	3
RST 217	Introduction to Eastern Religions	3

One course that includes Islam and Judaism or two courses that cover these topics

One course in Christian Theology (e.g. RST 219 Contemporary Protestantism, RST 201 Introduction to the Bible, RST 214 Church Today)

One course that examines more than one religious tradition (e.g. RST 234 Women and Religion, RST 235 Death and Afterlife, RST 230 Political and Liberation Theologies)

Students may, with the approval of their minor advisor in the Department of Philosophy and Religious Studies, count toward the minor one course taken in another department.

Justice and Peace Minor

Program Requirements for Justice and Peace Minors (18 credits)

For the minor in Justice and Peace Studies, 18 credit hours are required, nine of which must be earned at Marywood. Transferred credits may be applied to the minor with the approval of the director of the minor.

The required courses for the Justice and Peace Minor include:

HIST 105	Ethnicity and Diversity in the Modern?World	3
RST 230	Political & Liberation Theolog	3
RST 216	Social Morality: National Issues	3
	Or	
RST 233	Christian Social Morality: A Global?Perspective	3

Either of the following must include the service trip component:

RST 338	National/Local Service Program	3
	Or	
RST 339	International Service Program	3

In addition, six credit hours selected from a list of approved courses are required. An updated list of courses is available from the Justice and Peace Studies program director.

Typical courses may include but are not limited to the following:

RST 234	Women and Religion	3
BUS 380	Ethical Leadership and Corporate Social?Responsibility	3
ENGL 485	Writing and Cultural Studies	3
ENGL 490	Feminist Writing and Rhetoric	3
HIST 440	Contemporary History of Latin	3

	America	
HIST 443	Contemporary History of Africa	3
HIST 454	Contemporary History of the Middle East	3
PHIL 328	Environmental Ethics	3
PHIL 340	Animal Ethics	3
PHIL 345	Race, Class & Gender	3
PHIL 415	Climate Justice	3
PHIL 431	Global Justice	3
SPAN 332	Hispanic Literature of Social Protest	3
SW 230	Analysis of Social Welfare Policy	3
SW 250	Contemporary Social Work Practice	3
SW 425	Children's Rights and Societal Responses	3

Religious Studies Capstone Requirement

Because the ability to integrate interdisciplinary resources is essential to the program, a capstone paper is required in the last course the student takes to meet the program requirements. The parameters of this capstone paper will be negotiated by the student to the satisfaction of the course professor at the beginning of the course.

Science, Mathematics, and Computer Science

Faculty

Deanne Garver, Ph.D., Chairperson
 Dhanapati Adhikari, Ph.D., Assistant Chairperson
 Lisa Antoniaci, Ph.D., Director of Biotechnology Program
 Christopher Brey, Ph.D.
 Joshua Carey, Ph.D.

Mary Lynn Grayeski, Ph.D.
 Deborah Hokien, Ph.D.

Craig M. Johnson, Ph.D.
 Michael C. Kiel, Ph.D.
 Michael Koscho, M.S.
 Chunchao Lane, Ph.D.
 Sara Melick, M.S.
 Brian J. Piatak, D.C.
 Monica Pierri-Galvao, Ph.D.
 Steven Reggie, D.C.
 Deborah Wardach, M.S.
 Krista Wargo, M.S.

*Jamie Mason-Clark, Ed.D.

*Katherine Fisne, M.S.

*Lawrence Hahn, M.S.

*Anthony Pusateri, M.S.

*Joseph Snedeker, M.Ed.

*Kayla Troast, M.S.

*Part-time

Mission

The mission of the Department of Science, Mathematics, and Computer Science is to offer excellent instruction in the sciences, mathematics, and computer science by faculty for whom excellent teaching is a high priority, and who work continually to improve teaching and learning. We provide opportunities for students to participate in research projects with faculty and degree programs that result in graduates ready to pursue careers in their field, further graduate or professional studies, or enter the teaching profession. We also teach classes for general education students and non- majors that offer the substance of science and mathematics in a manner which results in graduates who can understand and appreciate the relationship between science, mathematics, and the modern world. Majors and non-majors alike are provided scientific and quantitative literacy and are encouraged to utilize their education in a globally responsible manner.

Science Program Goals

The mission of the Science Department programs is to produce scientists and healthcare professionals with specific knowledge and technical skills that relate to the natural world, and to provide an in-depth understanding of scientific advances that currently affect society. Science and non-science students are provided scientific literacy and are encouraged to utilize their scientific education in a globally responsible manner.

Math and Computer Science Program Goals

An essential preparation for living responsibly in a world increasingly dependent on quantitative methods in decision-making is familiarity with the mathematical sciences. Courses offered in fulfillment of the core curriculum mathematics requirement are designed to enable the student to apply mathematics in solving problems related to contemporary issues.

General Science Requirements — All Students

All students are required to take one three-credit course in

Science to fulfill the liberal arts core requirement. Some science courses do require one credit of laboratory for a total of four science credits. The one-credit laboratory is a direct accompaniment to a science course and is taken concurrently with the lecture component.

These courses are designed to develop scientific literacy by enabling the student to:

1. comprehend basic science concepts, theories, and principles;
2. recognize the evolving science and technology in today's society;
3. apply reasoning and quantitative skills to scientific and technological issues;
4. be acquainted with the philosophical implications of science as a process; and
5. support a chosen view-point as a responsible, scientifically, and technologically informed citizen.

Science Courses that Fulfill Core Requirements for Non-Science Students

Note that any Science course offered to non-Science majors can fulfill the core requirement. However, individual departments may have a specific science course core requirement.

Courses		
BIOL 105	DNA Forensics	3
BIOL 110	Principles of Biology	3
BIOL 110L	Principles of Biology Laboratory	1
BIOL 130	Principles of Anatomy and Physiology	3
BIOL 130L		1
CHEM 112A	ST: Chemistry in Our World	3
CHEM 121	Principles of Chemistry	3
CHEM 121L	Principles of Chemistry Lab	1
ENVS 210	Water: The Essential Ingredient	3
ENVS 212	Introduction to Meteorology	3
ENVS 215	Resource Conservation I	3
ENVS 216	Resource Conservation II	3
ENVS 261	Earth Science I - Geology	3
ENVS 262	Earth Science II - Oceanography, ?Meteorology	3
PHYS 112	Introduction to Astronomy	3
PHYS	Introduction to Astronomy Lab	1

112L		
PHYS 210	Physical Science	3

General Math and Computer Science Requirements—All Students

Requirements

Courses

All students must complete at least one course in Mathematics. Courses designed to satisfy this requirement are

MATH 120	Mathematics in the Liberal Arts	3
MATH 130	Mathematics for Contemporary Society	3
MATH 155	Statistics for Behavioral/Social Science	3
MATH 160	Analysis of Functions (pre-Calculus)	3
MATH 170	Applications of Calculus to the Life Sci	3
MATH 211	Calculus I	4
MATH 212	Calculus II	4

Math Placement Exam

The Math Placement Exam is required of all undergraduate students. This test replaces the previous Algebra and Calculus Placement Exams. Students are exempt if they have:

- already taken and passed one of the prior placement exams;
- have already taken all of the math course(s) that are required by their major;
- have transferred in a Math course from another institution that was accepted to cover what is required by their major.

Students who do not know what math courses are required for their curriculum should contact their advisor.

Students who score less than 40% on the exam must take MATH 095 and earn an S (Satisfactory) before they can register for any higher level courses.

Requirements

Students who score at least 40% on the test may register for the following Math courses:

MATH 130	Mathematics for Contemporary Society	3
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MATH 155	Statistics for Behavioral/Social Science	3
MATH 160	Analysis of Functions (pre-Calculus)	3

Please note that MATH 120 does not require a minimum score on the Math Placement Exam.

Students who score between 40% and 74% and whose curriculum requires any of the Calculus courses must take MATH 160 and earn a C or better in order to register for MATH 170 or MATH 211.

Students who score at least 75% on the test may register for:

MATH 170	Applications of Calculus to the Life Sci	3
	Or	
MATH 211	Calculus I	4

The Math Placement Exam is an online exam that students may choose to take it at any time. Students are allowed to take the test only once and must finish within 90 minutes. Students must complete the exam independently, WITHOUT a calculator, and without the use of other online aids. Topics covered in the exam include:

Percentages

Rounding

Functional notation

Factoring

Basic arithmetic of integers, fractions, and real numbers in general, absolute values, interval notations;

Rules of exponents and scientific notation;

Proportions, ratios, and word problems involving ratios and basic algebra;

Basic geometry, including area, perimeter, and volume of simple shapes;

The coordinate system (xy-plane), distance between points;

Equations of lines and circles, and related concepts such as slope, x- and y-intercepts, center and radius;

Intersection of lines;

Solving linear equations and inequalities, including ones with absolute values;

Polynomial operations and factoring;

Solving quadratic equations through factoring or using the quadratic formula;

Solving linear systems of equations (two by two);

Functions and related concepts, such as function composition, inverse functions and graphing;

Identifying graphs of common functions;

Identifying horizontally/vertically translated function graphs;

Logarithmic expressions and rules of logarithms;

Exponential functions and logarithmic functions, including the natural exponential function and the natural logarithm function;

Solving simple equations involving exponential and logarithmic functions;

Trigonometric function definitions, trig. function values at special angles, the unit circle;

Identifying trigonometric function graphs and their horizontal/vertical translations;

Using trigonometric function concepts and identities to find trigonometric function values.

Students' scores will be sent to the Registrar's Office and will be accessible to the student on the MarywoodYou portal.

Statute of Limitations Regarding Science Credits

The Science Department will not accept science credits that are more than seven years old for all major, minor, or liberal arts program requirements, without permission of the department chair.

Credit Transfer Policy for Mathematics and Computer Science

Major Programs

Students must maintain a 2.33 QPA in major courses. Transfer students who wish to complete a program offered by the department must take at least fifty percent of their major courses at Marywood University.

Minor Programs

Students must maintain a 2.33 QPA in minor courses.

Transfer students who wish to complete a minor must take at least fifty percent of the minor requirements at Marywood.

Science Degrees

Science Degree Programs

Science Degree Programs	Major	Core	Elective	Total Credits
B.S. Biology				
Biology Pre-Professional	41	39	30	120
B.S. Pre-Physician Assistant	54	39	-	93
B.S. Medical Laboratory Science	35*	39	16, 30	120
B.S Pre-Chiropractic	51 + 22**	39	7-10	7-10
B.S. Biotechnology	57	39	14	120
B.S. Environmental Science	54	39	17	120
B.S. Biology/Secondary Education	52	39	35	126

*30 credits from year 4 clinical instruction program are transferred to MU to meet graduation requirements

**22 credits from NYCC

Major Programs

Science majors must maintain a minimum QPA of 2.33 in major courses and at least 2.00 in core courses. University policy states that to receive a degree one must attain a QPA of 2.33 in the major. Science students whose major QPA is less than 2.33 after completing four science major courses (16 credits) may not be permitted to register for upper level science courses until the minimum QPA of 2.33 is attained. Repeating a course to receive a better grade will help with this goal.

In addition, students who do not receive a satisfactory grade in an upper level major course or who drop a course may repeat one course, one time, space permitting. All lecture and laboratory course components for science

majors must be taken concurrently (e.g. BIOL 150 and BIOL 150L must be taken at same time). In rare instances, with sufficient reason and permission of the department chairperson, special arrangements may be made to register for only one component of the course.

Minor Programs

Students who minor in Biology, Chemistry, Environmental Science, or Science must maintain a minimum QPA of 2.33 in minor courses. All lecture and laboratory courses must be taken concurrently.

The following minors are offered:

1. Chemistry/B.S. Biology, B.S. Biotechnology, B.S. Environmental Science
2. Environmental Science/B.S. Biology
3. Biology/Majors other than Science
4. Science/Nutrition and Dietetics

Ad Hoc Science Degree Programs

Ad Hoc degrees in Science are offered in consultation with the Department Chair and Dean of the College of Arts and Sciences. Students who wish to explore ad hoc degrees should consult the undergraduate catalog as well as the Department Chair for more information

Science Department Credit Transfer Policy

A maximum of 16 science transfer credits will be accepted by the Science Department, with more credits accepted at the discretion of the department chair, as applicable toward any of the major science degree programs. Students from other colleges and/or universities who wish to transfer into the Science Department must have earned a minimum grade of C+ in each science course. Undeclared and/or students from other majors at Marywood must have earned a minimum QPA of 2.50 to transfer into the Science Department. Once a transfer student is accepted into the Science Department, all future science courses must be taken at Marywood. Only in rare circumstances, for sufficient reason and with special permission from the chairperson, may a science course be taken off campus.

A maximum of eight science transfer credits will be accepted by the Science Department as applicable toward any of the minor programs. The student must have earned a minimum grade of C+ in each science course accepted as transfer credits.

Biology, Bachelor of Science

Program Requirements for Biology/Pre-Professional Majors (71 credits: 41 credits plus 30 science electives)

The Biology Program at Marywood University is designed to:

1. offer a broad-based knowledge of living forms and of modern advances in the biological sciences;
2. develop a sense of organization and continuity in nature;
3. foster an awareness of the individual's responsibilities to the world and environment; and
4. prepare the student for professional, educational, technology, and industrial careers.

Our program offers sufficient flexibility to prepare students for future studies in the pharmaceutical industry, biotechnology research, environmental science, graduate school, education, and to enter the ancillary fields of the health professions, such as medical, dental, or veterinary school.

The student's choice of elective courses in science for a graduate or professional program is based on the requirements and recommended courses of the college or university. Advisors from the Science Department will assist in these choices.

A minimum of 41 credits and 30 science elective credits for a total of 71 science credits is required for degree completion.

The required courses are:

BIOL 150	General Biology I	3
BIOL 150L	General Biology I Laboratory	1
BIOL 151	General Biology II	3
BIOL 151L	General Biology II Laboratory	1
BIOL 410	Science Literacy Capstone	2
BIOL 446	Genetics	3
	And	
BIOL 446L	Genetics Laboratory	1
	Or	
BIOL 440	Molecular and Cellular Biology	3
	And	
BIOL 440L	Molecular and Cellular Biology?Laboratory	1
CHEM 131	General Chemistry I	3

CHEM 131L	General Chemistry I Lab	1	BIOL 446	Genetics	3
CHEM 132	General Chemistry II	3	BIOL 446L	Genetics Laboratory	1
CHEM 132L	General Chemistry II Laboratory	1	BIOL 454	Undergraduate Research	3
CHEM 221	Organic Chemistry I	3	BIOL 498	Biology Internship	3
CHEM 221L	Organic Chemistry I Lab	1	BIOL 499	Independent Study	1
CHEM 222	Organic Chemistry II	3	CHEM 312	Environmental Chemistry	3
CHEM 222L	Organic Chemistry II Laboratory	1	CHEM 313	Elements of Medicinal Chemistry	3
PHYS 303	General Physics I	3	CHEM 398	Chemical Analysis	3
PHYS 303L	General Physics I Lab	1	CHEM 498	Internship	3
PHYS 304	General Physics II	3	CHEM 499	Independent Study	3
PHYS 304L	General Physics II Laboratory	1	ENVS 210	Water: The Essential Ingredient	3
MATH 155	Statistics for Behavioral/Social Science	3	ENVS 212	Introduction to Meteorology	3
			ENVS 215	Resource Conservation I	3
			ENVS 216	Resource Conservation II	3
			ENVS 261	Earth Science I - Geology	3
			ENVS 262	Earth Science II - Oceanography, ?Meteorology	3
Elect One:			ENVS 420	Ecology	3
MATH 211	Calculus I	4	ENVS 420L	Ecology Lab	1
MATH 170	Applications of Calculus to the Life Sci	3	ENVS 454	Undergraduate Research	3
			ENVS 498	Internship	3
			ENVS 499	Independent Study	1
			MATH 212	Calculus II	4
			MATH 213	Calculus III	4
MATH 211: MATH 211/212 is recommended for pre-professional and graduate schools.					
A minimum of 30 science elective credits may be selected from:					
BIOL 222	Medical Terminology	3			
BIOL 235	General Microbiology	3			
BIOL 235L	General Microbiology Laboratory	1			
BIOL 281	Introduction to Biotechnology	3			
BIOL 300	Human Gross Anatomy	3			
BIOL 300L	Human Gross Anatomy Lab	1			
BIOL 301	Human Physiology	3			
BIOL 301L	Human Physiology Lab	1			
BIOL 302	Bioinformatics	3			
BIOL 305	Fundamental Neuroscience	3			
BIOL 332	Immunology	3			
BIOL 332L	Immunology Laboratory	1			
BIOL 351	Evolution	3			
BIOL 383	Emerging Medicines and Technologies	3			
BIOL 401	Cell Culture	3			
BIOL 421	Biochemistry	3			
BIOL 421L	Biochemistry Laboratory	1			
BIOL 422	Biochemistry II	3			
BIOL 440		3			
BIOL 440L	Molecular and Cellular Biology?Laboratory	1			

MATH 212 and MATH 213: MATH 211/212 is recommended for pre-professional and graduate schools.

Other science elective courses may be taken with permission of the department chairperson.

Chemistry Minor

Program Requirements for Chemistry Minors (18 credits)

A minor in Chemistry requires a minimum of 18 credits selected from:

BIOL 421	Biochemistry	3
BIOL 421L	Biochemistry Laboratory	1
BIOL 422	Biochemistry II	3
CHEM 132	General Chemistry II	3
CHEM 132L	General Chemistry II Laboratory	1
CHEM 312	Environmental Chemistry	3
CHEM 313	Elements of Medicinal Chemistry	3
CHEM 222	Organic Chemistry II	3
CHEM 222L	Organic Chemistry II Laboratory	1
CHEM 398	Chemical Analysis	3

CHEM 398L	Chemical Analysis Lab	1
CHEM 498	Internship	3
CHEM 499	Independent Study	3

Environmental Science Minor

Program Requirements for Environmental Science Minors (18 credits)

A minor in Environmental Science requires a minimum of 18 credits selected from:

CHEM 312	Environmental Chemistry	3
CHEM 398	Chemical Analysis	3
ENVS 212	Introduction to Meteorology	3
ENVS 215	Resource Conservation I	3
ENVS 216	Resource Conservation II	3
ENVS 261	Earth Science I - Geology	3
ENVS 262	Earth Science II - Oceanography, ?Meteorology	3
ENVS 420	Ecology	3
ENVS 420L	Ecology Lab	1
PHIL 328	Environmental Ethics	3

Biology Minor (for Non-Science Majors)

Program Requirements for Biology Minors for majors other than Science (18 credits)

Students in majors other than Science may elect a minor in Science. A minimum of 18 credits is required.

Required courses are:

BIOL 150	General Biology I	3
BIOL 150L	General Biology I Laboratory	1
BIOL 151	General Biology II	3
BIOL 151L	General Biology II Laboratory	1

Elect One:

BIOL 121	Anatomy and Physiology I	3
BIOL 121L	Anatomy and Physiology I Laboratory	1
BIOL 122	Anatomy and Physiology II	3
BIOL 122L	Anatomy and Physiology II Laboratory	1

Plus two additional 200+ level Biology courses (3 credits each) selected after consultation with the department chairperson.

Biology Minor (for Nutrition and Dietetics Majors)

Program Requirements for Biology Minors for Nutrition and Dietetics Majors (18 credits)

A minimum of 18 credits is required.

Required courses include:

BIOL 121	Anatomy and Physiology I And	3
BIOL 122	Anatomy and Physiology II	3
BIOL 234	Introduction to Molecular & Cellular?Biology and Nutrigenomics	3
CHEM 210	Introductory Organic Chemistry	3
CHEM 310	Introductory Biochemistry	3

The Nutrition and Dietetics student must also take one additional Science three credit course offered for science majors.

Biotechnology, Bachelor of Science

Program Requirements for Biotechnology Majors (71 credits: 57 credits plus 14 credits of science electives)

The B.S. Biotechnology program aims to prepare students for a career in the broad field of biotechnology. As biotechnology encompasses molecular research, genomics, DNA forensics, bioinformatics (biocomputing), chemistry, and environmental bioremediation, as well as administration, management, patent law, and other "business" areas, graduates will be positioned to compete for a wide range of positions. Moreover, graduates will receive the foundation for application to and success in graduate, professional (e.g. Medical, Veterinary), law, or business schools.

The specific goals of the program are to prepare students with professional training and technical skills, in addition to providing students with the ability to critically evaluate biotechnology advances and applications in the healthcare field, pharmaceutical industry, and environment.

For the first two years of study, the B.S. Biotechnology course curriculum parallels that of other Science Department programs. This sequence is designed to provide the fundamental technical and intellectual expertise. The major will provide specialized Biotechnology program courses during the third and fourth years that include a Senior Research project. A minimum

of 57 credits and 14 science elective credits for a total of 71 science credits is required for degree completion.

There is an optional 5th year program which provides the opportunity to earn an M.S. in Biotechnology degree (non-thesis). Students must apply and be accepted to this optional program in their junior year, and then take their senior year courses at the graduate (500) level. Details of this program are included in the Graduate Catalog.

The required courses are:

BIOL 150	General Biology I	3
BIOL 150L	General Biology I Laboratory	1
BIOL 151	General Biology II	3
BIOL 151L	General Biology II Laboratory	1
BIOL 235	General Microbiology	3
BIOL 235L	General Microbiology Laboratory	1
CHEM 131	General Chemistry I	3
CHEM 131L	General Chemistry I Lab	1
CHEM 132	General Chemistry II	3
CHEM 132L	General Chemistry II Laboratory	1
CHEM 221	Organic Chemistry I	3
CHEM 221L	Organic Chemistry I Lab	1
CHEM 222	Organic Chemistry II	3
CHEM 222L	Organic Chemistry II Laboratory	1
BIOL 410	Science Literacy Capstone	2
BIOL 446	Genetics And	3
BIOL 446L	Genetics Laboratory	1
BIOL 440	Molecular and Cellular Biology And	3
BIOL 440L	Molecular and Cellular Biology?Laboratory	1
MATH 155	Statistics for Behavioral/Social Science	3
MATH 211	Calculus I Or	4
MATH 170	Applications of Calculus to the Life Sci	3
PHIL 404		3
BIOL 281	Introduction to Biotechnology	3
BIOL 383	Emerging Medicines and Technologies	3
BIOL 302	Bioinformatics	3

BIOL 401	Cell Culture	3
BIOL 455	Senior Research Project	2

MATH 211: MATH 211/212 is recommended for pre-professional and graduate schools. Other Science elective courses can be taken with the permission of the department chairperson.

Science Electives (minimum of 14 credits selected from):

BIOL 222	Medical Terminology	3
BIOL 300	Human Gross Anatomy	3
BIOL 300L	Human Gross Anatomy Lab	1
BIOL 301	Human Physiology	3
BIOL 301L	Human Physiology Lab	1
BIOL 305	Fundamental Neuroscience	3
BIOL 332	Immunology	3
BIOL 332L	Immunology Laboratory	1
BIOL 351	Evolution	3
BIOL 421	Biochemistry	3
BIOL 421L	Biochemistry Laboratory	1
BIOL 422	Biochemistry II	3
BIOL 498	Biology Internship	3
CHEM 312	Environmental Chemistry	3
CHEM 313	Elements of Medicinal Chemistry	3
ENVS 212	Introduction to Meteorology	3
ENVS 215	Resource Conservation I	3
ENVS 216	Resource Conservation II	3
ENVS 261	Earth Science I - Geology	3
ENVS 262	Earth Science II - Oceanography, ?Meteorology	3
CHEM 398	Chemical Analysis	3
CHEM 498	Internship	3
BIOL 305	Fundamental Neuroscience	3
BIOL 498	Biology Internship	3
ENVS 420	Ecology	3
ENVS 420L	Ecology Lab	1
PHYS 303	General Physics I	3
PHYS 303L	General Physics I Lab	1
PHYS 304	General Physics II	3
PHYS 304L	General Physics II Laboratory	1
MATH 212	Calculus II	4

MATH 212: MATH 211/ 212 is recommended for pre-professional and graduate schools. Other Science elective courses can be taken with the permission of the department

chairperson.

Chemistry/Biotechnology Minor

Program Requirements for Chemistry/Biotechnology Minors (18 credits)

A minor in Chemistry requires a minimum of 18 credits selected from:

BIOL 421	Biochemistry	3
BIOL 421L	Biochemistry Laboratory	1
BIOL 422	Biochemistry II	3
CHEM 132	General Chemistry II	3
CHEM 132L	General Chemistry II Laboratory	1
CHEM 312	Environmental Chemistry	3
CHEM 313	Elements of Medicinal Chemistry	3
CHEM 332		3
CHEM 332L	Organic Chemistry Lab	1
CHEM 398	Chemical Analysis	3
CHEM 398L	Chemical Analysis Lab	1
CHEM 498	Internship	3
CHEM 499	Independent Study	3

Biology, Bachelor of Science (Pre-Chiropractic)

Program Requirements for Biology, Bachelor of Science (Pre-Chiropractic) Majors (51 + 22** credits)

The accelerated Pre-Chiropractic Program is designed to allow students to begin the study of chiropractic medicine at New York Chiropractic College (NYCC) during their senior year. Students study at Marywood University for three years, matriculating for 104 credits in basic science and liberal arts requirements. The fourth year is spent at NYCC. A student will have preferred admission to NYCC if a minimum QPA of 3.25 is maintained for the three years of study at Marywood. An overall QPA of 2.50 or higher is required, with a grade of C or better in science courses, as is completion of a minimum of 90 credits, for NYCC entry. A student who successfully completes all coursework in the first two trimesters at NYCC, who is registered for DEAN 050 (through Marywood) during the spring semester of their first year at NYCC, and whose transcripts have been submitted to the Registrar's Office by February of that year, will be granted a bachelor of science degree in biology from Marywood. Marywood University will accept a selected 22 credits from NYCC, provided a minimum average QPA of 2.50 has been maintained in those selected courses. The student would then continue study at NYCC for two years and four

months. Successful completion leads to a Doctor of Chiropractic (DC) degree.

The following Science courses (51 credits) are required at Marywood:

BIOL 300	Human Gross Anatomy	3
BIOL 300L	Human Gross Anatomy Lab	1
BIOL 301	Human Physiology	3
BIOL 301L	Human Physiology Lab	1
BIOL 150	General Biology I	3
BIOL 150L	General Biology I Laboratory	1
BIOL 151	General Biology II	3
BIOL 151L	General Biology II Laboratory	1
BIOL 235	General Microbiology	3
BIOL 235L	General Microbiology Laboratory	1
BIOL 446	Genetics	3
BIOL 446L	Genetics Laboratory	1
CHEM 131	General Chemistry I	3
CHEM 131L	General Chemistry I Lab	1
CHEM 132	General Chemistry II	3
CHEM 132L	General Chemistry II Laboratory	1
CHEM 221	Organic Chemistry I	3
CHEM 221L	Organic Chemistry I Lab	1
CHEM 222	Organic Chemistry II	3
CHEM 222L	Organic Chemistry II Laboratory	1
PHYS 303	General Physics I	3
PHYS 303L	General Physics I Lab	1
PHYS 304	General Physics II	3
PHYS 304L	General Physics II Laboratory	1

Elect One:

MATH 211	Calculus I	4
MATH 155	Statistics for Behavioral/Social Science	3

Normally the following courses or their equivalents will be accepted from New York Chiropractic College, based on the discretion of Marywood Science Department chairperson (22 credits available**).

ANO 6102		5
ANA 6104		5
ANA 6205		5
BCH 6203		2
BCH 6101		3
AST 6304		2

Environmental Science, Bachelor of Science

Program Requirements for Environmental Science Majors (71 credits)

The Environmental Science Program is designed for the student who is interested in a career as a professional environmental scientist, professor, teacher, research specialist, or field ecologist.

The curriculum provides the necessary background and experience to pursue graduate work and advanced degrees. It involves the study of biology, chemistry, ecology, geology, mathematics, and physics.

For degree completion, 71 Science credits are required.

The following courses are required:

BIOL 150	General Biology I	3
BIOL 150L	General Biology I Laboratory	1
BIOL 151	General Biology II	3
BIOL 151L	General Biology II Laboratory	1
BIOL 235	General Microbiology	3
BIOL 235L	General Microbiology Laboratory	1
BIOL 351	Evolution	3
BIOL 410	Science Literacy Capstone	2
CHEM 131	General Chemistry I	3
CHEM 131L	General Chemistry I Lab	1
CHEM 132	General Chemistry II	3
CHEM 132L	General Chemistry II Laboratory	1
CHEM 221	Organic Chemistry I	3
CHEM 221L	Organic Chemistry I Lab	1
CHEM 222	Organic Chemistry II	3
CHEM 222L	Organic Chemistry II Laboratory	1
CHEM 312	Environmental Chemistry	3
PHYS 303	General Physics I	3
PHYS 303L	General Physics I Lab	1
PHYS 304	General Physics II	3
PHYS 304L	General Physics II Laboratory	1
ENVS 420	Ecology	3
ENVS 420L	Ecology Lab	1
MATH 155	Statistics for Behavioral/Social Science	3
MATH 170	Applications of Calculus to the Life Sci	3

Science elective credits (at least 17) selected from:

ECON 100	Basic Economics	3
ENVS 212	Introduction to Meteorology	3

ENVS 215	Resource Conservation I	3
ENVS 216	Resource Conservation II	3
ENVS 261	Earth Science I - Geology	3
ENVS 262	Earth Science II - Oceanography, ?Meteorology	3
PHIL 328	Environmental Ethics	3
CHEM 398	Chemical Analysis	3
ENVS 454	Undergraduate Research	3
ENVS 498	Internship	3
ENVS 499	Independent Study	1
MATH 211	Calculus I	4

Chemistry/Environmental Science Minor

Program Requirements for Chemistry/Environmental Science Minors (18 credits)

A minor in Chemistry requires a minimum of 18 credits selected from:

BIOL 421	Biochemistry	3
BIOL 421L	Biochemistry Laboratory	1
BIOL 422	Biochemistry II	3
CHEM 132	General Chemistry II	3
CHEM 132L	General Chemistry II Laboratory	1
CHEM 221	Organic Chemistry I	3
CHEM 221L	Organic Chemistry I Lab	1
CHEM 222	Organic Chemistry II	3
CHEM 222L	Organic Chemistry II Laboratory	1
CHEM 312	Environmental Chemistry	3
CHEM 398	Chemical Analysis	3
CHEM 398L	Chemical Analysis Lab	1
CHEM 499	Independent Study	3

Biology, Bachelor of Science (Medical Laboratory Science)

Program Requirements for Biology, Bachelor of Science (Medical Laboratory Science) Majors (81 credits)

The course of study in Medical Laboratory Science (MLS) follows a dual track program:

1. Students spend three years at Marywood University fulfilling the university requirements and those of the National Accrediting Agency for Clinical Laboratory Science (NAACLS). In this program, the students spend the fourth year at an accredited school of MLS, gaining theoretical and practical experience in the field of MLS. During this internship, students earn a

minimum of 30 and a maximum of 33 credits (depending on course offerings at the accrediting school).

- Students who complete a baccalaureate program in Biology and who have the appropriate prerequisites may also apply to any accredited schools of Medical Laboratory Science.

Marywood maintains an affiliation with the following clinical institutions: Robert Packer Hospital, (Sayre, Pennsylvania); Pennsylvania College of Health Sciences (Lancaster, PA); New York –Presbyterian Brooklyn Methodist Hospital (Brooklyn, NY); UPMC Hospital (Williamsport, PA). Affiliation with these schools does not guarantee the student's acceptance into a professional practicum program.

The minimum requirements, as determined by most clinical programs are: 16 semester hours of chemistry (8 credit hours in Organic Chemistry), 16 semester hours of biology (including microbiology and immunology) and 3 credits of college-level mathematics. A minimum of 90 semester hours of credit is required before entrance into the school of MLS. Most MLS schools require a minimum QPA of 2.50.

Courses in the professional curriculum provide both theoretical and practical experience in the field of MLS. A typical curriculum includes courses that are listed at the end of the Science Department course section. The MLS internship counts for a minimum of 30 credits to complete the B.S. Medical Laboratory Science degree awarded by Marywood University.

Prior to the start of a student's internship experience, Marywood MLS majors must fill out a leave of absence form obtained from the Registrar's Office. Students are eligible to earn their B.S. Medical Laboratory Science degree on the University graduation date following the successful completion of a minimum of 30 credits from their internship courses.

Medical Laboratory Science students must complete all of Marywood's academic requirements before starting the internship program, including 51 Science credits. Total number of Science and Internship credits for degree completion is 81.

The following courses are required at Marywood:

BIOL 150	General Biology I	3
BIOL 150L	General Biology I Laboratory	1
BIOL 151	General Biology II	3
BIOL 151L	General Biology II	1

	Laboratory	
BIOL 235	General Microbiology	3
BIOL 235L	General Microbiology Laboratory	1
BIOL 332	Immunology	3
BIOL 332L	Immunology Laboratory	1
CHEM 131	General Chemistry I	3
CHEM 131L	General Chemistry I Lab	1
CHEM 132	General Chemistry II	3
CHEM 132L	General Chemistry II Laboratory	1
CHEM 221	Organic Chemistry I	3
CHEM 221L	Organic Chemistry I Lab	1
CHEM 222	Organic Chemistry II	3
CHEM 222L	Organic Chemistry II Laboratory	1
MATH 155	Statistics for Behavioral/Social Science	3

Science Electives (at least 16 selected from):

BIOL 121	Anatomy and Physiology I	3
BIOL 121L	Anatomy and Physiology I Laboratory	1
BIOL 122	Anatomy and Physiology II	3
BIOL 122L	Anatomy and Physiology II Laboratory	1
BIOL 222	Medical Terminology	3
BIOL 300	Human Gross Anatomy	3
BIOL 300L	Human Gross Anatomy Lab	1
BIOL 301	Human Physiology	3
BIOL 301L	Human Physiology Lab	1
BIOL 421	Biochemistry	3
BIOL 421L	Biochemistry Laboratory	1
BIOL 440	Molecular and Cellular Biology	3
BIOL 440L	Molecular and Cellular Biology?Laboratory	1
BIOL 446	Genetics	3
BIOL 446L	Genetics Laboratory	1
CHEM 313	Elements of Medicinal Chemistry	3
CHEM 398	Chemical Analysis	3
CHEM 398L	Chemical Analysis Lab	1

And other courses, with permission of department chairperson.

Biology/Secondary Education, Bachelor of Science

Program Requirements for Biology/Secondary Education Majors (89 credits: 55 science credits plus 34

education credits)

The Teacher Education Program in Biology (grades 7-12) is accredited by the Pennsylvania Department of Education and by the Council for Accreditation of Educator Preparation (CAEP).

A total of 55 Science credits is required to complete the degree, in addition to Education Department credits and liberal arts credit requirements.

The following courses are required:

BIOL 122	Anatomy and Physiology II	3
BIOL 122L	Anatomy and Physiology II Laboratory	1
BIOL 150	General Biology I	3
BIOL 150L	General Biology I Laboratory	1
BIOL 151	General Biology II	3
BIOL 151L	General Biology II Laboratory	1
BIOL 235	General Microbiology	3
BIOL 235L	General Microbiology Laboratory	1
BIOL 351	Evolution	3
BIOL 410	Science Literacy Capstone	2
BIOL 411B	Curriculum Methods and Materials	4
BIOL 440	Molecular and Cellular Biology	3
BIOL 440L	Molecular and Cellular Biology?Laboratory	1
BIOL 446	Genetics	3
BIOL 446L	Genetics Laboratory	1
CHEM 131	General Chemistry I	3
CHEM 131L	General Chemistry I Lab	1
CHEM 132	General Chemistry II	3
CHEM 132L	General Chemistry II Laboratory	1
CHEM 221	Organic Chemistry I	3
CHEM 221L	Organic Chemistry I Lab	1
ENVS 420	Ecology	3
ENVS 420L	Ecology Lab	1
PHYS 303	General Physics I	3
PHYS 303L	General Physics I Lab	1
MATH 155	Statistics for Behavioral/Social Science	3
Elect One:		
MATH 170	Applications of Calculus to the Life Sci	3

Or

MATH 211 Calculus I 4

In addition, students must fulfill the requirements of the Department of Education (total of 34 Education credits).

The curriculum requirements discussed in this section are subject to change, based on guidelines established by the Pennsylvania Department of Education.

Professional Education Requirements for the Teacher Education Program in Biology

EDUC 001		0
EDUC 002		0
EDUC 003		0
EDUC 004		0
EDUC 005		0
EDUC 100	Introduction to Education	1
EDUC 101	Introduction to Education	0.5
PSYC 251	Developmental Psychology	3
EDUC 311	Educational Psychology	3
SPED 100	Characteristics of Students With Mild?Disabilities	3
SPED 300	Curriculum Adaptations	3
SPED 367	Behavior and Classroom Management	3
EDUC 411A	Effective Instructn Secondary/PK-12 Ed?K-12 Education	3
EDUC 414	Social Foundations of Education	3
EDUC 442		9
EDUC 461	Meth Assessment/ESL	3
EDUC 498B	Special Topics in Student Teaching	1

EDUC 311, SPED 367, EDUC 411A, EDUC 414 and EDUC 461: require upper level screening

Additional critical information is contained in the Education section of the catalog. The curriculum requirements discussed in this section are subject to change, based on guidelines established by the Pennsylvania Department of Education.

Biology, Bachelor of Science (Pre-Physician Assistant Studies)

Program Requirements for Pre-Physician Assistant Studies (54 credits)

The Pre-professional phase of the Physician Assistant (PA) Program is completed in the Science Department. Students with no previous college-level study begin a program of liberal arts core requirements and science courses to prepare for admission to the professional phase of the PA

program, which grants a Master's Degree in PA (see the Marywood University graduate catalogue PA program section for more details).

Students with some previous college experience may apply to the Pre-Professional Program. Admitted students will then complete all liberal arts core requirements and prerequisite sciences. Such transfer students must have a 2.50 QPA minimum and must have earned a C+ or better in science classes transferred; however, a minimum grade of B in General Chemistry, General Biology, Microbiology, Organic Chemistry, and Anatomy and Physiology courses is required for admission to the PA professional phase.

For acceptance into the Pre-Physician Assistant Program, students must have a minimum of a 1080 on the nw SAT (EBRW +M), with a minimum of 530 in the Math section. For students with ACT scores, a minimum of 21 is required. Students who do not meet the above criteria may be accepted into the Science Department as "Undeclared with an interest in Pre-Physician Assistant" studies. They may declare a major in Pre-PA Studies when their GPA is ≥ 3.00 .

Students who have completed a Bachelor's degree in another institution may apply to the graduate program in PA through the PA Eligibility Track. Details are provided in the Graduate program section of the catalog. Students must take at least 16 credits of Science pre-requisite courses at Marywood to qualify for this program. Students in the PA eligibility program are advised by faculty in the graduate program.

Pre-Professional Program Requirements

Students in the pre-professional phase are required to maintain an overall GPA of 3.00, as well as a 3.00 in Science courses and labs, to be considered eligible for admission to the professional phase. The Science GPA is determined as the mean of all required Biology and Chemistry courses.

Required		
BIOL 150	General Biology I	3
BIOL 150L	General Biology I Laboratory	1
BIOL 151	General Biology II	3
BIOL 151L	General Biology II Laboratory	1
BIOL 222	Medical Terminology	3
BIOL 235	General Microbiology	3
BIOL 235L	General Microbiology Laboratory	1
BIOL 300	Human Gross Anatomy	3

BIOL 300L	Human Gross Anatomy Lab	1
BIOL 301	Human Physiology	3
BIOL 301L	Human Physiology Lab	1
BIOL 332	Immunology	3
BIOL 332L	Immunology Laboratory	1
BIOL 410	Science Literacy Capstone	2
CHEM 131	General Chemistry I	3
CHEM 131L	General Chemistry I Lab	1
CHEM 132	General Chemistry II	3
CHEM 132L	General Chemistry II Laboratory	1
CHEM 221	Organic Chemistry I	3
CHEM 221L	Organic Chemistry I Lab	1
CHEM 222	Organic Chemistry II	3
CHEM 222L	Organic Chemistry II Laboratory	1
MATH 170	Applications of Calculus to the Life Sci Or	3
MATH 211	Calculus I	4
MATH 155	Statistics for Behavioral/Social Science	3
ND 112	Nutrition I	3

Professional Program Phase

Students who have successfully met all required liberal arts core requirements and science prerequisites may apply for admission to the professional program, following their second year as Pre-PA Students are guaranteed an interview with the PA interview committee if their Science GPA is >3.0 .

Students Not Admitted to Professional Program Phase

Students who are not accepted to the Professional Program Phase may continue in the Science Department and complete another degree program, such as B.S. in Biology or B.S. in Biotechnology.

Students Not Completing the Professional Program

Students who do not complete the Professional phase of the PA program may complete their B.S. in Biology degree upon successful completion of two semesters of Physics (PHYS 303/303L and PHYS 304/304L) as well as Science Literacy Capstone (BIOL 410). In addition, these students must complete 30 elective credits towards the B.S. Biology degree, of which 19 credits transfer from the pre-PA curriculum. In addition, up to 10 credits may be

transferred from the graduate program for basic science courses completed during the professional phase. Students should discuss their program with the Department Chair and complete a Change of Primary Goal form.

Mathematics and Computer Science Degrees

Degree Requirements

	Maj or	Cor e	Electiv es	To Gradua te
Mathematics	48	39	32	120
Mathematics/Seco ndary Educ.	44 + 35	39	0	122
Computer Science	54	39	27	120
Information Security	69	39	12	120

Mathematics, Bachelor of Science

Program Requirements for Mathematics Majors (48 credits)

Students in this program will:

1. develop attitudes of mind and analytical skills required for the efficient use and understanding of mathematics;
2. be able to abstract from the particular to the general and understand how to construct a proof of a mathematical statement.
3. be able to build mathematical models of real world situations;
4. have competency in the use of computers as a tool in mathematical problem- solving;
5. be able to work independently on problems in mathematics;
6. have an understanding of the origin and historical development of basic mathematical concepts.

Required Courses:

CS 142	Programming in C++	3
MATH 211	Calculus I	4
MATH 212	Calculus II	4
MATH 213	Calculus III	4

MATH 155	Statistics for Behavioral/Social Science Or	3
MATH 220	Introduction to Probability and?Statistics	3
MATH 219	History of Mathematics	3
MATH 321	Abstract Algebra	3
MATH 322	Linear Algebra	2
MATH 322L	Linear Algebra Lab	1
MATH 495	Senior Seminar	1
PHYS 303	General Physics I	3
PHYS 303L	General Physics I Lab	1
PHYS 304	General Physics II	3
PHYS 304L	General Physics II Laboratory	1

Required Program Electives:

List A (6 credits) Mathematics majors must choose two courses from this list.

CS 314	Math Models/Computer Technique	3
MATH 323	Theory of Numbers	3
MATH 324	College Geometry	3
MATH 456	Mathematical Statistics	3

List B (6 credits) Mathematics majors must choose two courses from this list.

MATH 311	Differential Equations	3
MATH 420	Discrete Mathematics	3
MATH 425	Topology	3
MATH 430	Analysis of A Real Variable	3
MATH 440	Analysis of A Complex Variable	3

General Electives - Mathematics majors must choose an additional 33 credits of general electives.

Mathematics/Secondary Education, Bachelor of Science

Program Requirements for Mathematics/Secondary Education Majors (48 credits)

In addition to the goals of Mathematics majors above, students in this program will:

1. know and understand mathematics substantially beyond that which they may be expected to teach;
2. be able to relate that mathematics to the world of the student;
3. be able to make the pupil aware of the role of mathematics in our culture and of the relationship

between mathematics and the natural and social sciences;		EDUC 414	Social Foundations of Education	3
4. be able to plan and implement a program of learning in mathematics for students of varying backgrounds and abilities;		EDUC 442A	Student Teaching Elementary	8
			Or	
5. be able to evaluate the learning process through a variety of methods and set up an environment conducive to learning;		EDUC 442B	Student Teaching Special Education	8
			Or	
		EDUC 442C		8
			Or	
6. recognize learning disabilities and know the appropriate measures to take in such cases.		EDUC 442D	Student Teaching Early Childhood?Education	8
			Or	
Required Courses:			Student Teaching Art	8
CS 142	Programming in C++	3	EDUC 442E	
MATH 211	Calculus I	4		
MATH 212	Calculus II	4		Or
MATH 213	Calculus III	4	EDUC 442F	8
MATH 219	History of Mathematics	3		
			Or	
MATH 155	Statistics for Behavioral/Social Science	3	EDUC 442G	8
			Or	
MATH 220	Introduction to Probability and?Statistics	3	EDUC 442H	8
			Or	
MATH 321	Abstract Algebra	3	EDUC 442I	8
MATH 322	Linear Algebra	2		
MATH 322L	Linear Algebra Lab	1		Or
MATH 323	Theory of Numbers	3	EDUC 442J	8
MATH 324	College Geometry	3		Or
MATH 411B	Curriculum Methods and Materials in?Mathematics	3	EDUC 442K	8
MATH 420	Discrete Mathematics	3		
MATH 495	Senior Seminar	1		Or
PHYS 303	General Physics I	3	EDUC 442L	8
PHYS 303L	General Physics I Lab	1		
PHYS 304	General Physics II	3		Or
PHYS 304L	General Physics II Laboratory	1	EDUC 442M	8
			Or	
Education Requirements for Math/Secondary Ed (35 credits):			EDUC 442N	8
EDUC 000		0		Or
EDUC 005D		1	EDUC 442O	8
EDUC 100	Introduction to Education	1		Or
EDUC 101	Introduction to Education	0.5	EDUC 442P	8
PSYC 252	Psychology of Adolescence	3		Or
EDUC 311	Educational Psychology	3		Or
EDUC 411A	Effective Instructn Secondary/PK-12 Ed?K-12 Education	3	EDUC 442Q	8

EDUC 461	Meth Assessment/ESL	3
SPED 100	Characteristics of Students With Mild/Disabilities	3
SPED 300	Curriculum Adaptations	3
SPED 367	Behavior and Classroom Management	3

EDUC 005D, EDUC 311, EDUC 411A, EDUC 414, EDUC 461: requires upper level screening

SPED 300: taken with student teaching

General Electives: An additional 2 credits of general electives are required for graduation.

Students should consult the Education Department for a description of admission and retention criteria.

The curriculum requirements discussed in this section are subject to change, based on guidelines established by the Pennsylvania Department of Education.

Computer Science, Bachelor of Science

Program Requirements for Computer Science Majors (54 credits: Computer Science courses [33 credits] and Mathematics and Physics courses [21 credits])

The B.S. in Computer Science is a traditional four-year program in computer science, preparing students for careers in information technology and software engineering.

Students in our B.S. in Computer Science program will:

1. Develop proficiency in computer programming languages such as C++ and Java.
2. Understand the architecture of modern computers.
3. Be able to understand and implement common data structures used in computing.
4. Be able to develop and analyze algorithms for solving computing problems.
5. Develop proficiency in computer networking.
6. Understand the principles of computer operating systems.
7. Understand the principles of compilers.
8. Develop proficiency in at least one application area such as database management, web application, computer graphics, etc.

Required Courses:

CS 142	Programming in C++	3
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CS 150	Object Oriented Programming	3
CS 242	Computer Architecture	3
CS 245	Computer Data Structures	3
CS 250	Database and Applications	3
CS 322	Computer Networks	3
CS 341	Analysis of Algorithms	3
CS 342	Principles of Compilers	3
CS 344	Operating System Principles	3
CS 352	Web Applications & Development	3
CS 490	Capstone Project	3

MATH 155	Statistics for Behavioral/Social Science	3
	Or	

MATH 220	Introduction to Probability and Statistics	3
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MATH 211	Calculus I	4
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MATH 212	Calculus II	4
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MATH 322	Linear Algebra	2
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MATH 322L	Linear Algebra Lab	1
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MATH 420	Discrete Mathematics	3
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PHYS 303	General Physics I	3
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PHYS 303L	General Physics I Lab	1
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An additional 12 credits of General Electives are needed to graduate.

Information Security, Bachelor of Science

Program Requirements for Information Security Majors (69 credits: Computer Science courses [42 credits] and Mathematics and Physics courses [27 credits])

Our information security program prepares students for one of the fastest growing fields in STEM: cyber security.

Students in our B.S. in Information Security program will:

1. Develop proficiency in computer programming languages such as C++ and Java;
2. Develop the skills to implement a security policy for protecting IT infrastructure and business data;
3. Understand the legal and ethical issues surrounding cybersecurity;
4. Understand the architecture of modern computers;
5. Be able to understand common data structures used in computing;
6. Be able to analyze computer algorithms;

7. Develop proficiency in computer networking;
8. Understand the principles of computer operating systems.

Required Courses:

CS 142	Programming in C++	3
CS 150	Object Oriented Programming	3
CS 242	Computer Architecture	3
CS 245	Computer Data Structures	3
CS 322	Computer Networks	3
CS 341	Analysis of Algorithms	3
CS 344	Operating System Principles	3
CS 490	Capstone Project	3
INSC 410	Legal Issues in Information Security	3
INSC 420	Introduction to Computer Security	3
INSC 430	Network Security	3
INSC 440	Introduction to Cryptography	3
INSC 445	Security Policies and Implementations	3
INSC 450	Digital Forensics	3
MATH 155	Statistics for Behavioral/Social Science	3
MATH 220	Introduction to Probability and Statistics	3
MATH 211	Calculus I	4
MATH 212	Calculus II	4
MATH 322	Linear Algebra	2
MATH 322L	Linear Algebra Lab	1
MATH 323	Theory of Numbers	3
MATH 420	Discrete Mathematics	3
PHYS 303	General Physics I	3
PHYS 303L	General Physics I Lab	1

An additional 12 credits of General Electives are needed to graduate.

Mathematics Minor**Program Requirements for Mathematics Minors (18 credits)**

A student may elect to minor in Mathematics by completing six Mathematics courses (18 credits) in the Department of Science, Mathematics, and Computer Science. A maximum of one course may be at the 100 level and a minimum of one course must be at the 300 level or above.

Computer Science Minor**Program Requirements for Computer Science Minors (18 credits)**

A student may elect to minor in Computer Science by completing six Computer Science courses (18 credits) in the Department of Science, Mathematics, and Computer Science. Computer Science courses must be CS 142 or above. One of these courses may be MATH 420 (Discrete Mathematics). At most, six credits may be earned by taking INSC courses.

Astronomy Minor**Program Requirements for Astronomy Minors (19 credits)**

A student may elect to minor in Astronomy by completing these six courses (19 credits).

Each course is three credits except PHYS 303, 303L, which is four credits (3 + 1).

MATH 160	Analysis of Functions (pre-Calculus)	3
	Or	
MATH 170	Applications of Calculus to the Life Sci	3
	Or	
MATH 211	Calculus I	4
MATH 155	Statistics for Behavioral/Social Science	3
PHYS 112	Introduction to Astronomy	3
PHYS 303	General Physics I	3
PHYS 303L	General Physics I Lab	1
ASTR 250	The Solar System	3
ASTR 260	Galaxies, Relativity, and Cosmology	3

Social Sciences**Faculty**

Jeremy Rich, Ph.D., Chairperson

Rick Duque, Ph.D.

Patrick Seffrin, Ph.D.

Adam Shprintzen, Ph.D.

Alexander Vari, Ph.D.

*Stephanie Anuszewski, M.A.

*Joseph P. Donohue, M.A., M.S.W.

*James Frutchey, M.A.

- *James F. Kanavy, M.A.
- *Frank Hacken, M.A.
- *Erika Grimminger, Ph.D.
- *Anna Rupprecht, M.A.
- *John Saimbert, M.A.
- *Scott Kester, Ph.D.
- *Erika Wildman, M.A.
- *Jonathan Wilson, Ph.D.
- *John Zugarek, M.A.

*Part-time

Goals

The social sciences comprise the disciplines of history, sociology, political science, anthropology, geography, and the applied fields of criminal justice, elementary and secondary school history and social studies, public history, and pre-law. It is a bi-level department, offering a Master of Science degree in Criminal Justice (see graduate catalog). The department's goals contribute to the undergraduate curricular purpose by enabling students to perceive the larger social, political, economic, and environmental contexts within which individual action is set. Knowledge of the dynamic processes underlying these contexts will lead students to identify those points in their individual lives and careers where they can contribute responsibly to life in a diverse and interdependent world. The department provides courses for liberal arts education of all students and specialized courses in social science fields.

General Social Sciences Requirements - All Students

All students are required to complete two semester courses in history and one other course in the social sciences, selecting from Economics, Sociology, Political Science, Anthropology, Criminology, Psychology 211, or any other Social Science course.

Social Sciences Overview

The courses in the Social Sciences are designed to enable the student to: (a) acquire knowledge of major interpretations of the social sciences; (b) engage in the specific modes of inquiry of the social sciences and pursue purposeful, honest, and effective research; (c) participate effectively in discussion, exercising respect and critical thinking in analyzing opinions and tentativeness in formulating opinions and conclusions; (d) respond actively and effectively to the challenges of contemporary society, relating the study of social sciences to current affairs; and (e) empathize with human emotions and values and

understand the cultural characteristics and accomplishments of diverse ethnic and religious groups, recognizing and appraising the values implicit in their specific orientation.

Students concentrating in the social sciences who meet the nationally established criteria may be invited to membership in Pi Gamma Mu, the National Social Sciences Honor Society, through its resident chapter on campus. Students majoring in History, History/Pre-Law, or History/Social Sciences: Secondary Education may be invited to membership in Phi Alpha Theta, the International Honor Society in History.

Social Sciences Degrees

Bachelor of Arts

The following majors leading to a Bachelor of Arts degree are available in the program:

1. Criminal Justice
2. History
3. History/Pre-Law
4. History/Social Sciences, Secondary Education
5. Sociology

Master of Science (Five-year Program and Traditional)

A fifth-year Master of Science degree and a traditional Master of Science degree are available in Criminal Justice.

Social Sciences Minors

Minors are available in:

1. Comprehensive Social Sciences
2. Criminal Justice
3. Forensics
4. Forensic Accounting
5. History
6. Political Science
7. Pre-Law
8. Sociology

Degree Requirements for Social Sciences Majors

Degree Requirements	Major	Core	To Graduate
Criminal Justice	54	42	120
History	51	42	120
History/Pre-Law	66	42	120
History/Social Science Secondary Education	75	42	120
Sociology	54	42	120

Criminal Justice, Bachelor of Arts**Program Requirements for Criminal Justice Majors (54 credits)**

The student who majors in Criminal Justice will:

1. acquire a working knowledge of American criminal justice institutions, including law enforcement, adjudication, and corrections;
2. engage in the formal modes of inquiry which are used to understand problems of crime and social control and engage in honest and effective research on these matters;
3. participate effectively in the discussion of contemporary issues in American criminal justice, exercising respect and critical thinking when analyzing the opinions of others, and tentativeness when formulating one's own conclusions;
4. respond actively and effectively to the challenges confronting American criminal justice institutions relating the insights of the field to current issues;
5. empathize with the human condition of members of the criminal and public populations served by criminal justice institutions, displaying respect for and an understanding of the social and cultural characteristics of the diverse populations served.

The Criminal Justice major prepares the student for a career and/or graduate study in the field of criminal justice. For those who wish to enter the labor market upon completion of a bachelor's degree, the program provides excellent preparation for careers in law enforcement, criminal investigation, corrections, and probation and parole. Internships with local, state, and national criminal justice agencies are available to qualified majors providing specific preparation for future employment. For students who wish to pursue further education in criminal justice,

the program offers advanced standing in the Marywood graduate program in Criminal Justice, permitting qualified students to complete a master's degree in Criminal Justice in their fifth year of study at the University.

27 credits (nine courses) in Criminal Justice:

CJ 100	Introduction to Criminal Justice	3
CJ 202	Quantitative Reasoning	3
CJ 220	Law Enforcement	3
CJ 303	Criminology	3
CJ 319	Criminal Law and Procedure	3
CJ 351	Social Research	3
CJ 433	The American Prison	3
CJ 460	Criminal Justice Internship	3
CJ 465	Senior Seminar in Criminal Justice	3

15 credits (five courses) in electives from the following:

CJ 101	Shadow and Service	3
CJ 105	Forensic Analytical Techniques	3
	Or	
BIOL 105	DNA Forensics	3
CJ 200	Introduction to the Law	3
CJ 201	The Juvenile Justice Subsystem	3
CJ 206	Community Corrections	3
CJ 219	Drugs in American Society	3
CJ 224	Criminal Investigation	3
CJ 225	Interviewing and Interrogation	3
CJ 302	White Collar Crimes	3
CJ 322	Criminalistics and the Crime Lab	3
CJ 330	Prosecuting Criminal Cases	3
CJ 405	Deviant Behavior in Society	3
CJ 410	Race, Crime and Poverty in America	3
CJ 425	Children's Rights and Societal Responses	3
PSYC 440	Forensic Psychology	3
CJ 503		3
CJ 522		3
CJ 544		3
SOC 411	The Family	3

CJ 105/BIOL 105: may be taken to satisfy LA science requirement

9 credits (3 courses) of cognate courses:

PS 210	American Government and Politics	3
PS 211	State and Local Government	3
SOC 214	Social Problems	3

CJ 503, CJ 522 and CJ 544: CJ 500 graduate electives. Up to 12 graduate credits may be taken by CJ undergraduate students who have been accepted into the five-year CJ Master's program in the fourth year (UG) of their program. These courses are also open to seniors enrolled in the regular four-year undergraduate program with QPA of 3.0 or better and the CJ Program Director's permission. For graduation, students must have a minimum QPA of 2.33 in the major and a minimum overall QPA of 2.00.

A copy of the complete curriculum is available upon request from the Social Sciences Department.

History, Bachelor of Arts

Program Requirements for History Majors (51 credits)

The student who majors in History will:

1. acquire knowledge of history of the major global areas and of the major historical interpretations regarding those areas;
2. engage in modes of inquiry of history and pursue purposeful, honest, and effective research in the field of history;
3. participate effectively in discussion of historical issues, exercising respect and critical thinking in analyzing opinions, and tentativeness in formulating opinions and conclusions;
4. analyze the cultural characteristics and accomplishments of diverse national, ethnic, and religious groups, recognizing and appraising the values implicit in their specific orientations;
5. analyze the impacts of economic and social forces on historical development of nations and world regions and on the global community;
6. relate historical knowledge to current affairs, responding to the challenges of contemporary society with well-informed effectiveness;
7. identify the influence of human emotions upon historical development and demonstrate empathy with the common aspirations of members of the human community.

For graduation, students must have a minimum QPA of

2.33 in the major and a minimum overall QPA of 2.00.

History Courses (42 credits) and Core (24 credits):

HIST 100	Roots of the Modern World	3
HIST 101	Global History of the Twentieth Century	3
HIST 105	Ethnicity and Diversity in the Modern?World	3
HIST 252	United States History to 1865	3
HIST 253	U.S. History Since 1865	3
HIST 260	Introduction to Historical Research	3
HIST XXX		3
HIST 460	Seminar in History	3

Note: HIST 100 and HIST 101 also fulfills a Liberal Arts core requirement in History

Electives (18 credits):

Select six history courses (18 credits) from 300 and 400 level history offerings, including at least one course in each of the following areas:

American
European
Developing World

Social Sciences Cognate Courses (9 credits)

SOC 211	Introductory Sociology	3
ECON 100	Basic Economics	3
PS 210	American Government and Politics	3

Note: One of these courses is taken to fulfill the Liberals Arts, Category IV Social Sciences requirement.

Total Credits: 51 credits

Total Credits with Liberal Arts: 93 credits

Additional credits to fulfill University graduation requirement of at least 120 credits may be taken in open electives from any department.

A copy of the complete curriculum is available upon request from the Social Sciences Department.

History/Pre-Law, Bachelor of Arts

Program Requirements for History/Pre-Law Majors (72 credits)

The student who majors in History/Pre-Law will:

1. acquire a working knowledge of the history and political systems of the major world areas and of the major historical and political interpretations regarding those areas;

2. engage in the modes of inquiry of history, political science, and the cognates of social sciences and humanities, as well as pursue purposeful, honest, and effective research in the fields;
3. participate effectively in discussion of historical, social, and political issues, exercising respect and critical thinking in analyzing opinions and tentativeness in formulating opinions and conclusions;
4. analyze the cultural characteristics and accomplishments of diverse national, ethnic, and religious groups, recognizing and appraising the values implicit in their specific orientations;
5. analyze the impacts of economic and social forces on political, social, and historical development of nations and world areas and on the global community;
6. relate historical, ethical and political knowledge to current affairs, responding to the challenges of contemporary society with well-informed effectiveness;
7. identify the influence of human emotions upon historical development and demonstrate empathy with the common aspirations of members of the human community.

42 credits (14 courses) in History and Core (24 credits):

HIST 100	Roots of the Modern World	3
HIST 101	Global History of the Twentieth Century	3
HIST 105	Ethnicity and Diversity in the Modern?World	3
HIST 252	United States History to 1865	3
HIST 253	U.S. History Since 1865	3
HIST 260	Introduction to Historical Research	3
HIST 200+		3
HIST 460	Seminar in History	3

History Electives (18 credits):

6 courses at 300/400 level, at least one from each of the following areas: American, European, or non-Western/Global South.

Twelve credits (4 courses) in Social Science Cognates

SOC 211	Introductory Sociology	3
ECON 100	Basic Economics	3
PS 210	American Government and Politics	3
PS 211	State and Local Government	3

Note: ECON 100 or another Macro-Economics course for transfer

Eighteen credits (6 courses) in Pre-Law Concentration

PL 200	Introduction to Law	3
PL 210	Legal Reasoning	3
CJ 200+		3

CJ 200+: 200 and up

PHIL Elective

Choose from:

PHIL 304	Symbolic Logic	3
PHIL 315	Ethics	3
PHIL 326	Political Philosophy	3
PHIL 328	Environmental Ethics	3
SOC 318	Social Theory	3

PS 300+ Elective

Choose from:

PS 312	International Relations	3
PS 315	Constitutional Law I	3
	Or	
PS 316	Constitutional Law II	3
PS 314A	American Political Thought I	3
	Or	
PS 314B	American Political Thought II	3
PS 325	The American Presidency	3
PS 327G		3
PS 400	Comparative Governments	3

A copy of the complete curriculum is available upon request from the Social Sciences Department.

Retention in the program is based on the student maintaining an overall minimum QPA of 2.00, as well as a QPA of 2.33 in the major.

The Mary Donnelly Lenahan '43 Pre-Law Scholarship Award for excellence in Pre-Law studies is awarded to a student who is either enrolled in the History/Pre-Law major of the Social Sciences Department or pursuing another University major and completing the Pre-Law minor offered by the Department of Social Sciences with the intent of pursuing a career in law. The scholarship is awarded in either the fall or spring semester of the senior year at Marywood University.

History/Social Sciences: Secondary Education, Bachelor of Arts

Program Requirements for History/Social Sciences: Secondary Education Majors (75 credits)

The History/Social Sciences: Secondary Education Program prepares students for a teaching career in secondary schools. The program has received national recognition from the National Council for Accreditation of Teacher Education, the premier national accrediting body for programs in education. In accord with the standards of the National Council for the Social Studies, students who major in History/Social Sciences: Secondary Education will acquire the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school levels for the study of the social sciences. These studies include:

1. culture and cultural diversity
2. time, continuity, and change
3. people, places, and environment
4. individual development and identity
5. individuals, groups, and institutions
6. power, authority, and governance
7. production, distribution, and consumption
8. science, technology, and society
9. global connections
10. civic ideals and practices

Certification for the teaching of history at the secondary level is available through programs coordinated by the Social Sciences and Education Departments. The program requires a minimum of 126 credits for graduation. Students are also required to maintain a portfolio of their work in the required courses listed below and take the PRAXIS examinations required for certification to teach secondary social studies in Pennsylvania. Students are encouraged to become members of and participate in the activities of the Marywood chapter of the Pennsylvania Education Association and the National and Pennsylvania Councils for the Social Studies. See the Marywood Department of Education for a description of admission and retention criteria and further course requirements.

Upon completion of the program, the bachelor of arts degree is awarded with a major in History/Social Science:

Secondary Education.

Students desiring to pursue an education degree must have and maintain a minimum QPA of 3.00 in the major and a minimum overall QPA of 3.00.

Forty-eight credits (16 courses) are required in the Social Sciences Department:

SOC 211	Introductory Sociology	3
SOC 218	Anthropology	3
PS 210	American Government and Politics	3
PS 211	State and Local Government	3
ECON 100	Basic Economics	3
GEOG XXX		3
HIST 100	Roots of the Modern World	3
HIST 101	Global History of the Twentieth Century	3
HIST 105	Ethnicity and Diversity in the Modern?World	3
HIST 125		3
HIST 252	United States History to 1865	3
HIST 253	U.S. History Since 1865	3
HIST XXX	Modern Europe	3
HIST XXX	Modern America	3
HIST XXX	Modern Developing World	3
SSCI 411	Curriculum and Methods in Secondary?Social Studies	3

HIST 100 and HIST 101: also fulfills a Liberal Arts core requirement in History

Specific courses from the Department of Education (27 credits):

EDUC 000		0
EDUC 005D		1
EDUC 100	Introduction to Education	1
EDUC 101	Introduction to Education	0.5
PSYC 252	Psychology of Adolescence	3
EDUC 311	Educational Psychology	3
SPED 100	Characteristics of Students With Mild?Disabilities	3
SPED 300	Curriculum Adaptations	3
SPED 367	Behavior and Classroom Management	3
EDUC 411A	Effective Instructn Secondary/PK-12 Ed?K-12 Education	3
EDUC 414	Social Foundations of Education	3
EDUC 442		9
EDUC 461	Meth Assessment/ESL	3

EDUC 311, SPED 367, EDUC 411A, EDUC 414, EDUC

461: requires upper level screening

SPED 300: taken with student teaching

A copy of the complete curriculum is available upon request from the Social Sciences Department.

Sociology, Bachelor of Arts

Program Requirements for Sociology Majors (54 credits)

The student who majors in Sociology will:

1. acquire knowledge of major interpretations of the social sciences;
2. engage in the specific modes of inquiry of the social sciences and pursue purposeful, honest, and effective research;
3. participate effectively in discussion, exercising respect and critical thinking in analyzing opinions and tentativeness in formulating opinions and conclusions;
4. respond actively and effectively to the challenges of contemporary society, relating the study of social sciences to current affairs;
5. empathize with human emotions and values and understand the cultural characteristics and accomplishments of diverse ethnic and religious groups, recognizing and appraising the values implicit in their specific orientation.

Competency in the range of social science fields provides the individual with a background for graduate study and/or a variety of careers in contemporary society. A professional option in sociology prepares the student for a career in social service and/or further graduate study.

For graduation, students must have a minimum QPA of 2.33 in the major and a minimum overall QPA of 2.00.

30 credits (10 courses) in Sociology:

SOC 202	Quantitative Reasoning	3
SOC 211	Introductory Sociology	3
SOC 214	Social Problems	3
SOC 218	Anthropology	3
SOC 318	Social Theory	3
SOC 351	Social Research	3
SOC 460	Internship in Applied Sociology	3
SOC 465	Senior Seminar in Sociology	3

Two of the following:

SOC 215	Media and Society	3
SOC 303	Criminology	3
SOC 315	Studies in Urbanization	3

12 Credits (4 courses) in electives from the following:

SOC 219	Drugs in American Society	3
SOC 212	Violence and Peace	3
SOC 304	Soc Networks of Crime, Health, & Society	3
SOC 305	People Power and Protest: Social?Movements Around the World	3
SOC 350	Medical Sociology	3
SOC 399	Special Topics	3
SOC 405	Deviant Behavior in Society	3
SOC 410	Race, Crime, and Poverty in America	3
SOC 411	The Family	3
SOC 499	Independent Study	3

12 credits (4 courses) of cognate courses:

ECON 100	Basic Economics	3
HIST 105	Ethnicity and Diversity in the Modern?World	3
PS 210	American Government and Politics	3
PSYC 211	General Psychology	3

A copy of the complete curriculum is available upon request from the Social Sciences Department.

Social Sciences Minors (Various Concentrations)

Program Requirements for Social Sciences Minors (Various Concentrations, 18 credits)

The department offers 18-credit minors in Comprehensive Social Sciences, Criminal Justice, Forensics, Forensic Accounting, History, Political Science, Pre-Law, and Sociology.

Comprehensive Social Sciences

To minor in Comprehensive Social Sciences a student must select six courses from the following:

ECON 100	Basic Economics	3
HIST 100	Roots of the Modern World	3
HIST 101	Global History of the Twentieth Century	3
HIST 252	United States History to 1865	3
HIST 253	U.S. History Since 1865	3

HIST XXX	Developing World Elective	3
PS 210	American Government and Politics	3
PS 211	State and Local Government	3
SOC 211	Introductory Sociology	3
SOC 214	Social Problems	3

Criminal Justice

To minor in Criminal Justice a student must complete:

CJ 100	Introduction to Criminal Justice	3
CJ 220	Law Enforcement	3
CJ 303	Criminology	3
CJ 351	Social Research	3
CJ 433	The American Prison	3
CJ XXX		3

Forensics

To minor in Forensics a student must complete:

CJ 100	Introduction to Criminal Justice	3
CJ 105	Forensic Analytical Techniques	3
	Or	
BIOL 105	DNA Forensics	3
CJ 220	Law Enforcement	3
CJ 224	Criminal Investigation	3
CJ 322	Criminalistics and the Crime Lab	3
PSYC 440	Forensic Psychology	3

Forensic Accounting

To minor in Forensic Accounting a student must complete:

CJ 100	Introduction to Criminal Justice	3
CJ 224	Criminal Investigation	3
BUS 130	Introduction to Accounting	3
BUS 331	Intermediate Accounting I	3
BUS 332	Intermediate Accounting II	3
BUS 433	Auditing Principles and Procedures	3

History

To minor in History a student must complete:

Nine credits (9) of lower division History (HIST) courses (numbered 100 and 200 level)

Nine credits (9) of upper division History (HIST) courses

(numbered 300 and up)

Political Science

To minor in Political Science a student must complete six Political Science courses, including:

PS 210	American Government and Politics	3
PS 211	State and Local Government	3
PS 314	American Political Thought	3
PS XXX		9

Pre-Law

To minor in Pre-Law a student must complete eighteen (18) credits which include:

PL 200	Introduction to Law	3
PL 210	Legal Reasoning	3
PS XXX		12

Sociology

To minor in Sociology a student must complete:

SOC 211	Introductory Sociology	3
SOC 214	Social Problems	3
SOC 351	Social Research	3
SOC XXX		9

College of Health and Human Services

Interim Dean: Lori E. Swanchak, PH.D., PA-C

Mission Statement

The mission of the College of Health and Human Services is to educate under-graduate, graduate, and doctoral students in an atmosphere of respect, individuality, and flexibility for best collaborative practices to address current and emerging health and human service needs in a multicultural, interdependent/global environment, and to promote nationally, and internationally recognized scholarship and service.

Areas of Study

Communication Sciences and Disorders

The program is designed to provide students with a variety of academic coursework and clinical practicum experiences, according to the standards set forth by the American Speech-Language-Hearing Association (ASHA), to prepare them, from a family-centered perspective, for professional careers as speech-language pathologists serving children and adults who have communication disorders. The department also provides pre-professional education for students interested in careers in audiology. The faculty of the Department of Communication Sciences and Disorders is dedicated to providing students with a quality education and opportunities to integrate theory and research into clinical practice.

Nursing

Consistent with the mission of Marywood University, the baccalaureate program in nursing calls upon students to seek their full potential and invites all to engage in a lifelong process of learning. The program prepares the graduate to be a lifelong learner who is competent in using nursing knowledge and skills to carry out the professional responsibilities of a beginning nurse in a variety of settings. Graduates will demonstrate those values, attitudes, and personal qualities that reflect a commitment to an understanding of persons as God-created, culturally and socially diverse, unique bio-psycho-social spiritual beings.

Nutrition, Athletic Training, and Exercise Science

The mission of the Nutrition component of the Nutrition, Athletic Training and Exercise Science programs is to provide dedicated faculty, quality facilities and a diverse

environment which support nationally recognized undergraduate and graduate education, research and service in the areas of nutrition and dietetics, athletic training and exercise science.

The Nutrition and Dietetics programs have identified five goals to guide achievements and student learning outcomes.

1. To foster a learning environment that leads to quality teaching and learning, original research contributions, and scholarly pursuits.
2. To prepare students who can think critically in the theoretical and practical areas of nutrition, dietetics, and family/consumer sciences.
3. To promote student commitment to lifelong learning, professional development, and community service.
4. To encourage mentoring, teamwork, and collaboration.
5. To empower students to excel in their knowledge and skill development in order to competitively enter the job market, internships, or graduate programs

The Athletic Training and Exercise Science programs prepare students for entry- level careers and graduate study in athletic training, exercise science, and other allied health care professions such as physical therapy and occupational therapy. The major programs within the department are content rich, laboratory supported, and field based. Faculty accomplish the mission of the department through effectiveness in teaching, productivity in research or other creative activity, and contributions in service.

Courses in Athletic Training and Exercise Science are designed to:

1. Actively engage students in a comprehensive educational experience that is enhanced through the interaction of classroom, clinical, and professional educational experience.
2. Provide each student with a theoretical and analytical knowledge base.
3. Provide quality field practicum experience.
4. Develop professionals with high ethical standards who will positively contribute to their professions.

5. Develop professionals who value self-directed learning and professional development.
6. Achieve satisfactory preparation reported by graduates and employers, for entry level positions and/or graduate school.
7. Prepare students to sit for and successfully complete national and/or state certification examinations.
8. Acquire physical skill to incorporate physical activity and wellness for a diverse society.

Respiratory Therapy

The Respiratory Therapy program at Marywood University is committed to building in our students, the confidence of knowledge, skills and effective patient care in preparation for their lives in the field of respiratory therapy.

Program objectives include:

To prepare graduates with demonstrated competence in cognitive, psychomotor, and affective learning domains of respiratory care practice as performed by registered respiratory therapists.

To prepare leaders for the field of respiratory therapy care by including curricular content that includes objectives related to acquisition of skills in one or more of the following: management, education, research, or advanced clinical practice.

Physician Assistant Program

The Physician Assistant (PA) Program at Marywood University is committed to exceptional education in a supportive and nurturing environment, providing the knowledge necessary to diagnose, treat, educate, and empower patients in a variety of settings across the lifespan. We acknowledge that every patient is more than just their physical body; therefore the Program is dedicated to teaching the students to appreciate the patients' spirit as well as caring for their body. There is an emphasis on the importance of sharing knowledge with future PA students, while providing leadership within the community and promoting the PA profession. Every student will develop as both a professional and as a leader throughout their educational career. The Marywood Physician Assistant Program has awareness of the need for quality health care, both regionally and globally, as each student is prepared to deal with the changing health care environment.

Psychology and Counseling

Marywood's Department of Psychology and Counseling

provides a wide range of programs designed to serve the interests and professional orientations of varied human service practitioners. We have been involved in the training of psychologists, counselors, and other mental health professionals for over 50 years.

Specifically, the Department strives to:

1. Educate students in understanding the complexity and diversity of human behavior
2. Develop the ability to think critically, understand research, research methodology, techniques of data collection and analysis, and respect for scientifically derived knowledge
3. Educate students to develop and implement assessment and intervention strategies associated with individual and group behavior
4. Facilitate students' understanding of varied roles, obligations, and ethics of human service providers and researchers
5. Develop competencies to critically evaluate and contribute to research in the fields of psychology and counseling.

Social Work

The Bachelor of Social Work Program at Marywood University is a professional degree program which prepares students for beginning, entry level professional practice. The program provides educational experiences designed to ensure the acquisition of knowledge, values, ethics, and skills necessary to be a generalist practitioner with diverse populations. The BSW Program develops practitioners who are committed to social and economic justice, and who take action with and on behalf of vulnerable and oppressed populations. In accord with the Marywood University mission, the BSW Program prepares students for responsible leadership and service in meeting human needs through the application of professional social work values and ethics. As part of its mission, the program seeks to develop practitioners who engage in research-informed practice and practice-informed research, contributing to community well-being in northeastern Pennsylvania and in broader national and global communities.

Communication Sciences and

Disorders

Faculty

Andrea M. Novak, M.A., Graduate Program Director,
Chairperson
Amanda Bennett, M.S.
Heather Ceccarelli, M.S.
Mona R. Griffer, Ed.D.
Renee S. Jourdanais, M.S., Clinic Director
Marla Kovatch, M.A.
Mary Margaret Mazzaccaro, M.S., Internship Coordinator
Vijayachandra Angalli Ramachandra, Ph.D.
Sheri Skrutski, Au.D.
Bruce A. Wisenburn, Ph.D.

Mission

The program is designed to provide students with a variety of academic coursework and clinical practicum experiences, according to the standards set forth by the American Speech-Language-Hearing Association (ASHA), to prepare them, from a family-centered perspective, for professional careers as speech-language pathologists serving children and adults who have communication disorders. The department also provides pre-professional education for students interested in careers in audiology. The faculty of the Department of Communication Sciences and Disorders is dedicated to providing students with a quality education and opportunities to integrate theory and research into clinical practice.

Objectives

The five-year program leading to a master's degree in Speech-Language Pathology prepares students to:

1. Acquire academic knowledge and develop clinical skills pertaining to the scientific study of human communication processes that are necessary to perform competent practice of speech-language pathology, according to the current ASHA certification standards.
2. Evaluate the etiologies, pathologies, social-emotional, cognitive and educational factors associated with disorders of language, articulation-phonology, voice, fluency, swallowing, and hearing.
3. Exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional clinical practice.
4. Critically evaluate and be sensitive to issues pertaining to cultural and linguistic diversity.

5. Become eligible to earn certification from ASHA and state licensure as a speech-language pathologist in Pennsylvania.
6. Pursue teacher certification from the Commonwealth of Pennsylvania Department of Education (optional).
7. Work in a variety of settings such as schools, rehabilitation clinics, hospitals, community clinics, nursing homes, and private practice.

American Speech-Language-Hearing Association (ASHA): Accreditation Status

The Master of Science education program in Speech-Language Pathology at Marywood University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

Special Facilities

The program is housed in the William G. McGowan Center for Graduate and Professional Studies. This attractive facility contains specialized space for classrooms, laboratories, and offices. The Center also houses the Marywood Speech-Language and Audiology Clinics. The clinics allow students to work with individuals with speech, language, and hearing needs as part of their educational preparation. The clinics are equipped with video monitoring equipment and a complete audiological evaluation facility. Students have access to computers to develop competence for both academic and personal use.

Communication Sciences and Disorders Program Overview

The Department of Communication Sciences and Disorders offers a five-year bachelor-to-master's degree program in Speech-Language Pathology. This program has a specific course sequence which allows students to graduate with a pre-professional (undergraduate) degree in 3 1/2 years. Bringing in an additional number of transfer/AP credits may result in students earning their pre-professional (undergraduate) degree and officially transitioning to the professional (graduate) phase of the program after three years of undergraduate instruction. The overall program will still be five years regardless of when students transition to the professional (graduate) phase. Students who may be in a position to complete the pre-professional (undergraduate) program in an accelerated time frame should consult with the Financial Aid office, as this may influence aid, scholarships, or other funding

sources.

The Pre-Professional Phase

During this phase of the program, students take classes to meet the liberal arts core requirements as well as complete courses in basic human communication processes and some speech-language disorders to prepare them for application and admittance to the Professional Phase of the program.

The Professional Phase

This phase of the program concentrates on coursework in various communication disorders across the life span and provides clinical practicum experiences where students learn to apply knowledge and skills to children and adults who have various speech-language-swallowing disorders. An option to pursue teacher certification is also offered.

Program Flexibility – Multiple Points of Entry

- **Enter as a Freshman** - Five-year program
- **Enter as a Transfer** - Two-to-five-year program based on approved credits for advanced standing
- **Enter as a Graduate Student** - Those students with an in-field bachelor's degree from an accredited university may earn their master's in SLP in approximately two years (5 semesters); those with an out-of-field bachelor's degree from an accredited university may earn their master's degree in SLP in approximately three years (7 semesters).

Communication Sciences and Disorders Degree

Program Admission and Matriculation Requirements

1. **A minimum SAT score of 1120 (M & V) is required for admission to the program – (Pre-Professional Phase)** . An ACT score of a minimum of 23 will also be acceptable in lieu of the SAT.
2. **Upon completion of the first-year curriculum (freshman year), a minimum QPA of 3.25 in the CSD major is expected and a minimum cumulative QPA of 2.5 is required to remain in the program.** For each subsequent semester, a CSD QPA and an overall QPA of 3.25 is expected in order to advance in the Pre-Professional Phase. Students must achieve a minimum cumulative and CSD QPA of 3.25 by the end of the third-year curriculum to transition from the Pre-Professional to the Professional Phase of the program.
3. **Students who do not maintain these QPAs will be placed on academic probation with a possible revised plan of study.** An interview at the discretion of the CSD Chairperson and the student's advisor may also be required. After one semester if the overall and/or CSD QPA does not improve, students may be dismissed from the program. Advisement as to other career opportunities will be provided.
4. **Students may earn one "C" letter final grade in a CSD pre-professional course. If a student earns a second "C" grade, a meeting with the CSD Chairperson and Academic Advisor will be held to determine which of those courses the student will be required to repeat.** The student will be informed of the decision by his/her Academic Advisor and placed on academic probation until the course is repeated with a minimum grade of B-. Students who re-take a course are only permitted to re-take the course one time and a revised plan of study will be determined. If a student fails to earn the minimum expected grade of B- once the course is repeated, he/she will be dismissed from the program. Advisement as to other career opportunities will be provided. Students who earn below a C grade in any CSD course will be required to repeat the course with a minimum grade of B-.
5. **Students who have successfully met all required liberal arts core and CSD Pre-Professional Phase coursework may apply for admission to the Professional (Graduate) Phase of the CSD five-year program during the spring semester of year three.** See Graduate Admissions for a CSD Transition Application to the Professional Phases and the due date for completion.
6. **Students whose CSD QPA is between 2.33 and 3.24 and who meet the University's minimum overall QPA requirements to earn a degree may be granted an undergraduate degree in CSD but will not be eligible to transition to the Professional (Graduate) Phase of the five-year program.**
7. Students who earn below a B– in any CSD graduate course or CSD practicum experience (Professional Phase) will be expected to develop an academic/clinical support plan with the course instructor/clinical supervisor in order to improve in those knowledge/skill areas in which the student is deemed deficient. An acceptable mastery level, based

on formative assessment, must be demonstrated in all knowledge and skills areas, according to the current ASHA certification standards. In addition, a grade of B– or better or an “S” for any practicum experience is required to advance to the next experience in the sequence.

8. Students who have an undergraduate degree from another institution, who enter the CSD five-year program at the Professional (Graduate) Phase are required to submit:

- Graduate Record Examination test scores and official undergraduate transcripts.
- Two letters of recommendation from individuals who can comment on the applicant’s academic and clinical skills and potential for successful graduate study (e.g., former professors, clinical supervisors).
- Submission of a typewritten essay. See specific essay questions and requirements included in the Graduate Admissions Application Packet or on-line application.
- A personal or phone interview at the discretion of the CSD department chair and/or program director.

Note: Preference will be given to applicants who can attend the program full time and take the full complement of courses offered within the context of a cohort model. Typically, students are admitted to the Professional Phase in the fall semester. Part-time students are admitted on a case-by-case basis and are expected to carry nine credits per semester.

Undergraduate Only Program

Students who possess an SAT (M & V) range of 1060-1110/21-22 ACT score will be accepted into the undergraduate-only CSD program.

Students will follow the same course sequence as five-year students with modification made as necessary. Students in the undergraduate-only program are welcome to apply to the graduate program, based on available seats. The admission requirements are the same as students applying from other institutions.

Transfer Students

Students transferring into the CSD five-year program from another program within Marywood or from other

institutions must meet established transfer guidelines as posted on the CSD website. An interview with the CSD Chairperson may also be required. Students will be expected to provide evidence of good oral and written communication skills and A level grades in math, science and English writing courses. Students who meet this criterion will be reviewed for admission into the major provided that there are openings in the program.

Degree Conferral and Certification

Those students entering the program as undergraduates will be awarded the Bachelor of Science in Communication Sciences and Disorders upon completion of all requirements at the end of the third or fourth year (based on credits earned). At the end of the fifth year, these students and those entering with an in-field bachelor’s degree who have successfully completed the Professional Phase (years four and five) of the five-year program will be awarded a Master of Science Degree in Speech-Language Pathology and will be eligible to pursue ASHA certification and state licensure.

Prerequisite Course Sequence

Students with Out-of-Field Undergraduate Degrees

Students with out-of-field undergraduate degrees are eligible to apply for the Professional (Graduate) Phase of the program and will be admitted provisionally. Enrollment in graduate level courses, however, requires the following:

1. Permission of the CSD department chair and/or program director.
2. Completion of 29 credits of an approved CSD undergraduate prerequisite course sequence at Marywood University with a minimum final grade of B.
3. Meeting the requirements in basic science, mathematics, and social science coursework according to current ASHA standards. These courses may be taken at any accredited institution. Any courses taken at institutions other than Marywood must be approved by the CSD department chair and/or graduate program director.
4. Completion of 25 observation hours directed by an ASHA-certified SLP with appropriate documentation.

A plan of study will be developed by the CSD department chair and/or graduate program director, who will serve as the student’s academic advisor. Students will be required

to sign a statement regarding their plan of study, which reads:

“The student named on this form understands that to be eligible to matriculate in the Professional Phase of the program, he/she must complete this plan of study with an overall minimum quality point average (QPA) of “B.” The student must earn a minimum QPA of “B” in the fall semester before being permitted to enroll for courses offered during the spring semester.”

Communication Sciences and Disorders Degree Requirements

CSD Prerequisite Course Sequence (29 credits)

Prerequisite Courses:

CSD 164	Phonetics	3
CSD 166	Anatomy and Physiology of Speech and Hearing	4
CSD 261	Speech Science	3
CSD 265	Speech and Language Development	3
CSD 265L	Language Sample Analysis Lab	2
CSD 266	Language Disorders in Children	3
CSD 270	Hearing Science	2
CSD 271	Articulation and Phonologic Disorders	3
CSD 363L	Audiology Lab	0
CSD 363	Audiology	3
CSD 364	Auditory Amplification and Aural Rehabilitation	3

Subtotal: 29

25 hours of clinical observation directed by an ASHA-certified SLP

The typical sequence of CSD undergraduate prerequisite courses follows:

Fall Semester

Phonetics
Speech and Language Development
Language Sample Analysis Lab
Audiology and Lab

Spring Semester

Anatomy and Physiology of Speech and Hearing
Speech Science
Hearing Science
Introduction to Language Disorders in Children
Introduction to Articulation and Phonological Disorders

Auditory Amplification and Aural Rehabilitation

Minimum Requirements for Basic Science and Human Communication Science Coursework (if not taken as an undergraduate)

Biology	3 credits
Physical Science	3 credits (i.e., Chemistry or Physics)
Mathematics	3 credits (i.e., Statistics is required)
Behavioral/Social Science	3 credits (e.g., Psychology, Sociology)
Human Communication Processes	Anatomy and Physiology of Speech and Hearing, Phonetics, Speech and Hearing Science, Normal Speech-Language Development, Audiology, and Aural Rehab

Five-Year Program, Speech-Language Pathology, Master of Science

Typical Course Sequence Pre-Professional (Undergraduate) Phase First Year Curriculum: (33 UG credits)

Fall 1

CSD 163	Introduction to Communication Disorders	3
CSD 164	Phonetics	3
BIOL 130	Principles of Anatomy and Physiology	3
ENGL 160	Composition and Rhetoric	3
PHIL 113	Introduction to Philosophy	3
PSYC 211	General Psychology	3

Subtotal: 17

5 UG CSD and 12 LA

Spring 1

CSD 166	Anatomy and Physiology of Speech and Hearing	4
CSD 261	Speech Science	3
RST 112	Modern Belief	3
ENGL 180	Introduction to World Literature	3
PSYC 251	Developmental Psychology	3

Subtotal: 16

7 UG CSD and 9 LA

Second Year Curriculum: (40 UG credits)

Fall 2

CSD 265	Speech and Language Development	3
CSD 265L	Language Sample Analysis Lab	2
CSD 241	American Sign Language I	3
CSD 263	Linguistics for the Slp PHYS or CHEM	3
FL	Foreign Language	3

Subtotal: 17

11 UG CSD and 6 LA

PHYS or CHEM: Required for ASHA

Spring 2

CSD 270	Hearing Science	2
CSD 271	Articulation and Phonologic Disorders	3
CSD 266	Language Disorders in Children	3
CSD 242	American Sign Language II Or	3
LA	General Elective	3
FL	Foreign Language	3
PHIL 315	Ethics Or	3
PHIL 404		3

Subtotal: 17

8 or 11 UG CSD and 6 or 9 LA

*FL Foreign Language: 3 credits of Foreign Language may be replaced with an LA General Elective if student meets core curriculum requirements for years taken.**LA General Elective: Educational Psychology required for Teacher Certification*

Sum 1 (Session I)

ENGL	English	3
LA	General Elective	3

Subtotal: 6

6 LA

*Note: ENGL > ENGL 301***Third Year Curriculum: (41 credits; 36 undergraduate credits – 5 graduate credits)**

Fall 3

CSD 363	Audiology	3
CSD 363L	Audiology Lab	0

CSD 366	Intro to Communication Disorders-Adults?In Adults	3
MATH 155	Statistics for Behavioral/Social Science	3
HIST	History	3
FA	Fine Arts	3
LA	General Elective	3

Subtotal: 18

6 UG CSD and 12 L

LA General Elective: Social Foundations required for Teacher Certification

Spring 3

CSD 364	Auditory Amplification and Aural?Rehabilitation	3
CSD 361	Intro Clinical Meth & Proc/Sp Lang Path Or	3
CSD 362	Clinical Methods/Processes in Audiology	3
CSD 469	Special Topics in Communication?Disorders	1
HIST 105	Ethnicity and Diversity in the Modern?World	3
RST	Religion	3
LA	General Elective	3

Subtotal: 16

7 UG CSD and 9 LA

*RST Religion: above 100 level**LA General Elective: Method/Assess ESL required for Teacher Certification*

Sum 2 (Session I)

CSD 505		3
CSD 501		3

Subtotal: 5

5 Grad CSD

Sum 2 (Session II)

CSD 468A	Introductory Clinical Practicum in?Speech-Language Pathology	2
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Subtotal: 2

2 UG CSD

*CSD 468A: begins Sum I – 10 wks**NOTE: 114 credits toward an undergraduate degree have been earned at the completion of the third-year curriculum (which includes summers I and II). For those students transitioning to the Professional Phase, six additional CSD*

graduate credits will be counted toward the 120-credit requirement for the undergraduate degree. For those students who will not be transitioning, undergraduate elective liberal arts credits will be needed to complete the 120 required for their undergraduate degree.

Fourth Year Curriculum: (44 CSD Grad credits for five-year students; 49 CSD Grad credits for two-year students) and (3-9 additional EDUC graduate credits if pursuing Teacher Certification and not previously taken)

Fall 4 Grad	
CSD 502	3
CSD 504	4
CSD 506P	3
CSD 508	2
CSD 516A	1
CSD 518P	1
CSD 524	2

Subtotal: 15

15 CSD Grad Credits for students completing five-year program or () 16 CSD (CSD 518P) Graduate Credits for two-year graduate students*

Spring 4 Grad	
CSD 500	3
CSD 507	2
CSD 503	3
CSD 515	3
CSD 514	2
CSD 516B	1
CSD 506L	1
CSD 521	2

Subtotal: 15-17

*15 or 17 CSD Grad Credits
CSD 521: 1/2 cohort*

Sum 3 Grad (Session I)	
CSD 505	3
CSD 501	3
CSD 525	2
EDUC 502	3
EDUC 523	Seminar: Psychology of Education 3
EDUC 561	Methods Materials and Assessment in ESL?Teaching Esl 3

2 CSD Grad Credits for five-year students; 7 CSD Grad Credits for two-year students; 3-9 EDUC credits if pursuing Teacher Certification and not already completed

*CSD 505, CSD 501: Previously taken by 5-year students
EDUC 502, EDUC 523, EDUC 561: Required for Teacher Certification*

Sum 3 Grad (Session II)	
CSD 510	3
CSD 511	2
CSD 512	2
CSD 522	1
CSD 516C	1
CSD 517P	1
CSD 521	2

Subtotal: 10-12

10 to 12 CSD Grad Credits depending on semester where CSD 521 and 522 is taken.

CSD 522: begins Sum I – schedule varies

CSD 516C, CSD 517P: begins Sum I – 10 weeks

CSD 521: begins Sum I

Fifth-Year Curriculum (11 CSD Graduate credits) or (20 Graduate credits; 8 CSD Graduate credits and 12 EDUC credits if pursuing Teacher Certification)

Fall 5 Grad	
CSD 513	3
CSD 519I	3

Subtotal: 8

8 CSD Grad Credits

Spring 5 Grad	
CSD 520E	3
Or	
EDUC 597	12

3 CSD Grad Credit or 12 EDUC Grad Credits

EDUC 597: Required for Teacher Certification

Nursing, Respiratory Therapy, and Health Services Administration

NURSING

Faculty

Director: Theresa Tulaney, PhD, MS, RN, GCNS

April Ciesielski, MSN, BSN

Patricia Falkowski, MSN, RNC, CNS

Kathleen Healy-Karabell, DNP, RN

Robert Hoffman, RRT, RN, BHA, MBA

Amy Wescott, MSN, CRNP
 Katrina Powell, MSN, RN
 Loriann F. Pajalich, DNP, MS, RN, CNS, GCNS-BC
 Danielle Terranella, MSN, RN

Mission

Consistent with the mission of Marywood University, the baccalaureate program in nursing calls upon students to seek their full potential and invites all to engage in a lifelong process of learning. The program prepares the graduate to be a lifelong learner who is competent in using nursing knowledge and skills to carry out the professional responsibilities of a beginning nurse in a variety of settings. Graduates will demonstrate those values, attitudes, and personal qualities that reflect a commitment to an understanding of persons as God-created, culturally and socially diverse, unique bio-psycho-social spiritual beings.

To accomplish its mission, the Nursing Program has established the following four program goals:

1.
Provide an educational program in the liberal arts tradition that fosters the knowledge, skills, values, and personal qualities needed to succeed as a novice nurse.
2.
Provide the resources and environment to enable the program to fulfill its mission, goals, and expected student learning outcomes.
3.
Design, develop, implement and evaluate curriculum and clinical experiences based on national standards and research-based practice that will assist the nursing student in developing their full potential to be leaders in service to others.
4.
Foster development of faculty in the areas of teaching, scholarship, service and practice.

To view the interconnectedness of the program goals with University goals, please consult the *Nursing Department Undergraduate Nursing Student Handbook*. This Handbook has detailed information on specific student outcomes.

1. Evaluate nursing care provided to patients, families,

and communities across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.

2. Collaborate with members of the interprofessional healthcare team to manage and coordinate the provision of safe, quality care for patients, families, and communities
3. Integrate best current evidence with clinical expertise and patient preferences when making clinical judgments in the management of patient-centered care.
4. Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.
5. Identify a patient care concern and formulate a quality improvement plan.
6. Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.
7. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.

Facilities

The Nursing Department is located in the Center for Natural and Health Sciences, which includes technologically rich classrooms, updated laboratory space for science classes, and a nursing skills lab that is equipped with patient simulators, Turning Point technology, and patient mannequins that afford students the opportunity to practice a range of nursing skills. This simulation lab offers students an environment to apply knowledge in a safe setting, fostering critical thinking. The simulators are programmed to respond physiologically to diseases, trauma, and interactions as human beings. Realistic patient scenarios can be simulated in a controlled environment in which students can practice the nursing process, critical thinking, and decision making.

The Nursing Department utilizes various healthcare facilities that include acute and critical care, pediatric, obstetrics, long term care, psychiatric and mental health,

and community care settings. These facilities serve populations of culturally and ethnically diverse backgrounds, offering the students exposure to a microcosm of the larger global community in which they will practice after graduation.

Prerequisites

In accordance with the Pennsylvania State Board of Nursing Rules and Regulations, applicants to the Nursing Program, whether high school graduate or G.E.D. recipient, shall have completed work equal to a standard high school course with a minimum of 16 units, including four units of English, three units of social studies, two units of mathematics (one of which is algebra) and two units of science with a related laboratory or the equivalent.

Upon review of an applicant's high school transcript by the University, if the above units have not been met, these must be completed prior to entry into the major. Students should reference the *Nursing Department Undergraduate Nursing Student Handbook* for an explanation of the physical requirements of clinical classes.

Admission Requirements for the Nursing Program

Meet SAT/ACT Requirements

First-time Freshmen	Internal Transfers	External Transfers	LPN Students
Meet SAT/ACT requirements – Direct Admit in and maintain a QPA of ≥ 3.00	Must have QPA of ≥ 3.00 in current program and maintain ≥ 3.00 along with a C or better in all science and/or nursing courses	≥ 3.00 at current institution and maintain ≥ 3.00 along with a C or better in all science and/or nursing courses	Must have QPA of ≥ 3.00 at current institution and maintain ≥ 3.00 along with a C or better in all science and/or nursing courses

Do Not Meet SAT/ACT Requirements

First-time Freshmen	Internal Transfers	External Transfers	LPN Students
Do not meet SAT/ACT requirements – will be admitted as undeclared interest in nursing and will need to maintain a QPA of ≥ 3.00 and C or better in all science and nursing courses	Do not meet QPA requirements – will need to remain in current major or transfer to undeclared until a QPA of ≥ 3.00 met and C or better in all science courses	Do not meet QPA requirements – may come to Marywood as undeclared but need to achieve the QPA of ≥ 3.00 and maintain C or better in all science courses to be admitted into the nursing major	Do not meet QPA requirements – may come to Marywood as undeclared but need to achieve the QPA of ≥ 3.00 and maintain C or better in all science courses to be admitted into the nursing major

The following are required for admission in the nursing major:

1. A minimum of 1040 (Evidence based reading and writing plus math sections) SAT, with a minimum of 530 in the math section.

2. One letter of recommendation from a guidance counselor, teacher, or other person familiar with the student's academic background.
3. An official high school and/or university transcript with an indication of class rank and/or QPA.

To progress to the Nursing Major courses, the student must:

1. Be admitted to Marywood University in the Nursing Major by direct admission.
2. Have the required physical ability to perform in the nursing profession.

Student Responsibilities

Students assume responsibility for:

- an eye examination and current immunizations required by the Department of Nursing
- skin test for tuberculosis; chest x-ray if necessary
- other blood tests and immunizations required by clinical agencies
- annual physical examination
- current professional liability (malpractice) insurance
- health and accident insurance
- uniforms and uniform laundry
- required current certification in basic life support for adults, children, and infants
- transportation to and from clinical sites
- urine drug testing
- criminal background check (which may include FBI, Child Abuse, and state).

Additionally, Licensed Practical Nurses and Registered Nurses must provide proof of current licensure in the state of Pennsylvania.

Special Fees

In addition to tuition, nursing courses may carry fees related to commercial testing. Also, in the event of missed clinical days, there may be additional fees. Please reference the *Nursing Department Undergraduate Nursing Student Handbook* for explanation(s).

Student Rights

Students are encouraged to review their records at least annually. If a student disagrees with an academic decision, the University grievance procedure, published in the *Marywood University Student Handbook*, may be followed. Departmental grievance procedures are outlined in the *Nursing Department Undergraduate Nursing Student Handbook*.

Transfer Policy

Transfer students, from within or outside the University, are admitted to the Nursing Program in accordance with departmental admission criteria. Refer to the Table of Admission Requirements previously listed. Student transcripts will be evaluated on an individual basis by Marywood University's Coordinator of Prior Learning Assessment.

Advanced Placement

The department is committed to multilevel entry points for Licensed Practical Nurses and for Registered Nurses.

Challenge examinations for L.P.N.s and R.N.s are available for credit and for advanced placement in certain Nursing courses and in other university courses. Credit and advanced placement may also be awarded without challenge following Pennsylvania articulation guidelines.

Students are responsible for obtaining advisement from Nursing faculty. They are also responsible for obtaining copies of the department policies pertaining to the examination process and procedures well in advance of the scheduled examination date.

Registered Nurses, Licensed Practical Nurses, transfer students, part-time students, or students with broken enrollment may need to pursue a program slightly different from the established curriculum. Any exception to the stated curriculum can only be granted by prior written approval of the appropriate University official(s). Policies pertaining to these exceptions are published in the *Nursing Department Undergraduate Nursing Student Handbook*.

RESPIRATORY THERAPY

Faculty

Chair: Theresa Tulaney, PhD, MS, RN, GCNS

Program Director: Robert Hoffman, RRT, RN, BHA,

MBA

Director of Clinical Education: Wendy Guzenski, BSN,
RN, RRT

Registered Respiratory Therapist to Bachelor of Science in Respiratory Therapy (R.R.T. to B.S.R.T.)

Curriculum Overview

There are 30 required credits in the AS RRT – BSRT Curriculum. Students will earn the academic credentials required to pursue a graduate degree and expand their opportunities for professional development. Program coursework focuses on written and oral communication, patient advocacy, ethics, quality improvement, leadership and management, teaching in health care, critically reviewing studies, advanced respiratory care modalities and topics, and an inter-professional capstone. (Those students with a differing degree from AS will work with an Academic Advisor to complete additional coursework to fulfill requirements.)

Program Outcomes

The goal of the RRT to BS degree program is to provide professional respiratory therapists with additional knowledge and skills in order to meet current professional standards and goals.

Admission Requirements

Students must possess their initial credential as a respiratory therapist and an associate level degree. See below for transfer credit allowance.

Two Tracks of Completion

Students who enroll in the Respiratory Therapy Degree Advancement program will have two tracks from which to choose, in addition to the respiratory therapy courses. The tracks are: listed below:

Track A Elective: Language Track

Three courses in Language from the following:

SPAN 102	Elementary Spanish II	3
SPAN 212	Intermediate Spanish II	3
SPAN 211	Intermediate Spanish I	3
SPAN 307	Medical Spanish	3
SPAN 111		3

Track B Elective: Philosophy and Religious Studies Track

Three courses in Philosophy and Religious Studies from the following:

PHIL 113	Introduction to Philosophy	3
RST 112	Modern Belief	3
PHIL 312	Philosophy of Religion	3
RST 213	Jesus in Contemporary Perspective	3
PHIL 315	Ethics	3

Bachelor of Science in Respiratory Therapy, B.S.R.T.

Program Overview and Requirements, B.S.R.T.

Selective Program

Entry into this program is not guaranteed with admission to the University; this is a selective admission program, and specific admissions criteria must be met.

Admission Criteria Pre-Respiratory

Please see Admissions to Marywood University

Admission Criteria Clinical Program:

- Must have a 2.5 grade point average.
- Must pass their pre respiratory courses with a C or higher
- Must show immunity to certain diseases.
- Must complete Child Abuse clearance and criminal background check annually
- Must have current American Heart Association BLS (basic life support)
- Meet with the program director
- Meet essential qualifications

Applications for the clinical portion of the program will begin in the fall semester of their sophomore year.

Students will be responsible for course fees as well as additional fees during the course of the program. These fees will include but are not limited to; membership in American Association of Respiratory Care, exam fees, digital time and record keeping software license, regional conference fee, Advanced Cardiac Life Support (ACLS) and Basic Life Support (BLS) courses.

Master of Health Services Administration, MHSA

Faculty

Program Director: Alice McDonnell, PhD, RN

Master of Health Services Administration (MHSA) Program Overview

A management career in Health Services Administration allows students to gain proficiency in management skills and can improve the delivery of health services in a community. This proficiency contributes to highly successful health care delivery committed to quality. In turn, the consumers benefit from effective and efficient health care services.

The MHSA provides graduate education in health care administration for persons seeking careers in the management and administration of health care facilities/ organizations and other healthcare settings. This degree also provides opportunities for individuals in health services to seek career improvement and development.

The MHSA provides health care managers with a framework for decision-making in the constantly changing health care environment. At the same time the degree provides a background of operational resources for managers in the field.

This program course will enhance the administrative training of students concerned with the provision of health care and the current health care reform. Students' needs and goals are met, bringing the application of management skills from a theoretical model. This degree will be a step in meeting the needs of those professionals currently practicing and also will prepare the health service administrators of tomorrow.

(36 semester hours)

Core Courses 24 semester hours

BUS 590	Research Methodology	3
HSA 518	Policy and Program Analysis	3
HSA 520	Introduction to Health Services?Administration	3
HSA 532	Legal Aspects Clinical & Health Care Org?Care Organizations	3
HSA 537	Managerial Decision Making in Health?Care Organizations	3
HSA 538	Institutional Budget and Planning	3
HSA 556	Capstone Contribution	3
HSA 597	Management Project	3

Electives (12 semester hours)

HSA 511	Ethics in Management	3
HSA 524	Health Care Systems Analysis	3
HSA 525	Health Care Economics	3
HSA 527	Gerontological Services Administration	3
HSA 528	Administration of Long-Term Care	3
HSA 529	Planning Health Care Services for the Elderly	3
HSA 539	Overview of Managed Care	3
HSA 580	Epidemiology/Environmental Health	3
BUS 570	Marketing and Strategic Planning	3
BUS 541	Organizational Behavior and Development	3
SW 941	Concepts and Issues in Gerontology	3

Nursing Degree

Nursing, Bachelor of Science in Nursing

Program Requirements for Nursing Majors (80 credits: 55 nursing credits and 25 cognate credits)

The student must earn 42 credits (or 30 credits if transferring from an institution with which Marywood University has signed an articulation agreement

formalizing a thirty-credit degree completion) at Marywood University to be awarded a Marywood University degree.

Courses in the Nursing major must be scheduled in proper sequence. This requires nursing faculty advisement before each registration period. Prior to enrolling in any nursing courses, students must have an overall QPA of ≥ 3.00 and ≥ 3.00 in cognate courses required for the major. Students must maintain an overall QPA of 3.00. Less than a 3.00 QPA will result in dismissal from the program.

In addition, students who do not achieve a satisfactory grade in a nursing or cognate course may repeat one nursing course one time only, space permitting.

Students who earn a grade less than a 2.00 (“C”) in two nursing courses will be dismissed from the nursing program. For science cognate courses with a class and lab requirement, the student must receive a “C” or better in each component of the course. A laboratory is considered a course in and of itself.

Note: At the end of the program a commercial achievement exit exam will be administered. During the semester prior to graduation of the Senior Academic year, the Comprehensive Predictor Test will be given. This test is very important in preparing for NCLEX-RN. The Comprehensive Predictor Test is a 180-item assessment designed to reflect the content areas of the current NCLEX-RN test plan. The student must achieve a 72% on the ATI Comprehensive Predictor Test in order to obtain the required signature from the Director of the Nursing Department on the Pennsylvania State Board of Nursing-Nursing Education Verification Form. If the student does not achieve a 72% on the ATI Comprehensive Predictor Test, the student will be required to remediate by creating a Focused Review to identify content weaknesses and, one week later, take a second ATI Comprehensive Predictor Test and achieve the benchmark score. The student who does not achieve the benchmark score on the ATI Comprehensive Predictor after two attempts will need to continue to remediate as above. The student will continue to take the ATI Comprehensive Predictor Test until the benchmark has been achieved for this test. The cost of the additional retakes will be the student’s responsibility and the student will be required to pay prior to retaking the ATI Comprehensive Test.

Nursing Credit Requirements (80 credits: 55 nursing

credits, 25 cognate credits)

	Major	Cognate	Core	Electives	Needed to Graduate
Nursing	55	25	40	0	120
Cognate Courses					
BIOL 121	Anatomy and Physiology I				3
BIOL 122	Anatomy and Physiology II				3
BIOL 121L	Anatomy and Physiology I Laboratory				1
BIOL 122L	Anatomy and Physiology II Laboratory				1
BIOL 114	Microbiology for the Healthcare Professional				3
BIOL 114L	Microbiology for the Healthcare Professional Lab				1
CHEM 121	Principles of Chemistry				3
CHEM 121L	Principles of Chemistry Lab				1
ND 112	Nutrition I				3

Approval Status/Accreditation

The Nursing Program has been granted approval status by the Pennsylvania State Board of Nursing. Upon graduation with the Bachelor of Science in Nursing degree, graduates not previously licensed to practice nursing will be eligible to apply to take the Registered Nurse Licensure Examination (NCLEX). The baccalaureate degree in nursing program at Marywood University is fully accredited by the Commission on Collegiate Nursing Education.

It is the policy of the Pennsylvania State Board of Nursing to deny licensure to any graduate who has been convicted of a felony related to a controlled substance, with certain exceptions. The term “convicted” includes a judgment, an admission of guilt, or a plea of nolo contendere. Any student or prospective student to whom this policy may apply should contact the State Board of Nursing for advisement.

Respiratory Therapy

The Respiratory Therapy Program has two admission tracks:

The Four-year Base Program (B.S.R.T.)

Respiratory Therapy is an allied health specialty that

concentrates on the treatment, management, control and care of patients’ breathing. A respiratory therapist is an integral part of the health care team that uses their didactic and clinical practice to evaluate treatments, therapeutics, medications and ventilation for the best outcomes for patients. The B.S.R.T. program prepares students to enter the workforce as registered respiratory therapists.

The Degree Advancement Program (R.R.T. to B.S.R.T)

The R.R.T. to B.S.R.T .Degree Advancement Program (DAP) offers a relevant and challenging program that will impact graduates and the patients whom they treat.

Degree advancement students earn a Bachelor of Science in Respiratory Therapy

The degree is earned completely online without having to relocate.

Students network with other practicing professionals.

Successful graduates will have the skills needed to advance in their field.

Career Opportunities

Graduates find employment as respiratory therapists in hospitals, nursing homes, rehabilitation centers, home healthcare companies, and as pharmaceutical sales representatives. The Respiratory Therapist program is accredited by the Commission on Accreditation for Respiratory Care (CoARC) [See www.coarc.com]. Continuation in this program requires that the student receive a grade of C or higher in each course pursued.

Competency Profile

Demonstrate proficiency as respiratory therapists as described by the National Board for Respiratory Care

Assist physicians in the diagnosis, management, and treatment of patients afflicted with cardiopulmonary disorders

Function effectively as members of the healthcare team

Comprehend, apply, and evaluate clinical information relevant to their role as registered respiratory therapists. (Cognitive Domain)

Demonstrate technical proficiency in all registered respiratory therapist skills. (Psychomotor Domain)

Demonstrate personal behaviors consistent with

professional and employer expectations for the registered respiratory therapist. (Affective Domain)

Facilities

The Respiratory Program is located in the O'Neill Center for Healthy Families. It has a spacious lab with equipment that will be seen in the clinical setting. Students will be able to simulate many therapies-and use different types of equipment to build confidence before going into the clinical setting. All students are required to achieve competence in the lab in a controlled environment before going out to the clinical sites with patients. Students will perform real simulation situations and activities in the lab, so they will have an understanding of therapeutic concepts and how they are applied in real patient care settings. Students will feel well prepared to treat patients as they begin the clinical portion of the program.

Requirements for All Respiratory Therapy Students

The following must be completed after a student has been selected for, but prior to their start in the clinical portion of the program and are also requirements for continuation:

Physical examination and required immunizations

Background checks (Pennsylvania Child Abuse History Clearance, FBI fingerprint check, and PA State Police Criminal Record Check)

Drug and alcohol screens

The student should consider these factors before enrolling in this program. If the student has any questions regarding this, he or she should contact the program director.

In addition to tuition and fees, students must purchase uniforms, supplies, liability insurance, testing, and clinical parking fees. Students will be assigned computer simulations that will be completed throughout the program. This will prepare students to sit for the National Board of Respiratory Care (NBRC) exams when they have graduated.

Students will also be required to help within the community and gain knowledge outside of the classroom setting by acquiring Professional Development credits. These outside credits could include volunteering at American Lung Association events, attending informational sessions within the community that teach different types of cardio pulmonary disorders and diseases

Acquiring Core Skills

In addition to the clinical skills that students will learn as part of their curriculum, the Respiratory Therapy Program incorporates core skills training into the program that will benefit all Respiratory Therapy students in their careers.

Writing in the Profession

Students will demonstrate the ability to write effectively in the profession. Elements include the ability to organize an argument, support the argument with high quality relevant evidence, deliver it with good sentence structure and grammar, and cite and reference appropriately.

Oral Communication/Consultative Function/Knowledge

Students will deliver a consultative presentation with recommendations that reflect the knowledge gained through courses in this program.

Critical Inquiry/Evidence-based Medicine

Students will demonstrate the ability to formulate a clinical question, search the medical literature, and assess the collected literature for quality, relevance and limitations.

Teamwork/Interprofessional Cooperation

Students will demonstrate collaboration in interprofessional teams to accomplish a common goal.

Ethical Leadership

Students will demonstrate effectively the ability to lead a group of professionals in an ethical manner promoting patient advocacy.

Teaching Patients and Healthcare Professionals

Students will demonstrate the ability to educate patients, their families, and healthcare professionals.

Graduation Requirements

Graduation requirements include current Certification in American Heart Association BLS (CPR), American Heart Association Advanced Cardiac Life Support (ACLS) certification, American Heart Association Pediatric Advanced Life Support (PALS) certification, professional development credits, and satisfactory performance on comprehensive written, laboratory, simulation, and oral exit examinations.

Membership in the American Association for Respiratory Care (AARC) is required by the start of the second

semester of the clinical portion of Respiratory Therapist program.

Respiratory Therapy Degrees

Bachelor of Science in Respiratory Therapy, B.S.R.T.

Program Overview and Requirements, B.S.R.T.

Selective Program

Entry into this program is not guaranteed with admission to the University; this is a selective admission program, and specific admissions criteria must be met.

Admission Criteria Pre-Respiratory

Please see Admissions (p. 31) to Marywood University

Admission Criteria Clinical Program:

- Must have a 2.5 grade point average.
- Must pass their pre respiratory courses with a C or higher
- Must show immunity to certain diseases.
- Must complete Child Abuse clearance and criminal background check annually
- Must have current American Heart Association BLS (basic life support)
- Meet with the program director
- Meet essential qualifications

Applications for the clinical portion of the program will begin in the fall semester of their sophomore year.

Students will be responsible for course fees as well as additional fees during the course of the program. These fees will include but are not limited to; membership in American Association of Respiratory Care, exam fees, digital time and record keeping software license, regional conference fee, Advanced Cardiac Life Support (ACLS) and Basic Life Support (BLS) courses.

Recommended Curriculum

Freshman Fall

ENGL 160	Composition and Rhetoric	3
CHEM 121	Principles of Chemistry	3
CHEM 121L	Principles of Chemistry Lab	1
RESP 100	Intro to Respiratory Care	2
PHIL 113	Introduction to Philosophy	3
LANG	Language Elective	3

Freshman Spring

SOC 211	Introductory Sociology	3
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PSYC 211	General Psychology	3
RESP 110	Physics for Respiratory Care	2
LANG	Language Elective	3
RST 112	Modern Belief	3
Elective	Elective Course	1

Sophomore Fall

ENGL 180	Introduction to World Literature	3
HIST	Global History	3
PHIL	Philosophy Elective	3
COMM 101	Public Speaking and Presentation	3
FA	Fine Arts Elective	3

FA Fine Arts Elective: Respiratory clinical applications

Sophomore Spring

RESP 200	Cardiopulmonary A & P	3
RESP 210	Acid/Base Physiology	1
RESP 220	Lgl/Ethcl Issues in Resp Care	2
RESP 225	Hospital Orientation	2
RESP 225L	Hospital Orientation Lab	1
ND 465	Research in Nutrition and Dietetics	3
RST	Religious Studies Elective	3

RST Religious Studies Elective: 200 level

Junior Fall

RESP 300	Oxygen Administration	3
RESP 300L	Oxygen Administration Lab	1
RESP 305	Clinical Practice I	2
RESP 310	Patient Assessment	3
RESP 320	Disease States	3
RESP 330	Cardiopulmonary Pharmacology	3

Junior Spring

HIST	History Elective	3
RESP 340	Respiratory Therapeutics	3
RESP 340L	Respiratory Therapeutics Lab	1
RESP 345		2
RESP 350	Leadership and Management in Healthcare	3
MATH 155	Statistics for Behavioral/Social Science	3

Senior Fall

RESP 400		3
RESP 400L		1
RESP 410	Educational Principles in Healthcare	3
RESP 420	Critical Care lecture	5

RESP 420	Critical Care lab	2
RESP 425		2
Senior Spring		
ENGL	English Elective	3
RESP 430		4
RESP 430L		2
RESP 435		3
RESP 440	Respiratory Capstone	3
DEAN 073		0

ENGL English Elective: 300 level

DEAN 073: Graduation eligibility

Registered Respiratory Therapist to Bachelor of Science in Respiratory Therapy (R.R.T. to B.S.R.T.)

Flexible Scheduling

The B.S. degree completion program is completely online to allow working therapists to earn their bachelor’s degree while continuing in their careers.

Curriculum Overview

There are 30 required credits in the AS RRT – BSRT Curriculum. Students will earn the academic credentials required to pursue a graduate degree and expand their opportunities for professional development. Program coursework focuses on written and oral communication, patient advocacy, ethics, quality improvement, leadership and management, teaching in health care, critically reviewing studies, advanced respiratory care modalities and topics, and an inter-professional capstone. (Those students with a differing degree from AS will work with an Academic Advisor to complete additional coursework to fulfill requirements.)

Program Outcomes

The goal of the RRT to BS degree program is to provide professional respiratory therapists with additional knowledge and skills in order to meet current professional standards and goals.

Admission Requirements

Students must possess their initial credential as a respiratory therapist and an associate level degree. See below for transfer credit allowance.

Two Tracks of Completion

Students who enroll in the Respiratory Therapy Degree

Advancement program will have two tracks from which to choose, in addition to the respiratory therapy courses. The tracks are: listed below:

Track A Elective: Language Track

Three courses in Language from the following:

SPAN 102	Elementary Spanish II	3
SPAN 212	Intermediate Spanish II	3
SPAN 211	Intermediate Spanish I	3
SPAN 307	Medical Spanish	3
SPAN 111	Elementary Spanish	3

Track B Elective: Philosophy and Religious Studies Track

Three courses in Philosophy and Religious Studies from the following:

PHIL 113	Introduction to Philosophy	3
RST 112	Modern Belief	3
PHIL 312	Philosophy of Religion	3
RST 213	Jesus in Contemporary Perspective	3
PHIL 315	Ethics	3

Curriculum Sequence

Summer

RESP 350	Leadership and Management in Healthcare	3
RESP 410	Educational Principles in Healthcare	3

Fall

	Track elective 1	3
RSCH	Quantitative research	3

Spring

	Track elective 2	3
RESP 320	Disease States	3

Summer

	Track elective 3	3
RESP 360	Advanced Concepts	3

Fall

RESP 405	Specialty Clinical Observation	3
RESP 440	Respiratory Capstone	3

Subtotal: 30

Transfer Credits awarded	Number of Credits (maximum)
AAS Degree Completed	62
AS Degree Completed	70
Additional credits awarded	20

Successful completion of RRT Credential Examination

Students must show successful completion of RRT credential in order to graduate from this program.

More explanation will be given once a student is accepted into the program.

Nutrition and Dietetics

Faculty

Chairperson: Jessica Rae Bodzio, MS, RDN, LDN

Kaitlyn Eck, PhD, RDN

Alan M. Levine, PhD

Stephanie Minkoff, MHSA, RDN, LDN

Micheline Orłowsky, MS, RDN, LDN

Kate Tullio, MS, RDN, LDN

*Diane M. DellaValle, PhD, RDN, LDN

*Erin O’Hora, DHSc, RDN, LDN

*Stefanie Smith, MS, RDN, LDN

*Part-time

Program Overview

Marywood's Nutrition and Dietetics programs integrate the theories, practices and skills of nutrition and exercise science, applying them to the challenges people face in choosing lifestyle regimens that will attain and maintain optimum health and maximize performance.

The Department facilities are located in the O’Neill Center for Healthy Families and the Center for Athletics and Wellness. Featured are a foods lab, a food demonstration classroom and a Human Performance Laboratory (used for research studies, courses, and laboratories).

Program Goals

Nutrition and Dietetics

The Nutrition and Dietetics programs offer several options allowing each student to choose the best path to achieving their professional goals. We use an individualized

approach to providing a high quality, broad-based educational experience that empowers graduates to develop skills needed for future specializations. We offer a challenging but supportive and nurturing environment that facilitates both professional and personal growth.

The mission of the Nutrition and Dietetics programs is to provide dedicated faculty, quality facilities and a diverse environment which support nationally recognized undergraduate and graduate education, research and service in the areas of nutrition, dietetic and sports nutrition /exercise science.

The Nutrition and Dietetics programs have identified five goals to guide achievements and student learning outcomes.

1. To foster a learning environment that leads to quality teaching and learning, original research contributions, and scholarly pursuits.
2. To prepare students who can think critically in the theoretical and practical areas of nutrition, dietetics, and family/consumer sciences.
3. To promote student commitment to lifelong learning, professional development, and community service.
4. To encourage mentoring, teamwork, and collaboration.
5. To empower students to excel in their knowledge and skill development in order to competitively enter the job market, internships, or graduate programs.

Nutrition and Dietetics Degree Tracks

Degree Options

There are three options leading to the Bachelor of Science (BS) degree in Nutrition and Dietetics and one option leading to the BS degree in Nutrition and Dietetics, Master of Science (MS) degree in Nutrition and the completion of the required supervised practice experience, through a pre-selection process and in an accelerated manner. There also is a Bachelor of Science track in Nutrition and Wellness. Additionally, for all Marywood University students, we offer a minor in Nutrition and Dietetics.

Didactic Program in Nutrition and Dietetics, Traditional or Spanish Emphasis, Bachelor of Science

Didactic Program in Dietetics (DPD) Traditional (65

DPD Professional [53 ND-coded course credits and 12 required liberal arts credits] and 18 DPD Science course credits) and Spanish Emphasis Curriculum Four-Year, Bachelor of Science Degree Options

The department offers two curricula options within the Didactic Program in Dietetics (DPD) that lead to a Bachelor of Science (BS) in Nutrition and Dietetics.

Both the traditional DPD curriculum and the Spanish Emphasis curriculum options are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and adhere to the ACEND Accreditation Standards for Didactic Programs in Dietetics. This educational framework provides the knowledge, skills, and values needed, not only for successful entry into dietetic internship programs and graduate school, but also for the flexibility which permits changing roles and the development of skills needed for future specializations that the students wish to pursue.

Students completing the DPD requirements and a bachelor's degree will earn a DPD Verification Statement (VS), which indicates they are eligible to sit for the Nutrition and Dietetic Technician, Registered (NDTR) examination and/or apply to an accredited dietetic internship/supervised practice program. The DPD must be followed by an ACEND accredited dietetic internship/supervised practice program or other currently approved route to registration in order to be eligible to sit for the national registration examination for Registered Dietitian Nutritionists (RDNs).

Although there is a shortage of internship sites, and completion of the DPD does not guarantee acceptance into an internship/supervised practice program, the faculty will offer guidance with the internship application process.

Also Note: The Commission on Dietetic Registration (CDR) changed the entry-level registration eligibility education requirements for dietitians, beginning in 2024, from a baccalaureate degree to a minimum of a graduate degree.

The mission of Marywood University's Didactic Program in Dietetics (DPD) is to provide a comprehensive learning experience that empowers students to develop leadership skills needed to live responsibly in an interdependent, global society and prepares them for supervised practice leading to eligibility for the credentialing exam to become a Registered Dietitian Nutritionists (RDN and) who are committed to serving the community and the profession.

In accordance with the program mission, the DPD at Marywood University has established the following

program goals:

Goal 1: Graduates will secure acceptance into an accredited dietetic internship/supervised practice program and successfully complete the registration examination for a career as a Registered Dietitian Nutritionist (RDN) who is committed to serving the community and the profession.

Goal 2: Graduates will use the skills they developed in the DPD to emerge as leaders during their supervised practice experience.

All students who declare a major in Nutrition and Dietetics are admitted to the Department and are placed in a program sequence that enables them to be accepted into the DPD before the start of their junior-level courses. To be eligible for admission to the DPD, a student must have an overall GPA of ≥ 3.00 and have earned a grade of C+ or better in all ND-coded professional didactic courses/labs. Students who do not receive a grade of C+ or better will be required to repeat the course/lab at the next available opportunity in order to remain in the program.

Additionally, students must have completed or be enrolled in the following courses at the time of acceptance in the DPD:

ND 101	Intro to ND Profession	1
ND 103	Basic and Culinary Foods And	2
ND 103L	Basic Foods Lab	1
ND 112	Nutrition I	3
ND 138	Food and Safety	1
ND 203	Food Science and Technology And	2
ND 203L	Food Science Lab	1
ND 211	Nutrition Education	3
ND 213	Nutrition II	3
ND 223	Social and Cultural Aspects of Food And	2
ND 223L	Social and Cultural Aspects of Food Lab	1
BIOL 121	Anatomy and Physiology I	3
BIOL 122	Anatomy and Physiology II	3
BIOL 234	Introduction to Molecular & Cellular Biology and Nutrigenomics	3

CHEM 110	Introductory Chemistry	3
CHEM 210	Introductory Organic Chemistry	3
CHEM 310	Introductory Biochemistry	3
ENGL 160	Composition and Rhetoric	3

Required

The DPD program consists of at least a total of 65 DPD Professional (53 ND-coded course credits and 12 required liberal arts credits) and 18 DPD Science course credits.

In addition to completion of the courses listed above, students in the DPD must also complete the following courses to earn a DPD Verification Statement:

ND 300	Theory of Medical Nutrition Therapy I	3
ND 301A	Food Systems Management I: Management	3
ND 301B	Food Systems Management I: Production	1
ND 301C	Food Systems Management I: Marketing	0.5
ND 312	Community Nutrition	3
ND 331	Sports Nutrition in Health Promotion	3
ND 379A	Food Systems Management II: Human Relations	1
ND 379B	Food Systems Management II: Purchasing	2
ND 379C	Food Systems Management II: Food Cost Control & Financial Management	2
ND 379D	Food Systems Management II: Layout & Equipment	1
ND 391	Supervised Practice Food Systems Management I	1
ND 392	Supervised Practice in Community Nutrition	0.5
ND 400A	Prep for Professional Practice	1.5
ND 400B	Prep for Professional Practice	1.5
ND 420	Theory of Medical Nutrition Therapy II	6
ND 465	Research in Nutrition and Dietetics	3
MATH 155	Statistics for Behavioral/Social Science	3
PSYC 211	General Psychology	3
SOC 211	Introductory Sociology	3
Or		
SSCI 201	Introduction to Social Sciences	3

All students majoring in Nutrition and Dietetics are

eligible for a minor in Science if an additional 3 credits are taken in a science course designated for Science majors. Additionally, students are encouraged to consider pursuing a minor in areas other than Science if desired. A candidate for a baccalaureate degree at Marywood University must present a minimum of 120 undergraduate credits of college work that fulfill all general, departmental, and program requirements. The degree requirements are typically met within four years (8 semesters) for a traditional student. This time frame varies for nontraditional students.

In addition to the traditional DPD curriculum requirements, students following the Spanish Emphasis DPD curriculum option must also complete a minimum of 18 credits, approved by the Modern Languages Department, in Spanish before graduation. At least half of these credits must be earned through Marywood University. Additionally, students following this curriculum study abroad in a Latin American country for a portion of the spring semester of their senior year. During the semester abroad, the students complete Spanish credits in addition to any other outstanding required credits to earn their BS in Nutrition and Dietetics/Spanish degree while being immersed in this culture. This curriculum option enhances the graduates' linguistic and cultural competence and better prepares them to serve the Hispanic population.

Another requirement of the DPD is to obtain required clearances and maintain memberships with the following professional organization:

The Academy of Nutrition and Dietetics

- The student's state affiliate (which is included in the Academy membership)
- North East Pennsylvania Academy of Nutrition and Dietetics (NE PAND)
- Marywood University's Student Academy of Nutrition and Dietetics (SAND).

SAND provides students with opportunities to develop as professional leaders by involvement in community and on-campus nutrition activities. It is because of this, in addition to membership with SAND, all DPD students are required to attend two SAND meetings and actively participate in two SAND-sponsored events per semester.

Five-Year Didactic Program in Nutrition and Dietetics, Traditional or Spanish Emphasis, Bachelor of Science and Master of Science

Didactic Program in Dietetics (DPD) Traditional and Spanish Emphasis, Five-Year Options (120 undergraduate credits, 36 graduate credits)

Undergraduate students in either the Traditional or the Spanish Emphasis DPD can also choose to earn a combined BS in Nutrition and Dietetics/MS in Nutrition degree in five years. This accelerated option requires students to complete a minimum of 120 undergraduate degree credits and a minimum of 36 graduate-level degree credits. Students completing the combined degree also fulfill the ACEND Didactic Program in Dietetics Verification Statement requirements. This statement will be issued upon completion of the BS degree and DPD requirements and grants students eligibility to apply to a dietetic internship/supervised practice program. (See graduate catalog for additional details.)

Five-Year Didactic Program in Dietetics/Supervised Practice Program, Bachelor of Science and Master of Science

Didactic Program in Dietetics (DPD) Traditional and Spanish Emphasis Curriculum with Supervised Practice Program, Five-Year Options

Undergraduate students in either the Traditional or the Spanish Emphasis DPD who meet additional requirements can choose to apply to be preselected into Marywood's ACEND Accredited Dietetic Internship plus MS program. These students would earn a BS in Nutrition and Dietetics, a DPD Verification Statement, a MS in Nutrition, and a Dietetic Internship program Verification Statement in 5 years and would be eligible to sit for the national examination for RDNs. Advanced coursework begins in the "bridge" year overlapping the fourth year of undergraduate study and the first year of graduate work. The fifth year encompasses the supervised practice component with rotations in facility sites including community nutrition, food systems management, medical nutrition therapy, and professional practice. (See graduate catalog for additional details.)

Nutrition and Wellness, Bachelor of Science

Nutrition and Wellness Track

The Nutrition and Wellness track provides a broad-based educational curriculum, which includes preparation in the liberal arts, science, health, nutrition, and psychology. This educational framework provides the knowledge, skills, and values needed for successful entry into graduate school or a career using a nutrition and wellness background.

The Nutrition and Wellness track is not accredited by ACEND, therefore it does not lead to an accredited dietetic internship or other currently approved route to registration. *Graduates of this track will not be eligible to sit for the national registration examination for Registered Dietitian Nutritionists (RDN).*

All undergraduate students follow this track upon admission to the Nutrition, Athletic Training and Exercise Science Department. If a student does not meet the acceptance criteria for the DPD, the student remains in this Nutrition and Wellness track. Additionally, students can select this program after they complete their second year-level courses if they are not interested in pursuing the RDN credential. Students following this track may consider earning a minor in Science, Psychology, or Counseling.

A candidate for a baccalaureate degree at Marywood University must present a minimum of 120 undergraduate credits of college work that fulfill all general, departmental, and program requirements. The degree requirements are typically met within four years (8 semesters) for a traditional student. This time frame varies for nontraditional students.

Nutrition and Dietetics Minor

Minor in Nutrition and Dietetics (18 credits)

Students must demonstrate competence (a minimum of C) in the following courses for a minor in Nutrition and Dietetics:

BIOL 121	Anatomy and Physiology I	3
BIOL 122	Anatomy and Physiology II	3
ND 112	Nutrition I	3
ND 213	Nutrition II	3

Student must select one course from the following two courses with laboratory experiences:

ND 103	Basic and Culinary Foods	2
	And	

ND 103L	Basic Foods Lab	1
ND 223	Social and Cultural Aspects of Food	2
	And	
ND 223L	Social and Cultural Aspects of Food Lab	1
Student must select one course from the following:		
ND 203	Food Science and Technology	2
	And	
ND 203L	Food Science Lab	1
ND 211	Nutrition Education	3
ND 223	Social and Cultural Aspects of Food	2
	And	
ND 223L	Social and Cultural Aspects of Food Lab	1
ND 331	Sports Nutrition in Health Promotion	3
ND 322A	Interprofessional Medical Missions	3

Accreditation

The Marywood University Didactic Program in Dietetics (DPD) is currently granted accreditation status by the Accreditation Council for Education in Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606, 800-877-1600 ext. 5400.

Athletic Training and Exercise Science

Faculty

- Chairperson: Shelby Yeager, M.Ed., LAT, ATC, NASM-PES, CPT CES
- Jeanine M. Engelmann, Ed.D., LAT, ATC
- Lindsay Howard, M.S., CSCS
- Chelsea Pasukinis, LAT, ATC, MPH
- *Marueen Burke, LAT, ATC, PES
- *Maggy Hanlon
- * Heidi Peters, DAT, LAT, ATC
- *Nicole Schofield
- *Part-time

Program Overview

The Department of Athletic Training and Exercise Science

offers:

- The CAATE accredited five-year BS/MS program in Athletic Training.
- A non-accredited undergraduate program in Exercise Science.

The Department facilities are located in the Center for Athletics and Wellness which houses a Human Performance Laboratory (used for research studies, courses, and laboratories). The Center for Athletics and Wellness also houses an athletic training lab, fitness center, indoor track, and aquatics center.

Program Goals

Athletic Training and Exercise Science

Graduate students who demonstrate the knowledge and clinical skills that serve as the foundation for sound practice and leadership in the profession of athletic training.

Graduate students with a Bachelor of Science degree in Exercise Science in four years or a Master of Science degree in Athletic Training in five years.

Provide a variety of clinical experiences to all students

All graduating students take the BOC examination.

Attain a first-time passing rate on the BOC exam, pf 80%

Attain a three-year overall passing rate on the BOC exam of 100% for all graduates attempting the examination.

Encourage faculty and student scholarship at the university, state, region, and national level.

Support the university mission and core values of teaching as a priority in providing quality service to students, to the university and to the community.

Program Mission

Athletic Training and Exercise Science

The Athletic Training and Exercise Science programs prepare students for entry- level careers and graduate study in exercise science and other allied health care professions such as physical therapy and occupational therapy. The major programs within the department are content rich, laboratory supported, and field based. Faculty accomplish the mission of the department through effectiveness in teaching, productivity in research or other creative activity, and contributions in service.

Courses in Athletic Training and Exercise Science are designed to:

1. Actively engage students in a comprehensive educational experience that is enhanced through the interaction of classroom, clinical, and professional educational experience.
2. Provide each student with a theoretical and analytical knowledge base.
3. Provide quality field practicum and clinical experiences.
4. Develop professionals with high ethical standards who will positively contribute to their professions.
5. Develop professionals who value self-directed learning and professional development.
6. Achieve satisfactory preparation reported by graduates and employers, for entry level positions and/or graduate school.
7. Prepare students to sit for and successfully complete national and/or state certification examinations.
8. Acquire physical skill to incorporate physical activity and wellness for a diverse society.

In support of the university's mission and core values, the mission of Marywood University Athletic Training Program is to provide dedicated, effective undergraduate teaching, scholarship, and service to our students preparing to be health care providers to benefit the people of the state of Pennsylvania, the nation, and the world. Students in the Athletic Training Program are offered a curriculum of didactic, laboratory, and clinical experiences which emphasize a hands-on learning approach. The Athletic Training Program is committed to providing students with educational, clinical, and professional growth opportunities that will prepare them for The Board of Certification (BOC) examination, and entry into the athletic training profession. The Athletic Training Program at Marywood University does not discriminate against religion, race, color, creed, gender, sexual orientation, marital status, national origin, or disability.

Athletic Training and Exercise Science Degrees

Program Objectives

At the completion of the Athletic Training Program, the students will:

1. Demonstrate educational competency and clinical proficiency in the following content areas for the practice of Athletic Training:
 - a. Evidence Based Practice
 - b. Prevention and Health Promotion
 - c. Clinical Examination and Diagnosis
 - d. Acute Care of Injury and Illness
 - e. Therapeutic Interventions
 - f. Psychosocial Strategies and Referral
 - g. Health Care Administration
 - h. Professional Development and Responsibilities
2. Demonstrate respect for and treat the patient as an individual, without regard to race, color, sexual preference, socioeconomic status, political or religious affiliation, or athletic ability.
3. Understand the profession of athletic training, the athletic trainer's role in the healthcare arena, and the professional and ethical responsibilities associated with the athletic trainer as a healthcare professional.
4. Recognize the need for the support of clinical practice through ongoing education, research, and service.

Degree Programs

Students in the Department of Athletic Training and Exercise Science can choose from a B.S. in Exercise Science or a five-year bachelor to master's degree program in Athletic Training.

1. The Exercise Science major will prepare students for careers as personal trainers and health fitness instructors with community, hospital-based, and corporate fitness programs. Students are also prepared for graduate study in exercise physiology and post-graduate training in allied-health fields.
2. The five-year bachelor to master's degree program in Athletic Training is designed for incoming freshmen who are interested in an accelerated path towards the Master of Science in Athletic Training (MSAT) degree. In this option, students complete the required coursework to earn a B.S. in Exercise Science and enter the professional phase of the MSAT program in the summer of their third year. At the conclusion of fall semester of their fourth year, students will receive

their BS in Exercise Science, followed by the MSAT degree at the completion of their 5th year. *Students must earn the B.S. in Exercise Science degree at the conclusion of their fourth year, or they will not be able to continue in the MSAT program.*

Minors are available in:

1. Coaching
2. Fitness Professional
3. Exercise Science

Five Year Bachelor's to Master's Program, Athletic Training

Program Overview

The BS/MS program is designed for incoming freshmen who are interested in an accelerated path towards the Master of Science in Athletic Training (MSAT) degree. In this option, students complete the required coursework to earn a BS in Exercise Science and enter the professional phase of the MSAT program in the summer of their third year. At the conclusion of fall semester of their fourth year, students will receive their BS in Exercise Science, followed by the MSAT degree at the completion of their 5th year. *Students must earn the BS in Exercise Science degree at the conclusion of their fourth year, or they will not be able to continue in the MSAT program.*

Students who wish to progress into the professional phase of the MSAT program will be required to meet requirements set forth below. Students who successfully meet all of the pre-requisite admissions criteria will be guaranteed admission to the MSAT program.

All requests for transfer/change of major into the BS/MS program will be reviewed on a case-by-case basis by the Athletic Training Program Director. Successful completion of pre-requisite coursework by students not accepted into the BS/MS track as freshman does not guarantee acceptance into the MSAT.

Admissions Requirements: Five-Year Program

1. Acceptance into Marywood University as a freshman.
2. A notification of intent to enter into the MSAT must be completed during the fall semester of the student's third year in the BS/MS program.
3. Marywood University graduate admissions application submitted no later than March 15th of the

student's third year.

4. Students must earn a grade of "C" or better in all pre-requisite coursework listed here:
 - a. BIOL 121 & 121L - Anatomy & Physiology I and Lab
 - b. BIOL 122 & 122L - Anatomy & Physiology II and Lab
 - c. CHEM 121 & 121L - Principles of Chemistry and Lab
 - d. BIOL 110 & 110L -Principles of Biology and Lab
 - e. PHYS 303 & 303L - General Physics and Lab
 - f. ATES 225 & 225L - Physiology of Exercise and Lab
 - g. ATES 221- Kinesiology
 - h. ATES 236 -Research Methods in Athletic Training & Exercise Science
 - i. ATES 324 - Motor Learning
 - j. ATES 360 -Exercise Testing & Prescription and Lab
 - k. ND 112 - Nutrition I
 - l. ND 213 - Nutrition II
 - m. MATH 155 - Statistics for the Behavioral & Social Sciences
 - n. PSYCH 211 - General Psychology
5. Overall QPA of 3.00 or better
6. Personal Statement about why you want to be an athletic trainer
7. 2 letters of recommendation
 - a. 1 must be from a faculty member who can speak on your ability to succeed at graduate work.
8. 50 hours of clinical observation with a Certified Athletic Trainer (*Optional*)
9. Signed Technical Standards Form (*available from University Admissions*)
10. Current certification in Emergency Cardiac Care (ECC) from the list below:

Provider Name	Course Title				
				Laboratory	
American Heart Association	ACLS		PHYS 303	General Physics I	3
			PHYS 303L	General Physics I Lab	1
			ATES 221	Kinesiology and Applied Anatomy	3
American Heart Association	BLS Healthcare Provider		ATES 201	Team Sports	2
			ATES 115	Basic Aquatics	1
American Red Cross	CPR/AED for the Professional Rescuer		ATES 111R	Weight Lifting and Conditioning	1
American Safety & Health institute	BLS		Spring		
			ATES 225	Physiology of Exercise	3
Emergency Care & Safety Institute	Health Care Provider CPR		ATES 225L	Physiology of Exercise Laboratory	1
National Safety Council	BLS for Health Care & Professional Rescuers		ATES 324	Motor Learning and Movement Education	2
			PHIL 113	Introduction to Philosophy	3
			ENGL 180	Introduction to World Literature	3
			FA	Fine Arts	3
			HIST	Global History	3
Curriculum: Five-Year Program					
Year One					
Fall					
BIOL 121	Anatomy and Physiology I	3	ATES 236	Research in Exercise Science	3
BIOL 121L	Anatomy and Physiology I Laboratory	1	RST XXX	Religion Elective	3
CHEM 121	Principles of Chemistry	3	PSYC 211	General Psychology	3
CHEM 121L	Principles of Chemistry Lab	1	Spring		
ENGL 160	Composition and Rhetoric	3	ATES 340	Movement Assessment	3
LANGUAGE	Foreign Language I	3	ATES 360	Exercise Testing and Prescription	3
			ATES 360L	Exercise Test & Prescription L	1
Spring			ATES 495	Senior Seminar in Exercise Science	1
BIOL 122	Anatomy and Physiology II	3	ND 213	Nutrition II	3
BIOL 122L	Anatomy and Physiology II Laboratory	1	ENGL XXX	English-above-300	3
ATES 150	Intro to Ex Sci: Career/Content	3	PHIL XXX	Philosophy Elective	3
ATES 204	Teaching Group Exercise	2	Summer		
MATH 155	Statistics for Behavioral/Social Science	3	During the Summer Sessions of year three, students take		
RST 112	Modern Belief	3	ATES 510 Concepts in Athletic Training		
LANGUAGE	Foreign Language II	3	ATES 520 Emergency Care in Athletic Training		
Year Two					
Fall					
BIOL 110	Principles of Biology	3	ATES 560 Clinical Education I		
BIOL 110L	Principles of Biology	1			

Year Four		
ND 331	Sports Nutrition in Health Promotion	3
HIST XXX	History Elective	3
GE XXX	General Elective	3

Additional required courses during Fall of Year Four are:

ATES 570 Evaluation and Assessment I

ATES 580 Therapeutic Interventions I

ATES 561 Clinical Education II

BS in Exercise Science awarded at conclusion of Fall in Year Four.

Fall

ATES 570	Evaluation and Assessment I
ATES 580	Therapeutic Interventions I
ATES 561	Clinical Education II
ND 331	Sports Nutrition
HIST	History Elective
	General Elective

The B.S. in Exercise Science is awarded at the conclusion of Fall in Year Four.

Spring

ATES 571	Evaluation and Assessment II
ATES 581	Therapeutic Interventions II
ATES 530	Research Experience in Athletic Training
ATES 562	Clinical Education III

Summer

ATES 572	Evaluation and Assessment III
ATES 570	General Medicine and Pharmacology in AT
ATES 563	Clinical Education IV

Year Five

Fall

ATES 550	Clinical Analysis and Prescription
ATES 585	Organization and Administration in AT
ATES 564	Clinical Education V

Spring

ATES 590	Capstone in Athletic Training
ATES 565	Clinical Education VI

MSAT awarded upon the successful completion of all coursework.

Coaching Minor

Program Requirements for Coaching Minors

(19 credits)

A 19-credit Coaching minor is available to interested students. Students must check prerequisites for courses.

Courses included in the minor are:

ATES 221	Kinesiology and Applied Anatomy	3
PSYC 211	General Psychology	3
ATES 215	Introduction to Sports Medicine	3
ATES 324	Motor Learning and Movement Education	2
ATES 421	Coaching	2
ATES 360	Exercise Testing and Prescription	3
ND 331	Sports Nutrition in Health Promotion	3

Fitness Professional Minor

Program Requirements for Fitness Professional Minors

(18 credits)

An 18-credit Fitness Professional minor is available to interested students. Students must check prerequisites for course. Courses included in the minor are:

PSYC 439	Introduction to Sports Psychology	3
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ATES 457	Sports and Recreation Management	3	MATH 155	Statistics for Behavioral/Social Science	3
BUS 111	Principles of Marketing	3		Or	
BUS 123	Management and Career Options	3	MATH 220	Introduction to Probability and Statistics	3
BUS 131	Accounting I	3			
BUS 425	Entrepreneurship and Small Business Operations	3			

Exercise Science, Bachelor of Science

Program Requirements for Exercise Science Majors

(82-83 credits)

The Exercise Science program provides students with expertise in acute and chronic changes to the body with exercise, requiring coursework in anatomy, physiology, chemistry, exercise physiology, nutrition, research methods, disease prevention, and exercise testing and prescription. The degree culminates in two semesters of practicum experience, providing students with hands-on experience in their future careers.

Exercise Science majors must attain a minimum QPA of 2.50 in the major program to graduate. Students who do not meet these requirements will not be admitted into the program. Students must receive a "C" or better in the following courses.

Major courses (82-83 credits):

Skills:

ATES 115	Basic Aquatics	1
ATES 201	Team Sports	2
ATES 202	Recreational Sports	2
ATES 204	Teaching Group Exercise	2

Sciences:

BIOL 114	Microbiology for the Healthcare Professional	3
BIOL 114L	Microbiology for the Healthcare Professional Lab	1
BIOL 121	Anatomy and Physiology I	3
BIOL 121L	Anatomy and Physiology I Laboratory	1
BIOL 122	Anatomy and Physiology II	3
BIOL 122L	Anatomy and Physiology II Laboratory	1
CHEM 121	Principles of Chemistry	3
CHEM 121L	Principles of Chemistry Lab	1

Exercise Science Theory		
ATES 210	Anatomical Concepts in ATES	1
ATES 215	Introduction to Sports Medicine	3
ATES 221	Kinesiology and Applied Anatomy	3
ATES 225	Physiology of Exercise	3
ATES 225L	Physiology of Exercise Laboratory	1
ATES 236	Research in Exercise Science	3
PSYC 439	Introduction to Sports Psychology	3
ATES 324	Motor Learning and Movement Education	2
ATES 360	Exercise Testing and Prescription	3
ATES 360L	Exercise Test & Prescription L	1
ATES 380	Exercise and Disease Prevention	3
ATES 424	Organization and Administration of Physical Education	3
ATES 440	Advanced Exercise Physiology	3
ATES 457	Sports and Recreation Management	3
ATES 475	Clinical Exercise Physiology	3
ATES 480A	Exercise Science Practicum	3
ATES 480B	Exercise Science Practicum	3
ATES 495	Senior Seminar in Exercise Science	1

Nutrition:

ND 112	Nutrition I	3
ND 213	Nutrition II	3
ND 331	Sports Nutrition in Health Promotion	3

*Electives (6)

BUS 111	Principles of Marketing	3
BUS 123	Management and Career Options	3
BUS 131	Accounting I	3
BUS 425	Entrepreneurship and Small Business Operations	3

**Graduate level courses SNES 509 or SNES 510 may be selected by those academically prepared under University policy and with the permission of the Chairperson.*

Exercise Science Minor

Program Requirements for Exercise Science Minors

(18.5 credits)

An 18.5-credit minor in Exercise Science is available to interested students. Students must check prerequisites for courses. Courses included in the minor are:

ATES 210	Anatomical Concepts in ATES	1
ATES 221	Kinesiology and Applied Anatomy	3
ATES 225	Physiology of Exercise	3
ATES 225L	Physiology of Exercise Laboratory	1
ATES 360	Exercise Testing and Prescription	3
ATES 360L	Exercise Test & Prescription L	1
ATES 440	Advanced Exercise Physiology	3

One of the following:

ATES 215	Introduction to Sports Medicine	3
PSYC 439	Introduction to Sports Psychology	3
ATES 380	Exercise and Disease Prevention	3
ATES 475	Clinical Exercise Physiology	3
ATES 480A	Exercise Science Practicum	3
ATES 480B	Exercise Science Practicum	3

NOTE: Graduate level courses SNES 509 or SNES 510 may be selected by those academically prepared under University policy and with the permission of the Chairperson.

Psychology and Counseling

Faculty

Edward Crawley, Ph.D., Chairperson
Jennifer Barna, Ph.D., NCC, ACS
Stuart Badner, Psy.D., CSP
Sister Gail Cabral, Ph.D., C.M.F.C.
Estelle Campenni, Ph.D.C.M.F.C.
Brooke Cannon, Ph.D., C.M.F.C.

Bradley Janey, Ph.D., LPC
Lindsay Morton, Ph.D.
Janet Muse-Burke, Ph.D., LPC
Edward O'Brien, Ph.D., C.M.F.C.
David Palmiter, Ph.D., ABPP, C.M.F.C.
Tracie Pasold, Ph.D.
Lindsay A. Phillips, Psy.D., ABPP
Matthew Schaffer, Psy.D.
Robert Shaw, Psy.D., ABPP
Kevin C. Snow, Ph.D., NCC, ACS

Goals

The Department of Psychology and Counseling provides students with an in-depth understanding of human behavior, stressing its complexity, development, and integration.

Specifically, the objectives of the Psychology and Counseling Department are:

1. A basic understanding of major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology
2. A working knowledge of the principles of research design, critical thinking abilities, and application of the scientific approach to problems related to behavior and mental processes
3. Demonstrate of an awareness and application of the ethical dimensions both in research and practice

Because psychology is an empirically-based discipline, the scientific nature of psychology is emphasized in both general and specialized courses. The Department of Psychology and Counseling provides a structured yet flexible undergraduate curriculum in psychology. A clear set of required core courses provide a solid understanding of the current field of psychology and also provide excellent preparation for a variety of careers and for optional graduate training. To meet the diverse needs and goals of students, there are also a relatively large number of elective credits available to students.

Experiential learning opportunities are integrated with classroom-based instruction at every opportunity. Students are encouraged to participate in a variety of formal and informal field experiences. Supervised internships in local agencies, leading to undergraduate credit, ordinarily are open only to those students who are majoring in Psychology. Courses in the Psychology Department also frequently provide knowledge and tool skills for students in other programs concerned with human behavior and development. Concentrations in Psychology also may be

combined with other areas, such as education, pre-law, biology, social work, and special education.

Facilities

The Psychology Department is housed in the McGowan Center for Graduate and Professional Studies. Here students will find faculty offices, the main department offices, and have many of their classes. In addition, this building has several unique and helpful facilities to foster student's academic, personal, and professional success. These include psychological research laboratories, where faculty and students collaborate on research; the Psychological Services Center, which provides mental health services to the community and training facilities for students in undergraduate, master's, and doctoral programs; a progressive learning space, which is a large, non-traditional, multi-purpose room provides an interactive learning space for classes, research, club meetings, and student study; two fully-equipped computer laboratories; the Psychology Library, which is a space is for student research and is part of the Curriculum Laboratory; and the courtyard and atrium, which are two communal spaces for student and faculty scholarly interaction and socialization

Psychology Degree and Degree Tracks

General Psychology Track

General Psychology Track (48 credits)

The 48-credit General Psychology Track develops a broad-based understanding of human behavior for varied reasons (not necessarily involving clinical applications).

Students complete 30 credits of required psychology classes. These include four foundation courses that focus on the science of psychology, five core courses that address the major subfields in psychology, and a culminating senior seminar course. Students also select an additional 18 elective credits in psychology in order to explore or emphasize their particular interests in the discipline and develop their skills for professional success.

Clinical Psychology Track

Clinical Psychology Track (48 credits)

The 48-credit Clinical Track involves preparation for professional careers in clinical psychology and related areas, including but not limited to counseling, school psychology, and neuropsychology.

The Clinical Track is available for those majors who desire employment in the field immediately after graduation and/or who seek to pursue graduate study in clinical psychology or related areas. Similar to the General Psychology Track, the Clinical Psychology Track includes four foundation courses that focus on the science of psychology, five core courses that address the major subfields in psychology, and a culminating senior seminar course. In addition to the requirements of the General Psychology Track, the Clinical Psychology Track requires a four-course sequence focused on clinical psychology. Students select an additional six elective credits with recommendations provided by the Department. Finally, the Clinical Psychology Track also requires that the student maintains at least a 3.3 QPA in Psychology and a general overall QPA of 3.0.

Honors Research

Honors Research is another important alternative in our curriculum. Students who are interested in pursuit of graduate study in any area of psychology are particularly advised of the importance of honors research in facilitating advanced study. Honors Research in Psychology requires the maintenance of a QPA of 3.25 in Psychology and 3.00 overall. Honors research in Psychology involves completion of PSYC 399 and PSYC 452 along with presentation of the results of this research. Psychology 478 is part of the University Honors Program. Students are encouraged to take Psychology 310, Research Apprenticeship, early in their coursework (e.g., sophomore year) to gain additional research experience.

Accelerated Programs

Highly motivated, qualified students may begin graduate study in Psychology or Counseling in the senior year of the baccalaureate program, through cooperation with the Graduate Psychology and Graduate Counseling programs in the department. Qualified students may earn up to twelve graduate credits which can be counted toward the undergraduate degree requirements

General Requirements — All Students

PSYC 211, General Psychology, as part of the general liberal arts curriculum, fulfills the Social Sciences requirement and is a prerequisite of all other psychology courses. It is hoped that study in Psychology will aid the student in acquiring self-knowledge and gaining understanding of the scientific nature of the field. PSYC 211 attempts to enhance student skills in critical thinking, information literacy, research literacy and awareness of diversity issues.

Psychology, Bachelor of Science, General Track

Program Requirements for General Track Psychology Majors (48 credits)

The core sequence of courses required of all General Track Psychology Majors includes the following courses along with 18 elective PSYC credits:

The core sequence of courses required of all General Track Psychology Majors includes the following courses along with 18 elective PSYC credits:

PSYC 211	General Psychology	3
PSYC 251	Developmental Psychology	3
PSYC 270	Psychological Applications of Statistics	3
PSYC 314	Physiological Psychology	3
PSYC 325	Sensation and Perception	3
PSYC 315	Contemporary Approaches to Learning	3
PSYC 410	Social Psychology	3
PSYC 421	Experimental Psychology I	3
PSYC 422	Experimental Psychology II	3
PSYC 450	Personality Psychology	3
PSYC 490	Senior Seminar	3

Psychology majors may consider scheduling MATH 155, Statistics for the Behavioral and Social Sciences, as their Liberal Arts Core math requirement and Biology 130, Anatomy and Physiology, as their Liberal Arts Core science requirement. Students must earn a total of 120 credits across the major, core, and electives in order to be awarded the baccalaureate degree.

Psychology, Bachelor of Science, Clinical Track

Program Requirements for Clinical Track Psychology Majors

Psychology Majors in the Clinical Track are required to complete the following courses along with 6 elective PSYC credits:

Psychology Majors in the Clinical Track are required to complete the following courses along with 6 elective PSYC credits:

PSYC 211	General Psychology	3
PSYC 251	Developmental Psychology	3

PSYC 270	Psychological Applications of Statistics	3
PSYC 314	Physiological Psychology	3
PSYC 325	Sensation and Perception	3
PSYC 315	Contemporary Approaches to Learning	3
PSYC 410	Social Psychology	3
PSYC 421	Experimental Psychology I	3
PSYC 422	Experimental Psychology II	3
PSYC 431	Abnormal Psychology	3
PSYC 432	Abnormal Behavior in Children and Adolescents	3
PSYC 433	Clinical I: Clinical Psychology	3
PSYC 434	Clinical II: Strategies and Techniques	3
PSYC 450	Personality Psychology	3
PSYC 451A	Clinical Internship	3
PSYC 490	Senior Seminar	3

Psychology majors may consider scheduling MATH 155, Statistics for the Behavioral and Social Sciences, as their Liberal Arts Core math requirement and Biology 130, Anatomy and Physiology, as their Liberal Arts Core science requirement. Students must earn a total of 120 credits across the major, core, and electives in order to be awarded the baccalaureate degree.

Psychology majors may consider scheduling MATH 155, Statistics for the Behavioral and Social Sciences, as their Liberal Arts Core math requirement and Biology 130, Anatomy and Physiology, as their Liberal Arts Core science requirement. Students must earn a total of 120 credits across the major, core, and electives in order to be awarded the baccalaureate degree.

Psychology Minor

Program Requirements for Psychology Minors (18 credits)

Students in other majors who wish to minor in Psychology must complete 18 PSYC credits offered by the department.

A minor in psychology is a great way to supplement a variety of majors. Because human interaction is a huge part of almost all careers, a minor in psychology can help

students to develop necessary competencies for success in their careers. The 18-credit minor grants flexibility to students who can tailor the program to the educational and professional goals. The student should consult with faculty in the Department so that an organized, coherent set of courses can be planned and special areas of interest can be coordinated.

Select at least four Counseling courses:

COUN 201	Intro to Counseling and Development	3
COUN 301	Helping Skills in Counseling/Development	3
COUN 302	Multiculturalism/Diversity in Coun/Dev	3
COUN 401	Career in Counseling/Development	3
COUN 402	Group Work in Counseling/Development	3

COUN 201: required; prerequisite for other counseling courses*

COUN 301: required; *no prerequisite

Select up to two Psychology courses:

PSYC 211	General Psychology	3
PSYC 251	Developmental Psychology	3
PSYC 270	Psychological Applications of Statistics	3
PSYC 317	Psychology of Assessment	3

Counseling and Development Minor

Program Requirements for Counseling and Development Minor (18 credits)

Students in other majors who wish to minor in Counseling and Development must complete 18 credits offered by the department. At least 12 of the 18 credits (4 courses) must be in Counseling (COUN).

A minor in counseling and development is the perfect complement to majors in the helping professions, such as those in psychology, social work, art or music therapy, communication sciences and disorders, education, physician assistant, and speech language pathology. This minor includes practical, hands-on training with at least four Counseling courses and up to two Psychology courses.

Required Courses

COUN 201	Intro to Counseling and Development	3
COUN 301	Helping Skills in Counseling/Development	3

COUN 201 and COUN 301 are pre-requisites for all other COUN courses.

Select at least two other Counseling courses:

COUN 302	Multiculturalism/Diversity in Coun/Dev	3
COUN 401	Career in Counseling/Development	3
COUN 402	Group Work in Counseling/Development	3

Select up to two Psychology courses:

PSYC 211	General Psychology	3
PSYC 251	Developmental Psychology	3
PSYC 270	Psychological Applications of Statistics	3
PSYC 317	Psychology of Assessment	3

PSYC 211 is a pre-requisite for all other PSYC courses.

School of Social Work

Faculty

Robin Engels Heitzman, M.A., L.C.S.W, Program Director

Joseph Donohue, M.S.W., L.S.W., Field Coordinator

*Lea Dougherty, M.S.W., L.S.W.

*Part-time

Mission Statement

The Bachelor of Social Work Program at Marywood University is a professional degree program which prepares students for beginning, entry level professional practice. The program provides educational experiences designed to ensure the acquisition of knowledge, values, ethics, and skills necessary to be a generalist practitioner with diverse populations.

The BSW Program develops practitioners who are committed to social and economic justice, who take action with and on behalf of vulnerable and oppressed populations. In accord with the Marywood University mission, the BSW Program prepares students for responsible leadership and service in meeting human needs through the application of professional social work values and ethics. As part of its mission, the program seeks to develop practitioners who engage in research-informed

practice and practice-informed research, contributing to community well-being in northeastern Pennsylvania and in broader national and global communities.

Goals

The Bachelor of Social Work Program prepares students to:

1. Acquire the knowledge and skills for beginning professional generalist social work practice with diverse individuals, families, groups, organizations, and communities.
2. Apply the core ethical values of the Social Work profession in providing helping services.
3. Demonstrate leadership addressing social and economic justice through action with and on behalf of vulnerable and oppressed populations.
4. Contribute to the well-being of northeastern Pennsylvania, national and global communities through service and scholarship in a process of on-going professional growth and development

Social work in contemporary society is a dynamic and challenging profession, rich in a tradition of helping individuals, families, small groups, organizations, and communities in many ways, ranging from direct service to policy formulation.

According to the Employment Projections Report from the Bureau of Labor Statistics, the projected growth of the social work profession expects to be 11.5 percent between 2014 and 2024. The principal goal of the Bachelor of Social Work Program is to help students develop critical analysis and creative problem-solving skills to prepare them for beginning professional generalist social work practice.

The Social Work curriculum, which consists of liberal arts, social-behavioral science, and professional social work courses, provides the student with an educational experience designed to ensure the acquisition of knowledge, values, ethics, and skills necessary for entering into social work practice at the entry level.

The student is prepared as a generalist social work practitioner who is able to help various size client systems—individuals, families, groups, organizations, and communities.

Accreditation

The Bachelor of Social Work Program is accredited by the

Council on Social Work Education since 1974.

Admission

Students start taking classes in the social work major in their freshman year and formal admission to the program takes place at the end of the sophomore year.

Admission to the program is based upon:

1. Attainment of a QPA of 2.33 in SW 145, Foundations of Social Work, and SW 250, Contemporary Social Work Practice;
2. Attainment of an S (satisfactory) grade in SW 150, Introductory Social Work Field Experience;
3. Attainment of a cumulative QPA of 2.00 or better;
4. Adherence to standards of conduct as contained in the NASW Code of Ethics.

Retention

Throughout the course of their professional studies, students are expected to maintain a minimum overall quality point average of 2.00, a minimum quality point average of 2.33 in the major and give evidence of continued skill development and adherence to standards of conduct as contained in the NASW Code of Ethics.

Transfer Students

Students who transfer to the BSW Program have an interview with the program director. The BSW Program and its policies and requirements are discussed. Evaluation of the student's curriculum and equivalent transfer credits occurs.

Special Features

Qualified BSW candidates and BSW graduates may apply to the Marywood School of Social Work and receive advanced standing in the Master of Social Work Degree Program. Thus, a student can complete both the BSW and the MSW (Master of Social Work) in five years. BSW graduates can also apply to other MSW programs who accept advanced standing credits.

Social Work majors in their senior year participate in an intensive direct service social work experience in which they assume the social work role in a community agency under the supervision of a professional social worker. Senior field instruction is a "block" placement of 450 hours in which the student spends four days per week in the Agency.

Social work majors participate in all aspects of the BSW Program and in extracurricular community service through service opportunities, travel abroad, student-faculty meetings, and participation in the Caritas Club, the Bachelor of Social Work student organization. BSW majors who meet the nationally established criteria are invited to membership in Alpha Delta Mu, which is the National Social Work Honor Society, in their junior or senior year, through its resident chapter on campus.

Social Work Degree

Social Work, Bachelor of Social Work

Requirements

The Bachelor of Social Work Program is administered through and located in the Marywood University School of Social Work.

	Major	Core	To Graduate
Social Work	54	43-46	121

Liberal Arts Requirements for All Social Work Majors

Specific Liberal Arts requirements for Social Work majors:

BIOL 130	Principles of Anatomy and Physiology	3
HIST 105	Ethnicity and Diversity in the Modern World	3
MATH 155	Statistics for Behavioral/Social Science	3
PSYC 211	General Psychology	3

Program Requirements for Social Work Majors (54 credits)

Required Courses:

SW 145	Foundations of Social Work	3
SW 150	Introductory Social Work Field Experience	1
SW 230	Analysis of Social Welfare Policy	3
SW 250	Contemporary Social Work Practice	3
SW 310	Social Work Research I	3
SW 311	Social Work Research II	3
SW 345	Junior Field Experience	1
SW 350	Human Behavior and the Social Environment	3
SW 401	Social Work With Neighborhoods, Communities & Organizations: Theory & Practice	3
SW 402	Social Work With Groups:	3

SW 403	Theory and Practice Social Work With Individuals and Families: Theory & Practice	3
SW XXX	Social Work Restricted Elective	3
SW 490	Field Instruction	9
SW 491	Integrative Seminar	3
SW 495	Senior Seminar	1
SOC 214	Social Problems	3
PSYC 251	Developmental Psychology	3
PS 210	American Government and Politics	3
	Or	
PS 211	State and Local Government	3

College of Professional Studies

School of Architecture

Faculty

Director of the School of Architecture: James Eckler, B.DESIGN, M.ARCH., MSAS
 Lizz Andrzejewski, B.ARCH, M.ARCH, Ph.D.(ABD)
 Josh Berman, B.A., M.A.
 Miguel A. Calvo Salve, B.A., M.ARCH., COAG (Spain)
 Randy Damico, M.ARCH.
 Liyang Ding, M.ARCH, Ph.D.
 Stephen Garrison, B.F.A., M.F.A.
 Jodi LaCoe, B.ARCH, M.ARCH, Ph.D.
 Maria MacDonald, BFA, BIA, MA
 Kate O'Connor, B.ARCH., M.ARCH.
 Michelle Pannone, B.ARCH., M.SC. US.
 Emily Pellicano, M.ARCH.
 Jeff Richards, M.ARCH
 *Russell Roberts, B.ARCH., AIA

*Part-time

Mission Statement

Our mission is to educate a new generation of architects and interior architects who engage the world passionately and intelligently. As a professional school in a liberal arts university, we endeavor to contextualize a rigorous studio-based curriculum within an educational environment that encourages critical thinking, collaboration, and speculation.

From interior objects to urban environments, we value architecture as a *disciplined practice*, which we define as a medium to engage the world at a range of scales with conceptual and formal clarity, disciplinary awareness, social agency, and material speculation. We believe that architecture offers ways of making and thinking that enable architects and interior architects to do good in the world through their work. Our shared values enable differences between and among our programs to become opportunities for productive exchange, collaboration, and growth.

Program Overview

Marywood University School of Architecture offers undergraduate professional and pre-professional programs in Architecture and Interior Architecture. These programs emphasize disciplinary knowledge within a broad liberal arts framework, and study abroad opportunities, including

in Florence, Italy.

The professional undergraduate program in Architecture, the Bachelor of Architecture (B.ARCH.), is a five-year curriculum that is intended for students who will pursue a career as a license architecture or advanced study in the field of architecture. The B.ARCH. is the primary architecture degree offered in the School. This degree provides the opportunity for advanced standing into the School of Architecture's Master of Interior Architecture Program

The pre-professional undergraduate program in Architecture, the Bachelor of Environmental Design in Architecture (BEDA), is a four-year curriculum that is intended for students who will pursue a professional master's degree or enter into a related field. The BEDA curriculum follows the B.ARCH. curriculum but with the option to substitute some selected professionally-oriented courses with courses from other areas of the curriculum or other university course offerings.

The professional undergraduate program in Interior Architecture, the Bachelor of Interior Architecture (B.I.A.) is a four-year curriculum that is intended for students who will pursue a career as an interior architect and/or designer or advanced study in the field of interior architecture or architecture. The B.I.A. is the primary interiors degree offered in the School. This degree provides the opportunity for advanced standing into the School of Architecture's Master of Interior Architecture Program

The Center for Architectural Studies

The School of Architecture occupies The Center for Architectural Studies, the spacious, extensively-renovated former Health and Physical Education Building located in the heart of the campus next to the University's highly acclaimed Insalaco Center for Studio Arts. The close proximity of these two places of creative exploration encourages cross-disciplinary learning and discovery, and students in our programs are encouraged to pursue art courses as electives.

The Center for Architectural Studies has been designed to showcase a number of sustainable design features, including a geothermal passive cooling system, daylight harvesting, roof water capture/reuse, and a green roof. The Center features a primary circulation/exhibition area connecting two sides of the campus, two levels of studios, classrooms, shop and digital fabrication facilities, and a

central three-story-high Commons with clerestories that admit abundant natural light throughout the day. The Commons, which runs the entire length of the building and is located on both sides of the building's major cross axis, serves as the building's *agora* (in ancient Greece, the place of public assembly), open, shared, central spaces for exchange among all faculty and students. In this flexible space, learning is dynamic with for formal and informal design critiques, serendipitous encounters, collective discussions, debates, displays, and exhibitions.

Special Features

Design Studios

Architecture education must seek, generate, transfer, and question knowledge with breadth and imagination. The fundamental place of learning is the design studio—long considered the core of an architect's education. It is the place of creative exploration, research and discovery, and the testing of ideas, theories, and concepts. Through a sequence of studio projects, students develop means of critical thinking and a design process that enables them to effectively address various design issues, from problem-solving and aesthetics to building assemblies and environmental systems.

Each student has an individual, custom-made work space designed to accommodate a laptop computer, drawing board, personal storage cabinet for equipment and supplies, and integral pin-up space.

Shop Facilities

The School of Architecture maintains a deeply-rooted commitment to craft, making, and fabrication as a means of understanding the design potential of construction. To support this understanding, well-equipped wood, metal, and digital fabrication shop facilities are available to extend and enrich any design explorations that might begin in the studio and/or the classroom. Studio projects are often formulated to involve the use of these shop facilities to investigate material, form, connection, joinery, detail, and space.

The materials currently used in these facilities include plaster, wax, paper, concrete, wood, composite boards, cardboard, plastic, steel, and aluminum. The shop facilities also include a large CNC router, commercial-grade 3-D printers, laser cutters, spray booth, sandblasting room, and a space for material demonstrations and assembly. Metal shop facilities include an MIG welder, a shear break and roller, bench grinder, bandsaw, angle grinder, 16-ton hydraulic pipe bender, and a manual tubing roller.

All School of Architecture students are allowed access to the shop facilities upon completion of a safety orientation and tool-specific training sessions. The shops are managed by a full-time shop technician, who oversees safety training and skills development and is responsible for machinery maintenance.

CAD Lab

The School's CAD Lab provides computing equipment and facilities for students to explore computational design and digital representation. The 24-seat lab operates with all site licenses required for classroom teaching in basic and advanced digital media classes. Output devices for student use include laser printers, plotters, and scanners.

Study-Abroad Program

The School's Study-Abroad Program is available to advanced upper-level students. The venue for this educationally and culturally enriching program is the International Studies Institute (ISI) in Florence, Italy. Headquartered in the Palazzo Rucellai located in the heart of the historical center of Florence, this program has an international faculty, and design studios are taught by local practicing architects.

Students have opportunities to take courses unique to their foreign experience in Italy while being pertinent to their growth and maturation as architects and designers. Students must apply to this program and be accepted by both Marywood and the ISI.

Studio Reference Library

A reading area surrounded by reference books and monthly periodicals is positioned at one end of the first-floor studios and provides students with immediate access to information materials that augment the University's central Learning Commons.

Student Laptop Program

All first-year Architecture and Interior Architecture students are required to purchase their own laptops for use in the spring semester of the first year of studies. Computers function as important digital tools in the design process, and they have become nearly as omnipresent as textbooks. As computer software becomes more varied and sophisticated—offering programs ranging from two-D drafting and three-D modeling to rendering and energy performance analysis—the computers required to run these programs demand certain specifications for optimal performance. Our laptop requirement is similar to that in many schools of architecture and ensures that students will

be suitably equipped with a flexible, portable means of basic computing in the classroom, dormitory, and/or apartment, as well as in the studio to work on design projects.

For current laptop specifications, please see the School's website.

Additional Enrichment Opportunities

The School of Architecture believes that students must be exposed to ideas, designs and viewpoints occurring beyond the confines of the campus. We are therefore committed to bringing diverse people and ideas to the Marywood campus, while we also introduce our students to new urban/cultural experiences.

To this end, the School of Architecture offers numerous enrichment activities, such as an invited lecture series of prominent architects, interior exhibitions, guest critics, visiting faculty, and field trips to New York, Chicago, Philadelphia, and other locales to expose students to new points of view, cities, building designs, theoretical positions, and a wide range of professional achievements. Together, these opportunities serve to heighten the students' awareness of the built world and the breadth of professional challenges and opportunities they will encounter upon graduation.

Accreditation

Architecture

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a pre-professional undergraduate degree in architecture for admission. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Marywood University School of Architecture offers the following NAAB- accredited degree programs:

B.ARCH. degree (162 credits)

Initial Accreditation: 2016

Next accreditation visit for all programs: 2019

Interior Architecture

Marywood University is accredited by the National Association of Schools of Art and Design (NASAD). The B.I.A. degree in Interior Architecture is included in this accreditation.

Admission and Matriculation

For entering freshmen, a minimum SAT score (Math and Critical Reading) of 1000 and a QPA of 3.00 (on a 4.00 scale) are generally required for admission to the undergraduate program in Architecture.

Design Portfolio

Applicants to any of the School of Architecture's undergraduate programs may submit a Design Portfolio, but it is not specifically required unless otherwise mentioned. However, transfer students to any program in the School of Architecture must submit additional materials, including a portfolio.

Transfer Students

Marywood students who wish to transfer into the School of Architecture degree tracks from other programs within Marywood must have a 3.00 overall QPA on a minimum of 12 credits. If a Marywood student is accepted, the student must complete a "Change of Primary Goal" form available from the Office of Academic Records.

Students from other accredited institutions who wish to transfer into the Architecture programs must have a 3.00 overall QPA on a minimum of 12 credits. Students seeking transfer credit must submit a portfolio and/or other course materials and course work.

Acceptable Academic Standing

A minimum QPA of 2.50 is required in any of the School of Architecture degree tracks for any student to be in good academic standing. Students must have a minimum QPA of 2.33 in their degree tracks' required courses, including program electives, to graduate.

Architecture Degree Tracks

The School of Architecture offers two degree tracks in Architecture:

Track 1: Bachelor of Architecture, B.ARCH.

A five-year professional Bachelor of Architecture degree (B.ARCH.) intended for students who will pursue a career as a licensed architect or advanced study in the field of architecture.

B.ARCH. Program Requirements (Five-year professional degree)

First-year curriculum: 30 Credits

Fall 1

ARCH 110	Foundation Design I	4
ARCH 112	Introduction to the Designed Environment?And Design Thinking	3
RST 112	Modern Belief	3
ENGL 160	Composition and Rhetoric	3
UNIV 100	Living Responsibly in an Interdependent?World	1
		Subtotal: 14

Spring 1

ARCH 120	Foundation Design II	4
ARCH 124	Digital Media I	3
ARCH 125	History and Theory of Architecture I	3
MATH 160	Analysis of Functions (pre-Calculus)	3
		Subtotal: 16

MATH 160: Pre-Calculus

Second-year curriculum: 36 credits

Fall 2

ARCH 210	Design Studio III	6
ARCH 214	Digital Media II	3
ARCH 216	History and Theory of Architecture II	3
PHIL 113	Introduction to Philosophy	3
		Subtotal: 18

Spring 2

ARCH 220	Design Studio IV	6
ARCH 225	History and Theory of Architecture III	3
ENGL 180	Introduction to World Literature	3
PHYS 140	Physics for Architects	3
		Subtotal: 18

Third-year curriculum: 33 credits

Fall 3

ARCH 310	Design Studio V	6
ARCH 313	Building Assemblies	3
SOC 315	Studies in Urbanization	3
PHIL XXX	Philosophy Elective	3
LANGUAGE	Foreign Language I	3
		Subtotal: 18

Spring 3

ARCH 320	Design Studio VI	6
ARCH XXX	Program Elective	3
	Or	
IARC XXX	Program Elective	3
LANGUAGE	Foreign Language II	3
FINE-ARTS	Fine-Arts	3
		Subtotal: 15

FINE ARTS: Choose from ART 218 (Art in the Modern Era); FA 100 (Music, Art and the Contemporary World); FA 102 (Sound and Symbol in the Arts)

Fourth-year curriculum: 33 credits

Fall 4

ARCH 410	Design Studio VII	6
ARCH XXX	Program Elective	3
	Or	
IARC XXX	Program Elective	3
HIST XXX	History Elective	3
PHIL XXX	Philosophy Elective	3
		Subtotal: 18

PHIL XXX: Choose from PHIL 215 (Critical Thinking); PHIL 315 (Ethics); or PHIL 325 (Philosophy of Art)

HIST XXX: Global if Global Requirement has not been fulfilled previously

Spring 4

ARCH 420	Design Studio VIII	6
ENGL XXX	English Elective	3
RST XXX	Religion Elective	3
		Subtotal: 15

ENGL XXX: 300 or 400 level

Fifth-year curriculum: 30 credits

Fall 5

ARCH 450	Design Studio IX (A)	6
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ARCH XXX	Program Elective	3	ENGL 160	Composition and Rhetoric	3
	Or		UNIV 100	Living Responsibly in an Interdependent?World	1
IARC XXX	Program Elective	3			
ARCH 453	History & Theories of Urban Form	3			Subtotal: 14
		Subtotal: 15			
Spring 5			Spring 1		
ARCH 460	Design Studio X (A)	6	ARCH 120	Foundation Design II	4
			ARCH 124	Digital Media I	3
ARCH XXX	Program Elective	3	ARCH 125	History and Theory of Architecture I	3
Or					
IARC XXX	Program Elective	3	MATH 160	Analysis of Functions (pre-Calculus)	3
					Subtotal: 16
ARCH 462	Professional Practice	3			
GE XXX	General Elective	3			
		Subtotal: 15			
			<i>MATH 160: Pre-Calculus</i>		
<i>Note: Recommended: ECON (Basic Economics); ART 223 (Basic Ceramics); ART 226 (Basic Printmaking); ART 262 (Sculpture I); ART 315 A (Basic Photography)</i>			Second-year curriculum: 36 credits		
		Subtotal: 162			

Track 2: Bachelor of Environmental Design in Architecture, B.E.D.A.

A four-year pre-professional Bachelor of Environmental Design in Architecture degree (B.E.D.A.) intended for students who will pursue a professional master's degree or enter a related field.

The commonalities between the disciplines of architecture and interior architecture provide the context for students in Marywood's architecture and interior architecture programs to share professional core and elective courses, including the foundation design studios, as well as, digital media and the history of architecture courses.

All qualified students are accepted into the professional Bachelor of Architecture degree track. Students who wish to enter the pre-professional B.E.D.A. degree may transfer from the B.ARCH. prior to their fourth year.

B.E.D.A. (Four-year pre-professional degree) Program Requirements

First-year curriculum: 30 credits

Fall 1

ARCH 110	Foundation Design I	4
ARCH 112	Introduction to the Designed Environment?And Design Thinking	3
RST 112	Modern Belief	3

ARCH 210	Design Studio III	6
ARCH 214	Digital Media II	3
ARCH 216	History and Theory of Architecture II	3
PHIL 113	Introduction to Philosophy	3
		Subtotal: 18

Spring 2

ARCH 220	Design Studio IV	6
ARCH 225	History and Theory of Architecture III	3
ENGL 180	Introduction to World Literature	3
PHYS 140	Physics for Architects	3
		Subtotal: 18

Third-year curriculum: 33 credits

Fall 3

ARCH 310	Design Studio V	6
SOC 315	Studies in Urbanization	3
LANGUAGE	Foreign Language I	3
		Subtotal: 18

Spring 3

ARCH 320	Design Studio VI	6
ARCH XXX	Program Elective	3
Or		
IARC XXX	Program Elective	3
LANGUAGE	Foreign Language II	3
FINE ARTS	Fine Arts Elective	3
		Subtotal: 15

FINE ARTS: Choose from ART 218 (Art in the Modern Era); FA 100 (Music, Art and the Contemporary World); FA 102 (Sound and Symbol in the Arts)

Fourth-year curriculum: 33 credits

Fall 4

ARCH 410	Design Studio VII	6
PHIL XXX	Philosophy Elective	3
ARCH XXX	Program Elective	3
IARC XXX	Program Elective	3
HIST XXX	History Elective	3

Subtotal: 18

PHIL XXX: Choose from PHIL 215 (Critical Thinking); PHIL 315 (Ethics); or PHIL 325 (Philosophy of Art)

HIST XXX: Global if Global Requirement has not been fulfilled previously

Spring 4

ARCH 420	Design Studio VIII	6
ENGL XXX	English Elective	3
RST XXX	Religion Elective	3

Subtotal: 15

ENGL XXX: 300 or 400 level

Subtotal: 132

Interior Architecture/Design Degree Track

Bachelor of Interior Architecture/Design, B.I.A.

While the architect typically focuses on building form and external profiles, relationships between buildings and landscape, and interior spatial organization and sequence, the interior architect/designer typically focuses on the interior spaces of buildings. Interior architects create the specific character of spaces for human use and enjoyment. As professionals, they must therefore understand the important role of materials, colors, textures, and light in the creation of interior spaces that respond to the physical, social, psychological, and cultural needs of building users. Working with scales that range from that of the object (furniture and light fixtures) to that of the complex whole (ordering systems and spatial sequence), interior architects require a knowledge of the experiential, the tectonic, the technical, and the theoretical.

The commonalities between the disciplines of architecture and interior architecture provides the context for students in Marywood's architecture and interior architecture program to share professional core courses during the first two years of study, including the foundation design studios and digital media and the history of architecture courses.

B.I.A. (Four-year Degree) Program Requirements

First-year curriculum: 29 credits

ARCH 110	Foundation Design I	4
ARCH 112	Introduction to the Designed Environment?And Design Thinking	3
IARC 324	History of Interior Architecture	3
ENGL 160	Composition and Rhetoric	3

Subtotal: 13

Spring 1

ARCH 120	Foundation Design II	4
ARCH 124	Digital Media I	3
IARC 110A	Design Drawing and Color	3
ENGL 180	Introduction to World Literature	3
RST 112	Modern Belief	3

Subtotal: 16

Second-year curriculum: 36 credits

Fall 2

ARCH 210	Design Studio III	6
ARCH 214	Digital Media II	3
IARC 415	Lighting Fundamentals	3
ARCH 215	Transition Studio II	6
PHIL 113	Introduction to Philosophy	3

Subtotal: 18

Spring 2

IARC 220A		6
ARCH 225	History and Theory of Architecture III	3
ENGL XXX	English-above-300	3
SOC XXX	Social Science Elective	3
PSYC XXX	Social Science Elective	3
GE XXX	General Elective	3

Subtotal: 18

Third-year curriculum: 36 credits

Fall 3

IARC 310A	Interior Architecture Studio V	6
IARC 313	Building Structures and Systems	3
LANG XXX	Foreign language I	3
MATH XXX	Mathematics	3
HIST XXX	History Elective	3

Subtotal: 18

HIST XXX: Global if Global Requirement has not been fulfilled previously

Spring 3

IARC 320A	Interior Architecture Studio VI	6
IARC 322A	Materials and Methods	3
LANG XXX	Foreign language I	3
IARC XXX	Program Elective Or	3
ARCH XXX	Program Elective	3
SCIENCE	Science Elective	3

Subtotal: 18

Fourth-year curriculum: 30 credits

Fall 4

IARC 410A	Interior Architecture Studio VII	6
PHIL XXX	Philosophy above 200	3
RST XXX	Religious Studies	3
IARC XXX	Program Elective Or	3
ARCH XXX	Program Elective	3

Subtotal: 15

Spring 4

IARC 420A	Interior Architecture Studio VIII	5
ARCH 462	Professional Practice	3
ART 218	Art in the Modern Era	3
HIST XXX	History Elective	3
DEAN 075	Degree Candidacy	0

Subtotal: 15**Subtotal: 132**

School of Business and Global

Innovation

Faculty

Christopher Speicher, M.B.A., Ph.D., Executive Director and Chairperson

*Mark Choman, M.B.A., Ph.D.

Art Comstock, Ph.D.

*Jack Conway, M.B.A.

*William P. Cusick, M.B.A., C.P.A.

Uldarico Rex Dum Dum, Jr., M.E., M.S., M.B.A., Ph.D., C.M.F.C.

*Dominick Gianuzzi, M.B.A.

*Stuart Frazier, M.B.A.

*Christopher Haran, M.S.

*Dana Harris, M.B.A., Ph.D.

*Stan Kania, M.B.A., Ph.D.

John Kim, M.B.A., Ph.D.

Monica Law, M.E., Ph.D.

*Charles J. Lipinski, M.B.A., D.B.A., C.M.F.C.

*Frank A. Marcin, J.D.

George Marcinek, M.B.A., C.P.A., C.M.F.C.

Joseph A. McDonald, ATP, FE, CFIA&I, MEI, BGI

*Robert McDonald, M.B.A.

*Cheryl Murnin, M.A.

*Anthony D. Nestico, M.B.A., CFI

*Michael O'Brien, J.D.

*Terry O'Brien, M.B.A.

Kerimcan Ozcan, M.S., M.A., Ph.D.

*Paula Ralston-Nenish, M.B.A., C.I.A.

Jenna Tuzze, JD

Amy Washo, M.B.A.

*Marygrace Wilce, M.B.A., C.P.A.

*Michael Williamson, M.B.A., C.P.A.

Theodosia Zayac, M.S.

*Part-time

Mission and Goals

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP), the undergraduate programs within the School of Business and Global Innovation (SBGI) enable students to acquire competencies necessary for a career in a variety of organizations, such as financial services, marketing, aviation, information systems, human resources, and governmental enterprises.

Mission Statement for the School of Business & Global Innovation

The School of Business & Global Innovation at Marywood University is committed to improving the world by

inspiring and equipping students to acquire and develop their leadership competencies to meet the dynamic challenges of a knowledge-based global society and by nurturing values conducive to ethical and socially responsible behavior. Our educational programs promote academic excellence and scholarship through applied, experiential learning techniques that emphasize entrepreneurial solutions to business problems and that foster strong leadership qualities of integrity, accountability, and a disciplined work ethic in service to others.

The program seeks to enable the student to:

1. develop an understanding of key business concepts, while learning to think critically and creatively in the interrelationship between these concepts and the overall aspects of life;
2. develop an understanding of the fundamentals of business and how it relates to society;
3. develop an ability to effectively read, write, and speak and to demonstrate technological literacy;
4. demonstrate professional competence and leadership skills that will be used in meeting the human and business needs of today and are directed toward the well-being of future generations.

Business Program Overview

The Bachelor of Business Administration (B.B.A.) degree is accredited by the Accreditation Council of Business Schools and Programs and can be earned through the SBGI in one of the following majors:

Accounting
 Aviation Management
 Financial Planning
 Management (Concentration available in Hospitality Management)
 Marketing (Concentration in Retail Business Management is also available)

Required Courses for All Business Majors

All students seeking a business degree are required to complete the following courses

BUS 111	Principles of Marketing	3
BUS 123	Management and Career Options	3
BUS 131	Accounting I	3
BUS 132	Accounting II	3
BUS 200	Advanced Computer Tools for Management	3
BUS 234	Principles of Finance	3

BUS 252	Legal Environment of Business/Law I	3
BUS 301	Management Information Systems	3
BUS 312	Operation Management/Quantitative Analysis	3
BUS 341	Organizational Behavior	3
BUS 422	Personnel Management/Human Resources	3
BUS 475A	Portfolio Experience	0
BUS 475B	Portfolio Experience	0
BUS 475C	Portfolio Experience	0
BUS 475D	Portfolio Experience	0
BUS 481	Business Policies and Strategic Planning	3
ECON 100	Basic Economics	3
	Or	
ECON 101	Principles of Economics I	3
	And	
ECON 102	Principles of Economics II	3
MATH 155	Statistics for Behavioral/Social Science	3
PHIL 427	Business Ethics	3
	Or	
PHIL 315	Ethics	3

Subtotal: 45-48

36 Business credit hours—9/12 liberal arts (ECON 100, PHIL 427 and PHIL 427) credit hours.

The student majoring in one of the aforementioned business areas may also elect to pursue a double major or emphasis in another business area. In doing so, the student is required to take at least an additional 15 credits outside his/her major area. The student should consult with his/her advisor for more information.

All Business Majors

All students in the program will take: ECON 100: Basic Economics, or both ECON 101: Principles of Economics I and ECON 102: Principles of Economics II, which fulfills the Social Science requirement within the Liberal Arts

core. MATH 155 fulfills one of the liberal arts requirements in Category III.

Aviation Management Majors

Aviation Management majors are encouraged to take ENVS 212 as their Science requirement in Category I. All Business students are encouraged to take BUS 380, Ethical Leadership and Corporate Responsibility, as a business elective.

Recommended Curriculum in Each Major

The recommended curriculum in each major area is available in curriculum guide format for the four-year period and can be obtained in the SBGI Office.

Internship Program

All SBGI students are strongly urged to take advantage of the excellent opportunities in work experience provided by the corporations and organizations that have agreed to participate in the internship program. This outstanding on-the-job training experience gives students a chance to utilize skills developed in the formal classroom. Students can register for the internship during their junior or senior years; however, their QPA in their major must be at least 2.75, unless approved by the Executive Director.

Accounting and Finance students may have to do their internships during the spring semester of their senior year. However, the internship requirement may be waived by the Executive Director if there is evidence that it may create a student hardship.

Students transferring from other colleges/universities, upon acceptance, will be required to complete a minimum of 30 credit hours in the School of Business and Global Innovation at the Marywood campus.

Business Degrees

B.B.A. Degree Requirements

Degree Requirements	Major	Core	Elective	To Graduate
Accounting	66	46	8	120
Airport/Aviation Mgmt.	63	46	11	120
Pilot/Flight Op.	63/66	46	8	120
Financial Planning	63	46	11	120
Management	63	46	11	120
Marketing	63	46	11	120

Accounting, Bachelor of Business Administration

Program Requirements for Accounting Majors (66 credits)

Students majoring in Accounting are required to complete a minimum of 66 semester hours in SBGI courses (with six credits in Economics recommended*).

Options are provided for the 150-hour CPA requirements as qualified students can enroll in graduate courses in their senior year and continue toward an MBA degree. The following courses are required of Accounting majors:

BUS 253	Business Law II	3
BUS 320	Corporate Financial Analysis	3
BUS 331	Intermediate Accounting I	3
BUS 332	Intermediate Accounting II	3
BUS 333	Cost Accounting	3
BUS 334	Federal Taxation	3
BUS 433	Auditing Principles and Procedures	3
BUS 436	Advanced Accounting	3
BUS 437	Taxation of Business Entities	3
BUS 451	Business Internship	3

Subtotal: 30

**Consult your advisor for specific requirements.*

Aviation Management (Two Tracks), Bachelor of Business Administration

Program Requirements for Aviation Management

Majors (63-69 credits)

Students in Marywood University’s Aviation Management Program prepare for careers in various managerial positions available with commercial airlines and/or as commercial pilots.

The students begin flying in their first semester. The flight training is done through a Federal Aviation Administration (FAA) approved, 141-flight training school, conveniently located nearby to Marywood’s campus. Students who have previously completed their flight ratings at another collegiate institution may receive credits for each of the ratings achieved. Students will pay for flight training on a per-hour basis. Information regarding specific program fees is available through the University Admissions Office or the SBGI Office at Marywood University.

Students majoring in Aviation Management are required to complete 63-69 credits in the School of Business and Global Innovation.

The general business core and the courses required in either track selected are part of the program requirements. These tracks are as follows:

Airport/Airline Management Track

This track requires three credits of internship along with the following course requirements:

BUS 141	Aeronautical Theory - Private Pilot?Ground	3
BUS 142	Aeronautical Theory - Instrument Ground	3
BUS 255	Airline Management	3
BUS 256	Commercial Aviation Safety	3
BUS 342	Airport Operations Management	3
BUS 343	Airline Scheduling & Logistic Management	3
BUS 344	Airport/Airline Security	3
BUS 352	Aviation Law	3
BUS 451A	Internship I - Aviation Management	3
BUS	Business Elective	3

Subtotal: 27

Professional Pilot/Flight Operations Track**

BUS 141	Aeronautical Theory - Private Pilot?Ground	3
BUS 142	Aeronautical Theory - Instrument Ground	3
BUS 243	Aeronautical Theory - Commercial Ground	3

BUS 141A	Private Pilot Practicum I	1
	And	
BUS 141B	Private Pilot Practicum II	1
BUS 142A	Instrument Flight Practicum I	1
	And	
BUS 142B	Instrument Flight Practicum II	1
BUS 347A	Commercial Flight Practicum I	2
	And	
BUS 347B	Commercial Flight Practicum II	2
	And	
BUS 347C	Commercial Flight Practicum III	1
	Multi-Engine Flight Rating	1
	Certified Flight Instructor Rating	2
BUS 240	Advanced Aircraft Systems	3
BUS 255	Airline Management	3
BUS 256	Commercial Aviation Safety	3
BUS 351	Aerodynamics	3
BUS 352	Aviation Law	3

Subtotal: 33-36

NOTE: Residents of Pennsylvania may apply for scholarships through the Aviation Council of Pennsylvania.

BUS 141, BUS 142, BUS 243, BUS 141A, BUS 141B, BUS 142A, BUS 142B, BUS 347A, BUS 347B and BUS 347C: Successful completion of the FAA exams.

Multi-Engine Flight Rating and Certified Flight Instructor Rating: Optional rating.

***Credit may be awarded to students who are accepted into the program and have successfully completed their ratings at another collegiate institution.*

Financial Planning, Bachelor of Business Administration

Program Requirements for Financial Planning Majors (63 credits)

The Financial Planning major prepares students for a financial career in large corporations, small businesses, banks, brokerage firms, insurance companies, and many more. At the undergraduate level, the most common job market entry level position is as a financial or credit analyst. Ultimately, though, the Financial Planning major

provides students with the analytical tools to handle a variety of finance and business functions.

The student majoring in Financial Planning is required to complete 63 semester hours in the core Business classes and the following major courses:

BUS 320	Corporate Financial Analysis	3
BUS 322	Personal Financial Planning	3
BUS 323	Money and Banking	3
BUS 325	Investment and Portfolio Management	3
BUS 334	Federal Taxation	3
BUS 432	Accounting for Management	3
BUS 445	Advanced Topics in Financial Planning	3
BUS 451	Business Internship	3
BUS 471	International Finance	3

Subtotal: 27

Management (Two Tracks), Bachelor of Business Administration

Program Requirements for Management Majors (63-64 Credits)

The Management degree prepares students for managerial and administrative careers in all types of organizations. In addition to the general management track, students may opt for a Management concentration track in either Hospitality Management or Health Services Administration.

The student majoring in Management is required to complete 63-64 credits in the School of Business and Global Innovation, including the Business core and the following required classes (9 credits):

BUS 370	International Business Management	3
BUS 424	Managerial Decision-Making	3
BUS 461	The Leadership Process in the Global Marketplace	3

Management Track

The broadest concentration track provides students with knowledge and skills in all areas of the managerial process, and the classes cover a variety of topics relevant to running a business and leading multiple types of organizations.

The following courses are required (18 credits):

BUS 306	Electronic Commerce	3
BUS 323	Money and Banking	3
BUS 380	Ethical Leadership and Corporate	3

Social Responsibility

BUS 425	Entrepreneurship and Small Business Operations	3
BUS 378	Or	3
BUS 379	Or	3
BUS 432	Accounting for Management	3
BUS 451	Business Internship	3
BUS	Business Elective	3

Hospitality Management Track

The concentration in Hospitality Management prepares students to perform managerial-level jobs in service organizations that have lodging and/or food service components, including hotels, resorts, tourism, restaurants, recreation industries, school districts, and hospitals.

In addition to the nine-credit Management core, Hospitality Management students are required to complete the following 19 credits:

BUS 122	Introduction to Hospitality	3
BUS 245	Front Office Management	3
BUS 319	Dimensions of Tourism	3
BUS 427	Banquet and Convention Management	3
BUS 451	Business Internship	3
ND 103	Basic and Culinary Foods	2
ND 138	Food and Safety	1

Marketing, Bachelor of Business Administration

Program Requirements for Marketing Majors (63 credits)

The Marketing major will be exposed to aspects of the ever-changing, multifaceted world of marketing. Upon graduation, students will be prepared for opportunities in a wide array of marketing, management, and retailing positions.

The student majoring in Marketing is required to complete 63 semester hours in the School of Business and Global Innovation, including the following:

BUS 112	Principles of Salesmanship	3
BUS 212	Advertising	3
BUS 306	Electronic Commerce	3
BUS 314	Marketing Management	3

BUS 315	International Marketing	3
BUS 413	Marketing Research	3

In addition, select three (3) of the following:

BUS 113	Retail Management	3
BUS 213	Consumer Behavior	3
BUS 215	Survey of Visual Display and Design	3
BUS 317	Theories of Retail Buying	3
BUS 380	Ethical Leadership and Corporate Social Responsibility	3
BUS 451	Business Internship	3
BUS 461	The Leadership Process in the Global Marketplace	3
BUS 480	Women in Management	3

Subtotal: 27

Business Minors for Non-Business Majors (Business or Forensic Accounting)

The student whose major is in a department other than the School of Business and Global Innovation may elect to have a minor in Business or in Forensic Accounting. A student seeking a minor must achieve a minimum GPA of 2.33 in all Business courses taken. Prior approval of courses is required for transfer for a minor. At least 50 percent or more of the credits must be completed at Marywood University.

Business Minor (18 credits)

For a minor in Business, the student will take a total of 18 credits as follows:

BUS 111	Principles of Marketing	3
BUS 123	Management and Career Options	3
BUS 131	Accounting I	3
BUS 200	Advanced Computer Tools for Management	3
BUS 252	Legal Environment of Business/Law I	3

Plus one of the following with the approval of the chairperson:

BUS 132	Accounting II	3
BUS 306	Electronic Commerce	3
BUS 380	Ethical Leadership and Corporate Social Responsibility	3
BUS 422	Personnel Management/Human Resources	3
BUS 424	Managerial Decision-Making	3

BUS 425	Entrepreneurship and Small Business Operations	3
BUS 461	The Leadership Process in the Global Marketplace	3

Forensic Accounting Minor (18 credits)

For a minor in Forensic Accounting, the non-Business major must take a total of 18 credits as follows:

CJ 100	Introduction to Criminal Justice	3
CJ 224	Criminal Investigation	3
BUS 130	Introduction to Accounting Or	3
BUS 131	Accounting I And	3
BUS 132	Accounting II	3
BUS 331	Intermediate Accounting I	3
BUS 332	Intermediate Accounting II	3
BUS 433	Auditing Principles and Procedures	3

School of Education

Faculty

Amy Paciej-Woodruff, Ph.D., Director
 Tammy Brown, Ph.D.
 Wendelin Brown, J.D.
 Mark Murphy, Ph.D.
 Sandy Pesavento, Ed.D.
 Rebecca J. Sesky, M.S.
 Linda Skierski, M.S.
 Jay Starnes, Ed.D.
 Rachel Stevens, Ph.D.

Program Overview

Faculty members from programs across the university cooperate in the Teacher Education Program, specifically in the subject area methodology and the supervision of student teaching.

Goals

Marywood's Teacher Education Program prepares beginning teachers to succeed in a variety of school settings. The School offers teacher preparation programs in early childhood and elementary education, Pre-Kindergarten (PK) – 4, and special education PK-8 and 7-12. Additionally, the School cooperates with other departments to offer the professional education

components for prospective teachers in Music or Spanish in grades PK-12 and for prospective teachers in Biology, Communication Arts (Theater Education), English, Mathematics, and Social Studies in secondary grades 7-12.

Teacher Education Programs complement the University's Undergraduate Core Curriculum, especially as it fosters the development of creative and responsive leadership and service to others in personal and professional life.

Conceptual Framework for Teacher Education at Marywood University

Teacher education at Marywood University distinguishes itself from any other colleges or universities through its Conceptual Framework—principles that steer curricula and classroom fieldwork:

We believe that faculty and prospective educators should be liberally educated professional persons who can effectively communicate with students, colleagues, and parents. The faculty model and hold themselves responsible for designing, implementing, and evaluating instruction that promotes for all students the mastery of a dynamic body of knowledge; creativity; problem solving; active learning; intellectual excitement; lifelong reflective learning; cooperation and collaboration; responsible work habits; wellness; respect for and integration of individual, group and cultural differences; and civic responsibility for an interdependent and just world. The Faculty strives to promote learning in a developmentally appropriate, technologically rich, and affirming environment.

To prepare prospective educators to realize the vision presented in the conceptual framework, the Teacher Education Programs seeks to develop experiences that allow all teacher candidates to develop the competencies articulated by the Interstate Teacher Assessment and Support Consortium Standards (INTASC, PA Chapter 354) as follows:

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences

and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical

Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Danielson Framework

The School of Education utilizes the Danielson Framework in our teacher preparation program to guide evaluation of standards and competencies. Pennsylvania has adopted Charlotte Danielson's Framework for Teaching as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility: Domain 1: Planning and Preparation; Domain 2: The classroom Environment; Domain 3: Instruction; and Domain 4: Professional Responsibilities. (Danielson, 2011)

Special Features

The School's programs are approved by the Pennsylvania Department of Education and accredited by the Council for the Accreditation of Educator Preparation (CAEP), having met National Council for Accreditation of Teacher Education (NCATE) standards.

The Pennsylvania Department of Education (PDE), charged with approving all teacher education certification programs, continually reviews/revises Teacher Certification Program Guidelines, which may necessitate curriculum changes at Marywood University.

Initial Admission

Applicants must meet the prevailing SAT minimum score requirement policy for all teacher education programs. **The minimum QPA requirements discussed in this section for admission to the program, student teaching approval, recommendation for certification and graduation are subject to change based on minimums established by the Pennsylvania Department of**

Education.

Upper Level Admission, Retention

The Pennsylvania Department of Education directs that applicants may not be formally admitted to an initial professional educator preparation program before completion of 48 semester credit hours or the full-time equivalent of college level study. Students make formal application for upper level teacher education courses as they complete 48 credits, often in the second semester of the sophomore year.

Requirements are as follows:

1. application;
2. recommendation from two faculty;
3. cumulative overall QPA of 3.00 minimum;
4. completion of 6 credits of college level math and 6 credits of college level English (3 credits in composition, 3 credits in literature);
5. speech/hearing/communication screening;
6. evidence of ongoing field experience with minimum of 40 hours (NOTE: Act 34/Act 151 clearances and FBI fingerprints are required for field experience participation);
7. interview with faculty and practitioners;
8. passing scores on basic skills tests in reading, writing, and math;
9. character reference;

Student teaching approval requires:

1. completion of all admission procedures specified above;
2. completion of at least 190 hours of field experience, appropriately distributed over scope of sequence;
3. completion of all prerequisite coursework;
4. minimum QPA of 3.00 overall;
5. minimum QPA of 3.00 in the major and also in the professional education sequence for secondary/K-12; Elementary Education majors need a QPA of 3.0 in the major and also in the areas of certification;
6. continuing recommendation of major department;

Mantoux test (formerly TB), FBI fingerprint, criminal background, child abuse clearance, and other clearances specified locally.

Recommendation for certification requires:

1. attainment of a Bachelor's Degree;
2. completion of program in education including satisfactory rating on student teaching evaluation (3.00 minimum QPA);
3. completion of major (3.00 QPA).
4. Passing scores on state licensing test, Praxis II, or PECT, depending on teaching subject area (involving fees to testing agency).

Pennsylvania licensure requires:

1. minimum of a Bachelor's Degree;
2. successful completion of an approved certification program;
3. satisfactory rating on student teaching evaluation;
4. passing scores on state licensing test, Praxis II or PECT, depending on teaching subject area;
5. online application for certification to the PA Department of Education at www.pde.state.pa.us, with required fees, etc.;
6. additional evidence, as may be required, regarding citizenship, freedom from substance addiction, absence of criminal record, code of conduct oath, etc.

State requirements existing at the time of application for certification will apply. Hence, students are advised to seek certification immediately upon completion of a program regardless of their future plans.

Currently, there are Interstate Agreements in place for those with a PA Instructional certificate. The Agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one state to earn a certificate or license in another state. Receiving states may impose certain special requirements or use different licensing tests. The continuing NCATE/CAEP accreditation earned by Marywood is a major advantage for licensure in many states.

Teacher Education Handbook

The Teacher Education Handbook provides essential information as a supplement to the official Marywood

University Catalog. Students should consult the handbooks on teacher education competencies/dispositions, procedures, field experience, and student teaching.

Transfer Students

Students transferring into Education from another program within Marywood or from other institutions must have a 3.00 overall QPA on a minimum of 12 credits.

Transfer students in all teacher education programs should arrange an appointment with the chairperson of the Education Department and with the Director of Professional Field Experience immediately upon arrival.

Field Experience

Education certification candidates in all programs must maintain continuous registration for field experience and sign up each semester in the Office of Professional Educational Field Experience. Clearances (Criminal Background, Child Abuse Clearance; FBI Fingerprints, Mantoux test, and others required locally) must be current and on file in the Field Experience Office throughout field placement and Student Teaching semesters.

Beginning in the first year, a pre-professional phase consists of exploration of education as a profession and the building of a commitment to teaching. Experiences with children are begun through assigned observation in local schools.

Level I Field Experience

The first independent field experience placement typically happens during the teacher candidate's second through fourth semesters at Marywood University. A three-hour block of time each week is required at the assigned school. In the early field experience placements, the candidate performs tasks that are considered legally permissible for the teacher's aide.

Level II Field Experience

Teacher candidates, generally by junior year, are more involved in the classroom activity. Candidates at this level are enrolled in supervised practicum courses. Second level field experience students are to engage in specific activities such as developing learning activities and participating in team teaching. Activities completed at this placement level are related to the objectives of the upper level methods courses in which they are currently enrolled.

Student Teaching

Student teaching is the focal point of the total teacher-

preparation program during which both the cooperating teacher and university supervisor play important mentor roles. The prospective teacher is assigned as a full-time student teacher for one semester, ordinarily during the last year. This typically will include two placements representative of all content and levels of the certificate involved. Placements are made by the Director of Professional Education Field Experience and are within an established radius from the University. No courses can be taken during this semester except those directly supporting the student teaching experience, such as SPED 300 Curriculum Adaptations and EDUC 498B Student Teaching Seminar.

Although every effort is made to accommodate transportation needs, students should anticipate local travel expenses related to field experiences throughout the program.

Education Degrees

Degree Requirements

	Major	Core	To Graduate
Early Childhood and Elementary Education (PK-4)	78.5	43-46	124.5
Special Education (PK-8) with dual certification (PK-4)	89	43-46	135
Special Education (7-12) with dual certification in Math (7-12) or English (7-12)	91	43-46	137

Early Childhood and Elementary Education (PK-4), Bachelor of Science

Early Childhood and Elementary Education (PK-4) Majors (78.5 credits-89 credits—Available independently or as dual certification with Special Education)

The curriculum requirements discussed in this section are subject to change, based on guidelines and the program approval process established by the Pennsylvania Department of Education.

The program prepares prospective early childhood educators who have a desire to specialize in working with children from birth through age nine in a variety of

programs, including preschool, PK, and elementary K-4 classrooms. The Early Childhood and Elementary Education program is a unique program that blends the historical and philosophical perspectives of early childhood education and research and practice in the field in order to give prospective teachers the knowledge and skills required to work in inclusive classroom settings.

This program also gives students the opportunity to pursue dual certification in special education.

The curriculum requirements are:

EDUC 00_		0
EDUC 004A		0.5
	Or	
EDUC 004B		0.5
EDUC 005A		1
EDUC 005B		1
PSYC 214	Child Development	3
SPED 100	Characteristics of Students With Mild/Disabilities	3
EDUC 108	Orientation to Early Childhood Education	3
EDUC 300	Early Childhood Curriculum I	3
EDUC 301	Early Childhood Curriculum II	3
EDUC 302	Child in the Family	3
EDUC 309F	Elementary Curriculum and Instruction: Math	3
EDUC 309G	Elementary Curriculum and Instruction: Science	3
EDUC 309H	Elementary Curriculum and Instruction: Social Studies	3
EDUC 309L	Children's Lit for P-4 Teachers	1.5
EDUC 309M	Elementary Curriculum & Instruction: language and Literacy I	4
EDUC 309N	Elementary Curriculum & Instruction: language and Literacy II	3
EDUC	Educational Psychology	3

311			
SPED	Curriculum Adaptations	3	
300			
SPED	Assessment and Planning for	3	
350	Young?Children		
SPED	Behavior and Classroom	3	
367	Management		
SPED	Secondary Programming and	3	
362	Career?Education		
EDUC	Meth Assessment/ESL	3	
461			
SPED	Diagnostic	3	
352	Evaluation/Prescriptive?Teaching-		
	Phase II		
EDUC		9	
442			
EDUC	Special Topics in Student Teaching	1	
498B			

EDUC 00_: ongoing

PSYC 214: Prerequisite to *EDUC 311*

EDUC 004A and EDUC 004B: taken with *EDUC 300/301*

EDUC 005A, EDUC 005B, EDUC 309F, EDUC 309G, EDUC 309H, EDUC 309L, EDUC 309M, EDUC 309N, SPED 367 and EDUC 442: Upper-level course: requires successful completion of sophomore screening

SPED 300: Course taken with student teaching

Additional Liberal Arts Credits

BIOL 110	Principles of Biology	3	
BIOL 110L	Principles of Biology	1	
	Laboratory		
COMM 101	Public Speaking and	3	
	Presentation		
MATH 120	Mathematics in the Liberal	3	
	Arts		
SSCI 201	Introduction to Social	3	
	Sciences		

Students may elect to enroll in a dual certification program with special education PK-8 and would take the following additional courses:

SPED 350A	Practicum I: Birth - Grade 3	1	
SPED 352B	Practicum II: Grades 4-6	1	
SPED 400	The Law and Special	3	
	Education		
EDUC 420	Universal Design for	3	
	Learning		

SPED 350A: PK-3

SPED 352B: 3-8

SPED 352B: Upper-level course: requires successful completion of sophomore screening

Field experience begins in the first year and culminates with the student teaching experience. Students have the opportunity to work in a variety of settings including early intervention programs, home-based programs, preschool/day care programs, and elementary (K-4) classrooms in urban, rural, and suburban locations.

The Fricchione Day Care Center, on campus, serves children from infancy through Pre-Kindergarten and can be used for field experience by students in the ECE program.

Students may also elect to enroll in a dual certification program. These lead to teacher certification in special education (PK-8) and early childhood education (PK-4) or in special education (7-12) and secondary education (7-12).

In order to graduate with a Bachelor of Science in Early Childhood and Elementary Education, students must complete all required liberal arts and major courses, with a minimum QPA of 3.00 overall and in the major. Additionally, they must undertake student teaching experiences. Student teaching is evaluated as satisfactory/unsatisfactory. In order to graduate, students must earn a satisfactory grade in both placements.

Secondary and PK-12 Certifications

Secondary and PK-12 Certifications (Variable credits)

The curriculum requirements discussed in this section are subject to change, based on guidelines established by the Pennsylvania Department of Education.

Secondary (7-12) certification is available in:

Biology
Mathematics
Communications
Theater Education
English Social Studies

All grades (PK-12) certification is available in:

Music
Spanish

The prospective teacher seeking secondary or all-grades certification in any area should be guided by the Chairperson of the major discipline and by the Education Department Chairperson.

The general professional education requirements for secondary or PK-12 certification are:

EDUC 00_	0
EDUC 005D	1

EDUC 100	Introduction to Education	1
EDUC 101	Introduction to Education	0.5
PSYC 251	Developmental Psychology	3
	Or	
PSYC 252	Psychology of Adolescence	3
EDUC 311	Educational Psychology	3
EDUC 411A	Effective Instructn Secondary/PK-12 Ed?K-12 Education	3
Various	Curriculum methods and materials in the major discipline	
SPED 100	Characteristics of Students With Mild?Disabilities	3
SPED 367	Behavior and Classroom Management	3
EDUC 414	Social Foundations of Education	3
EDUC 461	Meth Assessment/ESL	3
SPED 300	Curriculum Adaptations	3
EDUC 442		9
EDUC 498B	Special Topics in Student Teaching	1

EDUC 00_: ongoing

PSYC 251: taken by PK-12 candidates

PSYC 252: taken by 7-12 candidates

PSYC 251 and PSYC 252: prerequisite to EDUC 311

EDUC 005D, EDUC 311, EDUC 411A, SPED 367, EDUC 414, EDUC 461 and EDUC 442: Upper-level course: requires successful completion of sophomore screening

SPED 300: Course taken with student teaching

Various: variable in title, number, and credit, taken in major department

Program requirements for the concentration areas are listed in the Undergraduate Teacher Education Handbook.

Curriculum Requirements for the Special Education Degree

Special Education candidates elect to teach at the PK-8 or 7-12 grade level. The major in Special Education is not a stand-alone certification at this time; it requires dual certification with early childhood PK-4 or a secondary content area (grades 7-12).

Special Education PK-8 with Grades PK-4, Bachelor of Science

Special Education PK-8 Majors with Dual Certification in Early Childhood Grades PK-4 (89 credits)

Required Courses:

SPED 100	Characteristics of Students With Mild?Disabilities	3
SPED 300	Curriculum Adaptations	3
SPED 350	Assessment and Planning for Young?Children	3
SPED 352	Diagnostic Evaluation/Prescriptive?Teaching-Phase II	3
SPED 352B	Practicum II: Grades 4-6	1
SPED 362	Secondary Programming and Career?Education	3
SPED 367	Behavior and Classroom Management	3
SPED 400	The Law and Special Education	3
EDUC 420	Universal Design for Learning	3

SPED 352B: Grades 3-8

SPED 352, SPED 352B, SPED 362, SPED 367 and SPED 400: Upper-level course: requires successful completion of sophomore screening

SPED 300: Course taken with student teaching

Special Education PK-8 with Grades PK-4 requires the following courses in addition to the Special Education PK-8 credits listed above:

EDUC 00_		0
SPED 350A	Practicum I: Birth - Grade 3	1
EDUC 004A		0.5
EDUC 004B		0.5
EDUC 005A		1
EDUC 005B		1
EDUC 100	Introduction to Education	1
EDUC 101	Introduction to Education	0.5
PSYC 214	Child Development	3
EDUC 108	Orientation to Early Childhood Education	3

EDUC 300	Early Childhood Curriculum I	3	SPED	Curriculum Adaptations	3
EDUC 301	Early Childhood Curriculum II	3	300		
EDUC 302	Child in the Family	3	SPED	Diagnostic	3
EDUC 309F	Elementary Curriculum and Instruction: Math	3	352	Evaluation/Prescriptive Teaching-Phase II	
EDUC 309G	Elementary Curriculum and Instruction: Science	3	SPED	Secondary Programming and Career Education	3
EDUC 309H	Elementary Curriculum and Instruction: Social Studies	3	SPED	Practicum III: Grades 7-12	1
EDUC 309M	Elementary Curriculum & Instruction: language and Literacy I	4	SPED	Behavior and Classroom Management	3
EDUC 309N	Elementary Curriculum & Instruction: language and Literacy II	3	SPED	The Law and Special Education	3
EDUC 311	Educational Psychology	3	400		
EDUC 461	Meth Assessment/ESL	3	EDUC	Universal Design for Learning	3
EDUC 442		9	420		
EDUC 498B	Special Topics in Student Teaching	1			

EDUC 00_: ongoing

SPED 350A: PK-3

PSYC 214: prerequisite to *EDUC 311*

EDUC 442: 1 of 2 placements is in a *SPED* setting

EDUC 005A, EDUC 005B, EDUC 309F, EDUC 309G, EDUC 309H, EDUC 309M, EDUC 309N and EDUC 442: Upper-level course: requires successful completion of sophomore screening

Additional Liberal Arts Credits

BIOL 110	Principles of Biology And	3			
BIOL 110L	Principles of Biology Laboratory	1			
COMM 101	Public Speaking and Presentation	3			
MATH 120	Mathematics in the Liberal Arts	3			
SSCI 201	Introduction to Social Sciences	3			

Special Education 7-12 with Math 7-12 or English 7-12 Certification

Special Education 7-12 Majors with Dual Certification in Math (7-12) or English (7-12) (91 Credits)

Required Courses:

SPED 100	Characteristics of Students With Mild/Disabilities	3			
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SPED 362C: for Grades 7-12 only

SPED 352, SPED 362, SPED 362C, SPED 367 and SPED 400: Course requires successful completion of sophomore screening

SPED 300: Course taken with student teaching

Special Education 7-12 with secondary Math or English 7-12 requires the following courses as well as the major concentration in either math or English, in addition to the Special Education 7-12 credits listed:

EDUC 00_		0			
EDUC 005D		1			
EDUC 100		0.5			
EDUC 101	Introduction to Education	0.5			
PSYC 252	Psychology of Adolescence	3			
EDUC 411A	Effective Instruction Secondary/PK-12 Ed/K-12 Education	3			
EDUC 414	Social Foundations of Education	3			
RED 526		3			
EDUC 461	Meth Assessment/ESL	3			
EDUC 442		9			
EDUC 498B	Special Topics in Student Teaching	1			

EDUC 00_: ongoing

SPED 300: Course taken with student teaching

PSYC 252: prerequisite to *EDUC 311*

EDUC 442: 1 of 2 placements will be in a *SPED* setting

EDUC 005D, EDUC 411A, EDUC 414, RED 526 and EDUC 442: Course requires successful completion of sophomore screening

In order to graduate with a Bachelor of Science in Special

Education, students must complete all required liberal arts, content area, and special education major coursework with a minimum QPA of 3.00 overall and in the content area and major.

Five-Year Bachelor's to Master's Programs in Education

Five-Year Degree Options in Education

Marywood University offers a five-year program leading to a Bachelor of Science Degree in Early Childhood/Elementary Education and Special Education and a Master of Science Degree in Reading Education.

Students can earn both degrees in as little as five years with multiple teacher certifications in the areas of Grades PK-4, Special Education PK-8, and Reading Specialist K-12. Successful students will have flexibility in choosing career opportunities and will be prepared to teach in a special education setting or accept a teaching assignment in a regular early education placement, or as a building or district reading specialist.

Undergraduate education requirements are:

EDUC 00_		0
EDUC 004A		0.5
EDUC 004B		0.5
EDUC 005A		1
EDUC 005B		1
EDUC 100	Introduction to Education	1
EDUC 101	Introduction to Education	0.5
PSYC 251	Developmental Psychology	3
SPED 100	Characteristics of Students With Mild/Disabilities	3
EDUC 108	Orientation to Early Childhood Education	3
EDUC 300	Early Childhood Curriculum I	3
EDUC 301	Early Childhood Curriculum II	3
EDUC 302	Child in the Family	3
EDUC	Elementary Curriculum and	3

309F	Instruction: Math	
EDUC 309G	Elementary Curriculum and Instruction: Science	3
EDUC 309H	Elementary Curriculum and Instruction: Social Studies	3
RED 524A		4
RED 526		3
EDUC 311	Educational Psychology	3
EDUC 420	Universal Design for Learning	3
SPED 300	Curriculum Adaptations	3
SPED 350	Assessment and Planning for Young Children	3
SPED 350A	Practicum I: Birth - Grade 3	1
SPED 352	Diagnostic Evaluation/Prescriptive Teaching-Phase II	3
SPED 352B	Practicum II: Grades 4-6	1
SPED 362	Secondary Programming and Career Education	3
SPED 367	Behavior and Classroom Management	3
SPED 400	The Law and Special Education	3
EDUC 461	Meth Assessment/ESL	3
EDUC 442		9
EDUC 498B	Special Topics in Student Teaching	1
<i>EDUC 00_: ongoing</i>		
<i>EDUC 004A, EDUC 004B: taken with EDUC 300/031</i>		
<i>PSYC 251: prerequisite to EDUC 311</i>		
<i>SPED 350A: PK-3</i>		
<i>SPED 352B: Grades 3-8</i>		
EDUC 005A, EDUC 005B, EDUC 309F, EDUC 309G, EDUC 309H, RED 524A, RED 526, SPED 352, SPED 352B, SPED 362, SPED 367, SPED 400 and EDUC 442: Upper-level course: requires successful completion of sophomore screening		
Additional Liberal Arts Credits		
BIOL 110	Principles of Biology And	3
BIOL 110L	Principles of Biology Laboratory	1

COMM 101	Public Speaking and Presentation	3	RED 526	3	
MATH 120	Mathematics in the Liberal Arts	3	EDUC 554	3	
SSCI 201	Introduction to Social Sciences	3	EDUC 461	Meth Assessment/ESL Or	3
			EDUC 561	3	

NOTE: Course taken with student teaching
Students easily transition from the undergraduate phase of study to the graduate phase, given that they maintain the appropriate grade point average and stay on track with courses.

RED 426, RED 526, EDUC 461, EDUC: 561: Students intending to pursue the Master of Arts in Teaching with certification after earning a Bachelor's Degree must complete the graduate (500-level) course options which are scheduled in the senior year. Students must achieve a 3.00 GPA for successful completion of this minor.

Graduate education requirements are:

RED 530	3
RED 533	3
RED 540	3
RED 542	3
EDUC 502	3
EDUC 554	3
EDUC 501	3
RED 555	0
RED 546	3

Education Minor

Education Minors (18 credits)

An 18-credit education minor is available to all university undergraduate students. The minor offers value to all majors in developing the knowledge and skills that give an advantage in teaching and leadership roles in industry and business, on teams and projects, with managing others, and for preparing instruction or communications for customers and consumers.

Required Courses:

EDUC 004G	0	
PSYC 251	Developmental Psychology	3
	Or	
PSYC 252	Psychology of Adolescence	3
EDUC 00_		0
SPED 100	Characteristics of Students With Mild?Disabilities	3
EDUC 00_		0
EDUC 414	Social Foundations of Education	3
RED 426	Teaching Content Area Reading	3
	Or	

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*Cor Mariae Pro Fide et Cultura

Courses

ARCH-Architecture

ARCH 100 - Design Your Future (3)

Architecture and Interior Architecture combine the practical concerns of building with the artistic freedom of design. The Design your Future program at Marywood University offers high school students a significant first experience in architectural education. The program gives the students an opportunity to participate in the process of design and to develop the basic tools of imagination and expression. This course will be online, and synchronous sessions will include drawing and model making demonstrations, lectures, digital design software tutorials, reading discussions, discussions, student presentations, and student design project evaluations with guest critics. There is an organized activity for the students to participate in each evening, and two TA's available to assist students with daily assignments.

ARCH 102 - Foundation Design II (4)

Building on the design concepts and exploratory techniques of ARCH 101, this studio emphasizes the acquisition of additional graphic skills and critical design thinking. Students will gain increased awareness of the various scales at which design principles operate. Design process and refined aesthetic judgment become integral objectives of each project.

ARCH 102L - Foundation Design II Lab (0)

Building on the design concepts and exploratory techniques of ARCH 101, this studio emphasizes the acquisition of additional graphic skills and critical design thinking. Students will gain increased awareness of the various scales at which design principles operate. Design process and refined aesthetic judgment become integral objectives of each project.

ARCH 103 - Florence Drawing Workshop (1)

This drawing workshop based in Florence, Italy during the University's Spring Break, provides a supplement to

ARCH 102. Students will be exposed to the rich architectural and cultural experiences that the city offers. Emphasis is on on-site sketching, analytic drawing and the diagramming of both buildings and urban spaces.

ARCH 110 - Foundation Design I (4)

An introduction to the fundamental principles of two-dimensional and three-dimensional design. With an emphasis on the visual and physical properties of shape and form, design strategies and their implications will be explored through a number of sequential studio projects. Drawing (freehand and mechanical), models, collage, and photography will serve as individual means of exploration, discovery, and presentation. Lectures and readings will supplement the studio projects. Normally offered in Fall semester only.

Offered: Fall.

ARCH 111 - Introduction to the Designed Environment (1)

An introduction to the designed environment that we all inhabit. Emphasis is on design literacy, with a focus on the presentation and discernment of fundamental principles of design and how they operate at different scales and contexts, including two and three dimensional design. Discussions of design ideas applied to typography and graphic design, product design, architecture, interior architecture, landscape, and urban design. Normally offered in Fall semester only.

Offered: Fall.

ARCH 112 - Introduction to the Designed Environment and Design Thinking (3)

An introduction to the designed environment that we all observe and inhabit and the design thinking that creates it. Emphasis is on design literacy, with a focus on the presentation and discernment of fundamental principles of design and how they operate at different scales and in different contexts, including two- and three-dimensional design, and on design thinking with a focus on the iterative process involving ideation and reflection.

ARCH 113 - History of Architecture I (3)

A review of world architecture and urbanism as a reflection of sociocultural, economic, and political traditions and values, from the Prehistoric to the Renaissance. Both Western and Non-Western examples will be discussed. Normally offered in Fall semester only.

Offered: Fall.

ARCH 115 - Transition Studio I (6)

This studio is intended for transfer students seeking advanced placement in the design studio sequence. This summer studio will focus on fundamental design thinking skills, process, spatial exploration, composition, and representation technique. It may also be available for current Marywood students under approved circumstances.

ARCH 120 - Foundation Design II (4)

Building on the design concepts and exploratory techniques of ARCH 110, this studio course emphasizes the acquisition of additional graphic skills and critical design thinking. Students will gain increased awareness of the various scales at which design principles operate. Design process and refined aesthetic judgment become integral objectives of each project. Normally offered in Spring semester only.

Offered: Spring.

ARCH 122 - Design Thinking (2)

A discussion of the design process, with a focus on the roles of observing, understanding, proposing, and crafting. Explores design as an iterative process involving ideation and reflection. Lectures are associated with projects assigned in ARCH 120. Normally offered in Spring semester only.

Offered: Spring.

ARCH 123 - History of Architecture II (3)

A survey of architecture from the Renaissance to the Present. The focus is on major movements, individuals and ideas that have impacted the directions, developments

and buildings of the period. Normally offered in Spring semester only.

Prerequisite: Take ARCH 213 or IARC 324;. Offered: Spring.

ARCH 124 - Digital Media I (3)

Fundamentals of digital representation in both 2-D and 3-D programs. Normally offered in Spring semester only.

Offered: Spring.

ARCH 125 - History and Theory of Architecture I (3)

The first in a series of three interrelated courses, this course examines the architectural history and theory from Pre-Antiquity to the Baroque Period (approx. mid-17th century) through build projects, drawings, and theoretical texts. In doing so, it examines architecture in relation to its socio-cultural, political, religious, philosophical, and aesthetic underpinnings. Both Western and Non-Western examples will be discussed.

ARCH 127 - Building Technologies I (3)

This course introduces the role of material and procedure in the formation of architecture and the physical, logistical, and environmental constraints and the demands that shape the processes of construction. It surveys the conceptual concerns and technological factors of building by: understanding the relationship between the environment, buildings and inhabitants; the building envelope and its function as well as aesthetics; the origin and processing of the major classes of building materials; their physical properties, capacities, and vulnerabilities to physical and environmental stressors and their climate responses; the techniques used to work those materials; and the basic principles, procedures, and details of building assembly.

ARCH H124 - Digital Media I (3)

Fundamentals of digital representation in both 2-D and 3-D programs. Normally offered in Spring semester only.

Offered: Spring.

ARCH H125 - History and Theory of Architecture I (3)

The first in a series of three interrelated courses, this course examines the architectural history and theory from Pre-Antiquity to the Baroque Period (approx. mid-17th century) through built projects, drawings, and theoretical texts. In doing so, it examines architecture in relation to its socio-cultural, political, religious, philosophical, and aesthetic underpinnings. Both Western and Non-Western examples will be discussed.

ARCH 210 - Design Studio III (6)

Introduction to Architecture as a discipline. Architecture as the interplay of the physical and the aesthetic. The role of natural and cultural forces in the shaping of the built environment. Explores the fundamental interrelationship of site, program, materials, and form and their importance in the creation of PLACE. Supplemental lectures readings will expose students to exemplary buildings and landscape designs. Normally offered in Fall semester only.

Prerequisite: ARCH 110 and ARCH 120. Corequisite: Take ARCH 214. Offered: Fall.

ARCH 211 - Statics and Strength of Materials (3)

Introduction to basic structural theory with an emphasis on structural analysis and its application to the design and construction of buildings. Covers material properties, load tracing, bending, shear, and the cross-sectional properties of structural members.

Prerequisite: MATH 150.

ARCH 212 - Digital Media I (3)

Fundamentals of digital representation in both 2-D and 3-D programs, with an emphasis on AUTOCAD and its role in the design process and documentation.

ARCH 213 - History of Architecture I (3)

A review of world architecture and urbanism as a reflection of socio-cultural, economic, and political traditions and values, from the Prehistoric to the Renaissance. Both Western and Non-Western examples will be discussed.

ARCH 214 - Digital Media II (3)

Advanced digital media, including 3-D modeling, rendering programs. Normally offered in Fall semester only.

Corequisite: Take ARCH 120. Offered: Fall.

ARCH 215 - Transition Studio II (6)

This studio is intended for transfer students seeking advanced placement in the design studio sequence. This summer studio will focus on applying design thinking skills toward site analysis, programming, basic building design within various contexts both urban and landscape. It may also be available for current Marywood students under approved circumstances.

ARCH 216 - History and Theory of Architecture II (3)

The second in a series of three interrelated courses, this course examines the architectural history and theory from the mid-17th century to the mid-20th century through built projects, drawings and theoretical texts. The course traces critical shifts in architectural thinking and production in response to major socio-cultural, technical, political and philosophical changes associated with modernity, social and scientific revolution, and industrialization. Both Western and Non-Western examples will be discussed.

ARCH 217 - Building Technologies II (3)

This course seeks to illuminate the ecological and structural considerations as well as the materials, means, and methods that are fundamental to the conception and execution of contemporary building. Corresponding construction examples will introduce students to the demands that so often influence decision making in the technical process and inflect (and potentially enrich) design intention. The ability to make technically clear representations of a variety of commonly used assemblies in building construction will be explored; the application and properties of common building materials, physical and environmental stress and constraint, stresses and forces as well as free body diagrams will be reviewed; as well as structural understanding between depth, span and sectional shape and size of components, and quality and ecological impact.

ARCH 220 - Design Studio IV (6)

A continuation of ARCH 210, with a greater emphasis on spatial sequence and the relationship between building and landscape. Normally offered in Spring semester only.

Prerequisite: ARCH 210. Offered: Spring.

ARCH 222 - Digital Media II (3)

Advanced digital media, including 3-D modeling, rendering programs.

Prerequisite: ARCH 212. Corequisite: Take ARCH 220 and IARC 220A.

ARCH 223 - History of Architecture II (3)

A survey of architecture from the Renaissance to the Present. The focus is on major movements, individuals and ideas that have impacted the directions, developments and buildings of the period

ARCH 224 - Theories of Architecture (3)

Surveys a history of ideas about the discipline of architecture through built projects, theoretical designs and original writings. Emphasizes the different ways architects have thought about the transformation of materials into buildings through an examination of architecture and its associated artistic, philosophical or intellectual movements. Normally offered in Spring semester only.

Offered: Spring.

ARCH 225 - History and Theory of Architecture III (3)

The last in a series of three interrelated courses, this course examines architectural history and theory from 1945 to the present through built projects, drawings, and theoretical texts. The course examines architecture in relation to the historical forces at work after World War II, culminating by discussing the state of the discipline in the 21st century. Topics covered include Late-Modernism, Postmodernism (including its proponents and discontents), The Autonomy Project, Structuralism/Post-Structuralism, Virtuality, Pragmatism/Post-Criticality, as well as recent debates on Globalization, Post-Humanism, and Environmentalism.

Both Western and Non-Western examples will be discussed.

ARCH 227 - Building Technologies III (3)

This module will expand up the knowledge of building technology as studied in Modules 1+2. It will focus on further understanding basic principles of structures, and how these principles may be applied to the process and generation of architecture. This module will also focus on basic principles, concepts and implementation of passive environmental responses related to climate, orientation, topography and human comfort. It will include the study of columns, foundations, beam analysis, and load tracking.

ARCH H214 - Digital Media II (3)

Advanced digital media, including 3-D modeling, rendering programs. Normally offered in Fall semester only.

ARCH H216 - History and Theory of Architecture II (3)

The second in a series of three interrelated courses, this course examines the architectural history and theory from the mid-17th century to the mid-20th century through built projects, drawings and theoretical texts. The course traces critical shifts in architectural thinking and production in response to major socio-cultural, technical, political and philosophical changes associated with modernity, social and scientific revolution, and industrialization. Both Western and Non-Western examples will be discussed.

ARCH H222 - Digital Media II (3)

Advanced digital media, including 3-D modeling, rendering programs.

Prerequisite: Permission of Honors Director required.

ARCH H224 - Theories of Architecture (3)

Surveys a history of ideas about the discipline of architecture through built projects, theoretical designs and original writings. Emphasizes the different ways architects have thought about the transformation of materials into buildings through an examination of architecture and its

associated artistic, philosophical or intellectual movements.

ARCH 310 - Design Studio V (6)

Introduces design projects in which spatial organization, along with principles of structure, materials, and site design, serve as form determinants. Aesthetic judgments based on technical concepts and applications become integral to the design process. Normally offered in Fall semester only.

Prerequisite: ARCH 220. Offered: Fall.

ARCH 312 - Structures I (3)

Introduction to basic structural theory with an emphasis on structural analysis and its application to the design and construction of buildings. Application of structural theory to the design of building components, including beams, columns, floors, roofs, and foundations. Focus on structures in timber and steel. Normally offered in Fall semester only.

Offered: Fall.

ARCH 313 - Building Assemblies (3)

A survey of component assemblies, construction detailing, and material properties. Focuses on the relationship of design intent to the final selection of subassemblies, details, and materials. Normally offered in Fall semester only.

Offered: Fall.

ARCH 317 - Building Technologies IV (3)

This module will look at building assembly and sequence from foundation and soils to wall and roof sections. Focus will be on studying wood, concrete, and steel as applicable to both the assembly and structure of a building. The module will further explore architectural structures including principles of compression, tension, gravitational, lateral loads and seismic loads. Emphasis will be on understanding concepts such as center of gravity, shear, deflection, and bending moments.

ARCH 320 - Design Studio VI (6)

A continuation of ARCH 310, with an emphasis on design-build team projects that explore iterative design investigations through full-scale fabrications. Normally offered in Spring semester only.

Prerequisite: ARCH 310. Offered: Spring.

ARCH 321 - The Literature of Architecture (3)

An examination of seminal writings on architecture from the Classical period to the Present. Written works that are considered significant to the history and culture of the discipline will be read and discussed. Theoretical arguments, architectural principles, and cultural critiques, along with their importance in shaping the thoughts of succeeding generations of practice, will be studied and assessed.

ARCH 322 - Structures II (3)

Further applications of principles introduced in ARCH 312 to both masonry and concrete structural systems. Normally offered in Spring semester only.

Prerequisite: ARCH 312. Offered: Spring.

ARCH 323 - History and Theories of Urban Form (3)

A survey of the geographic, cultural, political, and economic contexts of cities and their role in the genesis and alterations of urban form. Cities as ideological and physical landscapes configured in two-dimensional shape and three-dimensional form, with an emphasis on their architectural and spatial characteristics.

ARCH 324 - Applied Digital Media (3)

The purpose of this course is to aid students in developing a technical and conceptual understanding of digital media as it applies to a variety of design processes. Through brief lectures, directed exercises, in-class applications and self-directed research, students will become proficient in establishing digital work-flows towards the creation of a considered product.

ARCH 326 - Farmitecture Design Build (3)

This course is committed to engaging students in hands-on,

full-scale construction of an architectural project. Offered for students between the second and fifth years, they will design and build a structure for rescued farm animals. Students will learn through a hands-on construction project, studio sessions, lectures, slide shows, site visits, and discussion. In the studio component, students are taught the design process starting with site analysis, programming, and design sketches, as well as through orthographic drawings and models. As students participate in an actual building project, they learn the safe use of common hand and power tools. This unique course of study provides hands-on exploration of earthen and natural elements and the means by which they can be used to create structures and shelter. Topics covered include site assessment, design theories, and an overview of construction techniques; environmentally responsible design and building practices are integrated into the aspect of the course. A consistent thread running through this work is the notion that the project should engage and serve the public good.

ARCH 399 - Special Topics (3)

An in-depth exploration and examination of a specific topic or issue in the field of architecture.

ARCH 399A - ST: Animation (3)

This course will focus on animation as both an exploratory and representational tool through the analysis of existing media and production of stop-motion/digital animations. These topics will be addressed using traditional motion capture equipment, the screening and analysis of historic and contemporary video footage, and basic digital modeling/animation.

ARCH 399AA - ST: Csts/Bdgtng Strtgs for Dsgn Build (3)

This class explores financial considerations of design build construction management.

ARCH 399B - St: Digital Media - Cnc Techniques (3)

This course provides students with the opportunity to explore the limits and potentials of CNC techniques and equipment in design. In this course you will use the CNC router, laser cutter, and/or 3D printer to design, fabricate, and test architectural ideas at both the large and small

scale.

ARCH 399BB - ST: Mgmt Prcts for Dsgn Bld (3)

This class explores general practices of construction management with special emphasis on the design-build style of project delivery.

ARCH 399C - S T: Farmitecture Design Build (3)

This course is committed to engaging students in hands-on, full-scale construction of an architectural project. Offered for students between the second and fifth years, they will design and build a structure for rescued farm animals. Students will learn through a hands-on construction project, studio sessions, lectures, slide shows, site visits, and discussion. In the studio component, students are taught the design process starting with site analysis, programming, and design sketches, as well as through orthographic drawings and models. As students participate in an actual building project, they learn the safe use of common hand and power tools. This unique course of study provides hands-on exploration of earthen and natural elements and the means by which they can be used to create structures and shelter. Topics covered include site assessment, design theories, and an overview of construction techniques; environmentally responsible design and building practices are integrated into the aspect of the course. A consistent thread running through this work is the notion that the project should engage and serve the public good.

ARCH 399CC - ST: Appld Dgfl Md: Cmnty Dsgn Bld (3)

The purpose of this course is to extend students skill sets acquired in studio and other courses to design and build an inhabitable structure. Students will explore the application of various technological tools for fabrication and representation.

ARCH 399D - ST: The Detail in Architecture (3)

The course objective is to provide students the understanding of the meaning of the detail in architecture and interior architecture. The detail is not an ornament, is the small-scale architectural design, requiring a technical knowledge and cannot be isolated from the totality of a building. The course will be structured with lectures about

the design of details of several architects, and at the same time the students will have the opportunity to develop and design some specific detail of projects designed for them in previous semesters.

ARCH 399DD - ST: Old Bldgs/New Bldgs/New Dsgns (3)

Analyze the intersection of historic preservation and progressive architectural design. In these two areas where the debates of inflexible proponents on both sides often result in buildings of the lowest common denominator, a theory of how to marry old and new buildings and well-chosen examples from international travel will be examined.

ARCH 399EE - Socially Responsible Architecture (3)

This course will explore Socially Responsible Architecture through a holistic lens, introducing design through the triple-bottom line. Students will be challenged to understand the need to develop architecture that responsibly serves people and their communities without imposing arbitrary restrictions; that understands real human needs, such as privacy, space; as well as freedom and that balances design with sustainable consciousness and provides positive economic stimulation.

ARCH 399F - ST: Post Production (1)

The post-production course will provide students with a working knowledge of post-production techniques and devices used to accomplish desired outcomes with renderings, including but not limited to digital tablets. The techniques that will be covered include advanced Photoshop skills, learning to frame render views in an intelligent and coherent fashion, representation of various weather effects, daytime and nighttime effects, water effects, post-processed lighting, realistic representation of entourage, and use and mastering of digital tablet techniques. The course is a 1-credit workshop designed to be completed in a short, intensive time period. At the conclusion of the course, students will utilize the skills learned to create final renderings that will be critiqued by the instructor. The course meets for five, three-hour sessions.

ARCH 399G - ST: Mapping As A Proj. - Cont. Scranton (3)

Maps translate and reconstruct a three-dimensional world onto a two-dimensional surface. What differentiates them from diagrams (although one can certainly include the other) is their ability to reduce the world outwardly. In other words, whereas diagrams reduce a unified whole (a building, a site, a city) inwardly to its internal parts, maps reduce that same whole to a smaller part of a larger field of influences and relations. Applied to the city, this makes them powerful analytical and design tools: they have the potential to foreground hidden urban ecologies and to redefine traditional notions of site, place, and identity (AKA the "local") as they reveal complex relationships between thinking and representation, culture and technology, and spatial and aesthetic practices across scales. If maps make the invisible visible operatively, (if behind every map there is a mapper) then the act of mapping is already a project in the making. This seminar/workshop explores mapping as a tool to discover and understand the city, to organize that knowledge and to visualize it effectively, and to strategically calibrate design thinking and (potential) design action. In the process, we will discuss histories and theories of maps and cartographic practices in relation to urbanism in general and the City of Scranton in particular. We will map Scranton as a case study.

ARCH 399H - ST: Global Urban Ecologies (3)

For the first time in history, more than 50% of the world's population lives in cities. By 2050, the population is expected to grow by about 7 billion - 95% of which will live in developing world cities. This has significant political, environmental, and disciplinary implications; how do architects and urbanists strategize new forms of practice in a hyper-urbanized world? Though a series of interrelated case studies, readings, and discussions, this lecture/seminar will explore relationships between sustainability and development, the environmental implications of urbanization, and the politics of public space.

ARCH 399I - St: Material Aggregation and Performance (3)

This course focuses on developing a sensibility for appropriate material selection by looking critically at the

history, manipulation, employment, and performance of material systems as they pertain to building technology.

ARCH 399J - ST: Bynd Srfce: Facades, Skins, & Envlp (3)

Through a series of interrelated case studies, seminal texts, and discussions, this elective HTC seminar will explore the theoretical, aesthetic, and political implications of architectural surfaces; that is, the ways in which building facades, skins, and envelopes mediate processes of production (making) and projects of representation (meaning). Using a series of dialectical terms as a matrix for discussion, we will dig into the history of architecture and address the following fundamental questions: What makes a good facade? What makes a bad one? For that matter, are facades still relevant in the 21st century? On what basis are design decisions made? What are the (possible) relationships between skin and structure? What does it mean to enclose? How do surfaces perform? Our endgame will be a collaborative end-of-year exhibition of analytical drawings, models, and writings.

ARCH 399K - ST: Arch Dsgn Indus Revltn to Comp Age (3)

This seminar class will explore in detail, five (5) selected topics that were briefly covered in the previous History of Architecture course: Sigfried Giedion's proposition of the "Heroic Engineer" and the Great Schism Between Architects Engineers, American Late 19th Century Architects: Frank Furness, H.H. Richardson, Louis Sullivan Early FLW, Constructivist Architecture in the Early Soviet Union, Architecture Politics in Germany 1918-1945, and Post-Modernism.

Prerequisite: ARCH 113, ARCH 123 .

ARCH 399L - ST: Architectural Communciations (1)

Communication is essential to design. How we communicate, verbally and visually, is essential to promoting, selling and constructing our ideas. This workshop will address the need of the designer to communicate their intentions with words and lines. With hands on exercises and prolific examples, the workshop will emphasize sketching, observing, writing and discussion.

ARCH 399M - ST: Environmental Law (3)

An overview of the field of environmental law and

ARCH 399N - ST: Environmental Management & Policy (3)

Course topics include an examination of environmental policy and the relationship between local, state, and federal agencies. The responsibilities of industry and the role of society in decision-making regarding environmental issues are addressed.

ARCH 399P - Observational Analysis (3)

Observational Analysis will look at how we analyze architecture through strategies of delineation and observational questioning. Alternating between in class lectures/exercises and on site field sketches, students will be subjected to a diverse range of analytical explorations. This class is essential for those who are looking to travel abroad in the coming semesters and want to practice field observations.

ARCH 399Q - ST: Introduction to Folio (3)

Introduction to Folio is a workshop that will focus on advancing graphic communications skills through a series of increasingly scaled exercises culminating in a portfolio/mini monograph of the student's work. We will examine an array of graphics, analyze patterns in architectural publications, and experiment with visual medium. The premise of the workshop is that all architecture communicates a message; the book helps to clarify that message and further meaning through image and information.

ARCH 399R - ST: Exercises in Digital Fabrication (3)

This course is an introduction to digital fabrication techniques with a primary focus on 3D printing and CNC milling. Over the course of the semester, students will be working to develop a sensibility for the appropriate employment of the software and hardware associated with digital means of production. This course is open to third year students and up. There is no prerequisite.

ARCH 399S - ST: Sustainable Cities: Bldg, Dwlg, Thn (3)

This course will provide an introduction to concepts of sustainability and ecological design as they apply to cities, and our roles as architects, planners, and designers in the continued expansion and development of the urban environment. Our three primary foci will include: reviewing the historical precedents behind current critical urban theories; identifying the environmental challenges faced by urban planners and developers today; and exploring the emerging effects that today's common practices and evolving strategies may have on the city of tomorrow.

ARCH 399T - ST: Applied Digital Media: Fabrication (3)

The purpose of this course is to aid students in developing a technical and conceptual understanding of digital media as it applies to a variety of design processes. Through brief lectures, directed exercises, in-class applications, and self-directed research students will become proficient in establishing digital workflows towards the creation of a considered product. Students will focus, specifically, on the employment of digital fabrication techniques as they relate to and assist self-directed research.

Prerequisite: Take ARCH 214.

ARCH 399U - St: Architecture and the Human Context (3)

This course will introduce the context of human scale and interactions with the design of spaces and objects. The issues of anthropomorphics (the study of the measurements and proportions of the human body), ergonomics (the application of anthropometric data to design and the study of people's efficiency in their working environment), and proxemics (study of our use of space through cultural/psychological factors) will be explored via discussions, papers and construction. During the semester the student will gather facts about the interaction of the environment and a user's culture, gender, stage of life cycle, and physical characteristics. These ideas will be implemented in the design and construction of an architectural element/object/space.

ARCH 399V - ST: Design-Build: LHVA (3)

The purpose of this course is to aid students in developing an understanding of the relationship between design and construction. Through brief lectures, directed exercises, design proposals, and hands-on construction, students will become more familiar with the workflows associated with bringing proposed architecture to fruition. This course will focus (specifically) on furthering an existing project in partnership with Lackawanna Heritage Valley Authority (LHVA).

Prerequisite: Take ARCH 320;.

ARCH 399W - ST: Advanced Architectural Topics (1)

Advanced Architecture Topics discussed.

ARCH 399X - ST: New Buildings/Old Buildings (3)

A travel abroad class to England and Ireland. The purpose of this class is to provide clear thinking and a non-dogmatic analysis on the intersection of historic preservation and progressive architectural design. This class will examine the subject of additions and transformations from a design perspective with an emphasis on international contemporary work.

ARCH 399Y - ST: Make (S) Sense (3)

Using the possibilities of Contemporary Technologies and Fabrication Techniques, students are invited to design environments by considering senses that humans utilize to understand their surroundings as a prompt.

ARCH 399Z - ST: Exploring Architectural Details (3)

In this course students will be exposed to a variety of architectural details while engaging in a discussion about their significance. We will explore the detail as not only ornament, but as a vital component of the functionality and atmosphere of the space. Students will study architectural details through in-class discussions as well as physical and digital modeling, drawing, fabrication, and hands on exploration. Fabrication may include digital and analog processes, or a combination of both, that touch on metal casting, wood form work, and 3D printing.

ARCH H313 - Building Assemblies (3)

A survey of component assemblies, construction detailing, and material properties. Focuses on the relationship of design intent to the final selection of subassemblies, details, and materials. Normally offered in Fall semester only.

ARCH H322 - Structures II (3)

Further applications of principles introduced in ARCH 211 and ARCH 222 to both masonry and concrete structural systems.

ARCH H399X - ST: New Buildings/Old Buildings (3)

A travel abroad class to England and Ireland. The purpose of this class is to provide clear thinking and a non-dogmatic analysis on the intersection of historic preservation and progressive architectural design. This class will examine the subject of additions and transformations from a design perspective with an emphasis on international contemporary work.

ARCH 410 - Design Studio VII (6)

Introduces building programs with a higher degree of complexity and requiring the application of principles of building structures, exterior envelopes, and materials selection. Normally offered in Fall semester only.

Prerequisite: ARCH 320. Offered: Fall.

ARCH 411 - Environmental Systems I (3)

The impact of environmental forces on building and site design. Human comfort, thermal balance, and the principles/systems of heating, ventilating, and air conditioning. Normally offered in Fall semester only.

Offered: Fall.

ARCH 412 - Anatomy of Buildings I (3)

An introduction to the notion of buildings as structured organisms possessing bones (frame), skin (enclosure) and vessels (environmental systems) and their relation to design and technology. This course focuses on the

integration of structure, enclosure, and systems in a composite whole—a building. The art and science of building, with an emphasis on formal, aesthetic, and technical determinants.

Prerequisite: ARCH 322.

ARCH 413 - History of Architecture III (3)

A survey of modern architecture and urbanism from the 20th century to the present. Major theoretical positions, movements, buildings and city plans will be discussed.

ARCH 414 - Architecture Internship (0)

Prepares students for an architectural working environment using skill sets learned in studio.

ARCH 417 - Building Technologies V (3)

This module will examine in the modern construction the appropriate use and integration of building services. It evaluates technologies, components and materials suitable for sustainable building design, that provide healthy indoor environments while delivering innovative high performance building envelope solutions. This module also explores building analysis and performance modeling to resolve design problems.

ARCH 420 - Design Studio VIII (6)

A comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections, building assemblies, and the principles of sustainability. Normally offered in Spring semester only.

Prerequisite: ARCH 410. Offered: Spring.

ARCH 421 - Environmental Systems II (3)

Principles and systems of water supply and distribution, electricity, lighting, acoustics, life safety, and building service systems. Normally offered in Spring semester only.

Prerequisite: ARCH 411. Offered: Spring.

ARCH 422 - Building Assemblies (3)

A survey of component assemblies, construction detailing, and material properties. Focuses on the relationship of design intent to the final selection of subassemblies, details, and materials.

ARCH 427 - Building Technologies VI (3)

In this module the emphasis is placed on the study of contemporary construction techniques and complex building types and form, from a geometrical, functional, structural, and construction point of view. It examined the behavior of foundations, retaining structures, and structural systems including, domes, vaults, arches, shells, folded plates, and cable structures.

ARCH 430 - Sketching School (3)

Sketching School is a bi-level course, designed for junior, senior and masters level Architecture students. This course is offered during Spring Break only and as a time intensive sketching seminar.

ARCH 448 - Motion Graphics/Animation (3)

Almost all films coming out of Hollywood use visual effects and motion graphics/to some extent. This course is an introduction to motion graphics and visual effects. Designed to get students up and running with the industry standard motion graphics software Adobe After Effects (AE). This course covers basic motion graphics principles, design and composition, text and object animation, sound and music development.

ARCH 450 - Design Studio IX (A) (6)

Studio projects focus on urban architecture-the relationship of buildings to one another, the street, and the neighborhood. Architecture and the creation of urban places. Normally offered in Fall semester only.

Prerequisite: ARCH 420. Offered: Fall.

ARCH 451 - The Art and Craft of Building I (3)

An examination of how architecture engages natural and physical forces in both its conception and realization. Focusing on an in-depth description and analysis of key works by selected architects, the course explores the various design approaches and design methods architects employ that are specific to the discipline itself, including those dealing with program, site, materials, and construction. Includes readings of primary writings by the architects and drawing/model analyses by students. Normally offered in Fall semester only.

Offered: Fall.

ARCH 452 - Leed Accreditation I (3)

An examination of the US Green Building Council's Leadership in Energy and Environmental Design (LEED) Building Certification process and its role in the design, construction, and operation of high performance "green" buildings. Normally offered in Fall semester only.

Offered: Fall.

ARCH 453 - History & Theories of Urban Form (3)

A survey of the geographic, cultural, political and economic contexts of cities and their role in the genesis and alterations of urban form. Cities as ideological and physical landscapes configured in 2-dimensional shapes and 3-dimensional form, with an emphasis on their architectural and spatial characteristics. Normally offered in Fall semester only.

Offered: Fall.

ARCH 457 - Building Technologies VII (3)

In this module the emphasis is placed on the study of contemporary construction techniques and complex building types and form, from a geometrical, functional, structural, and construction point of view. It examined the behavior of foundations, retaining structures, and structural systems including, domes, vaults, arches, shells, folded plates, and cable structures.

ARCH 460 - Design Studio X (A) (6)

The capstone project for the professional degree. Students pursue an architectural design topic of their interest,

construct a professional/theoretical position, and test this position through their project. Normally offered in Spring semester only.

Prerequisite: ARCH 450; Corequisite: Take ARCH 462.
Offered: Spring.

ARCH 462 - Professional Practice (3)

The basic principles and legal aspects of practice organization, financial management, business planning, time and product management, risk mitigation, and mediation and arbitration. Discusses current and future trends affecting the nature of practice, including globalization, outsourcing, project delivery methods, expanded practices settings, diversity, etc. Normally offered in Spring semester only.

Corequisite: ARCH 460 or IARC 420a is recommended prior to or concurrently with ARCH 462. Offered: Spring.

ARCH 477A - Honors Research Internship (1)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

ARCH 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in architecture under faculty supervision.

ARCH 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in Architecture under faculty supervision.

ARCH 478C - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in architecture under faculty supervision.

ARCH 478D - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in architecture under faculty supervision.

ARCH 499 - Independent Study (3)

Involves advanced study in area which student has special proficiency. Open to senior Architecture majors with the approval of the course instructor.

ARCH 499B - Transitional Studio I (6)

This studio is intended for transfer students seeking advanced placement in the design studio sequence. This summer studio will focus on fundamental design thinking skills, process, spatial exploration, composition, and representation technique. It may also be available for current Marywood students under approved circumstances.

ARCH 499C - Independent Study AIS (3)

Independent Study course that serves as outreach to the larger community while providing a platform for growth and experience in architecture education. This course brings upper-level architecture students into select classrooms grades K-9 and allows them to challenge their abilities of communicating and teaching architectural ideas.

ARCH 499D - Independent Study Film & Architecture (3)

This course will introduce students to film studies; particularly as it applies to the visualization, adaptation, and creation of space. Throughout the course, topics of interest will be used as comparisons between film and architecture.

ARCH 499E - Independent Study: VR Dsgn Stdo Prc (3)

The focus of this independent study is to uncover, analyze, and assess potential uses of virtual reality (VR) technologies in design studio conditions. Students will research current expressions and uses of VR, and they will work towards developing suggestions to move it from the sphere of a representational tool to a realm that investigates it as part of a contemporary design methodology sequence.

ARCH H421 - Environmental Systems II (3)

Principles and systems of water supply and distribution, electricity, lighting, acoustics, life safety, and building service systems.

Prerequisite: ARCH 411.

ARCH H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in Architecture under faculty supervision.

ART-Art**ART 101 - Foundations Seminar (1)**

This course introduces the incoming Freshman class to the Art Department, its faculty, options for study, and resources. One of the primary purposes of seminar is to prepare all students for the yearly Portfolio Review. Additionally, they are encouraged to proactively engage in a variety of presentations, workshops, and projects. These experiences prepare students to succeed, not only in their coursework, but also in their future careers. The seminar fosters creativity, connectedness and critical thinking.

ART 110 - Basic Drawing (3)

An introduction to the discipline of drawing as a process of perception and expression. Projects emphasize heightened observation, pictorial problem solving, and visual communication through variety of drawing media and techniques. Appreciation for art history and aesthetics will be systematically incorporated into this course. Normally offered in Fall semester only.

Offered: Fall.

ART 113 - History of Art I (3)

Introduces Western and non-Western art through analysis of major works of architecture, sculpture, and painting considered in their historical and cultural contexts, from prehistoric times to the medieval period. Normally offered in Fall semester only.

Prerequisite: Fulfills Fine Arts Requirement. Offered: Fall.

ART 114 - History of Art II (3)

ART 114 introduces Western art through analysis of major works in architecture, sculpture, and painting, considered in their historical and cultural contexts from the Renaissance to the twentieth century. Normally offered in Spring semester only.

Offered: Spring.

ART 116 - Drawing I (3)

Continued investigation of basic drawing processes, with greater emphasis on conceptual and expressive application of drawing skills and on diversity of drawing media. Normally offered in Spring semester only.

Offered: Spring.

ART 117 - 19th Century Art (3)

A survey of nineteenth century art. Analysis of historical, philosophical, and multicultural factors that helped shape the foundation of modern art. Normally offered in Fall semester only.

Offered: Fall.

ART 118 - Two-Dimensional Design and Color (3)

Introduction of color and design problems in which students learn to manipulate pictorial space through the use of line, shape, value, texture, and color. Emphasis is on formal problem-solving and compositional dynamics. Normally offered in Fall semester only.

Offered: Fall.

ART 119 - History American Art (3)

Surveys American art from the Colonial period into the twentieth century. Integrates the social, historical, and multicultural factors which have impacted the visual arts in the United States.

ART 120 - World Monuments and Methods of Art?History (3)

A one-semester course designed to highlight selected monuments from the history of Western and non-Western art; to survey basic methods and discourses of art history and the varying kinds of interpretations these generate; and to introduce the student to elementary art history research skills.

ART H113 - Honors History of Art I (3)

Introduces Western and non-Western art through analysis of major works of architecture, sculpture and painting considered in their historical and cultural contexts, from prehistoric times to the medieval period.

Prerequisite: Permission of the Director of the Honors Program required.

ART H114 - Honors History of Art II (3)

Art 114 introduces Western art through analysis of major works in architecture, sculpture and painting, considered in their historical and cultural contexts from the Renaissance to the twentieth century.

Prerequisite: Permission of the Director of the Honors Program required.

ART H117 - 19th Century Art (3)

A survey of art from mid-nineteenth century to the decade of WW I. Analysis of historical, philosophical and multicultural factors that helped shape the foundation of modern art.

Prerequisite: Permission of the Director of the Honors Program required.

ART H120 - Wrld Mnts and Meth of Art Hist (3)

A one-semester course designed to highlight selected monuments from the history of Western and non-Western art; to survey basic methods and discourses of art history and the varying kinds of interpretations these generate; and to introduce the student to elementary art history research skills.

ART 210 - Introduction to Typography (3)

A formal introduction. There is an emphasis on history and fundamentals. Typographic forms will be studied as both visual and verbal means of communication. Normally offered in Spring semester only.

Offered: Spring.

ART 212 - Three-Dimensional Design I (3)

Demonstrates the basics for expressive use of form and space in the visual environment. Models of design solutions and the effects of light and shadows, and the use of color and texture are applied to each problem. Projects involve exploration of effective use of form with emphasis on concept and idea. Appreciation of art history and aesthetics will be systematically incorporated into this course.

ART 215A - Figure Drawing I (3)

An intensive observational study of the human form through the discipline of drawing. Projects focus on analytical, expressive, and compositional techniques in a variety of drawing media. Normally offered in Fall semester only.

Offered: Fall.

ART 215B - Figure Drawing II (3)

An intensive observational study of the human form through the discipline of drawing. Projects focus on analytical, expressive, and compositional techniques in a variety of drawing media. Normally offered in Spring semester only.

Offered: Spring.

ART 218 - Art in the Modern Era (3)

A survey of twentieth century art to the beginnings of postmodernism. Examination of those aspects - social, political, psychological, cultural - that helped shape art in Europe and America between 1905 and the 1960s. (Interdisciplinary) Normally offered in Spring semester only.

Offered: Spring.

ART 219 - Figure Modeling (3)

Figure study in clay emphasizing the role of human form in sculpture and its relationship to other areas of art.

Corequisite: Take ART 219L.

ART 220A - Three-Dimensional Design II (3)

Continuation of three-dimensional design processes with exploration of advanced problems related to form and space. Emphasis on concept and function.

Corequisite: Take ART 220L.

ART 221A - Conceptual Design Thinking (3)

Aesthetics applied. Course designed to show students the systems for developing and designing exciting visual imagery through a series of imaginative and amusing projects. Problems involve concept development, image design, and the use of visual reference material - all calculated to enhance students' aesthetic understanding. Normally offered in Spring semester only.

Prerequisite: ART 118 or Permission of Instructor.

Offered: Spring.

ART 223 - Basic Ceramics (3)

Basic level study with clay. Hand-building and throwing on the potter's wheel. Basic glaze application and firing procedure.

ART 226 - Basic Printmaking (3)

Investigates the particular possibilities and properties of the printed relief image; deals with basic technical procedures for creating fine art prints involving various forms: woodcut, wood engraving, colligraphy, linocut, and various types of mixed media and embossment. Normally offered in Spring semester only.

Offered: Spring.

ART 233 - Painting I (3)

This course studies the fundamentals and dynamics of pictorial construction, including observational skills, composition, and color theory, through the medium of oil paint. Students work from direct observation, using still life, landscape, and the figure. Appreciation for art history and aesthetics will be systematically incorporated into the course. Normally offered in Spring semester only.

Offered: Spring.

ART 241 - Digital Design (3)

This course introduces students to a wide range of digital applications in art and design. The fundamentals of computer graphic hardware and software will be discussed, as well as the terminology and artistic strategies in developing digital imagery. Both the practical and theoretical aspects of using computers will be considered in this course. Normally offered in Spring semester only.

Offered: Spring.

ART 261 - Sculpture I (3)

Examination of the sculpture idea. Introduction to materials and processes important to developing sensitivity to form. Foundation followed by exploration of sculpture media.

Prerequisite: ART 212.

ART 262 - Sculpture II (3)

Intermediate level study with continued development of materials and techniques expanding awareness of sculpture concepts. Normally offered in Spring semester only.

Offered: Spring.

ART H218 - Art in the Modern Era (3)

A survey of art from the birth of modernism to the beginnings of postmodernism. Examination of those aspects - social, political, psychological, cultural - that helped shape art in Europe and America between 1905 and the 1960s. (interdisciplinary)

Prerequisite: Permission of Honors Director Required.

ART H221A - Visual Concepts (3)

Aesthetics applied. Course designed to show students the systems for developing and designing exciting visual imagery through a series of imaginative and amusing projects. Problems involve concept development, image design, and the use of visual reference material - all calculated to enhance students' aesthetic understanding. Normally offered in Spring semester only.

ART H221AL - Visual Concepts Lab (0)

Studio lab time for ART 221A Visual Concepts.

ART 301 - Art Education in the Elementary School (3)

Surveys the history and development of art education on the preschool, primary, and upper grade levels. Considers all aspects of the art curriculum as it contributes to the child's developmental and artistic growth. Hands-on experiences with a variety of media. Special attention given to handicapping conditions and learning disabilities through individual educational programs (IEP) to encourage the child's art expression. Normally offered in Spring semester only.

Corequisite: Take ART 301L. Offered: Spring.

ART 302A - Fibers and Related Media (3)

Involves experimentation in two and three-dimensional, closed and open structures of fibers and related material, and development of solutions to design problems. Normally offered in Fall semester only.

Offered: Fall.

ART 307A - Weaving I (3)

An introductory course which involves learning the skills related to off-loom weaving processes as well as four-harness loom weaving. The course will include an overview of weaving terminology and history.

ART 314 - Introduction to Graphic Design (3)

An introduction to graphic design. This beginning course is

designed to educate students about the field of graphic design. There is an emphasis on idea development and the creative process. As a graphic designer, technical skills, production procedures, terminology, and the design process become part of every studio course. Normally offered in Fall semester only.

Offered: Fall.

ART 315A - Basic Photography (3)

Students will gain a facility in handling the equipment, controls, materials, and processes of photography through practical experience in creating black and white imagery. An understanding of picture components, both graphic and aesthetic, and design elements is developed through study and formal critiques. Lectures will lead to an understanding of the private and public impact of photography in our culture.

ART 315B - Intermediate Photography (3)

An exploration of photographic concepts, content, and context as they relate to visual communication. Students will be introduced to archival processes, previsualization, and tone control, using a variety of formats and camera types. Normally offered in Spring semester only.

Prerequisite: ART 315A. Corequisite: Take ART 315L. Offered: Spring.

ART 316 - Advanced Black and White Photography (3)

This course is designed to instill the habit of seeing the final image prior to exposure and to train students in the advanced techniques of producing exhibition quality black and white photographs. Emphasis is placed on the total control of the image from previsualization to final print. The view camera is used for its unique image control functions and high resolution potential. The Zone system is employed for value manipulation and refinement. Normally offered in Fall semester only.

Offered: Fall.

ART 317A - Advertising and Illustrative Photography (3)

Provides photographic work aimed at equipping the art

student with skills in the production of photographs for advertising and magazine illustration. Includes exercises involving both studio and natural lighting and the handling of both small and large products. Normally offered in Fall semester only.

Prerequisite: ART 315A. Offered: Fall.

ART 317B - Advanced Advertising and Illustrative Photography (3)

The course is focused on the study of light, its usage, manipulation, proper exposure, and the creative use of light modification in studio and location photography. Lectures, demonstrations, exercises, and projects will guide the student to an understanding of the power of seeing and working with the qualities of light and all types of photography.

Offered: Spring.

ART 317BL - Advertising and Illustrative Photography (0)

Studio lab time for ART 317B, Advanced Advertising and Illustrative Photography.

ART 318A - Negative and Reversal Color Processes (3)

Presents processes, methods, and techniques of negative and reversal color. Seeks to give the student a knowledge of color photography, color processes, and application of creative aspects of the medium. Normally offered in Fall semester only.

Prerequisite: ART 315A. Offered: Fall.

ART 318B - Advanced Negative and Reversal Color Processes (3)

Building on Art 318A, a further exploration of the role of color in contemporary photography. The use and manipulation of the various qualities and nuances of color are studied through projects and exercises. Seeks to give the student a greater sensitivity to the visceral and emotional impact of color, and experience in the creative application of aspects of the medium. Emphasis placed on the production and printing of color accurate work.

Prerequisite: ART 318A. Offered: Fall.

ART 318C - Negative and Reversal Color Processes (3)

Presents processes, methods and techniques of negative and reversal color. Seeks to give the student a knowledge of color photography, color processes and application of creative aspects of the medium.

ART 319 - Photography As A Means of Self-Expression (3)

Approaches photography as a means of personal artistic expression and deals with the influence of the means of presentation on the appreciation of a meaningful body of work. Editing, sequencing, size, and modes of presentation, including books, are explored. Students are encouraged to meet with the instructor during the spring semester and begin work on a personal project during the summer in order to have a large quantity of work available at the beginning of the course. Normally offered in Fall semester only.

Prerequisite: ART 315A ART 315B. Offered: Fall.

ART 320 - Photojournalism (3)

Study and application of principles and practices of journalistic photography for news and documentary media. Deals with visual impact, the picture story, the essay, and sequencing. Through lectures, exercises, and projects, introduces the student to the extensive variety of types of work that are incorporated in the term "photojournalism."

Prerequisite: Art 315A or Permission of Instructor.
Corequisite: Take ART 320L. Offered: Fall.

ART 322 - Portfolio Review (0)

Freshman Portfolio Review provides the opportunity for two or more faculty to review the body of work produced by the student during the first year of study. The review process will assist the student in determining his/her strengths, weaknesses, and the appropriate direction for continued study. Normally offered in Spring semester only.

Offered: Spring.

ART 322A - Portfolio Review (0)

Designed for students in their sophomore year, the portfolio review is an opportunity for students to receive acknowledgment for the work completed in their course work. A minimum of two faculty members (who may also be discipline mentors) will review student work and give the feedback necessary to develop a cohesive body of work. Sophomore and junior portfolio reviews are designed to review the ongoing process of making artwork; the senior review will determine which pieces will be included in their senior exhibition and final portfolio. Student will be graded "S" (Satisfactory) or "U" (Unsatisfactory). Normally offered in Spring semester only.

Offered: Spring.

ART 322B - Portfolio Review (0)

Designed for students in their junior year, the portfolio review is an opportunity for students to receive acknowledgment for the work completed in their course work. A minimum of two faculty members (who may also be discipline mentors) will review student work and give the feedback necessary to develop a cohesive body of work. Sophomore and junior portfolio reviews are designed to review the ongoing process of making artwork; the senior review will determine which pieces will be included in their senior exhibition and final portfolio. Student will be graded "S" (Satisfactory) or "U" (Unsatisfactory). Normally offered in Spring semester only.

Offered: Spring.

ART 322C - Portfolio Review (0)

Designed for students in their sophomore (ART 322A), junior (ART 322B) and senior (ART 322C) years, the portfolio review is an opportunity for students to receive acknowledgment for the work completed in their course work. A minimum of two faculty members (who may also be discipline mentors) will review student work and give the feedback necessary to develop a cohesive body of work. Sophomore and junior portfolio reviews are designed to review the ongoing process of making artwork; the senior review will determine which pieces will be included in their senior exhibition and final portfolio. Student will be graded "S" (Satisfactory) or "U" (Unsatisfactory). Normally offered in Fall semester only.

Offered: Fall.

ART 322D - BA to MA Portfolio Review (0)

Portfolio review.

ART 323 - Ceramics II (3)

A continuation of technique-building, covering more sophisticated processes in both hand building and wheel throwing. Normally offered in Spring semester only.

Prerequisite: Take ART 222;. Offered: Spring.

ART 325 - Jewelry-Metal I (3)

Introduction to metal as a medium applied to jewelry, holloware, and flatware. Concentration on techniques that will provide background necessary for effective execution of design, concept, and idea for the jeweler-metalsmith. Normally offered in Fall semester only.

Offered: Fall.

ART 325L - Jewelry-Metal I Lab (0)

Introduction to metal as a medium applied to jewelry, holloware and flatware. Concentration on techniques that will provide background necessary for effective execution of design, concept and idea for the jeweler-metalsmith. Normally offered in Fall semester only.

Offered: Fall.

ART 327 - Printmaking: Etching (3)

Investigates the process and techniques involved in the production of intaglio prints, including aquatint, mezzotint, line engraving, line etching, lift ground, mixed media, and others. Normally offered in Fall semester only.

Offered: Fall.

ART 328 - Ceramics III (3)

A continuation of technique-building, covering more sophisticated processes in both hand-building and wheel throwing with the aim of developig good craftsmanship.

Offered: Fall.

ART 329 - Ceramics IV (6)

Intermediate level study expanding awareness of clay and ceramic processes as a means of creative expression.

Offered: Fall.

ART 329B - Intermediate Ceramics IV (3)

A continuation of personal style and technique development with an emphasis on functional forms such as sculpture.

ART 335 - Painting for the Illustrator (3)

This course is designed to address the theoretical and problem-solving approaches unique to narrative and conceptual image making. Students will explore a variety of painting mediums, and technological systems best suited to developing a professional illustration portfolio. Concept development, research, and technical proficiency will be emphasized. Prerequisites: Art 110, Art 118, Art 116, Art 215A, Art 215B, Art 345. Restricted to Art majors only.

Prerequisite: Take ART 110 ART 116 ART 118 ART 215A ART 215B ART 345;.

ART 339A - European Study Tour (3)

An intensive studio course at one of various European sites. Visits will be made to important museums and historical landmarks. Specific focus of course will vary from year to year according to instructors and location. Most Study Tours will be open to beginning, intermediate and advanced students.

ART 339B - European Study Tour (3)

An intensive studio course at one of various European sites. Visits will be made to important museums and historical landmarks. Specific focus of course will vary from year to year according to instructors and location. Most Study Tours will be open to beginning, intermediate and advanced students.

ART 339C - European Study Tour (3)

An intensive studio course at one of various European sites. Visits will be made to important museums and historical landmarks. Specific focus of course will vary from year to year according to instructors and location. Most Study Tours will be open to beginning, intermediate and advanced students.

ART 340 - Artworld Study Tour (3)

An interactive investigation of contemporary art theory and practice, including prevailing ideas and attitudes, prominent and emerging artists, institutions and seats of influence. This course takes the form of a seminar with an integrated studio component, and includes trips to galleries and museums in New York City and elsewhere, in addition to on-campus research and studio work. The course is designed to give studio majors an overview of the international art context, and a sense of fluency with contemporary art discourse.

Prerequisite: ART 218.

ART 340L - Artworld Lab (0)

An interactive investigation of contemporary art theory and practice, including study of prevailing ideas and attitudes, prominent and emerging artists, institutions and seats of influence. This course takes the form of a seminar with an integrated studio component, and includes trips to galleries and museums in New York City and elsewhere, in addition to on-campus research and studio work. The course is designed to give studio majors an overview of the international art context, and a sense of fluency with contemporary art discourse.

ART 345 - Painting II (3)

This course focuses on the fundamentals and dynamics of pictorial construction, including observational skills, composition, color theory, and basic painting techniques, with emphasis on direct observation of the figure, landscape, and still life. Appreciation for art history and aesthetics is systematically incorporated into this course. Normally offered in Fall semester only.

Offered: Fall.

ART 361 - Sculpture III (3)

Individual involvement with concepts of sculpture. Analysis of spatial relationships, color, and presentation. Course delivered tutorially. Normally offered in Spring semester.

Offered: Spring.

ART 363 - Graphic Narrative forStoryboard (3)

This course will introduce students to storyboarding for film and television. Students will gain a basic understanding of the relationship of storyboarding for live action and animation to the graphic storytelling seen in graphic novels & comic book or strip art. We will learn how to best serve a director's needs, in their choices of sequences that need storyboard treatment. We will examine techniques for how to pace a narrative in board form; how to indicate simple and complex camera movements; methods of representing "on-model" likenesses of varied characters under different lighting and atmospheric conditions; and We will explore methods for researching and referencing period-specific clothing and all of the necessary objects and architecture of a given script.

ART 364 - 2D Animation (3)

This course provides an introduction to 2D animation, with an emphasis on methods/process, technique, and proficient use of software. Students will explore movement, expression, and the 12 principles of animation through traditional and digital drawn exercises. Exercises/projects will explore 2d animation via a variety of methods/techniques and moving image software, all while learning professional 2d animation workflows, problem solving, and critical thinking. The course will begin with 2 analogue (pencil test) projects and transition to 2d digital work for the rest of the semester. Students will utilize industry standard software and tools, including Adobe Animate, Photoshop, Premiere Pro, and Wacom digital drawing tablets.

ART 399 - Art of Islamic Spain (3)

A survey of the art and architecture of Islamic Spain from the arrival of the Moors in 711 to their expulsion in 1492. Includes an examination of the religions, cultures and

history of the period and its influence on the development of Spanish culture. This course includes a Spring Break trip to Spain, which is mandatory for all students taking this class.

ART 399A - Painting for the Illustrator (3)

ART 399AA - Batik (3)

Introduction to the ancient art of resist-based and indigo-dyed mark making on cloth: traditional wax method and Japanese Shibori techniques are explored.

ART 399BB - Italian Renaissance Art (3)

This course will be a survey of Italian art from the late fourteenth century through the sixteenth century. The major artists, styles, and regions of this period will be presented chronologically and considered within the context of the culture and events of the day. Individual works of art will be analyzed for style, subject matter, iconography, and content. The changing nature of the social status of the artist and the patronage of works of art during this period will be discussed, as will the importance of the function and location of, and the audience for, art and architecture. Special attention will be given to a number of general topics, such as the political and religious institutions, the religious and philosophical trends, and the social structures that shaped Italian Renaissance art, architecture, and aesthetic theory.

ART 399C - Special Topics: 3-D Illustration (3)

This course will expand the illustration student's range of hands-on media, personal expression, and options for employment. Assignments include the making of: puppets, toys, games, relief sculpture, and exterior set models.

ART 399CC - ST: Pntng Mtrls, Mthds, Tchnq (3)

This course will cover a broad range of materials from rabbit skin glue gesso grounds for oil, tempera, and encaustic, supports, grinding oil paint, making egg tempera, preparatory drawings and oil sketches, methods for scaling up, to under painting and glazing techniques. Course will also cover presentation, frames and gilding. Designed to broaden students knowledge for professional

practice.

ART 399D - St: Russian & American Cultural Perspect (3)

This course offers a cross cultural experience and study abroad opportunity to examine similarities and differences in US and Russian cultures and the applications of counseling, psychology and art therapy in both countries. Students will be taking the course with students at Tomsk State University while in Tomsk, Siberia, and will be provided opportunities to practice leadership and practical therapeutic skills with cultural sensitivity.

ART 399DD - ST: Cmty-Bsd Art Thrpy w/ Vtr (3)

This course is designed to integrate experiential learning, service-learning, internship, applied learning, and research-orientation. The course will focus on student application of learning about the practice of art therapy with older adult veteran populations. Students will apply direct learning through immersion with studio based and community-based practices with veterans. Students will work alongside an Artist in Residence and an art therapist to understand scope of practice as well as learn collaborative skills required in working with a multidisciplinary team. Students will design and implement two art therapy workshops collaboratively, and they will learn to implement a research-oriented component to community-based practice. The course is primarily experiential in nature, enabling the students to learn through active engagement in the arts therapies.

ART 399E - St: Sculpture - Fire & Ice (3)

The workshop/course will introduce students to the dynamics of steel and glass combined for sculpture, lighting or accessories. Students will experience the extraordinary relationship between these two distinct materials as well as the fit for individual interpretations and creative application.

ART 399F - ST: Classical Sculpture - Intprt Myth (3)

This course will introduce and immerse participants in an investigation of classical sculpture. Studies will include Greek and Roman figurative forms. Students will examine the grace and style of these art forms and their relationship to the culture in which they were created. There will be a

nine day study abroad trip to Sicily and Italy integrated into the coursework over Spring Break 2014.

ART 399FF - ST: Women in Art (3)

This course will survey the history of women artists as well as representations of women in art, considering both western and non-western cultures. Topics will include evidence of the role of women in ancient art, including Mesopotamia and ancient Greece, representations of women in sacred and secular contexts through history, as well as a survey of women artists. There is evidence that women produced visual art objects as early as the Middle Ages, although these artists have received little attention. In the sixteenth century, more women entered the art world, and a documented history of women artists begins. Despite the steady increase in women working as artists through more recent centuries, issues of gender, equity and value persist. Artists studied will include Sofonisba Aguiusola, Artemisia Gentileschi, Elisabeth Vigee-Lebrun, Angelica Kaufman, Mary Cassatt, Georgia O'Keeffe, and Judy Chicago. Rejecting entrenched but baseless gender stereotypes, artists will be discussed in the context of their professional work and cultural milieu.

ART 399G - ST: Game Design (3)

This course is an introduction to game design and will examine all aspects from concept, game mechanics, character and story development and the user interface. We will also explore the importance and effect of games in our culture. This is a hybrid class - we will meet four times in the classroom for workshops. They will include lecture, exercises, critiques and presentations. The other part of the class will be online. Students will be required to do reading and assignments every week. Students will also post work for peer review.

ART 399GG - St: Art and Mtrl Cltre in Amrcn Utpn Cmm (3)

The course focuses on the development and creation of sacred and secular Utopian Communities between the mid-eighteenth centuries through the nineteenth century in the United States of America. This material culture course is dependent on an interdisciplinary approach drawing on history, anthropology, religious studies, music and other fields, in order to explore and understand the religious and secular utopian communities that developed during this period. Students will study and analyze primary historical

documents, doctrine, music, clothing, architecture and other materials produced by these societies. Overall, students will have a fuller understanding of the definition of "utopia" in general and in relation to these communities as well as for the variation in the "utopian" way of life in this period.

ART 399I - ST: History of Women in Art: 1915-2015 (3)

As Marywood celebrates its Centennial year, this course surveys women in the visual arts, from the 20th-century modernist period into the postmodern world of today.

ART 399J - ST: The Business of Illustration (2)

This course provides students with the opportunity to develop self-promotion strategies, learn illustration business practices, and how to license your art.

ART 399K - Narrative 3D Design (3)

"This course is about using 3-D materials to create art that tells a story, or expresses a particular idea or point of view. The artworks' concept may be derived from political, environmental, economic, philosophical, scientific, and other contemporary issues. It may also represent an existing, or original fictional narrative. Students will gain an understanding of: .Technical facility with 3-D materials and techniques .the potential uses and impact of narrative 3-D art .conceptual and design principles when developing ideas from sketches to finished objects .composition, color, design, structure, and lighting principles related to 3-D image making .Facility with photographic documentation of stages of production, and completed project .Ability to verbalize creative ideas and objectives .Awareness of the role of the "artist as commentator" regarding social issues "

ART 399L - Painting for the Illustrator Lab (0)

Corequisite: Take ART 399B.

ART 399M - ST: 3D Printing for Design, Art and Science (3)

This introductory course is for students from varied majors who are interested in learning how to prepare digital files

for use with a 3D printer. Topics will include adapting designs for 3D printing, creating molds from 3D prints, and independent projects will be emphasized. Students will use a variety of techniques, processes, materials, and technology commonly used in 3D printing.

ART 399N - ST: Modern Girls, Postmodern Women in?Art: 1876 to the Present (3)

This course surveys women in the visual arts, as both producers and as subject matter, from the modernist period of Impressionism to the postmodern world of today.

ART 399O - ST: Baroque Art in Europe and the World (3)

The Baroque style in art, characterized by exuberance, dynamism, and artifice, is traditionally thought to have originated in Italy and spread throughout much of Europe. Recent scholarship has shown that the Baroque was actually a global style, found in various locations around the world between 1600 and 1800. This course will study the origins of the Baroque in Italy, and then trace its development through Spain, the Netherlands, and France, and then into places such as Mexico, South America, and Africa, with particular focus on important artists and monuments, but also the translation of the style in varying cultural contexts.

ART 399P - ST: Mixed Media (3)

Materials beyond their individual inherent strengths and weaknesses can carry cultural meaning. This class explores the intersection of materials and meaning. Students can work in materials of their choice and dimension to express complex and contemporary ideas.

ART 399Q - ST: Professional Identity (3)

This course is a study of professional practices in the fields of illustration and communication design. As a starting point, we'll consider what differentiates these applied arts from studio arts. A comprehensive survey of prevailing styles will help students identify the markets and outlets most compatible with their own work. In-class and independent study assignments are designed to help students connect with their own unique voices. Different methods of translating complex ideas into clear visual imagery will be considered, with particular emphasis on

making conceptual and stylistic choices that complement one another in meaningful ways. The course also stresses skills that become second nature in professional practice, including: maintaining awareness of the endpoint purpose while creating an image, working within deadlines, and the ability to incorporate input from collaborators and art directors.

ART 399R - ST: History of Printmaking (3)

When the technology of printmaking first fell into place in the West around 1400, artists gained the opportunity to produce multiples of an image from a single matrix. From playing cards to printed Bibles and scientific texts, the printed image opened doors to a new powerful line of communication for artists and writers of early modern Europe. As technologies advanced, and artists moved beyond woodcuts to the intaglio processes of engraving, etching, drypoint, and aquatint, printmakers rapidly developed new ways to present imagery. By the nineteenth century, lithography and serigraphy had added even more dimension to the printmaking field. In the 20th and 21st centuries, artists have continued to use printmaking to experiment and communicate in original ways. This course will offer a survey of the rich and diverse history of printmaking, beginning with its inception in the fifteenth century through its developments over the centuries.

ART 399S - ST: History of Latin American Art (3)

This course will survey Latin American art from the pre-Columbian period through the colonial period and into the present. It will cover the arts of ancient civilizations including the Olmec, Maya, Aztec, and Inca, followed by a particular emphasis on the art of the colonial period, and followed up by modern and contemporary arts of Latin America. The art of colonial Latin America was influenced by the collision of Europe's Renaissance culture with the beliefs and customs of the indigenous people of Mexico and South America. Major themes include the relationship between art and religion, art and identity, as well as Indigenous contributions to the visual arts. This course examines the societal relevance of images across Latin American cultures by paying close attention to the historical and political contexts in which they were created.

ART 399T - ST: Animation for the Illustrator (3)

Journey through the history of animation -- from Windsor

McCay's Gertie the Dinosaur through the latest Pixar blockbusters -- and apply what you've learned, designing characters and environments and bringing them to full, vibrant life using the latest animation software.

ART 399U - ST: History of Visual Comm. (3)

This is an art history course tracing the historical evolution of the disciplines for which professional training is provided in the B.F.A. Graphic Design and illustration concentrations. The history of visual communications is a living, breathing part of your lives, whether you are a design /illustration student or a layperson. Thus for students enrolled in these programs, the content of this course is prologue to the professional work which you will one day produce. This historical content is the foundation for creative work produced in the studio component of the program. In a broader context, the content provides an awareness of the historical antecedents of several fields which are a vital component of advertising, graphic design, illustration, and photography.

ART 399V - ST: Paper Collage (3)

Explorations in the use of paper and other materials in 2-dimensional art meant to teach students to express artistic talents through found and re-purposed material.

ART 399VL - ST: Paper Collage Lab (0)

Explorations in the use of paper and other materials in 2-dimensional art meant to teach students to express artistic talents through found and re purposed material.

ART 399W - ST: Character Design (3)

The purpose of this course is to introduce students to concepts and procedures relevant to character design and development. There will be an emphasis on how to translate attitudes and emotions into viable and believable characters from initial sketches to finished renderings.

ART 399X - ST: History of Visual Communications (3)

This is an art history course tracing the historical evolution of the disciplines for which professional training is provided in the B.F.A. Graphic Design and illustration concentrations. The history of visual communications is a

living, breathing part of your lives, whether you are a design /illustration student or a layperson. Thus for students enrolled in these programs, the content of this course is prologue to the professional work which you will one day produce. This historical content is the foundation for creative work produced in the studio component of the program. In a broader context, the content provides an awareness of the historical antecedents of several fields which are a vital component of advertising, graphic design, illustration, and photography.

ART 399Y - Introduction to Printmaking (3)

This course will involve students in fundamental printmaking techniques that include linocut, woodcut, screen printing (silkscreen), and monotypes (printed paintings). Students will also have an opportunity to make and print on handmade paper and work with wood type letters, posters, and fabric printing including t-shirts. No previous printmaking experience is necessary and the course is open to all students as an elective on both undergraduate and graduate levels.

ART 399Z - Northern Renaissance Art (3)

This course will survey art made in Europe, north of the Alps, from the end of the fourteenth century, through the sixteenth century, with particular focus on Germany and the Netherlands and artists such as Jan van Eyck, Rogier van der Weyden, Albrecht Dürer, Hieronymus Bosch, and Pieter Bruegel. This period experienced great religious and social turmoil, but also significant artistic and cultural change. Much of our focus will be on developments of technology in art, as well as the connections between art and religious life.

ART H301 - Art Education in the Elementary School?(honors) (3)

Surveys the history and development of art education on the preschool, primary and upper-grade levels. Considers all aspects of the art curriculum as it contributes to the child's developmental and artistic growth. Hands-on experiences with a variety of media. Special attention given to handicapping conditions and learning disabilities through individual educational programs (IEP) to encourage the child's art expression.

Prerequisite: Permission of the Director of the Honors Program required.

ART H361 - Sculpture III (3)

Individual involvement with concepts of sculpture. Analysis of spatial relationships, color and presentation. Course delivered tutorially.

Prerequisite: Permission of the Director of the Honors Program required.

ART H399F - St: Classical Sculpture - Intprt Myth (3)

This course will introduce and immerse participants in an investigation of classical sculpture. Studies will include Greek and Roman figurative forms. Students will examine the grace and style of these art forms and their relationship to the culture in which they were created. There will be a nine day study abroad trip to Sicily and Italy integrated into the coursework over Spring Break 2014.

ART H399FF - ST: Women in Art (3)

This course will survey the history of women artists as well as representations of women in art, considering both western and non-western cultures. Topics will include evidence of the role of women in ancient art, including Mesopotamia and ancient Greece, representations of women in sacred and secular contexts through history, as well as a survey of women artists. There is evidence that women produced visual art objects as early as the Middle Ages, although these artists have received little attention. In the sixteenth century, more women entered the art world, and a documented history of women artists begins. Despite the steady increase in women working as artists through more recent centuries, issues of gender, equity and value persist. Artists studied will include Sofonisba Aguiassola, Artemisia Gentileschi, Elisabeth Vigee-Lebrun, Angelica Kaufman, Mary Cassatt, Georgia O'Keeffe, and Judy Chicago. Rejecting entrenched but baseless gender stereotypes, artists will be discussed in the context of their professional work and cultural milieus.

ART H399I - ST: History of Women in Art (3)

As Marywood celebrates its Centennial year, this course surveys women in the visual arts, from the 20th-century modernist period into the postmodern world of today.

ART H3990 - ST: Baroque Art in Europe and the World (3)

The Baroque style in art, characterized by exuberance, dynamism, and artifice, is traditionally thought to have originated in Italy and spread throughout much of Europe. Recent scholarship has shown that the Baroque was actually a global style, found in various locations around the world between 1600 and 1800. This course will study the origins of the Baroque in Italy, and then trace its development through Spain, the Netherlands, and France, and then into places such as Mexico, South America, and Africa, with particular focus on important artists and monuments, but also the translation of the style in varying cultural contexts.

ART H399S - ST:History of Latin American Art (3)

This course will survey Latin American art from the pre-Columbian period through the colonial period and into the present. It will cover the arts of ancient civilizations including the Olmec, Maya, Aztec, and Inca, followed by a particular emphasis on the art of the colonial period, and followed up by modern and contemporary arts of Latin America. The art of colonial Latin America was influenced by the collision of Europe's Renaissance culture with the beliefs and customs of the indigenous people of Mexico and South America. Major themes include the relationship between art and religion, art and identity, as well as Indigenous contributions to the visual arts. This course examines the societal relevance of images across Latin American cultures by paying close attention to the historical and political contexts in which they were created.

ART H399Z - Northern Renaissance Art (3)

This course will survey art made in Europe, north of the Alps, from the end of the fourteenth century, through the sixteenth century, with particular focus on Germany and the Netherlands and artists such as Jan van Eyck, Rogier van der Weyden, Albrecht Dürer, Hieronymus Bosch, and Pieter Bruegel. This period experienced great religious and social turmoil, but also significant artistic and cultural change. Much of our focus will be on developments of technology in art, as well as the connections between art and religious life.

ART 405 - Advanced Typography (3)

This course builds on the fundamentals learned in the Introduction to Typography class. There is a continued emphasis on design history, developing hand skills and fine-tuning computer skills. A highly creative approach will be taken towards typographic form and design, using a variety of media that explores both visual and verbal means of communication. Prerequisite: Normally offered in Fall semester only.

Prerequisite: take art 210;. Offered: Fall.

ART 405L - Advanced Typography Lab (0)

Studio lab time for Art 405 Advanced Typography. Normally offered in Fall semester only.

Offered: Fall.

ART 406 - Studies in Roman Art (3)

A survey of the art and architecture of the Roman Empire from its foundation to its collapse in the fifth century. Examines the social, religious, historical, and cultural influences that impacted the art of this long-lived empire. Normally offered in Spring semester only.

Offered: Spring.

ART 411B - Art Curriculum Methods and Materials (3)

Presents a comprehensive and practical study of art K-12 behavioral objectives; terminology; model lessons; motivational techniques and approaches, using discipline-based studio art, art history, aesthetics, and criticism as a means to a good art curriculum. Studies the history of art educators and movements in the field as well as the types, purposes and functions of professional organizations on national, state, and regional levels. Studies art classroom management as it pertains to the health and safety of the students. Research of materials in curriculum lab to familiarize students, through unit preparations, with the various courses of study, textbooks, and periodicals, instructional tools, and supplements available to them. Normally offered in Fall semester only.

Offered: Fall.

ART 411L - Art Curriculum Lab (0)

Presents a comprehensive and practical study of art K-12 behavioral objectives, terminology, model lessons, motivational techniques and approaches using discipline-based studio art, art history, aesthetics and criticism as a means to a good art curriculum. Studies the history of art educators and movements in the field as well as the types, purposes and functions of professional organizations on national, state and regional levels. Studies art classroom management as it pertains to the health and safety of the students. Research of materials in curriculum lab to familiarize students, through unit preparations, with the various courses of study, textbooks and periodicals, instructional tools and supplements available to them.

Corequisite: Take ART 411B.

ART 416 - Social Impact Design (3)

A review of graphic design principles through a series of portfolio projects, and the synthesis of research, knowledge and technical skills. Students are expected to work independently. Projects will be presented with specific parameters and deadlines to challenge conceptualization and development. During senior year, students concentrate on both design concepts and professional presentation. Normally offered in Fall semester only.

Prerequisite: ART 210 ART 314 ART 416A ART 416B ART 441H. Offered: Fall.

ART 416A - Communication & Conceptual Design I (3)

Graphic design principles are explored, with an emphasis on concept and development. Students will investigate problems through research and are encouraged to take risks on realistic projects related to the graphic design field.

Prerequisites: ART 210, 314 and 441B. Normally offered in Fall semester only.

Prerequisite: ART 210 ART 314 ART 441B. Offered: Fall.

ART 416B - Comm & Conceptual Design II (3)

Conceptualization and development of corporate and retail identity programs, including identity marks, business forms, posters, ads, brochures, signage, and annual reports. Students will encounter specific choices which relate to typography, grid systems, vocabulary, and principles relating to layout and composition. They will be challenged to develop both the information and graphic

design solution to realistic problems, while beginning to produce portfolio quality presentations.

Prerequisite: ART 210 ART 314.

ART 418 - Printmaking for the Graphic Designer (3)

This course is for the graphic design student interested in learning how to combine digital and traditional printmaking processes to foster new ideas and methods in creating visual communication work. Topics covered will include letterpress with wood and metal type, screen printing, relief printing, binding and papermaking with the integration of digital imagery, typography and applied design. Projects are graphic design based and will include printed materials such as business cards, folded cards, posters, books and t-shirts.

ART 419 - Mixed Media (3)

Mixed Media is designed to introduce students to the use of less traditional art materials to make objects with meaning. Considering that materials beyond their individual inherent strengths and weaknesses carry cultural meaning students will be challenged to identify and build with materials that support their ideas more precisely. This class explores the intersection of materials and meaning. Beginning with an overview on less traditional materials, fabric, found objects, premade objects, commercial materials, students will then work in materials of their choice and dimension to express personal narratives and complex and contemporary ideas.

ART 420A - Jewelry-Metal II (3)

Advanced development of design principles applied to jewelry and metalwork; promoting of sensitivity to concept; investigation of principles necessary to function of jewelry as related to the human form. Advanced technical experience. Course delivered tutorially. Normally offered in Fall semester only.

Offered: Fall.

ART 420B - Jewelry-Metal III (3)

Advanced development of design principles applied to jewelry and metalwork; promoting of sensitivity to concept; investigation of principles necessary to function

of jewelry as related to the human form. Advanced technical experience. Course delivered tutorially. Normally offered in Fall semester only.

Offered: Fall.

ART 422 - 3D Animation (3)

Animated 3D objects are becoming increasingly popular as pivotal assets in all forms of storytelling such as film, television, and games. The fundamentals of creating animation lie in the ability to generate believable objects and characters that have emotion and life. This course will explore tools and techniques used in the animation industry to design convincing story-driven animations. This course covers the techniques involved in animating models in 3D scenes utilizing industry-standard 3D software such as Autodesk Maya. Furthermore, students will design animations with a sensitivity to the 12 Principles of Animation.

ART 422A - General Illustration I (3)

Problem-solving in various types of illustration, individualized to suit the student's creative interpretation and personal style. Provides opportunity to research and execute magazine, newspaper, advertising, pharmaceutical, botanical, technical, and storyboard illustration.

Corequisite: Take ART 422L.

ART 422B - General Illustration II (3)

Problem-solving in various types of illustration, individualized to suit the student's creative interpretation and personal style. Provides opportunity to research and execute magazine, newspaper, advertising, pharmaceutical, botanical, technical, and storyboard illustration.

Corequisite: Take ART 422L.

ART 424 - Intermediate Illustration: Book (6)

Aesthetic consideration of "marrying" literature and illustration. Technical aspects and appropriate techniques for each genre of storytelling are explored. Illustration exercises are based on simple phrases and lead to the design and illustration of a 16-page original book, the dummy, and a finished spread. Normally offered in Fall

semester only.

Prerequisite: ART 422A and ART 422B. Offered: Fall.

ART 424L - Intermediate Illustration Lab (0)

Corequisite: Take ART 424.

ART 425 - Printmaking: Screen Printing (3)

Investigates screen-process printing as relating to both commercial and fine art forms. Includes the basic stencil techniques of paper, glue, cut film, tusche, and photo film.

ART 426 - Lithography (3)

Introduction to basic techniques of lithographic printmaking used with both stone and metal applications. Includes an historical survey of commercial and fine arts development and new trends with small offset duplicators.

Corequisite: Take ART 426L.

ART 427B - Advanced Portfolio Development Illustration/Communication (6)

Course providing students with an opportunity to work independently in the development and execution of concepts related to advanced contemporary problems in B) General Illustration, D) Graphic Design, E) Photography. Normally offered in Spring semester only.

Prerequisite: ART 422A, ART 422B, ART 424. Offered: Spring.

ART 427E - Advanced Problems in Visual Communication (3)

Course providing students with an opportunity to work independently in the development and execution of concepts related to advanced contemporary problems in B) General Illustration, D) Graphic Design, E) Photography. Normally offered in Spring semester only.

Offered: Spring.

ART 428 - Design Business and Production (3)

This course provides students with the opportunity to work independently with clients, develop self-promotion strategies, learn design business practices, learn advanced production problems and prepare for the senior exhibition.

ART 428A - Advanced Printmaking (3)

Allows continued study in a specific printmaking medium involving either relief, intaglio, lithographic, or screen printing. The student is expected to develop a high degree of skill and imagery through concentrated effort and objectives. Course delivered tutorially.

ART 428B - Advanced Printmaking (3)

Allows continued study in a specific printmaking medium involving either relief, intaglio, lithographic, or screen printing. The student is expected to develop a high degree of skill and imagery through concentrated effort and objectives. Course delivered tutorially.

Corequisite: Take ART 428L.

ART 428L - Design Business and Production Lab (0)

Studio lab time for Art 428 Design Business and Production.

ART 429 - Advanced Drawing (3)

Advanced problems in drawing with emphasis on idea development. Normally offered in Fall semester only.

Offered: Fall.

ART 432A - History of Photography I (3)

This course explores the medium's birth in 1826 encompassing its early inventors, supporters and photographers. Study includes the effects photography had on 19th century society and culture and its potential as an artistic medium. Students will discover through its history that photography is a versatile form of expression, ranging from documentation, photojournalism, advertising, art and the everyday recording of life's events. The first part of this course will cover photography's beginnings and evolution into the 20th century. Required for B.F.A. in Design: Photography. Normally offered in Fall semester only.

Offered: Fall.

ART 432B - History of Photography II (3)

This second part of photography's history chronicles its 20th century progression through contemporary image making. Investigation will include the technology, techniques and the explorations of photographers using traditional materials to its advancement into the digital age. Additional attention will be placed on photographic criticism and theory to discover photography's place in society, culture and the arts as the medium steadily evolves. Required for B.F.A. in Design: Photography. Normally offered in Spring semester only.

Offered: Spring.

ART 433 - Medieval Art (3)

A survey of the art and architecture of Western Europe and Byzantium from the fourth to the fourteenth centuries. Focuses primarily on ecclesiastical art, examining its historical, liturgical, and aesthetic traditions to gain an understanding of the medieval age and its legacy. Normally offered in Spring semester only.

Offered: Spring.

ART 434 - History of Postmodern Women: Literature? And Art (3)

Surveys the history of art and literature produced by women since the feminist movement of the 1970s. Explores themes representative of historical, cultural, and political developments of the last 25 years. Normally offered in Fall semester only.

Offered: Fall.

ART 435 - Contemporary Art History (3)

A review of major movements since World War II and an emphasis on post modernism from the sixties to the present. Normally offered in Fall semester only.

Offered: Fall.

ART 436 - Ancient Greek Art and Architecture (3)

A survey of ancient Greek art and architecture beginning with the ancient Aegean cultures through the Hellenistic dynasties. Includes an introduction to ancient Greek culture, society, and history. Normally offered in Spring semester only.

Offered: Spring.

ART 440 - Advanced Portfolio Development (3)

Students will work independently in the development and execution of a professional resume and portfolio in print and digital format in preparation for the job search or graduate study. Prerequisites: ART 416A, 416B, ART 416. Restricted to Graphic Design majors.

Prerequisite: Take ART 416A ART 416B ART 416;

ART 441B - Motion Graphics (3)

An intermediate level course. Students will concentrate on specific software used for page-layout, illustration, and image manipulation. The applications reflect professional studio environments. Emphasis is placed on both design and production. Concentration on output will allow students to begin utilizing the computer as a means for creating images for a variety of projects. Normally offered in Spring semester only.

Offered: Spring.

ART 441C - Computer Graphics /Photoshop (3)

Course concentrating in advanced uses of Photoshop as an imaging tool. Designed primarily for photography and illustration majors and fine artists with an interest in digital media. Normally offered in Fall semester only.

Offered: Fall.

ART 441G - Alternative Digital Imaging (3)

A course for photographers and others looking to refine their skills with digital imaging software, as well as, explore the potential of digital negatives. Primary topics are high-end image retouching, photo compositing, and lens-based fabrications. Prior Photoshop experience required. Normally offered in Spring semester only.

Offered: Spring.

ART 441GL - Alternative Digital Imaging Lab (0)

Studio lab time for ART 441G, Alternative Digital Imaging.

ART 441H - Web Design and Interactive Media (3)

This course examines the multimedia and Web design process, the practice of making compelling interactive experiences, and presenting information clearly in a non-linear fashion. Students will gain a higher level of skill in using the computer through designing and using interactive images and text in addition to an examination of the fundamental tools for development and maintenance of web site. Students will also be introduced to the principles of motion graphics. Normally offered in Fall semester only.

Prerequisite: ART 210 ART 241 ART 314 ART 441B.
Offered: Fall.

ART 441I - Interactive Design II (3)

This course further expands upon Art 441H Web Design and Interactive Media by exploring advanced topics in Web design. Students will make compelling, usable, interactive experiences; develop time-based media; and present information clearly in a non-linear fashion. Students will gain a higher level of skill in using Web design software through designing and using interactive images and text. Normally offered in Spring semester only.

Prerequisite: ART 441H. Offered: Spring.

ART 441IL - Interactive Design II Lab (0)

Studio lab time for ART 441I, Interactive Design II.

ART 441L - Computer Graphics Lab (0)

Studio lab time for ART 441.

ART 441M - Digital Illustration (3)

An intermediate level course concentrating on specific software used by illustrators for design and production; digital illustration. Normally offered in Spring semester

only.

Corequisite: Take ART 441L. Offered: Spring.

ART 441ML - Digital Illustration Lab (0)

Studio lab time for ART 441M, Digital Illustration.

ART 442A - Interactive Design III (3)

This course examines advanced topics and methods in interactive design and delivery, coding, iPad and e-pub design, and cutting-edge technologies. In-depth examination of interactivity, sound, motion graphics, video and web production will be explored.

Prerequisite: ART 441H, ART 441I.

ART 442B - Interactive Design III (3)

This course further expands upon Art 441H Web and Interactive Design by exploring advanced topics in Web design. Students will make compelling, useable, interactive experiences; develop time-based media; and present information clearly in a non-linear fashion. Students will gain a higher level of skill in using Web design software through designing and using interactive images and text.

Prerequisite: take ART 441H.

ART 442BL - Interactive Design III Lab (0)

Studio lab time for Art 442B Interactive Design III.

ART 442L - Interactive Design III Lab (0)

ART 443A - Painting III (3)

Intermediate study of the dynamics of pictorial construction through the language of painting. Students are encouraged to experiment with various materials and/or techniques to build a personal painting vocabulary while continuing to develop their observational skills.

ART 443AL - Painting III Lab (0)

Studiolab time for ART 443A

ART 444A - Advanced Painting (6)

This series of courses fosters progressively advanced studio practice and development of a personal relationship to the painting language, its history and its perpetuation. Regularly scheduled critiques and focused written statements help students develop verbal and critical skills related to their work and the work of others. Students work one-on-one with instructors in semi-private partitioned studio spaces. Normally offered in Spring semester only.

Offered: Fall.

ART 444AL - Advanced Painting Lab (0)

Studio lab time for ART 444A. Normally offered in Fall semester only.

ART 444B - Advanced Painting (6)

This series of courses fosters progressively advanced studio practice and development of a personal relationship to the painting language, its history and its perpetuation. Regularly scheduled critiques and focused written statements help students develop verbal and critical skills related to their work and the work of others. Students work one-on-one with instructors in semi-private partitioned studio spaces. Normally offered in Spring semester only.

Offered: Spring.

ART 444BL - Advanced Painting Lab (0)

Studio lab time for ART 444B. Normally offered in Spring semester only.

ART 444C - Advanced Painting (6)

This series of courses fosters progressively advanced studio practice and development of a personal relationship to the painting language, its history and its perpetuation. Regularly scheduled critiques and focused written statements help students develop verbal and critical skills related to their work and the work of others. Students work one-on-one with instructors in semi-private partitioned studio spaces.

ART 444CL - Advanced Painting Lab (0)

Studio lab time for ART 444C

ART 444D - Advanced Painting (6)

This series of courses fosters progressively advanced studio practice and development of a personal relationship to the painting language, its history and its perpetuation. Regularly scheduled critiques and focused written statements help students develop verbal and critical skills related to their work and the work of others. Students work one-on-one with instructors in semi-private partitioned studio spaces. Normally offered in Spring semester only.

Offered: Spring.

ART 444DL - Advanced Painting Lab (0)

Studio lab time for ART 444D. Normally offered in Spring semester only.

ART 448 - Packaging Design (3)

An advanced comprehensive study of graphic structural design as applied to various product and point-of-purchase sales. Emphasis on conceptual development from initial target audience/market analysis through 3-D renderings and comprehensives. Particular attention given specific design limitations and requirements. Guest designer(s) and field trip(s). Normally offered in Fall semester only.

Prerequisite: ART 210 ART 314 ART 416A ART 416B.

Corequisite: Take ART 448L. Offered: Fall.

ART 448L - Packaging Design Lab (0)

An advanced comprehensive study of graphic and structural design as applied to various product and point of purchase sales. Emphasis on conceptual development from initial target audience/market analysis through 3-D renderings and comprehensives. Particular attention given specific design limitations and requirements. Guest designer(s) and field trip(s).

Corequisite: Take ART 448.

ART 449 - Internship (3)

Professional on-site experience that utilizes course theory and prepares students for the respective professional fields.

ART 449A - Fieldwork Experience I - Museum (2)

Fieldwork Experience I - Museum, II - Gallery, III - Historical Preservation. Restricted: Arts Administration majors. Normally offered in Spring semester only.

Offered: Spring.

ART 449B - Fieldwork Experience II - Gallery (2)

Fieldwork Experience I - Museum, II - Gallery, III - Historical Preservation. Restricted: Arts Administration majors. Normally offered Fall semester only.

Offered: Fall.

ART 449C - Fieldwork Experience III - Historic Preservation (2)

Fieldwork Experience I - Museum, II - Gallery, III - Historical Preservation. Restricted: Arts Administration majors. Normally offered in Spring semester only.

Offered: Spring.

ART 452 - Business of Art Seminar (3)

The objective of this course is to enable each student to target his/her best market, with self-promotion techniques and materials, and to develop a knowledge base that prepares the student to successfully enter their professional field.

ART 452L - Business of Art Lab (0)

Objective of this course is to enable each student to target his/her best market, with self promotion techniques and materials, and to develop a knowledge base that prepares the student to successfully enter their professional field.

ART 455 - Professional Contribution (Exhibit) (0)

Closure experience for all senior BFA and BA Art majors, except Arts Administration. A group show, Senior Exhibition takes place in spring semester, must be accomplished during on-campus coursework, and includes seniors graduating May or December of the same calendar year. Professional Contribution includes participation in Follow-Up Portfolio Reviews, Senior Meeting and fulfillment of the Senior Exhibition requirements. Normally offered in Spring semester only.

Offered: Spring.

ART 456A - Advanced Sculpture (6)

Involves an individually planned program with area of emphasis related to the student's needs and interests. Course delivered tutorially. Normally offered in Fall semester only.

Offered: Fall.

ART 456AL - Advanced Sculpture Lab (0)

Studio lab time for ART 456A. Normally offered in Fall semester only.

ART 456B - Advanced Sculpture (6)

Involves an individually planned program with area of emphasis related to the student's needs and interests. Course delivered tutorially. Normally offered in Spring semester only.

Offered: Spring.

ART 456BL - Advanced Sculpture Lab (0)

Studio lab time for ART 456B. Normally offered in Spring semester only.

ART 456L - Advanced Sculpture Lab (0)

Involves an individually planned program with area of emphasis related to the student's needs and interest. Course delivered tutorially.

ART 464A - Advanced Ceramics (6)

Individually planned program based on student's needs and interests. Course delivered tutorially. Normally offered in Fall semester only.

Offered: Fall.

ART 464AL - Advanced Ceramics Lab (0)

Studio lab time for ART 464A. Normally offered in Fall semester only.

ART 464B - Advanced Ceramics (6)

Individually planned program based on student's needs and interests. Course delivered tutorially. Normally offered in Spring semester only.

Corequisite: Take ART 464L. Offered: Spring.

ART 464BL - Advanced Ceramics Lab (0)

Studio lab time for ART 464B. Normally offered in Spring semester only.

ART 478A - Honors Thesis (1.5)

Research and/or creative scholarly activity in art under faculty supervision.

ART 478B - Honors Thesis (1.5)

Research and/or creative scholarly activity in art under faculty supervision.

ART 478C - Honors Thesis (1.5)

Research and/or creative scholarly activity in art under faculty supervision.

ART 478D - Honors Thesis (1.5)

Research and/or creative scholarly activity in art under faculty supervision.

ART 481 - Introduction to Arts and Healing (3)

This course introduces students to the role of arts expression in emotional, physical, and communal healing. Attention is given both to historic context and to the current applications of the arts in healing. The experiential components of the course will offer students the opportunity to deepen their understanding of how the arts have played-and continue to play-a healing role in everyday life. Normally offered in Fall semester only.

Offered: Fall.

ART 482 - Approaches in Art Therapy (3)

An introduction to the historical antecedents, professional founders, and development of diverse approaches to practice in art therapy. Issues related to current professional practice and ethical standards will also be addressed. Normally offered in Spring semester only.

Offered: Spring.

ART 483 - Art Therapy Applications (3)

Survey of applications of art therapy media and methods in diverse settings, with a variety of populations. Consideration of developmental issues, environmental factors, cultural diversity, adaptations for disabilities, and utilization of personal and communal potentialities will be addressed. Normally offered in Fall semester only.

Offered: Fall.

ART 484 - Art Therapy Internship (3)

Designed to provide students with the opportunity to integrate course work with practical applications in supervised settings. The experience will include observation of professionals in social service settings, the utilization of creative expression in working with a special population, and both individual and group supervision.

ART 485 - The History of Art Education (3)

Inquiry into the meaning and impact of art education trends in America from the first introduction as a formal part of public school education in the late 1800's to contemporary time. The course will encompass a review and analysis of the discipline's level of development within philosophical and sociopolitical contexts, inclusive of community

organizations and cultural institutions. Restricted to Art Education Majors. Normally offered in Spring semester only.

Offered: Spring.

ART 486 - Aesthetics (3)

This course examines theories of art and aesthetic experience within historical and cultural contexts. Traditional and contemporary means of evaluating and defining beauty and meaning in the visual arts and relevant issues and practice are explored. Normally offered in Spring semester only.

Offered: Spring.

ART 490A - Green Piece: Art and Nature in America (3)

A) Taken for Studio elective B) Taken for Art History elective Discover connections between art and natural history in America from the time of the early explorer naturalists to contemporary earth artists. This jointly-taught studio and art history course combines field work with historical readings and discussions. Normally offered in Spring semester only.

Offered: Spring.

ART 490B - Green Piece: Art and Nature in America (3)

A) Taken for Studio elective B) Taken for Art History elective Discover connections between art and natural history in America from the time of the early explorer naturalists to contemporary earth artists. This jointly-taught studio and art history course combines field work with historical readings and discussions. Normally offered in Spring semester only.

Offered: Spring.

ART 491 - History of Visual Communications (3)

An art history course tracing the historical evolution of the disciplines for which professional training is provided in the B.F.A. Graphic Design and Illustration degrees. This historical content is the foundation for creative work produced in the studio component of these programs. In a

broader context, the content provides an awareness of the historical antecedents of several fields which are a vital component of advertising, graphic design, illustration, and photography.

ART 493 - Character Design (3)

The purpose of this course is to introduce students to techniques and conceptual methods and approaches for creating original characters for a wide range of application, including, but not limited to publishing, theater, tv, film, gaming, toy and animation industries. Students will be encouraged to develop personal and unique characters by engaging in a sequence of steps from concept sketches through finished 3-D objects.

ART 499A - Independent Study - Ceramics (3)

(A-Ceramics, B-Sculpture, C-Painting, D-Photography, E-Graphic Design, F-Illustration, G-Printmaking, H-Art History, J-Drawing, K-Art Therapy) Involves advanced study in any area of studio art or art history in which the student has special proficiency and has completed prerequisites. Open to senior Art majors with the approval of the chairperson and the academic dean.

ART 499B - Independent Study - Sculpture (3)

(A-Ceramics, B-Sculpture, C-Painting, D-Photography, E-Graphic Design, F-Illustration, G-Printmaking, H-Art History, J-Drawing, K-Art Therapy) Involves advanced study in any area of studio art or art history in which the student has special proficiency and has completed prerequisites. Open to senior Art majors with the approval of the chairperson and the academic dean.

ART 499C - Independent Study - Painting (3)

(A-Ceramics, B-Sculpture, C-Painting, D-Photography, E-Graphic Design, F-Illustration, G-Printmaking, H-Art History, J-Drawing, K-Art Therapy) Involves advanced study in any area of studio art or art history in which the student has special proficiency and has completed prerequisites. Open to senior Art majors with the approval of the chairperson and the academic dean.

ART 499D - Independent Study - Photography (3)

(A-Ceramics, B-Sculpture, C-Painting, D-Photography, E-Graphic Design, F-Illustration, G-Printmaking, H-Art History, J-Drawing, K-Art Therapy) Involves advanced study in any area of studio art or art history in which the student has special proficiency and has completed prerequisites. Open to senior Art majors with the approval of the chairperson and the academic dean.

ART 499E - Independent Study - Graphic Design (3)

(A-Ceramics, B-Sculpture, C-Painting, D-Photography, E-Graphic Design, F-Illustration, G-Printmaking, H-Art History, J-Drawing, K-Art Therapy) Involves advanced study in any area of studio art or art history in which the student has special proficiency and has completed prerequisites. Open to senior Art majors with the approval of the chairperson and the academic dean.

ART 499F - Independent Study - Illustration (3)

(A-Ceramics, B-Sculpture, C-Painting, D-Photography, E-Graphic Design, F-Illustration, G-Printmaking, H-Art History, J-Drawing, K-Art Therapy) Involves advanced study in any area of studio art or art history in which the student has special proficiency and has completed prerequisites. Open to senior Art majors with the approval of the chairperson and the academic dean.

ART 499G - Independent Study - Printmaking (3)

(A-Ceramics, B-Sculpture, C-Painting, D-Photography, E-Graphic Design, F-Illustration, G-Printmaking, H-Art History, J-Drawing, K-Art Therapy) Involves advanced study in any area of studio art or art history in which the student has special proficiency and has completed prerequisites. Open to senior Art majors with the approval of the chairperson and the academic dean.

ART 499H - Independent Study - Art History (3)

(A-Ceramics, B-Sculpture, C-Painting, D-Photography, E-Graphic Design, F-Illustration, G-Printmaking, H-Art History, J-Drawing, K-Art Therapy) Involves advanced study in any area of studio art or art history in which the student has special proficiency and has completed prerequisites. Open to senior Art majors with the approval of the chairperson and the academic dean.

ART 499J - Independent Study-Drawing (3)

(A-Ceramics, B-Sculpture, C-Painting, D-Photography, E-Graphic Design, F-Illustration, G-Printmaking, H-Art History, J-Drawing, K-Art Therapy) Involves advanced study in any area of studio art or art history in which the student has special proficiency and has completed prerequisites. Open to senior Art majors with the approval of the chairperson and the academic dean.

ART 499K - Independent Study - Art Therapy (3)

(A-Ceramics, B-Sculpture, C-Painting, D-Photography, E-Graphic Design, F-Illustration, G-Printmaking, H-Art History, J-Drawing, K-Art Therapy) Involves advanced study in any area of studio art or art history in which the student has special proficiency and has completed prerequisites. Open to senior Art majors with the approval of the chairperson and the academic dean.

ART 499L - Independent Study (Arts Administration) (3)

Involves advanced study in any area of studio arts

ART 499M - Ind Stdy: Advncd Cllbrtv Illu (3)

Advanced Collaborative Illustration is an independent study course focused on the creation of unique imagery and concepts developed by the teacher and student as equal partners. Skills involved will include painting, drawing, and video production.

ART H416 - Honors Advanced Graphic Design (3)

A review of graphic design principles through a series of portfolio projects, and the synthesis of research, knowledge and technical skills. Students are expected to work independently. Projects will be presented with specific parameters and deadlines to challenge conceptualization and development. During senior year, students concentrate on both design concepts and professional presentation.

Prerequisite: Permission of the Director of the Honors Program required.

ART H416B - Graphic Design III (3)

Conceptualization and development of corporate and retail identity programs, including identity marks, business forms, posters, ads, brochures, signage, and annual reports. Students will encounter specific choices which relate to typography, grid systems, vocabulary, and principles relating to layout and composition. They will be challenged to develop both the information and graphic design solution to realistic problems, while beginning to produce portfolio quality presentations.

Prerequisite: ART 210 ART 314. Corequisite: Take ART 416L.

ART H416BL - Graphic Design III Lab (0)

Studio lab time for ART 416B, Graphic Design.

ART H416L - Advanced Graphic Design Lab (0)

Graphic design principles are explored, with an emphasis on concept and development. Students will investigate problems through research and are encouraged to take risks on realistic projects related to the graphic design field.

Corequisite: Take ART H416.

ART H422B - Illustration (3)

Problem-solving in various types of illustration, individualized to suit the student's creative interpretation and personal style. Provides opportunity to research and execute magazine, newspaper, advertising, pharmaceutical, botanical, technical, and storyboard illustration.

ART H422L - General Illustration Lab (0)

Continuation of illustration techniques and the honing of creative problem solving and conceptual thinking skills leading to a refined personal style.

ART H430 - History of Graphic Design (3)

Surveys the development of methods of graphic communication as it evolved in Western culture from the Renaissance to the present. Required for B.F.A in Design:

Graphic Design.

Prerequisite: Permission of the Director of the Honors Program required.

ART H431 - History of American Illustration Honors (3)

Presents an historical survey of the development of American illustration dealing with magazine, children's book, comic and cartoon, animation, fashion and poster illustration. Includes visits by guest speakers, field trips. Required for B.F.A. in Design: Illustration.

Prerequisite: Permission of the Director of the Honors Program required.

ART H434 - Postmodern Women: Literature & Art (3)

Surveys the history of art and literature produced by women since the feminist movement of the 1970's. Explores themes representative of historical, cultural and political developments of the last 25 years.

Prerequisite: Permission of the Director of the Honors Program required.

ART H435 - Contemporary Art History (3)

A review of major movements since World War II and an emphasis on post modernism from the sixties to the present.

ART H436 - Ancient Greek Art and Architecture (3)

A survey of ancient Greek art and architecture beginning with the ancient Aegean cultures through the Hellenistic dynasties. Includes an introduction to ancient Greek culture, society, and history.

ART H441B - Computer Graphics II (3)

An intermediate level course. Students will concentrate on specific software used for page-layout, illustration, and image manipulation. The applications reflect professional studio environments. Emphasis is placed on both design and production. Concentration on output will allow students to begin utilizing the computer as a means for

creating images for a variety of projects. Normally offered in Spring semester only.

ART H441BL - Computer Graphics II Lab (0)

Studio lab time for ART H441B, Computer Graphics II.

ART H441G - Alternative Digital Imaging (3)

A course for photographers and others interested in refining their skills with Photoshop and exploring alternative wet darkroom processes. Digital negatives allow for creative expression that was formerly very difficult to attain. This course investigates a means of marrying the newest and the oldest of photographic technologies. Prior Photoshop and wet darkroom experienced required.

ART H441H - Web Design and Interactive Media (3)

This course examines the multimedia and Web design process, the practice of making compelling interactive experiences, and presenting information clearly in a non-linear fashion. Students will gain a higher level of skill in using the computer through designing and using interactive images and text in addition to an examination of the fundamental tools for development and maintenance of web site. Students will also be introduced to the principles of motion graphics. Normally offered in Fall semester only.

Prerequisite: ART 210 ART 241 ART 314 ART 441B. Offered: Fall.

ART H441HL - Web Dsg. & Interactive Media Lab (0)

Studio lab time for ART 441H

ART H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in art under faculty supervision.

Prerequisite: Permission of the Director of the Honors Program required.

ART H482 - Approaches in Art Therapy (3)

An introduction to the historical antecedents, professional founders, and development of diverse approaches to practice in art therapy. Issues related to current professional practice and ethical standards will also be addressed. Normally offered in Spring semester only.

ART H483 - Art Therapy Applications (3)

Survey of applications of art therapy media and methods in diverse settings, with a variety of populations. Consideration of developmental issues, environmental factors, cultural diversity, adaptations for disabilities, and utilization of personal and communal potentialities will be addressed.

ART H499 - Independent Study (3)

Involves advanced study in any area in which the student has special proficiency and has completed prerequisites. Open to senior art majors with the approval of the chairperson and the academic dean.

Prerequisite: Permission of the Director of the Honors Program required.

ASTR-Astronomy

ASTR 250 - The Solar System (3)

Introduction to the current state and past evolution of the sun and its family of planets, moons, asteroids, and comets. Critical focus is on developing and understanding of the Earth as a planetary body and learning how the studies of other planets and satellites influence models of the climatic, geologic, and biologic history of our home world. Other topics include energy production in stars, global warming, impact hazards, and the search for life beyond our solar system. Results from past and current NASA missions will be studied.

ASTR 260 - Galaxies, Relativity, and Cosmology (3)

Introduction to the study of the structure and history of the universe. Topics include the basic properties of energy and gravity, nuclear fusion in stars, composition, and distribution of galaxies, spacetime, special and general relativity, cosmic microwave background, expansion of the universe, dark energy, and the theories of the big bang and inflation.

AT-Art Therapy

AT 478A - Honors Thesis (1.5)

Research and/or creative scholarly activity in art under faculty supervision.

AT 478B - Honors Thesis (1)

ATES-Athletic TrainingExercise Sci

ATES 100 - Wellness for Life (1)

Develop knowledge in the wellness field that will include fitness, nutrition, disease, psychological development and issues related to student's general well being.

ATES 110F - Health Related Issues (1)

This course is designed to equip the prospective elementary school teacher with strategies and activities for teaching about HIV/AIDS, drugs and alcohol, body systems and personal health. It also provides strategies for improving one's own health and lifestyle (Elementary Education Majors only).

ATES 111Q - Yoga (1)

This course is designed to introduce the student to the fundamental philosophies, skills, techniques, and terms of yoga. Emphasis is placed on how to correctly practice yoga and how to incorporate it into one's daily habits.

ATES 111R - Weight Lifting and Conditioning (1)

Develop proper skills and techniques for safe weight training and program design. Learn major muscle groups and their actions. Offered spring semester.

ATES 111X - Strength Training Course (1)

These are activity courses, designed to improve physical fitness. Activities may include aerobic dance, slimnastics, jogging, walking, karate.

ATES 111Y - Cross Training Course (1)

This course will explore various cross training methods across a variety of sports or fitness concepts with the goal of improving performance.

ATES 112R - Karate (1)

These are seasonal team and individual sports, including tennis, golf, badminton, bowling, gymnastics, dance, volleyball, basketball, field hockey, and racquetball. May involve additional fees.

ATES 115 - Basic Aquatics (1)

For the student with little swimming ability, who is comfortable in deep water. Student will learn the five basic strokes and water safety skills.

ATES 120 - Lifeguard Training (1)

Designed for the student who wishes to become a certified lifeguard.

ATES 121 - Water Safety Instructor (1)

Designed for the student who possesses a better-than-average swimming ability. Training and the practical application of knowledge and skills in swimming leads to certification as an American National Red Cross Safety

ATES 122 - Pre-Clinical Expr. Athletic Tr (1)

Gives students applying for admission into the athletic training education program exposure to clinical education and learning. Involves fee. Normally offered in Spring semester only.

Offered: Spring.

ATES 130 - Emergency Response in Athletic Training (2)

Course is designed to provide knowledge and experience in emergency care procedures, blood borne pathogens, and

first aid. Students will receive certification in CPR/AED for the Professional Rescuer and in First Aid, upon successful completion of course. Involves fee. Normally offered in Spring semester only.

Offered: Spring.

ATES 150 - Intro to Ex Sci: Career/Content (3)

This course introduces students to the exercise science discipline and the numerous sub-disciplines of exercise science. Opportunities are provided to identify the various content areas of exercise science, characteristics of exercise science professionals and current trends in the field. Emphasis is placed on career planning and employment opportunities.

ATES 155 - Pre-Clinical Expr. Athletic Tr (1)

Gives students applying for admission into the athletic training education program exposure to clinical education and learning. Involves fee. Normally offered in Spring semester only.

Offered: Spring.

ATES 160 - Foundation of Physical Education (3)

Presents an historical introduction to the growth and development of physical education from prehistoric times to the twentieth century. Offered spring semester. Normally offered Fall semester only.

Offered: Spring.

ATES 180 - Introduction to Athletic Training (3)

An introductory course designed to expose interested students to athletic training. The course centers around familiarizing students with the variety of subject areas needed to become an athletic trainer. BIOL 121 to be taken concurrently. Normally offered Fall in semester only.

Offered: Fall.

ATES 201 - Team Sports (2)

This course introduces students to the basic principles involved in planning, teaching, and assessment of a variety

of team games including, but not limited to, field hockey, basketball, soccer, baseball, softball, and volleyball. No prior experience in all activities is required. Normally offered in Fall semester only.

Offered: Fall.

ATES 202 - Recreational Sports (2)

This course introduces students to the basic principles involved in planning, teaching, and assessment of a variety of recreation games including but not limited to, bowling, golf, badminton, tennis, handball, and lawn games. No prior experience in all activities is required. Normally offered in Fall semester only.

Offered: Fall.

ATES 203 - Individual Sports (2)

This course introduces students to the basic principles involved in planning, teaching, and assessment of a variety of individual games including but not limited to, track and field, dance and educational gymnastics. No prior experience in all activities is required. Normally offered in Spring semester only.

Offered: Spring.

ATES 204 - Teaching Group Exercise (2)

This course is designed to provide students with an overview of the educational concepts, performance techniques, program design, and leadership skills needed to teach instructor-led exercise programs. The course will include basic analysis and application of safe and effective exercise procedures for all fitness levels. Prerequisites: Successful completion of HPE 221, 210, 225 and 225L.

ATES 210 - Anatomical Concepts in ATES (1)

This course reviews and expands upon selected topics of anatomy and physiology relative to the Athletic Training and Exercise Science major. Systems emphasized are: skeletal, muscular, nervous and circulatory. Organ function and location is also highlighted. Normally offered Fall semester only.

Prerequisite: BIOL 121 BIOL 121L BIOL 122 BIOL 122L. Offered: Fall.

ATES 215 - Introduction to Sports Medicine (3)

Covers fundamentals of basic emergency procedures applicable to the exercise science classroom and presents a basic introduction to conditioning and the care of the more common athletic injuries. Students will also receive certification of professional rescuer through the American Red Cross in this course. Involves fee. Normally offered in Fall semester only.

Prerequisite: BIOL 121 BIOL 121L BIOL 122 BIOL 122L. Offered: Fall.

ATES 221 - Kinesiology and Applied Anatomy (3)

Presents practical application of human anatomy to sport with the major emphasis on the biomechanical analysis of movement. Involves fee. Normally offered in Fall semester only.

Prerequisite: BIOL 121 BIOL 121L BIOL 122 BIOL 122L. Offered: Fall.

ATES 225 - Physiology of Exercise (3)

Presents a comprehensive study of the human body subjected to physical stress in relation to sports and athletics. Particularly emphasizes the relationship of metabolism, environmental stress and body composition to optimal performance. Involves fee. Normally offered Spring semester only.

Prerequisite: BIOL 121 BIOL 121L BIOL 122 BIOL 122L. Corequisite: Take ATES 225L. Offered: Spring.

ATES 225L - Physiology of Exercise Laboratory (1)

Presents a comprehensive study of the human body subjected to physical stress in relation to sports and athletics. Particularly emphasizes the relationship of metabolism, environmental stress and body composition to optimal performance. Involves fee. Normally offered Spring semester only.

Corequisite: Take ATES 225. Offered: Spring.

ATES 236 - Research in Exercise Science (3)

Designed to introduce the student to the basic principles of testing and evaluating performances through the development of assessment devices and the use of standardized tests.

Offered: Fall.

ATES 255A - Clinical Exp. in Athl. Train. I?II (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. Prerequisite: HPE 130, 180, 155 and formal acceptance to professional phase of the ATEP. Normally offered in Fall semester only.

Prerequisite: Formal acceptance to professional phase of ATEP. Offered: Fall.

ATES 255B - Clinical Experience in Athletic Training II (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. Prerequisite: Completion of HPE 255A with a C or better. Normally offered in Spring semester only.

Offered: Spring.

ATES 275 - Research in Athletic Training (3)

Interpretation of statistical procedures and research designs commonly used in athletic training research. Prepares students to conduct research projects related to the field of athletic training.

ATES H221 - Kinesiology and Applied Anatomy (3)

Presents practical application of human anatomy to sport with the major emphasis on the biomechanical analysis of movement. Involves fee. Normally offered in Fall semester only.

Prerequisite: BIOL 121 BIOL 121L BIOL 122 BIOL 122L. Corequisite: Take ATES 210. Offered: Fall.

ATES 308 - Concepts in Athletic Training (3)

This course will address current concepts, such as injury/illness prevention, evidence-based practice, professional position statements and sport specific requirements as they relate to athletic training. Involves fee. Prerequisites: BIOL 121, 121L, 122, 122L; ATES 130, ATES 155, ATES 180. Normally offered in Fall semester only.

Corequisite: BIOL 121 BIOL 121L BIOL 122 BIOL 122L ATES 130, Take ATES 155, ATES 180. Offered: Fall.

ATES 311 - Eval & Asses Athl. Trainers I (3)

Introduces the student to fundamentals of injury evaluation. Emphasis is placed on evaluation of injuries to the foot, ankle/lower leg, knee, hip, thigh, and pelvis. Prerequisites: ATES 221, 308. Must also enroll in ATES 311L. Normally offered Spring Semester only.

Prerequisite: Take ATES 221 ATES 308. Requires acceptance into the professional phase of the Athletic Training Program. Corequisite: Take ATES 311L. Offered: Spring.

ATES 311L - Eval. & Asses Athl. Trn. Lab I (1)

Provides opportunity for the student to apply evaluation techniques learned in ATES 311. Normally offered in Spring semester only.

Corequisite: Take ATES 311. Requires acceptance into the professional phase of the Athletic Training Program. Offered: Spring.

ATES 313 - Eval & Asses Athl Trainers II (3)

Continues to introduce athletic injury evaluation techniques to the student. Emphasis is placed on evaluation of injuries to the shoulder, upper arm/elbow/forearm, wrist/hand, head/face, spine, and thorax. Prerequisites: HPE 311. Must also enroll in HPE 313L. Normally offered in Fall semester only.

Prerequisite: Take ATES 311. Requires formal acceptance into the Professional Phase of the Athletic Training program. Corequisite: Take ATES 313L. Offered: Fall.

ATES 313L - Eval Asses Athl Trainers II Lab (1)

Provides opportunity for the student to apply evaluation techniques learned in HPE 313. Normally offered in Fall semester only.

Corequisite: Take ATES 313. Requires formal acceptance into the Professional Phase of the Athletic Training program. Offered: Fall.

ATES 324 - Motor Learning and Movement Education (2)

Introduces motor theory and its application in teaching of motor skills. Also discusses movement activities as a means of cognitive and motor development. Normally offered in Spring semester only.

Offered: Spring.

ATES 340 - Movement Assessment (3)

Classroom and laboratory experiences that provide an introduction to functional assessment and corrective exercises. Specific topics will include an analysis of gait, posture and common biomechanics of movement and the evidence-based application of functional assessment and assignment of corrective exercises.

Prerequisite: Take ATES 221.

ATES 346L - Methods in Secondary Physical Education?Lab (0.5)

Introduces prospective teachers to non-traditional games, cooperative activities, and challenge activities. Must be admitted to HPE Teacher Education Major. Normally offered in Spring semester only.

Offered: Spring.

ATES 350 - Clinical Experiences in Athletic?Training I (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. Prerequisite: Completion

of ATES 180, 308, 130, 155 with a B- or better.

Prerequisite: Take ATES 130 ATES 155 ATES 180 ATES 308. Requires formal acceptance to the Profession Phase of the Athletic Training program.

ATES 351 - Clinical Experience in Athletic?Training II (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. Prerequisite: Completion of ATES 350 with a B- or better.

Prerequisite: Take ATES 350. Requires formal acceptance to the Profession Phase of the Athletic Training program.

ATES 355A - Clinical Exp. Athl. Train. III?IV (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. Prerequisite: Completion of HPE 255B with a C or better.

Prerequisite: Completion of ATES 255B with a C or better. Athletic Training Majors only Formal acceptance to professional phase of ATEP.

ATES 355B - Clinical Exp. Athletic Training IV (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. Prerequisite: Completion of ATES 355A with a C or better

ATES 360 - Exercise Testing and Prescription (3)

Provides accessible information relevant to exercise testing and prescription. Provides information aimed at fitness professionals whose clientele are considered apparently healthy adults as well as the special populations such as pregnant women, children, elderly, and pulmonary patients. Normally offered in Spring semester only.

Prerequisite: BIOL 121 BIOL 121L BIOL 122 BIOL 122L ATES 221 ATES 225. Corequisite: Take ATES 360L. Offered: Spring.

ATES 360L - Exercise Test & Prescription L (1)

This course covers laboratory and field tests used for assessing physical fitness components as well as principles of exercise prescription. Test results are used in developing individualized exercise prescriptions for improve respiratory fitness, muscular fitness, body weight, body composition and flexibility. Normally offered in Spring semester only.

Corequisite: Take ATES 360.

ATES 380 - Exercise and Disease Prevention (3)

This course will follow the American College of Sports Medicine mantra that "Exercise is Medicine". Throughout the semester students will identify and analyze current disease issues related to exercise, physical activity and lifestyle. Topics covered include diabetes, cardiopulmonary diseases, cancer, obesity, metabolic syndrome, and autoimmune disorders.

ATES 400 - Therapeutic Modalities (3)

Theories and concepts in the appropriate application and utilization of therapeutic modalities in the treatment of athletic injuries. Prerequisites: ATES 308. Must also enroll in ATES 401. Normally offered in Spring semester only.

Prerequisite: Take ATES 308. Requires formal acceptance to the Profession Phase of the Athletic Training program. Corequisite: Take ATES 401. Offered: Spring.

ATES 401 - Therapeutic Modalities Lab (1)

A supervised laboratory experience to ensure that students develop the appropriate psychomotor skills in applying and using therapeutic modalities safely. Normally offered in Spring semester only.

Prerequisite: Requires formal acceptance to the Profession Phase of the Athletic Training program. Offered: Spring.

ATES 408 - Biomechanics (3)

This course provides the application of mechanical concepts to movement problems in sport, rehabilitation, and fitness. Anatomical and mechanical principles that

effect human movement will be addressed.

ATES 409 - Principles of Strength/Conditioning (3)

This course will provide an introduction to basic concepts of strength and conditioning, including the physiological adaptations to strength training, the design of appropriate strength and conditioning programs, and proper lifting and spotting techniques. Classroom lectures will focus on the current body of knowledge within the field and will be complemented by experiences in the weight room.

ATES 410 - Therapeutic Exercise (3)

Theories and concepts in the appropriate application and utilization of therapeutic exercises in the rehabilitation of musculoskeletal injuries. Prerequisites: ATES 311, 400. Must also enroll in ATES 411. Normally offered in Fall semester only.

Prerequisite: Take ATES 311 and ATES 400. Requires formal acceptance to the Profession Phase of the Athletic Training program. Corequisite: Take ATES 411. Offered: Fall.

ATES 411 - Therapeutic Exercise Lab (1)

A supervised laboratory experience to ensure that students develop the appropriate psychomotor skills in applying and using rehabilitation techniques. Normally offered in Fall semester only.

Prerequisite: Requires formal acceptance to the Profession Phase of the Athletic Training program. Corequisite: Take ATES 410. Offered: Fall.

ATES 415 - Pharmacology for Athletic Trainers (2)

Describes the role and function of commonly used prescription and non-prescription pharmacological agents in various sport and exercise settings. Offered every other fall semester.

ATES 418 - Gen Medical Cond for Athletic Trainer?Gene. Medical Cond. for Athletic Trainer (4)

The recognition, evaluation, management, and treatment of non-orthopedic medical conditions that affect the

physically active population. Pharmacological application of therapeutic medications commonly prescribed for acute and chronic health problems and injuries are also covered. Prerequisites: ATEs 313, 400.

Prerequisite: Requires formal acceptance to the Profession Phase of the Athletic Training program. Offered: Spring.

ATES 421 - Coaching (2)

Concentrates on coaching techniques and strategies, responsibilities of a coach, standards for conducting a sports program, and basic psychology of coaching. Offered fall semester.

ATES 424 - Organization and Administration of Physical Education (3)

This course will help prepare students for entry into the athletic training, physical activity, or education professional fields. This course will address administration responsibilities, professional and ethical practices, job seeking, and interview skills. Prerequisite: senior class status within one semester of graduation. Normally offered in Spring semester only.

Offered: Spring.

ATES 440 - Advanced Exercise Physiology (3)

This is an advanced undergraduate course in the physiology of exercise dealing with acute and chronic responses of various systems to exercise and training. Experimental design and data collection techniques commonly used in exercise science literature will be addressed. Mini-experiments will be utilized to demonstrate various physiological responses in the exercise arena. Special emphasis will be given to environmental physiology (altitude, temperature, underwater and microgravity environments) and its impact on human performance. Prerequisites: ATEs 225, ATEs 225L, ATEs 360, ATEs 360L, ATEs 380, and a valid CPR certification. Offered fall semester.

Prerequisite: Take ATEs 225, ATEs 225L, ATEs 360, ATEs 360L, and ATEs 380.

ATES 450 - Clinical Experience in Athletic Training III (4)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. Prerequisite: Completion of ATEs 351 with a B- or better.

Prerequisite: Take ATEs 351. Requires formal acceptance to the Profession Phase of the Athletic Training program.

ATES 451 - Clinical Experience in Athletic Training IV (4)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. Prerequisite: Completion of ATEs 450 with a B- or better.

Prerequisite: Take ATEs 450. Requires formal acceptance to the Profession Phase of the Athletic Training program.

ATES 455A - Clinical Exp. in Athl. Training V (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. Prerequisite: Completion of ATEs 355B with a C or better. Normally offered in Fall semester only.

Prerequisite: Formal acceptance to professional phase of ATEP Athletic Training Majors only Completion of ATEs 355B with a C or better. Offered: Fall.

ATES 455B - Clin. Exp. in Athletic Training VI (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. Prerequisite: Completion of ATEs 455A with a C or better. Normally offered in Spring semester only.

Offered: Spring.

ATES 455C - Clinical Experience in Athletic Training VII (2)

Affords the student the opportunity to work directly with a certified athletic trainer in a variety of sports medicine

settings. Opportunity will be provided for experience in additional medical settings. Students sign up for six semesters.

Prerequisite: Formal acceptance to professional phase of ATEP.

ATES 457 - Sports and Recreation Management (3)

This course is designed to prepare prospective personal trainers, managers, directors and program coordinators for employment and management of sport and fitness settings. Emphasis will be placed on facility design and layout, human resource management, fiscal management, marketing and risk management.

ATES 459 - Research in Athletic Training (2)

Interpretation of statistical procedures and research designs commonly used in athletic training research. Prepares students to conduct research projects related to the field of athletic training. Prerequisites: HPE 418, Senior class status. Normally offered in Fall semester only.

Prerequisite: Take ATES 418;. Offered: Fall.

ATES 460 - Senior Seminar in Athletic Training (2)

This course will discuss skills, strategies, and tactics specific to the athletic trainer. Prerequisite: Senior class status, within one semester of graduation. Normally offered in Spring semester only.

Prerequisite: Requires formal acceptance to the Profession Phase of the Athletic Training program. Offered: Spring.

ATES 470 - Pathology of Athletic Injuries (3)

The athletic training student will learn the nature and causes of disease and how disease affects the athlete. The effects of disease on the functions of tendons, ligaments, muscles, bones, the cardiovascular system, the respiratory system, and on athletic performance will be presented. Prerequisite: permission of ATEP Program Director and junior or senior class standing. Offered spring semester.

Prerequisite: ATES 311 ATES 313 ATES 400 ATES 410.

ATES 475 - Clinical Exercise Physiology (3)

The course is designed to provide students with the knowledge, skills, and abilities developed to address the role of the clinical exercise physiologist in the exercise management of patients with chronic diseases and disabilities. Practice areas will include cardiovascular, pulmonary, metabolic, musculoskeletal, neuromuscular, neoplastic, immunologic and hemotologic disorders. Students will learn and become competent in 12-lead EKG set-up and interpretation. Prerequisites: HPE 225, HPE 225L, HPE 360, HPE 360L, HPE 380, HPE 425, and valid CPR certification

Prerequisite: Take ATES 225 ATES 225L ATES 360 ATES 360L ATES 380 HPE 425;. Offered: Spring.

ATES 480 - Exercise Science Practicum (3)

On-site experience in a setting dealing with student's special interest area.

ATES 480A - Exercise Science Practicum (3)

On-site experience in a setting dealing with student's special interest area.

ATES 480B - Exercise Science Practicum (3)

On-site experience in a setting dealing with student's special interest area.

ATES 480C - Physical Activity Practicum (3)

ATES 481 - Exercise Science Practicum (3)

On-site experience in a setting dealing with student's special interest area.

ATES 495 - Senior Seminar in Exercise Science (1)

This seminar is designed to orient students to Exercise Science graduate programs and serves as a forum for exchange of research in the field. Emphasis is placed on student's oral presentation with class interactions. Critical

thinking and evaluation of research in literature is included. Concepts and issues raised by students are reviewed and further discussed with leadership of the instructor. Integration of previous exercise science course material as well as recent issues are the objectives of this course. Meets bi-weekly. Prerequisites: Final semester of senior year

ATES 499 - Independent Study (1)

Offered for students who desire to do research and study on an individual basis. Approval of the department chairperson and dean is required.

ATES H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

BIOL-Biology

BIOL 100 - Human Anatomy for the Artist (3)

Studies in human skeletal and muscle systems; includes development of the body and biomechanics. Two hours lecture and one hour lecture/demonstration in a laboratory setting. Art and non-science majors.

BIOL 105 - DNA Forensics (3)

Provides an understanding of the rapidly evolving field of forensics, particularly the use of DNA sequence detection and analysis. Learn about methodologies that identify criminals based on single cell evidence, or in some cases, exonerate those wrongly accused. Three hours lecture. Satisfies the science core requirement. Criminal Justice majors and non-science majors. Normally offered in Spring semester only. Cross-listed with CJ 105.

Prerequisite: For Non Science Majors only. Offered: Spring.

BIOL 107 - Sexually Transmitted Diseases (3)

Discussions on STDs, such as AIDS, chlamydia, genital warts, herpes, emphasizing etiologies, transmission, diagnosis, prophylaxis, and treatment. Includes background information on broad categories of

microorganisms, host-parasite relationships, immune defense mechanisms and current therapies. Three hours lecture. Family and Consumer Science majors and non-science majors. Normally offered in Spring semester only.

Prerequisite: For Non Science Majors only. Offered: Spring.

BIOL 110 - Principles of Biology (3)

Surveys life at all levels of organization, ranging from the unicellular to the multicellular forms. Discussions on biological chemistry, reproductive processes, and classification are also included. In laboratory, a hands-on experience wherein students survey life at all levels of organization including biological chemistry, reproductive processes, and organism classification. Three hours lecture, two hours lab. Education and non-science majors. Normally offered Fall semester and Summer I session only.

Offered: Fall.

BIOL 110L - Principles of Biology Laboratory (1)

Surveys life at all levels of organization, ranging from the unicellular to the multicellular forms. Discussions on biological chemistry, reproductive processes, and classification are also included. In laboratory, a hands-on experience wherein students survey life at all levels of organization including biological chemistry, reproductive processes, and organism classification. Three hours lecture, two hours lab. Education and non-science majors. Normally offered Fall semester and Summer I session only.

Offered: Fall.

BIOL 114 - Microbiology for the Healthcare Professional (3)

Characterizes features of the broad categories of microorganisms; physical and chemical methods/processes of control; host parasite relationships; airborne, food-water borne, contact-arthropod borne diseases; human defense mechanisms; useful activities of microorganisms. Three hours lecture, two hours lab. {B581855A-075F-4795-BC20-84D5CC97AEC5}, Athletic Training and Exercise Science majors only. Normally offered in Spring semester only.

Corequisite: Take BIOL 114L. Offered: Spring.

BIOL 114L - Microbiology for the Healthcare?Professional Lab (1)

Characterizes features of the broad categories of microorganisms; physical and chemical methods/processes of control; host parasite relationships; airborne, food-water borne, contact-arthropod borne diseases; human defense mechanisms; useful activities of microorganisms. Three hours lecture, two hours lab. {B581855A-075F-4795-BC20-84D5CC97AEC5}, Athletic Training and Exercise Science majors only. Normally offered in Spring semester only.

Corequisite: Take BIOL 114. Offered: Spring.

BIOL 121 - Anatomy and Physiology I (3)

Human structure and function are discussed with emphasis on levels of structural organization and body systems, anatomical terminology, homeostasis, cells transport, and tissues. Others are the integumentary, digestive, urinary, endocrine, muscular, and skeletal systems. Three hours lecture, two hours lab. {B581855A-075F-4795-BC20-84D5CC97AEC5}, Nutrition/ Dietetics, Science Education, and Physical Education majors. Normally offered Fall semester and Summer I session only.

Prerequisite: For {B581855A-075F-4795-BC20-84D5CC97AEC5}, Physical Education, Nutrition and Dietetics and Biology/General Science Secondary Education majors only. Corequisite: Take BIOL 121L. Offered: Fall.

BIOL 121L - Anatomy and Physiology I Laboratory (1)

Human structure and function are discussed with emphasis on levels of structural organization and body systems, anatomical terminology, homeostasis, cells transport, and tissues. Others are the integumentary, digestive, urinary, endocrine, muscular, and skeletal systems. Three hours lecture, two hours lab. {B581855A-075F-4795-BC20-84D5CC97AEC5}, Nutrition/ Dietetics, Science Education, and Physical Education majors. Normally offered Fall semester and Summer I session only.

Prerequisite: For {B581855A-075F-4795-BC20-84D5CC97AEC5}, Physical Education, Nutrition and Dietetics, Biology/General Science Secondary Education

majors only. Corequisite: Take BIOL 121. Offered: Fall.

BIOL 122 - Anatomy and Physiology II (3)

This course is designed to provide the basic knowledge of how the organ systems of the body function to preserve an optimal internal environment. The anatomy and physiological phenomena of the respiratory, lymphatic, cardiovascular, reproductive, lymphatic, genito?urinary system, nutrition, metabolism, digestion, and the central nervous systems will be discussed. Three hours lecture, two hours lab. {B581855A-075F-4795-BC20-84D5CC97AEC5}, Nutrition/Dietetics, Science Education, Physical Education majors. Normally offered in Spring semester and Summer II session only.

Prerequisite: Prerequisite: BIOL 121 For {B581855A-075F-4795-BC20-84D5CC97AEC5}, Physical Education, Nutrition and Dietetics and Biology/General Science Secondary Education majors only. Corequisite: Take BIOL 122L. Offered: Spring.

BIOL 122L - Anatomy and Physiology II Laboratory (1)

This course is designed to provide the basic knowledge of how the organ systems of the body function to preserve an optimal internal environment. The anatomy and physiological phenomena of the respiratory, lymphatic, cardiovascular, reproductive, lymphatic, genito?urinary system, nutrition, metabolism, digestion, and the central nervous systems will be discussed. Three hours lecture, two hours lab. {B581855A-075F-4795-BC20-84D5CC97AEC5}, Nutrition/Dietetics, Science Education, Physical Education majors. Normally offered in Spring semester and Summer Session II only.

Prerequisite: BIOL 121/L For {B581855A-075F-4795-BC20-84D5CC97AEC5}, Physical Education, Nutrition and Dietetics and Biology/General Science Secondary Education majors only. Corequisite: Take BIOL 122. Offered: Spring.

BIOL 130 - Principles of Anatomy and Physiology (3)

This course is designed to discuss the basic concepts in anatomy and physiology and develop an understanding of the interrelationships between the different organs and systems. Emphasis is on the anatomy and physiological phenomena of the levels of structural organization and

body systems, lymphatic, endocrine, cardiovascular, respiratory, integumentary, and the central nervous system. Three hours lecture. Satisfies the science core requirement. Non-science majors and Communication Sciences Disorders majors. Normally offered fall and spring semesters.

Prerequisite: For Non Science and CSD majors only.
Offered: Spring.

BIOL 150 - General Biology I (3)

This course is designed to introduce students to foundational concepts in biology, including: biological constituents, cellular organization, protein synthesis, mitosis, and meiosis. The second part of this course studies the basic structure and function of representative animals. Causes and nature of biological diversity and ecological principles are discussed. Three hours lecture, three hours lab. Normally offered Fall semester only.

Prerequisite: Science majors only. Corequisite: Take BIOL 150L. Offered: Fall.

BIOL 150L - General Biology I Laboratory (1)

This course is designed to introduce students to foundational concepts in biology, including: biological constituents, cellular organization, protein synthesis, mitosis, and meiosis. The second part of this course studies the basic structure and function of representative animals. Causes and nature of biological diversity and ecological principles are discussed. Three hours lecture, three hours lab. Normally offered Fall semester only.

Prerequisite: Science majors only. Corequisite: Take BIOL 150, CHEM 131 and CHEM 131L. Offered: Fall.

BIOL 151 - General Biology II (3)

This course is designed to introduce students to foundational concepts in biology, including: biological constituents, cellular organization, protein synthesis, mitosis, and meiosis. The second part of this course studies the basic structure and function of representative animals. Causes and nature of biological diversity and ecological principles are discussed. Three hours lecture, three hours lab. Normally offered in Spring semester only.

Prerequisite: BIOL 150 and BIOL 150L. Corequisite: Take BIOL 151L. Offered: Spring.

BIOL 151L - General Biology II Laboratory (1)

This course is designed to introduce students to foundational concepts in biology, including: biological constituents, cellular organization, protein synthesis, mitosis, and meiosis. The second part of this course studies the basic structure and function of representative animals. Causes and nature of biological diversity and ecological principles are discussed. Three hours lecture, three hours lab. Normally offered in Spring semester only.

Prerequisite: Take BIOL 150 and BIOL 150L. Corequisite: Take BIOL 151. Offered: Spring.

BIOL H105 - Forensic Analytical Techniques (3)

Provides an understanding of the rapidly evolving field of forensics, particularly the use of DNA sequence detection and analysis. Learn about methodologies that identify criminals based on single cell evidence, or in some cases, exonerate those wrongly accused. Three hours lecture. Criminal Justice majors and non-science majors.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL H107 - Sexually Transmitted Diseases (3)

Discussions on STDs, such as AIDS, chlamydia, genital warts, herpes, emphasizing etiologies, transmission, diagnosis, prophylaxis, and treatment. Includes background information on broad categories of microorganisms, host-parasite relationships, immune defense mechanisms and current therapies. Three hours lecture. Family and Consumer Science majors and non-science majors.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL H110 - Principles of Biology (3)

Surveys life at all levels of organization, ranging from the unicellular to the multicellular forms. Discussions on biological chemistry, reproductive processes, and classification are also included. In laboratory, a hands-on experience wherein students survey life at all levels of organization including biological chemistry, reproductive processes, and organism classification. Three hours lecture,

two hours lab. Education and non-science majors.

Prerequisite: Permission of Director of Honors Program Required.

BIOL H122 - Anatomy & Physiology (3)

This course is designed to provide the basic knowledge of how the organ systems of the body function to preserve an optimal internal environment. The anatomy and physiological phenomena of the respiratory, lymphatic, cardiovascular, reproductive, lymphatic, genitourinary system, nutrition, metabolism, digestion, and the central nervous systems will be discussed. Three hours lecture, two hours lab. {B581855A-075F-4795-BC20-84D5CC97AEC5}, Nutrition/Dietetics, Science Education, Physical Education majors.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL H151 - General Biology II (3)

This course is designed to introduce students to foundational concepts in biology, including: biological constituents, cellular organization, protein synthesis, mitosis, and meiosis. The second part of this course studies the basic structure and function of representative animals. Causes and nature of biological diversity and ecological principles are discussed. Three hours lecture, three hours lab.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL 221 - Comparative Vertebrate Anatomy (3)

Provides a comparative study of the structure of representatives of the major chordate and vertebrate groups. Involves three hours of lecture and three hours of laboratory.

BIOL 221L - Comparative Vertebrate Anatomy Laboratory (1)

Provides a comparative study of the structure of representatives of the major chordate and vertebrate groups. Involves three hours of lecture and three hours of laboratory.

BIOL 222 - Medical Terminology (3)

Provides a discussion of the importance of medical terminology as an essential tool of communication in the health care industry. This course utilizes a body systems approach by studying the terminology used to describe the structure of the body, as well as, diagnostic, therapeutic, and pathological terminology associated with each system. It also focuses on helping students apply what they have learned to the real world of medicine by evaluation and understanding of medical records and reports.

BIOL 234 - Introduction to Molecular & Cellular Biology and Nutrigenomics (3)

An introduction to molecular and cellular biology with an emphasis on gene expression as it relates to nutrition. 3 Hour lecture. Nutrition and Dietetic Majors only. Normally offered in Spring semester only.

Offered: Spring.

BIOL 235 - General Microbiology (3)

The broad categories of microorganisms and microscopic systems are covered: morphology, cultivation, reproductive features, microbial genetics, biochemical traits, and taxonomy. Also an introduction to environmental, industrial and medical microbiology provided. Three hours lecture, two hours lab. Normally offered in Fall semester only.

Corequisite: Take BIOL 235L. Offered: Fall.

BIOL 235L - General Microbiology Laboratory (1)

The broad categories of microorganisms and microscopic systems are covered: morphology, cultivation, reproductive features, microbial genetics, biochemical traits, and taxonomy. Also an introduction to environmental, industrial and medical microbiology provided. Three hours lecture, two hours lab. Normally offered in Fall semester only.

Corequisite: Take BIOL 235. Offered: Fall.

BIOL 281 - Introduction to Biotechnology (3)

This course introduces students to the basic concepts of biotechnology and to the application of biotechnology methodologies and applications in various fields. We will consider specific topics related to agricultural biotechnology, bioremediation, genomics, and others. Considerable emphasis is placed on critical evaluation of biotechnology, e.g. ethical considerations, inherent caveats and opportunities for improvements in the field. Normally offered in Fall semester only.

Prerequisite: Take BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L. Offered: Fall.

BIOL H235 - General Microbiology (3)

The broad categories of microorganisms and microscopic systems are covered: morphology, cultivation, reproductive features, microbial genetics, biochemical traits, and taxonomy. Also an introduction to environmental, industrial and medical microbiology provided. Three hours lecture, two hours lab. Normally offered in Fall semester only.

Prerequisite: Permission of the Director of the Honors Program required. Offered: Fall.

BIOL H281 - Honors Introduction to Biotechnology (3)

This course introduces students to the basic concepts of biotechnology and to the application of biotechnology methodologies and applications in various fields. We will consider specific topics related to agricultural biotechnology, bioremediation, genomics, and others. Considerable emphasis is placed on critical evaluation of biotechnology, e.g. ethical considerations, inherent caveats and opportunities for improvements in the field.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL 300 - Human Gross Anatomy (3)

This course will discuss the gross anatomy of the human body from a regional point of view, using basic structure-function concept and clinical applications as the basis for anatomical understanding. The physiology, embryology, and histology will also be emphasized especially when they provide anatomical understanding. Three hours lecture, two hours lab. Normally offered fall semester only. Science majors.

Corequisite: Take BIOL 300L.

BIOL 300L - Human Gross Anatomy Lab (1)

This course will discuss the gross anatomy of the human body from a regional point of view, using basic structure-function concept and clinical applications as the basis for anatomical understanding. The physiology, embryology, and histology will also be emphasized especially when they provide anatomical understanding. Three hours lecture, two hours lab. Normally offered fall semester only. Science majors.

Corequisite: Take BIOL 300.

BIOL 301 - Human Physiology (3)

This course will provide students with an understanding of the function and regulation of the human body and physiological integration of the organ systems to maintain homeostasis. The course will cover all major aspects of the physiology of the human body including cellular structure and function, and the integration, organization, and control of the organism's body systems. Three hours lecture, two hours lab. Normally offered spring semester only. Prerequisites: BIOL 300, 300 L. Science majors.

Prerequisite: Take BIOL 300 and BIOL 300L. Corequisite: Take BIOL 301L.

BIOL 301L - Human Physiology Lab (1)

This course will provide students with an understanding of the function and regulation of the human body and physiological integration of the organ systems to maintain homeostasis. The course will cover all major aspects of the physiology of the human body including cellular structure and function, and the integration, organization, and control of the organism's body systems. Three hours lecture, two hours lab. Normally offered spring semester only. Prerequisites: BIOL 300, 300L. Science majors.

Prerequisite: Take BIOL 300 and BIOL 300L. Corequisite: Take BIOL 301.

BIOL 302 - Bioinformatics (3)

This course will train students in computer technology to understand and interpret biological and biochemical data.

We will focus on database and sequence comparisons, genomics and proteomics analysis, computer simulation and modeling, utilization of software and hardware, and laboratory data collection and analysis. Junior and senior science majors and M.S. Biotechnology graduate students. Normally offered in Spring semester only.

Offered: Spring.

BIOL 305 - Fundamental Neuroscience (3)

Outlines basic concepts in neuroscience including: neurons, glial cells, the action potential and mechanisms of neurotransmitter action. Neuroanatomy will be examined and specific functions of brain regions will be explored in terms of learning and memory, language, behavioral neuroendocrinology, and neurological and psychiatric disorders. Junior and senior science and psychology majors. Normally offered in Spring semester only.

Offered: Spring.

BIOL 310 - Virology (3)

Serves as an introduction to Virology for the Science Major. Includes basic structure function and pathophysiology of the virus, discussion of medically significant viruses and their significance in contemporary society.

BIOL 330 - Developmental Vertebrate Biology (3)

Studies principles of organismic development, gametogenesis, fertilization, cleavage, embryogenesis, differentiation, morphogenesis and regeneration. Three hours lecture, two hours lab

BIOL 330L - Developmental Vertebrate Laboratory (1)

BIOL 332 - Immunology (3)

Studies immune responses in the human body and describes the current diagnostic and analytical techniques. The course focuses at the cellular and molecular levels of the immune response, which includes topics on B-cell development/activation and T-cell development/activation. Three hours lecture, three hours lab. Normally offered in Spring semester only.

Prerequisite: BIOL 235, BIOL 235L, CHEM 132, and CHEM 132L. Corequisite: Take BIOL 332L. Offered: Spring.

BIOL 332L - Immunology Laboratory (1)

Studies immune responses in the human body and describes the current diagnostic and analytical techniques. The course focuses at the cellular and molecular levels of the immune response, which includes topics on B-cell development/activation and T-cell development/activation. Three hours lecture, three hours lab. Normally offered in Spring semester only.

Prerequisite: BIOL 235, BIOL 235L, CHEM 132, and CHEM 132L. Corequisite: Take BIOL 332. Offered: Spring.

BIOL 351 - Evolution (3)

Investigates the origin of life, geological time, the fossil record, and evolutionary mechanisms. Normally offered in Fall semester only.

Prerequisite: Take BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L. Offered: Fall.

BIOL 383 - Emerging Medicines and Technologies (3)

This course will focus on new scientific discoveries that affect, or promise to affect, mankind. The emerging medicines covered in this course include gene therapy, anti-obesity and anti-aging drugs, mental illness treatments, genetic testing, and cancer research topics. An understanding of the biological basis of each emerging medicine will be focal. Junior and senior science majors and M.S. Biotechnology graduate students. Normally offered in Spring semester only.

Prerequisite: BIOL 235 and BIOL 235L. Offered: Spring.

BIOL H305 - Fundamental Neuroscience (honors) (3)

Outlines basic concepts in neuroscience including: neurons, glial cells, the action potential and mechanisms of neurotransmitter action. Neuroanatomy will be examined and specific functions of brain regions will be explored in terms of learning and memory, language, behavioral neuroendocrinology, and neurological and psychiatric

disorders. Junior and senior science and psychology majors.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL H332 - Immunology (3)

Studies immune responses in the human body and describes the current diagnostic and analytical techniques. The course focuses at the cellular and molecular levels of the immune response, which includes topics on B?-cell development/activation and T?-cell development/activation. Three hours lecture, three hours lab.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL H383 - Emerging Medicines and Technologies (3)

This course will focus on new scientific discoveries that affect, or promise to affect, mankind. The emerging medicines covered in this course include gene therapy, anti-obesity and anti-aging drugs, mental illness treatments, genetic testing, and cancer research topics. An understanding of the biological basis of each emerging medicine will be focal. Junior and senior science majors and M.S. Biotechnology graduate students.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL 401 - Cell Culture (3)

This course is designed to provide students with fundamental skills in cell and tissue culture. The techniques include media preparation, sterile technique, primary culture establishment, cell growth and maintenance, transfection, cloning of cultured cells. Junior and senior science majors and M.S. Biotechnology graduate students. Three hour lecture with lab. Normally offered in Fall semester only.

Prerequisite: BIOL 235 and BIOL 235L. Offered: Fall.

BIOL 410 - Science Literacy Capstone (2)

Group discussions on current scientific topics with an emphasis on utilizing the Internet as a source of

information. Preparing a professional resume, conducting a job search, tips on interviewing, and applying to graduate or professional schools are covered. Typical expectations involve an oral presentation and the submission of a scientific paper. Junior and senior science majors. Normally offered in Fall semester only.

Offered: Fall.

BIOL 411B - Curriculum Methods and Materials (4)

Topics included are theoretically based methods and materials for science education in a classroom and laboratory setting. Addresses strengths, practical concerns, and apprehensions of prospective science educators. Computer software applications to education.

BIOL 421 - Biochemistry (3)

This course covers basic concepts in biochemistry, emphasizing the structure, reactivity, and dynamics of proteins, lipids, and carbohydrates. In addition, a brief overview of carbohydrate metabolism, including the electron transport system and oxidative phosphorylation processes, are presented. Laboratory component involves learning advanced analytical skills related to topics covered in lecture. Three hours lecture, three hours lab. Normally offered in Fall semester only.

Prerequisite: BIOL 235, BIOL 235L, CHEM 222, and CHEM 222L. Corequisite: Take BIOL 421L. Offered: Fall.

BIOL 421L - Biochemistry Laboratory (1)

This course covers basic concepts in biochemistry, emphasizing the structure, reactivity, and dynamics of proteins, lipids, and carbohydrates. In addition, a brief overview of carbohydrate metabolism, including the electron transport system and oxidative phosphorylation processes, are presented. Laboratory component involves learning advanced analytical skills related to topics covered in lecture. Three hours lecture, three hours lab. Normal offered in Fall semester only.

Prerequisite: BIOL 235, BIOL 235L, CHEM 332, and CHEM 332L. Corequisite: Take BIOL 421. Offered: Fall.

BIOL 422 - Biochemistry II (3)

Examines the biochemical building blocks of the cell, emphasizing structure, basic reactions and how they are catalyzed by enzymes, along with an overview of how cell structure is dictated by chemistry. In addition, DNA and RNA will be examined from a regulatory standpoint, as well as the way in which pollutant and drug metabolism can alter the mutation rate, increasing the risk of cancer. Prerequisites: BIOL 421/421L. Normally offered in Spring semester only.

Prerequisite: Take BIOL 421 and BIOL 421L. Offered: Spring.

BIOL 440 - Molecular and Cellular Biology (3)

Provides a working understanding of eukaryotic gene expression and control at the transcriptional and translational levels; cellular communication and signaling; and cellular growth, division, development and formation of cancers. Emphasis will be on recent advances in the fields of molecular biology and biotechnology. Three-hour lecture, three-hour lab. Lab is designed to provide experience in DNA and RNA manipulation, PCR, gene cloning. Normally offered in Spring semester only.

Prerequisite: BIOL 150, BIOL 151, BIOL 235. Corequisite: Take BIOL 440L. Offered: Spring.

BIOL 440L - Molecular and Cellular Biology?Laboratory (1)

Provides a working understanding of eukaryotic gene expression and control at the transcriptional and translational levels; cellular communication and signaling; and cellular growth, division, development and formation of cancers. Emphasis will be on recent advances in the fields of molecular biology and biotechnology. Three-hour lecture, three-hour lab. Lab is designed to provide experience in DNA and RNA manipulation, PCR, gene cloning. Normally offered in Spring semester only.

Prerequisite: BIOL 150, BIOL 151, BIOL 235. Corequisite: Take BIOL 440. Offered: Spring.

BIOL 446 - Genetics (3)

Presents an introduction to Mendelian inheritance, recombinant DNA technology, and genomics. Three hours of lecture and three hours of laboratory. Normally offered in Fall semester only.

Prerequisite: BIOL 235, BIOL 235L, CHEM 132, and CHEM 132L. Corequisite: Take BIOL 446L. Offered: Fall.

BIOL 446L - Genetics Laboratory (1)

Presents an introduction to Mendelian inheritance, recombinant DNA technology, and genomics. Three hours of lecture and three hours of laboratory. Normally offered in Fall semester only.

Prerequisite: BIOL 235, BIOL 235L, CHEM 132, and CHEM 132L. Corequisite: Take BIOL 446. Offered: Fall.

BIOL 454 - Undergraduate Research (3)

Requires laboratory or library research on an assigned problem. Hours are arranged by the advisor. Prerequisites: QPA minimum 2.50 and approval of the Science Department chair. A public demonstration of the research may be requested. Junior and senior science majors.

BIOL 455 - Senior Research Project (2)

Provides the student with a hands-on laboratory project, or Internet/bioinformatics-based project. Can involve elements of biology, chemistry, environmental science, et al. Research paper or presentation required. Senior Science (Biotechnology) majors only.

BIOL 477A - Honors Research Internship (1)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

BIOL 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in biology under faculty supervision. Normally offered in Fall semester only.

Offered: Fall.

BIOL 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in biology under faculty supervision. Normally offered in Spring semester only.

Offered: Spring.

BIOL 478C - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in biology under faculty supervision. Normally offered in Spring semester only.

Offered: Spring.

BIOL 497 - Special Topics (3)**BIOL 497A - Special Topics: Embryology (3)**

Course will cover anatomical and physiological events in the development of humans. 3 hours lecture.

BIOL 497B - ST: Vertebrate Biology (3)

This course compares the biology of extant vertebrates: we will closely explore the anatomy, physiology, ecology, life cycles and distribution of the world's aquatic vertebrates, amphibians, reptiles, mammals and birds. Prerequisite: BIOL 151 (This is a further exploration of the animal diversity studied in BIOL 151)

Prerequisite: Take BIOL 151;

BIOL 497C - ST: Medical Terminology (3)**BIOL 497D - ST: Human Evolution (3)**

The biological evolution of humans will be discussed. Students will learn principles of biological evolution, classification of primates and pertinent aspects of anatomy. Major fossil finds and their relationship to the origin of modern humans will be investigated. Behavioral aspects of modern humans and their ancestors, such as art, agriculture and technology, may also be discussed.

BIOL 498 - Biology Internship (3)

The student works in a commercial laboratory facility gaining experience and expertise in the student's area of specialization. Credit is earned by providing a report and/or presentation to the department, following the internship period, e.g. during the following semester. Arranged with approval of the Science Department chairperson. Junior and senior science majors.

BIOL 499 - Independent Study (1)

Arranged only with special permission of department chairperson. Junior and senior science majors.

BIOL H401 - Cell Culture (3)

This course is designed to provide students with fundamental skills in cell and tissue culture. The techniques include media preparation, sterile technique, primary culture establishment, cell growth and maintenance, transfection, cloning of cultured cells. Junior and senior science majors and M.S. Biotechnology graduate students. Three hour lecture with lab.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL H421 - Biochemistry (3)

This course covers basic concepts in biochemistry, emphasizing the structure, reactivity, and dynamics of proteins, lipids, and carbohydrates. In addition, a brief overview of carbohydrate metabolism, including the electron transport system and oxidative phosphorylation processes, are presented. Laboratory component involves learning advanced analytical skills related to topics covered in lecture. Three hours lecture, three hours lab.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL H435 - General Microbiology (3)

Prerequisite: Permission of the Director of the Honors Program required.

BIOL H440 - Molecular and Cellular Biology (3)

Provides a working understanding of eukaryotic gene expression and control at the transcriptional and translational levels; cellular communication and signaling; and cellular growth, division, development and formation of cancers. Emphasis will be on recent advances in the fields of molecular biology and biotechnology. Three-hour lecture, three-hour lab. Lab is designed to provide experience in DNA and RNA manipulation, PCR, gene cloning.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL H446 - Genetics (3)

Presents an introduction to Mendelian inheritance, recombinant DNA technology, and genomics. Three hours of lecture and three hours of laboratory.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in biology under faculty supervision.

Prerequisite: Permission of the Director of the Honors Program required.

BIOL H499 - Independent Study (3)

Arranged only with special permission of department chairperson. Junior and senior science majors.

Prerequisite: Permission of the Director of the Honors Program required.

BUS-Business

BUS 102A - Introduction to Word Processing (1)

The purpose of this course is to instruct students in the use of word processing for effective communication. Upon completion of the course, students should be effective in the use of WordPerfect 5.0 for term papers and other word

processing activities.

BUS 102B - Introduction to Spreadsheets (1)

The purpose of this course is to instruct students in the use of microcomputers and information technology tools that are commonly used to solve business problems. Students will learn to use Lotus 1-2-3 for business analysis and decision making. Upon completion of the course, students will be able to use Lotus 1-2-3 to analyze a business problem and come up with a summary analysis for managerial decision making.

BUS 102C - Introduction to Database (1)

The purpose of this course is to instruct students in the use of microcomputers and information technology tools that are commonly used to solve business problems. Students will learn to use dBase III+ for data retrieval, analysis and processing. Upon completion of the course, students will be effective in using interactive database software and be able to store, modify, or retrieve information from a database.

BUS 103 - Computer Tools for Management (3)

An introductory, hands-on study of computer productivity tools in a business context. Emphasis is on establishing basic computing knowledge and skills to proficiently use current computer-based productivity tools, a conceptual foundation for developing fluency in emerging tools, and an understanding of the proper organizational problem domains of each type of productivity tool.

BUS 111 - Principles of Marketing (3)

Provides a general overview of the environment in which marketing operates and exposes the students to the principles of marketing with regard to product development, distribution, promotion, pricing, and consumer behavior, keeping in mind all the economic factors and technological developments taking place around us.

BUS 112 - Principles of Salesmanship (3)

Covers various factors that constitute good salesmanship and effective sales presentations. Includes the psychology

of selling and the techniques in setting up interviews, making a product presentation, and closing a sale.

Prerequisite: BUS 111.

BUS 113 - Retail Management (3)

A foundation course, offering an overview of the industry, including terminology, the importance of store image and location, effective advertising, merchandising mix, and a variety of elements linked to successful retailing. A special focus is placed on the importance of customer service and strategic planning in the industry today.

BUS 121 - Principles of Management (3)

Presents the fundamentals of management theories and philosophies. Includes planning, decision-making, organizing, personnel staffing, leading, and controlling. Cases and Internet applications are part of the class assignments.

BUS 122 - Introduction to Hospitality (3)

A structured perspective of the hospitality industry and management operations. Addresses the basic framework of hospitality organizations, including food and beverage, lodging, marketing, and cost control. History and career options are incorporated. Normally offered in Fall semester only.

Offered: Spring.

BUS 123 - Management and Career Options (3)

Covers the basic functions of management. Includes career explorations relative to the functional areas within the corporate structure and the role top management and middle management play in achieving organizational goals. Cases are utilized to illustrate the concepts and theories discussed.

BUS 130 - Introduction to Accounting (3)

Provides an understanding of how to record basic transactions for service-oriented and/or merchandising concerns and how the outcome is represented in financial statements. This course is open to non-business majors

only and will be tailored to meet the needs of the non-business majors represented.

BUS 131 - Accounting I (3)

Emphasizes the nature and preparation of basic statements through analysis of transactions, applying generally accepted accounting principles. The course will stress the importance of accounting as a tool to create useful information for decision-making.

BUS 132 - Accounting II (3)

Continues the application of accounting principles to partnerships and corporations. Includes stockholders' equity, long-term debt, investments, cash flow, and analysis and interpretation of financial statements.

Prerequisite: BUS 131.

BUS 141 - Aeronautical Theory - Private Pilot?Ground (3)

This course covers the basic and necessary aeronautical knowledge and meets the prerequisites specified in Flight Administration Regulation (FAR) Part 61 for a private pilot rating. Areas covered include: aviation opportunities, human factors, airplane systems, aerodynamic principles, the flight environment, communication and flight information, weather theory, weather patterns and hazards, predictors of aircraft performance, airplane weight and balance procedures, pilotage, dead reckoning, and navigation equipment.

BUS 141A - Private Pilot Practicum I (1)

This is a Private Pilot Airplane Single Engine flight training course. It allows the enrolled student to work towards proficiency and experience needed to meet the certification requirements for a U.S. FAA Private Pilot. The student will fly twenty hours and complete a stage check.

BUS 141B - Private Pilot Practicum II (1)

This is a Private Pilot Airplane Single Engine flight training course. It is a continuation of BUS 141A. It allows the student to fly 20 hours or more needed for

completion of allstages checks and completion of the Private Pilot Certificate.

Prerequisite: BUS 141A with minimum grade S.

BUS 141C - Private Pilot Practicum III (0)

BUS 141L - Private Pilot Flight Rating (3)

This course provides the flight training required to satisfy the FAA requirements for the Private Pilot- Airplane, Single-Engine, Land Certificate.

BUS 141X - Non-Credit Flight Practicum (0)

Non-credit continuation for unfinished flight practicums.

BUS 142 - Aeronautical Theory - Instrument Ground (3)

This course covers the necessary aeronautical knowledge and meets the prerequisites specified in Title 14 CFR, Part 141, Appendix C for an instrument rating (airplane). Areas covered include: principles of instrument flight; air traffic control system; instrument flight charts for Instrument Flight Rules (IFR) planning and flight; advanced aviation human factors and physiology; instrument FARs; various IFR approaches; procedures for IFR departure, enroute, and arrival operations; IFR flight planning and emergency procedures; analysis of weather information, conditions, and trends. Normally offered in Fall semester only.

Prerequisite: BUS 141 or successful completion of FAA Ground Exams. Offered: Fall.

BUS 142A - Instrument Flight Practicum I (1)

This course covers flight training of 20 hours for the requirement of 14 CFR 141. It's design will allow Private Pilots to acquire proficiency and experience needed to meet the certification requirements for adding a U.S. FAA Instrument Rating to an existing Private or Commercial Pilot Certificate.

Prerequisite: BUS 141A and BUS 141B with minimum grade S.

BUS 142B - Instrument Flight Practicum II (1)

This course is a continuation of BUS 142A covering flight training of 20 hours for the requirement of 14 CFR 141 in order to acquire proficiency needed for the FAA Instrument Rating.

Prerequisite: BUS 141A, BUS 141B, BUS 142A with minimum grade S.

BUS 142C - Instrument Flight Practicum III (1.5)

This course covers flight training of 20 hours in an FAA approved simulator to meet the requirements specified for the proficiency and experience needed for adding a U.S. FAA Instrument Rating.

BUS 142L - Instrument Rating (3)

This course provides the flight training required to satisfy the FAA requirements for the Instrument Rating-- Airplane, Single-Engine, Land Certificate

BUS 142X - Non-Credit Flight Practicum (0)

Non-credit continuation for unfinished flight practicums

BUS H111 - Principles of Marketing (3)

Provides a general overview of the environment in which marketing operates and exposes the students to the principles of marketing with regard to product development, distribution, promotion, pricing, and consumer behavior, keeping in mind all the economic factors and technological developments taking place around us.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H121 - Honors Principles of Management (3)

Presents the fundamentals of management theories and philosophies. Includes planning, decision-making, organizing, personnel staffing, leading, and controlling. Cases and Internet applications are part of the class assignments.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H131 - Honors Accounting I (3)

Emphasizes the nature and preparation of basic statements through analysis of transactions, applying generally accepted accounting principles. The course will stress the importance of accounting as a tool to create useful information for decision-making.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H132 - Honors Accounting II (3)

Continues the application of accounting principles to partnerships and corporations. Includes stockholders' equity, long-term debt, investments, cash flow, and analysis and interpretation of financial statements.

Prerequisite: Permission of the Director of the Honors Program required.

BUS 200 - Advanced Computer Tools for Management (3)

Course provides laboratory exercises to support learning in Management Information Systems, Finance, and Operations Management core courses. Intensive instruction in Spreadsheets, Relational Databases Management Systems, and Project Management and their use in various management disciplines and application in solving management problems.

BUS 202 - Fortran Programming (3)

Presents the FORTRAN programming language - its uses and applications in business. Topics include flow diagramming techniques, input-output procedures, data manipulation techniques and control structures.

BUS 203 - Cobol Programming (3)

Provides the fundamental concepts, principles, and techniques for effective application program design and implementation using the COBOL programming language. Topics include structured diagramming and design

concepts and techniques, test data generation, program maintenance, and business report production. Multiple tutorials and projects enable students to become proficient in the use of the various features of the language.

BUS 206 - Rpg Programming (3)

Provides the fundamental concepts, principles, and techniques for effective application program design and implementation using the RPG programming language. Topics include structured diagramming and design concepts and techniques, test data generation, program maintenance, and business report production. Multiple tutorials and projects enable students to become proficient in the use of the various features of the language.

BUS 207 - Java ++ Programming (3)

Provides the fundamental concepts, principles, and techniques for effective application program design and implementation using an object-oriented approach in a GUI environment. Helps students develop a rich understanding of the JAVA programming language and its basic constructs such as classes, instance and local variables, expressions, and control structures.

BUS 212 - Advertising (3)

Studies social and economic aspects of advertising; discusses creative strategy and media planning, including concept development and preparation of copy and art; evaluates role of marketing and consumer research; examines ethics of advertising.

BUS 213 - Consumer Behavior (3)

Covers pertinent findings in consumer buying behavior. Includes such topics as motivation, learning, attitude, and change, and the relation between attitudes and behavior as applied to consumers.

Prerequisite: BUS 111.

BUS 214 - Product Knowledge (3)

BUS 215 - Survey of Visual Display and Design (3)

A survey course that introduces the student to ways in which visual display and design is used in a variety of settings. The course combines theory with fieldwork in venues that include office spaces, museum spaces, art galleries, restaurants, and various types of department and specialty stores.

BUS 221 - Organizational Communication (3)

Covers the role of communication of organizations as well as the different communication approaches organizations use. Discusses business communication, personality variables in communication, communication conflicts, cross cultural and small group communication. In addition, electronic mail and telecommunications are covered.

BUS 222 - Human Relations in Management (3)

Introduces the student to current corporate human resources practices. Discusses human resources problems and presents alternative solutions to such problems. Covers EEO guidelines, labor relations and trade unions.

BUS 223 - Fundamentals of Insurance Management (3)

Discusses general risk and its role in the behavioral sciences and in business administration. Provides a balanced treatment of property, liability, life, and health insurance, as well as the risk handled by these types of insurance. Studies these areas in relation to business organizations and their fringe benefits contribution.

BUS 234 - Principles of Finance (3)

This course is designed to help students understand the concepts of financial management as they relate to personal and organizational settings. The major topic areas covered include financial statement analysis, introductory budgeting decisions, time value of money, risk and return, investments in stocks and bonds, and personal financial planning techniques.

BUS 240 - Advanced Aircraft Systems (3)

This course is designed to introduce students to Aircraft Systems as it pertains to the professional pilot. The course will cover a variety of topics including but not limited to, Aircraft General, Electrical, Fuel, Hydraulics, Air

Conditioning and Pressurization, Flight Instruments, Flight Management Systems, Automatic Flight and Emergency Procedures. Prerequisite: BUS-141 and BUS-142

Prerequisite: Take BUS 141 BUS 142;

BUS 243 - Aeronautical Theory - Commercial Ground (3)

This course covers the necessary aeronautical knowledge and meets the prerequisites specified in Title 14 CFR, Part 141, Appendix D for a commercial rating (airplane). Areas covered include: airports, airspace, and flight information; meteorology; airplane performance; Visual Flight Rules (VFR) cross-country planning and navigation; aeronautical decision-making; aviation physiology; FARs applicable to commercial pilot operations; complex aircraft systems; predicting aircraft performance; advanced aerodynamics; commercial decision making, and flight maneuvers for commercial pilot certification.

Prerequisite: BUS 142 or successful completion of the FAA Ground Exams.

BUS 243L - Commercial Pilot Rating (3)

This course provides the flight training required to satisfy the FAA requirements for the Commercial Pilot- Airplane, Single-Engine, Land Certificate.

BUS 245 - Front Office Management (3)

The course will include system, design, analysis, and application for hotel functions, including guest services, reservations, reception, and the night audit.

BUS 252 - Legal Environment of Business/Law I (3)

After introductory materials on sources of law, court systems, civil procedure, and tort and Constitutional, property, and criminal law, the major part of this course is devoted to the law of contracts. The course covers the effect of e-commerce on contracts with emphasis on the Uniform Electronic Transactions Act, the Uniform Computer Information Transaction Act, and the Electronic Signatures and Global and National Commerce Act. Also discussed are business organizations, partnerships, limited partnerships, limited liabilities, and corporations. Normally offered in Fall semester only.

Offered: Fall.

BUS 253 - Business Law II (3)

After introductory materials on agency and employment and bankruptcy and secured transactions, the major part of this course is devoted to the laws governing the sale of goods, including Article II of the Uniform Commercial Code and the Uniform Commercial Information Transactions Act and the laws governing commercial instruments, including Articles III and IV (a) of the Uniform Commercial Code and the Electronic Signatures and Global and National Commerce Act. Normally offered in Spring semester only.

Offered: Spring.

BUS 254 - Statistics for Business Decisions (3)

Designed to yield statistical insight into business problems. Presents basic probability theory, random sampling and sampling distributions, probability distributions and statistical estimations. Other topics include organization of statistical data, regression and correlation analysis and testing hypothesis with sample data.

BUS 255 - Airline Management (3)

This course covers the development of the air transport industry as well as the structure of domestic and international air transport. Organizations and management of the operations, equipment selection, finance and the problems encountered in the management of passenger travel as well as cargo operations are covered. Normally offered in Spring semester only.

Offered: Spring.

BUS 256 - Commercial Aviation Safety (3)

This course involves the safety and security of commercial aviation as a whole. Regulatory information on the FAA, ICAO, NTSB, and OSHA will be covered. Further studies will be conducted into accident causation models, human factors, safety management systems, as well as aircraft and air traffic control safety systems. General airport and airline security will also be discussed.

BUS H213 - Honors Consumer Behavior (3)

Covers pertinent findings in consumer buying behavior. Includes such topics as motivation, learning, attitude, and change, and the relation between attitudes and behavior as applied to consumers.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H221 - Organizational Communication (3)

Covers the role of communication of organizations as well as the different communication approaches organizations use. Discusses business communication, personality variables in communication, communication conflicts, cross cultural and small group communication. In addition, electronic mail and telecommunications are covered.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H254 - Statistics for Business Decisions (3)

Designed to yield statistical insight into business problems. Presents sets and functions, basic probability theory, random sampling and sampling distributions, probability distributions, statistical and inference estimations presenting statistical data. Other topics include organization of statistical data, regression and correlation analysis, testing hypothesis with sample data, and selected sampling.

Prerequisite: Permission of the Director of the Honors Program required.

BUS 301 - Management Information Systems (3)

Introduces the student to the vast and fast-growing field of computer-based information systems and technologies (CBIS/T), especially as these are strategically acquired, developed and deployed in different types of organizations. Various frame-works, principles, concepts, issues, methodologies, and applications crucial to achieving and maintaining competitive advantage will be explored using a socio-technical approach. SQL and topics such as the social, organizational, and ethical implications of CBIS/T and eCommerce are also discussed. Normally offered in Fall semester only.

Offered: Fall.

BUS 303 - Database Management Systems (3)

Provides an understanding how current and emerging database technologies support business objectives. Emphasis on providing students with a conceptual and practical foundation upon which to analyze information requirements and to design and implement effective databases using the relational database model and the database life cycle methodology. Multiple tutorials and projects provide students the opportunity to become proficient in the use of SQL and the various features of relational database management software.

Prerequisite: BUS 200.

BUS 304 - Systems Analysis and Design (3)

Examines system development concepts, methodologies, tools and techniques. Emphasis on providing students with a conceptual and practical foundation for approaching and analyzing business situations, identifying user constituencies, formulating and framing problems, determining and specifying information requirements, data modeling, and planning and logically designing information systems.

Prerequisite: BUS 200.

BUS 305 - Data Communication and Computer Networks (3)

Provides a conceptual and practical foundation for understanding how current and emerging developments in data communications and computer networks support business objectives. Topics include computer communications networks, wide area and local area network topologies, enterprise and inter-organizational networking and standards. Emphasis will be placed on the technical and management aspects and the operational and strategic implications of various computer network and telecommunications applications.

Prerequisite: BUS 200.

BUS 306 - Electronic Commerce (3)

Examines the current and emerging trends in electronic

commerce and their implications for creating and capturing value and for achieving and sustaining competitive advantage. Provides students with a technical and managerial foundation for understanding technological drivers, platforms and infrastructure, Internet business models, logistics and fulfillment, electronic payment and security systems, and organizational and implementation issues. Normally offered in Spring semester only.

Prerequisite: BUS 200. Offered: Spring.

BUS 307 - Web Application Development (3)

Builds upon skills and knowledge developed in prior programming languages. Provides the fundamental concepts, principles, and techniques for effective web application design and implementation. Topics include design methodologies, client-side and server-side programming and implementation techniques, web servers and web application servers.

BUS 311 - Problems in Retail Merchandising (3)

Analysis of pricing, markup and markdown percentage, classification and distribution of expenses and inventory controls, investigation of statistical data for points of strength and weakness.

BUS 312 - Operation Management/Quantitative Analysis (3)

Deals with theory of linear programming and duality methods, design and use of computer solutions, decisions made under uncertainty and recurrent decision problems under certainty and risk. Also covers transportation algorithms, inventory control and PERT/CPM.

Prerequisite: MATH 155.

BUS 313 - Retail Merchandising Management (3)

Presents an overview of the retail environment - retail marketing, store location, site evaluation, store atmosphere and image, buying, pricing, advertising, product mix, operating policies, and future planning.

BUS 314 - Marketing Management (3)

This course strengthens the managerial skills of students in analyzing marketing opportunities, researching target markets in terms of product, promotion, price and distribution strategies. Designing strategies for these aspects of marketing, implementing, and controlling the marketing efforts is discussed in this course. Normally offered in Spring semester only.

Prerequisite: BUS 111. Offered: Spring.

BUS 314A - Marketing Management (3)

Introduces managerial decisions in the realm of marketing and approaches to making these decisions. Includes such topics as market opportunity and targets, buyer behavior and marketing decisions. Also considers how to make products available and stimulate demand in the marketplace. Presents concept of an integrated marketing program.

BUS 315 - International Marketing (3)

The course covers analysis of foreign markets, including the cultural, political, and economic differences and their impact on marketing strategies. It deals with international marketing strategies at all stages of international involvement—from exporting to direct investment. Normally offered in Fall semester only.

Prerequisite: BUS 111. Offered: Fall.

BUS 316 - Telemarketing (3)

This course explores the newest direct-response marketing techniques utilized in well planned, organized, and managed direct marketing programs. Several forms of direct marketing will be analyzed in the context of the entire marketing media mix. Telemarketing, direct-response radio and television, electronic shopping and the like will be examined to see how these diverse marketing vehicles are used to obtain direct orders from targeted customers or prospects.

Prerequisite: BUS 111.

BUS 317 - Theories of Retail Buying (3)

This course explores the world of the retail buyer in terms of theory and application. Students spend half of their time

learning about how buyers operate in the marketplace and the other half working on computer applications used in buying today.

BUS 318 - Industrial Psychology (3)

Presents an introduction to industrial psychology. Focuses on the application of psychological concepts and methods to personnel selection and training, employee motivation and productivity, human engineering, and work effectiveness.

BUS 319 - Dimensions of Tourism (3)

The course is an introduction to the broad fields of travel and tourism. Among the topics covered are cultural tourism, economic role of tourism, marketing of tourism, and the sociology of tourism. Normally offered in Fall semester only.

Offered: Fall.

BUS 320 - Corporate Financial Analysis (3)

The objective of this course is to help students understand the concepts of financial analysis necessary for successful short-term and long-range planning within corporate and organizational settings. The major topic areas that we will cover include ratio analysis and budgeting, capital budgeting techniques, cost of capital, project analysis, capital structure, and dividend policy.

BUS 321 - Financial Management (3)

This course is offered to students who have had some background in accounting, economics, and statistics. It deals with the institutions, problems, organizations, and analytical procedures that are unique to financial management. Topics such as ratio analysis, time value of money, cost of capital, and capital budgeting techniques are covered. Normally offered in Spring semester only.

Prerequisite: BUS 132 and ECON 100. Offered: Spring.

BUS 322 - Personal Financial Planning (3)

The importance of setting and organizing objectives for an individual or family is covered. The process of converting

these and implementing alternative plans is discussed. Protection against personal risk, capital accumulation, provision for retirement, investment and property management, and planning for business interests are addressed in the course discussions. Normally offered in Spring semester only.

Offered: Spring.

BUS 323 - Money and Banking (3)

The initial understanding of money: its definition, supply, importance, and control by the Federal Reserve System, as well as the Federal Deposit Insurance Corporation, are covered. This is followed by the analysis of banking operations covering planning, performance evaluation, core and tier capital, risk management techniques, and the impact of government regulations on the management of financial institutions. Normally offered in Fall semester only.

Prerequisite: ECON 100. Offered: Fall.

BUS 325 - Investment and Portfolio Management (3)

The course will provide students with an understanding of why people invest and how they make their investment choices, such as asset valuation, asset selection, portfolio structuring, and valuation. An understanding of risk and return relationships and the vast opportunities in global investments, including derivatives, and the practical application of portfolio management and investment planning are a part of the course.

Prerequisite: BUS 234 and MATH 155.

BUS 330 - Real Estate Management (3)

Covers market and cost appraisal, income appraisals, property rights, leases, home ownership, and other topics related to real estate laws, as well as the management of a real estate brokerage office.

BUS 331 - Intermediate Accounting I (3)

Presents the objectives of accounting and the principles that make up the development of GAAP as applicable to Financial Statement Presentation. International Financial Reporting Standards (IFRS) are introduced. Development

and analysis of financial statements is explored in detail. Normally offered in Fall semester only.

Prerequisite: BUS 132. Offered: Fall.

BUS 332 - Intermediate Accounting II (3)

Continues Intermediate Accounting I, BUS 331, including detailed studies of cash, accounts receivable, inventory, short- and long-term debt, and owner's equity. Also on the agenda: marketable securities, handling leases, and ethical issues. Normally offered in Spring semester only.

Prerequisite: BUS 331. Offered: Spring.

BUS 333 - Cost Accounting (3)

Presents the principles of cost accounting, beginning with the nature and purpose of cost accounting in the manufacturing environment. The major area of job order and process cost accounting are presented along with the application of these techniques to manufacturing and other environments. Finally, the use of cost accounting as a management tool is explained. Normally offered in Spring semester only.

Prerequisite: BUS 132. Offered: Spring.

BUS 334 - Federal Taxation (3)

Presents the history and politics behind the federal income tax laws and regulations, including major emphasis on tax provisions common to all types of taxpayers, and in particular, individuals. Normally offered in Fall semester only.

Offered: Fall.

BUS 335 - Estate Planning and Taxation (3)

The course covers tax laws as related to tax sheltered investments, charitable transfers, gifts, divorce and marital separation, compensation planning, wills and deferred retirement plans as well as other topics dealing with qualified pension plans, profit sharing, tax sheltered annuities, and the unified transfer tax system and estate planning techniques.

BUS 341 - Organizational Behavior (3)

The objective of this course is to provide an introduction to the study of individual, group, and organizational behavior as it impacts the management of complex global organizational environment. After completing this course, one should be capable of diagnosing what is occurring in organizations and be able to influence the situational dynamics and improve organizational functioning. Normally offered in Spring semester only.

Prerequisite: BUS 123 and 45 or more credits completed.
Offered: Spring.

BUS 342 - Airport Operations Management (3)

The airport as an operational system, along with airport peaks and airline scheduling, are covered. Ground handling, baggage handling, airport security, technical service, and operational administration and performance are part of the course. Normally offered in Fall semester only.

Offered: Fall.

BUS 343 - Airline Scheduling & Logistic Management (3)

The course covers the structure of flight schedules for landing and takeoffs at various airports and all the managerial and communication aspects relative to having a flight materialize. Dispatching functions as well as commercial airline responsibilities in coordinating these activities with airport and the Federal Aviation Administration (FAA) are part of this course. Load factors, passenger and cargo transportation models are discussed. Normally offered in Spring semester only.

Offered: Spring.

BUS 344 - Airport/Airline Security (3)

This course examines safety and security issues impacting airlines and airports. A historical overview of terrorism and other threats to aviation is discussed. Other topics covered include hijacking, aviation as a national asset, counter terrorism, TSA, and profiling. Normally offered in Fall semester only.

Offered: Spring.

BUS 345 - Human Factors & Crew Resource Management (3)

Introduction to the human capabilities and limitations to the design of workplace (and play) systems, human-computer interaction, human information processing, and human performance. Effects of environmental stressors, sociotechnical implications, team performance, and perception are surveyed. Cross listed with PSYC 345

BUS 345L - Multi-Engine Rating (1)

This course provides the flight training required to satisfy the FAA requirements for the Multi-Engine Add-on rating.

BUS 346L - Certified Flight Instructor (2)

This course provides the flight training required to satisfy the FAA requirements for the Certified Flight Instructor-Airplane.

BUS 347A - Commercial Flight Practicum I (2)

This course covers 30 hours of flight training as specified in the syllabus based on the FAA Commercial Pilot Practical Test Standards. It is designed to cover a portion of the total flight training syllabus which contains five stages consisting of 66 separate lessons. Stage checks are part of the course design. Prerequisites: Private Pilot Certificate plus instrument Rating or Permission of Program Director.

Prerequisite: BUS 141A, BUS 141B, BUS 142A, BUS 142B with minimum grade S.

BUS 347B - Commercial Flight Practicum II (2)

This course is a continuation of BUS 347A and is designed based on 30 hours of flight training. Prerequisites: BUS 347A or Permission of the Program Director.

Prerequisite: BUS 141A, BUS 141B, BUS 142A, BUS 142B, BUS 347A with minimum grade S.

BUS 347C - Commercial Flight Practicum III (1)

This is a continuation of BUS 347A and BUS 347B. The student must successfully complete all flight training lessons, stage checks, and end of the course tests. The minimum flight training time required is 15 hours; however some students may have to complete flight training hours beyond the minimum required.

Prerequisite: BUS 141A, BUS 141B, BUS 142A, BUS 142B, BUS 347A, BUS 347B with minimum grade S.

BUS 347D - Commercial Flight Practicum (0)

This course is designed for student pilots who were unable to complete flying requirements for the Commercial Flight Practicum during the normal semester period. Students must have previously registered for Bus 347A, Bus 347B, and Bus 347C.

BUS 347X - Non-Credit Flight Practicum (0)

Non-credit continuation for unfinished flight practicums

BUS 350 - Health and Safety Management (3)

The major issues involved in managing for worksite safety and employee well-being are examined. Included are: Orienting new employees; employee involvement in safety; usage and care of personal protective equipment; accident investigation and reporting requirements; industrial hygiene, ergonomics, and insurance issues.

BUS 351 - Aerodynamics (3)

This course is designed to introduce students to aerodynamics as it pertains to the professional pilot. The course will cover a variety of topics including but not limited to, aerodynamic theory and laws, aircraft design, performance, lift and drag charts, high and low speed flight characteristics and aircraft takeoff and landing data.

BUS 352 - Aviation Law (3)

Aviation Law is designed to introduce students to the United States Constitution as it applies to Aviation. The course will cover a variety of topics including but not limited to civil law, administrative law, product liability, environmental law, criminal law, aircraft ownership and sale. Special emphasis will focus on laws regarding airmen

and certification, operator rights, and FAA enforcement action.

BUS 370 - International Business Management (3)

Presents an overview of international business within the framework of cultural, political, legal, and economic diversity in the world and in a changing global market place. Considers the impact of international business on the national economy and the conflicts between protectionism and free trade. Global business strategy design, organization, and implementation are discussed. Normally offered in Spring semester only.

Prerequisite: BUS 123. Offered: Spring.

BUS 380 - Ethical Leadership and Corporate Social Responsibility (3)

This course emphasizes the importance of ethical leadership and its contribution to a more socially responsible corporate image and reality. Through readings and discussions, and with the help of speakers, the course investigates the many institutional and organizational areas that provide opportunities for leaders to make just and ethical decisions in order to serve all of its stakeholders. It illustrates ways in which a business can preserve and expand its profitability, while still creating ethical relationships, both internally and externally. Students in this course help to facilitate the annual Ethical Leadership and Corporate Social Responsibility Forum.

BUS 390 - Special Topics Southeast Asia (3)

Seminars will be offered on various topics to meet new issues that impact the business organization. A seminar will not include topics covered in normal course content.

BUS 390A - Special Topics: Hist of Avatn (3)

This course is designed to cover the history and evolution of aviation over a broad time frame, with focus on smaller subject areas. Topics discussed will include the early history of flight discovery throughout the globe and the transition to the modern world of aviation. Important figures from aviation will include Leonardo Di Vinci, the Wright brothers, Amelia Earhart, The Tuskegee Airman, and Sallie Ride, among others. Additional studies will include the nature of aviation as it relates to an economic,

political, and social influence.

BUS H312 - Operation Mgmt/Qunt Anyl (3)

BUS H314 - Marketing Management (3)

This course strengthens the managerial skills of students in analyzing marketing opportunities, researching target markets in terms of product, promotion, price and distribution strategies. Designing strategies for these aspects of marketing, implementing, and controlling the marketing efforts is discussed in this course.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H315 - International Marketing (3)

The course covers analysis of foreign markets, including the cultural, political, and economic differences and their impact on marketing strategies. It deals with international marketing strategies at all stages of international involvement-from exporting to direct investment.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H321 - Financial Management (3)

This course is offered to students who have had some background in accounting, economics, and statistics. It deals with the institutions, problems, organizations, and analytical procedures that are unique to financial management. Topics such as ratio analysis, time value of money, cost of capital, and capital budgeting techniques are covered.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H323 - Money and Banking (3)

he initial understanding of money: its definition, supply, importance, and control by the Federal Reserve System, as well as the Federal Deposit Insurance Corporation, are covered. This is followed by the analysis of banking operations covering planning, performance evaluation, core and tier capital, risk management techniques, and the

impact of government regulations on the management of financial institutions.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H325 - Investment and Portfolio (3)

The course will provide students with an understanding of why people invest and how they make their investment choices, such as asset valuation, asset selection, portfolio structuring, and valuation. An understanding of risk and return relationships and the vast opportunities in global investments, including derivatives, and the practical application of portfolio management and investment planning are a part of the course.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H332 - Intermediate Accounting (3)

Continues Intermediate Accounting I, BUS 331, including detailed studies of cash, accounts receivable, inventory, short- and long-term debt, and owner's equity. Also on the agenda: marketable securities, handling leases, and ethical issues.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H341 - Honors Organizational Behavior (3)

The objective of this course is to provide an introduction to the study of individual, group, and organizational behavior as it impacts the management of complex global organizational environment. After completing this course, one should be capable of diagnosing what is occurring in organizations and be able to influence the situational dynamics and improve organizational functioning.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H370 - International Business Management?(honors) (3)

Presents an overview of international business within the framework of cultural, political, legal, and economic diversity in the world and in a changing global market

place. Considers the impact of international business on the national economy and the conflicts between protectionism and free trade. Global business strategy design, organization, and implementation are discussed.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H380 - Ethical Leadership and Corporate Social (3)

This course emphasizes the importance of ethical leadership and its contribution to a more socially responsible corporate image and reality. Through readings and discussions, and with the help of speakers, the course investigates the many institutional and organizational areas that provide opportunities for leaders to make just and ethical decisions in order to serve all of its stakeholders. It illustrates ways in which a business can preserve and expand its profitability, while still creating ethical relationships, both internally and externally. Students in this course help to facilitate the annual Ethical Leadership and Corporate Social Responsibility Forum.

BUS H390 - Special Topics (3)

Seminars will be offered on various topics to meet new issues that impact the business organization. A seminar will not include topics covered in normal course content.

BUS 400 - Operating Systems (3)

The study of operating system principles including file systems, scheduling, memory management, deadlocking, concurrency, and distributed systems. Case studies will be used to emphasize each principle.

BUS 401 - Application Development Using Visual?Basic (3)

Provides the fundamental concepts, principles, and techniques for effective application program analysis, design, and implementation using the Visual Basic programming language. Topics include structured analysis and diagramming techniques, user interface design concepts and methods, test data generation, application program maintenance, and business report production through the integration of Visual Basic, databases, and other technologies. Multiple tutorials and projects enable

students to become proficient in the use of basic and advanced features of the language.

BUS 403 - Computer Security and Control (3)

Provides students with a technical and managerial foundation for understanding enterprise and inter-organizational system vulnerabilities and abuse, for creating and deploying effective control initiatives, for preparing and implementing disaster recovery plans, and for ensuring system quality. Legal aspects and the role of auditing in control processes will also be discussed.

BUS 405 - Advanced Applications Development:cobol (3)

Deals with the conversion of logical design specifications into applications using advanced features of COBOL. Topics include concepts of file organization and their creation and update; report generation; use of utility programs and software engineering principles, and guidelines on application design, implementation, and maintenance.

BUS 406 - Pl/1 (3)

BUS 407 - C Programming Language/C++ (3)

As a mainstay in computing curricula, this course provides a solid foundation of data structures and programming languages using C++. Topics include data structures, programming paradigms, constructs, design, implementation, and object-oriented programming. This course does not assume any previous experience with "C", but does assume that the student has designed, coded, and implemented a computer program in any language prior to taking this course.

Prerequisite: BUS 207.

BUS 410 - Advanced Topics in Information Systems?And Technologies (3)

Advances in information systems and technologies, the rapid rise and expanding use of computer networks, the growth of knowledge work and the globalization of trade are long-term trends that will continue to gather momentum in the decades ahead. This course focuses on

specific conceptual and technical advances in the ever-growing field of information systems and their current and potential implications for business.

BUS 413 - Marketing Research (3)

Presents techniques of marketing research, including analysis of company records, experimental methods, questionnaire surveys, sampling theory, interview techniques, and statistical analysis. Normally offered in Spring semester only.

Prerequisite: BUS 111 and MATH 155. Offered: Spring.

BUS 414 - Industrial Marketing Management (3)

The course presents an integrative examination of industrial marketing. It reviews the environment of industrial marketing and examines each of the major types of industrial customers. Evaluating the organizational buying process, assessing marketing opportunities, analyzing marketing interface with manufacturing research and development, and reviewing the marketing mix are part of the course discussion. Through case analysis, the students examine techniques for evaluating industrial marketing strategy and performance by utilizing marketing control systems and marketing profitability analysis.

Prerequisite: BUS 111.

BUS 415 - Global Retail Import/Exports (3)

This course exposes students to the global marketplace in terms of imports and exports found in retail stores today. It provides an overview of necessary government regulations regarding tariffs and trade and focuses on the importance of interdependence and ethics in business dealings with those in other cultures.

BUS 416 - Senior Seminar for Retailing (3)

Provides an analysis of current job search methods for retail business management students. It provides assistance with development of resumes, cover letters and follow-up letters. It also gives students in-depth knowledge of the interviewing process.

BUS 420 - Information Systems Development Project (3)

Students, in individual or team settings, participate in an actual live project: in the analysis, design, and actual implementation of a system. Students draw on concepts, methodologies, and techniques learned from other CIS and business courses. Prerequisites: BUS 301, BUS 303, BUS 304, BUS 305, BUS 307, BUS 407, and consent of the instructor.

BUS 421 - Management by Objectives (3)

Covers motivational goal setting, performance evaluation, and the utilization of computers in achieving objectives. Places emphasis on how the Management By Objectives (MBO) system works. Utilizes case studies and film series to enable the student to visualize the practical aspects of the MBO system.

BUS 422 - Personnel Management/Human Resources (3)

Examines the changing responsibilities of a personnel/human resource manager within organizations; addresses human and interorganizational behavior. Covers recruitment, selection, training, and development of employees. Also discusses reward systems, compensation methods, health and safety in the work place, and the importance of ethical leadership and corporate social responsibility. Normally offered in Fall semester only.

Prerequisite: BUS 123. Offered: Fall.

BUS 423 - Design-Think Experience (3)

This course is a practical, experience-based introduction to design-thinking tools and techniques for both Business and non-Business majors. Students will be exposed to applied research, ideation, and problem-solving tools adapted from a human-centered design, industrial design, and social innovation. Students will creatively and collaboratively address local community concerns, leading to a prototype for installation in a neighborhood. In addition, readings, case studies, lectures, and writing exercises will allow students to learn from other design-thinking experiences to more fruitfully address global challenges.

BUS 424 - Managerial Decision-Making (3)

Emphasizes study of the decision-making process as a whole, utilizing a process model to show why and how a decision materializes. Discusses interdisciplinary sources affecting decision-making, including the environment, psychology, and sociology and identifies possible constraints placed upon the decision-maker. Normally offered in Fall semester only.

Offered: Fall.

BUS 425 - Entrepreneurship and Small Business?Operations (3)

The course covers the entrepreneurial process and identifies and evaluates opportunities while focusing on developing business plans for these opportunities. In addition, it enhances the knowledge in determining the resources required for business operations. It covers topics such as product innovations, marketing, and financial plans, as well as patents and trademarks. Normally offered in Fall semester only.

Offered: Fall.

BUS 426 - Operations Management (3)

An introduction to the basics of production/operations management. The material is organized around the planning, organizing and controlling theme. Topics covered include forecasting, capacity planning, facility location planning, layout planning, organizing for operations, job design, inventory control, material requirements planning and total quality management (TQM).

BUS 427 - Banquet and Convention Management (3)

This course covers convention and meeting markets with special emphasis on corporate needs and professional groups and the various methods of providing excellent service to these groups. It includes hotel accommodations, food service, board room organization, banquet planning, sales, and marketing for convention events. Normally offered in Spring semester only.

Offered: Spring.

BUS 430 - Tax Procedure and Tax Fraud (3)

Examines civil and criminal tax fraud, emphasizing the difference between tax avoidance and tax evasion. Introduces the student to the procedures and techniques used when practicing before the Internal Revenue Service. Emphasis on the practical application of the Internal Revenue Code, Treasury Regulations, IRS Administrative documents, audits, assessments, administrative remedies, courts, IRS summonses, limitation periods, criminal tax, collections, preparer penalties, taxpayer bill of rights, and ethical considerations.

BUS 432 - Accounting for Management (3)

Provides an introduction to accounting techniques currently in use by company managers. Emphasis is on the understanding of cost and cost behavior as it relates to planning and decision-making activities in the organization. Current techniques and basic concepts are applied to solve management problems. Normally offered in Fall semester only.

Prerequisite: BUS 132. Offered: Fall.

BUS 433 - Auditing Principles and Procedures (3)

Provides an understanding of concepts that underline the principles, standards, and procedures involved in the conduct of an audit. An analysis of the auditing profession, the audit process, and reporting of problems is presented through the use of an integrated case study. Landmark legal cases; official pronouncements such as SASs, SSARs, FASBs, and industry audit guides are discussed. Normally offered in Spring semester only.

Prerequisite: BUS 332. Offered: Spring.

BUS 436 - Advanced Accounting (3)

Covers the more complex topics in accounting such as governmental accounting, non-profit entities, partnerships including non-profit entities, partnerships including ownership changes and liquidations, and business combinations. Emphasis is given to consolidated financial statements and the problems involving inter-company transactions and special issues in accounting for subsidiaries. Normally offered in Fall semester only.

Prerequisite: BUS 332. Offered: Fall.

BUS 436A - Advanced Accounting (3)

Covers the more complex topics in accounting such as governmental accounting, nonprofit entities, partnerships including ownership changes and liquidations and business combinations. Emphasis is given to consolidated final statements and the problems involving inter-company transactions and special issues in accounting for subsidiaries.

BUS 436B - Advanced Accounting (3)

Covers the more complex topics in accounting such as governmental accounting, nonprofit entities, partnerships including ownership changes and liquidations and business combinations. Emphasis is given to consolidated final statements and the problems involving inter-company transactions and special issues in accounting for subsidiaries.

BUS 437 - Taxation of Business Entities (3)

Legal and income tax applications relative to various types of taxable entities - sole proprietorship, corporations, partnerships, limited liability companies, and S. Corporations. Overview of the applicable tax problems associated with the organization, operation, and distribution from and liquidation/dissolution of each type of entity. Normally offered in Spring semester only.

Prerequisite: BUS 334 or by Permission of the Chairperson. Offered: Spring.

BUS 438 - Cpa Review Course (3)

Covers such topics as accounting fundamentals and statements, correction of errors and incomplete records, current assets, liabilities and stockholders' equity, partnerships, cost accounting and other related areas, funds, cash flow, and consolidations. Also discusses home office and branch accounting, governmental accounting, income taxes, auditing, accounting theory, and the May 1971 Certified Public Accountant Examination problems.

BUS 439 - Analysis Financial Statements (3)

A study of the factors that affect the critical examination and interpretation of financial statements from the viewpoint of groups using such data; thoroughly considers accounting problems, analytical methods, and item content of formal statements.

BUS 445 - Advanced Topics in Financial Planning (3)

This course represents a capstone course for the Finance major. It focuses on the latest trends in corporate finance, investments, and personal financial planning. The objective of the course is to integrate theoretical and practical concepts through the utilization of case studies and current market data. Students may only register for this course during their senior year after completion of major courses. Normally offered in Spring semester only.

Prerequisite: BUS 234, BUS 322, and BUS 325. Offered: Spring.

BUS 450 - Independent Study (3)

Involves study or research on a specific area of interest not included in normal course content.

BUS 451 - Business Internship (3)

Students will apply for real-world job opportunities. Once hired, students work in a business environment to receive on-the-job training related to area of specialization. To receive the three hours of credit the student is required to work 250 to 300 hours and submit a written report and other designated assignments detailing the experience.

BUS 451A - Internship I - Aviation Management (3)

Places the student in a business environment to receive on-the-job training related to the student's area of specialization. To receive the three hours of credit the student is required to work 250 to 300 hours and submit a written report and other designated assignments detailing the experience.

BUS 451B - Internship I - Accounting (3)

Places the student in a business environment to receive on-the-job training related to the student's area of specialization. To receive the three hours of credit the

student is required to work 250 to 300 hours and submit a written report and other designated assignments detailing the experience.

BUS 451C - Internship - Computer Information and Telecommunications Sys (3)

Places the student in a business environment to receive on-the-job training related to the student's area of specialization. To receive the three hours of credit the student is required to work 250 to 300 hours and submit a written report and other designated assignments detailing the experience.

BUS 451D - Internship - Management (3)

Places the student in a business environment to receive on-the-job training related to the student's area of specialization. To receive the three hours of credit the student is required to work 250 to 300 hours and submit a written report and other designated assignments detailing the experience.

BUS 451E - Internship-Marketing (3)

Places the student in a business environment to receive on-the-job training related to the student's area of specialization. To receive the three hours of credit the student is required to work 250 to 300 hours and submit a written report and other designated assignments detailing the experience.

BUS 451F - Internship-Finance (3)

Places the student in a business environment to receive on-the-job training related to the student's area of specialization. To receive the three hours of credit the student is required to work 250 to 300 hours and submit a written report and other designated assignments detailing the experience.

BUS 451G - Internship-Retail Business Management (3)

Places the student in a business environment to receive on-the-job training related to the student's area of specialization. To receive the three hours of credit the student is required to work 250 to 300 hours and submit a

written report and other designated assignments detailing the experience.

BUS 451H - Internship I-Hotel and Restaurant Management (3)

Places the student in a business environment to receive on-the-job training related to the student's area of specialization. To receive the three hours of credit the student is required to work 250 to 300 hours and submit a written report and other designated assignments detailing the experience.

BUS 451I - Internship-International Business (3)

Places the student in a business environment to receive on-the-job training related to the student's area of specialization. To receive the three hours of credit the student is required to work 250 to 300 hours and submit a written report and other designated assignments detailing the experience.

BUS 452 - Business Internship II (3)

Continuation of the Business Internship process for those majors that are required to complete six (6) credit hours of internship.

BUS 452A - Internship II-Aviation Management (3)

Continuation of the Business Internship process for those majors that are required to complete six (6) credit hours of internship.

BUS 452B - Internship II-Accounting (3)

Continuation of the Business Internship process for those majors that are required to complete six (6) credit hours of internship.

BUS 452H - Internship II-Hotel and Restaurant Management (3)

Continuation of the Business Internship process for those majors that are required to complete six (6) credit hours of internship.

BUS 460 - Group Study (0)

Involves student group research or study, for variable credit.

BUS 461 - The Leadership Process in the Global Marketplace (3)

Examines Leadership as a process not just as a position. Investigates the interaction between leaders and their followers and the changing situations and environments that leaders must confront. Focuses on leader power and influence, intelligence and creativity, leader personality, and leadership styles, values and attitudes. Discusses the issues of followership, group and team leadership, and motivation. Introduces situational and environmental characteristics that create constraints and opportunities for leaders. Illustrates how task interdependence, organizational culture and technology, uncertainty and change impact leadership. Normally offered in Spring semester only.

Prerequisite: BUS 123. Offered: Spring.

BUS 471 - International Finance (3)

The international monetary (exchange rate) arrangements and their impact on international trade and international investments are discussed. Financial strategies regarding both short term and long term financing in international business, exchange rate exposure and its management are a part of this course. Normally offered in Fall semester only.

Prerequisite: BUS 234. Offered: Fall.

BUS 475A - Portfolio Experience (0)

The Portfolio Experience is designed to track student progress with the co-curricular requirements of industry experience, SBGI service experience, community service experience, and personal advisory networking experience. Each student's academic advisor will evaluate the student's progress with an "S" (Satisfactory) or "U" (Unsatisfactory) designation. Freshmen register for 475A with their advisor in the spring semester; sophomores for 475B; juniors for 475C; and seniors for 475D.

BUS 475B - Portfolio Experience (0)

The Portfolio Experience is designed to track student progress with the co-curricular requirements of industry experience, SBGI service experience, community service experience, and personal advisory networking experience. Each student's academic advisor will evaluate the student's progress with an "S" (Satisfactory) or "U" (Unsatisfactory) designation. Freshmen register for 475A with their advisor in the spring semester; sophomores for 475B; juniors for 475C; and seniors for 475D.

BUS 475C - Portfolio Experience (0)

The Portfolio Experience is designed to track student progress with the co-curricular requirements of industry experience, SBGI service experience, community service experience, and personal advisory networking experience. Each student's academic advisor will evaluate the student's progress with an "S" (Satisfactory) or "U" (Unsatisfactory) designation. Freshmen register for 475A with their advisor in the spring semester; sophomores for 475B; juniors for 475C; and seniors for 475D.

BUS 475D - Portfolio Experience (0)

Required of all Business majors, this review is designed to track student progress in the development of the required co-curricular portfolio. Each year, students will meet with their advisors and discuss their progression toward fulfillment of the portfolio requirements. Students register for BUS 475A in their freshman year, BUS 475B in their sophomore year, BUS 475C in their junior year, and BUS 475D in their senior year. Students will be graded "S" (Satisfactory) or "U" (Unsatisfactory) in 475A, 475B, and 475C, and they will receive a letter grade ("A" - "F") in 475D.

BUS 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in business under faculty supervision.

BUS 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in business under faculty supervision.

BUS 480 - Women in Management (3)

Examines issues surrounding women in the workplace through a review of current literature and case studies that focus on women in managerial roles as entrepreneurs or corporate executives. Topics include gender and management style, barriers/problems women encounter, organizational power and politics related to gender, and career development. The student will develop an understanding of issues surrounding leadership challenges in the twenty-first century.

Prerequisite: BUS 123.

BUS 481 - Business Policies and Strategic Planning (3)

This is a capstone seminar course that must be taken in the senior year of the student's program. The objective of the course is to integrate theoretical and practical concepts through the utilization of Harvard type cases. Students may only register for this course during senior year after completion of major courses.

Prerequisite: BUS 301, BUS 234, BUS 341, and senior standing.

BUS 482 - Job Search Seminar (0)

Provides an analysis of current job search methods for all business students and assistance with development of resumes, cover letters and follow-up letters. It also gives students in-depth knowledge of the interviewing process and the current job market. Seminar is a part of BUS 481 Business Policies and Strategic Planning

BUS 491 - Accounting Concepts (1)

Fundamental principles of accounting covering assets, liabilities, and owner's equity accounts. Topics include financial statement preparation and interpretations along with accounting procedures that assist business managers in reviewing and interpreting data.

BUS 492 - Business Economics (1)

A review of both macro- and micro-economic concepts that are essential in the decision-making process of governments, firms, and individual managers. National

income, business cycles, and the price theory of the firm are discussed.

BUS 493 - Computer Technologies for Management (1)

The use of information technology in business. Emphasis is placed on the use of current and popular computer software packages.

BUS 494 - Financial Tools (1)

Essential knowledge of practical and theoretical financial tools and the use of these tools by financial managers in analyzing and evaluating investment decisions.

BUS 495 - Managerial Concepts (1)

Informal and formal organizational functions in corporate settings are discussed. Topics include management tasks and the application of the various managerial styles and concepts relative to productivity within business organizations.

BUS 496 - Marketing and Sales Concepts (1)

Discusses basic aspects of marketing, including product, price, promotion, and channels of distribution. Provides an overview of marketing as it exists in the current environmental market place.

BUS 497 - Legal Environment of Business (1)

Corporate legal issues and social responsibility are discussed. Business contracts, union contracts, and the legal requirements of all concerned, such as suppliers, distributors, unions, and management, are part of this module.

BUS 498 - Review of Business Statistics (1)

Topics include probability, standard deviation, variance analysis, linear regression, correlation, and sampling techniques.

BUS 498A - ST: Intro to Drones/FAA Cer/Flight Prfls (3)

Students will learn about opportunities in the drone industry from the nation's leading drone training school. Class is taught by multiple guest speakers who are expert instructors from all areas of drone operations from public safety to industrial inspections. Total of 55 hours, 100% online in both asynchronous and synchronous platforms.

BUS 499 - Independent Study and Research (3)**BUS H413 - Honors Marketing Research (3)**

Presents techniques of marketing research, including analysis of company records, experimental methods, questionnaire surveys, sampling theory, interview techniques, and statistical analysis.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H422 - Personnel Management/Human Resources (3)

Examines the changing responsibilities of a personnel/human resource manager within organizations; addresses human and interorganizational behavior. Covers recruitment, selection, training, and development of employees. Also discusses reward systems, compensation methods, health and safety in the work place, and the importance of ethical leadership and corporate social responsibility.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H432 - Honors Accounting for Management (3)

Provides an introduction to accounting techniques currently in use by company managers. Emphasis is on the understanding of cost and cost behavior as it relates to planning and decision-making activities in the organization. Current techniques and basic concepts are applied to solve management problems.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H436 - Advanced Accounting (3)

Covers the more complex topics in accounting such as governmental accounting, non-profit entities, partnerships including non-profit entities, partnerships including ownership changes and liquidations, and business combinations. Emphasis is given to consolidated financial statements and the problems involving inter-company transactions and special issues in accounting for subsidiaries.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H437 - Taxation of Business Entities (3)

Legal and income tax applications relative to various types of taxable entities - sole proprietorship, corporations, partnerships, limited liability companies, and S. Corporations. Overview of the applicable tax problems associated with the organization, operation, and distribution from and liquidation/dissolution of each type of entity.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H450 - Independent Study (0)

Involves study or research on a specific area of interest not included in normal course content.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H460 - Group Study (3)

Involves student group research or study, for variable credit.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H471 - International Finance (3)

The international monetary (exchange rate) arrangements and their impact on international trade and international investments are discussed. Financial strategies regarding

both short term and long term financing in international business, exchange rate exposure and its management are a part of this course.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in business under faculty supervision.

Prerequisite: Permission of the Director of the Honors Program required.

BUS H481 - Business Policies and Strategic Planning (3)

This is a capstone seminar course that must be taken in the senior year of the student's program. The objective of the course is to integrate theoretical and practical concepts through the utilization of Harvard type cases. Students may only register for this course during senior year after completion of major courses.

Prerequisite: BUS 301, BUS 234, BUS 341, and senior standing.

CHEM-Chemistry

CHEM 105 - Chemistry for the Artist (3)

Presents fundamental principles of chemistry as well as light and color theory for the artist. Application of principles to ceramics, glass, pigments, metals, modern synthetics, cleansing agents, and other household consumer products. Three hours lecture. Art and non-science majors.

CHEM 110 - Introductory Chemistry (3)

Studies basic chemical concepts and principles, with emphasis on the quantitative aspects of real chemistry. Three hours lecture. Dietetics and Elementary Education majors. Normally offered in Fall semester only.

Offered: Fall.

CHEM 112A - ST: Chemistry in Our World (3)

This is a survey course of the applications of chemistry in our daily lives. The course includes basic understanding of the periodic table of elements and then focuses on applications of chemistry to commercial products, medical devices, novel medicines, herbal supplements and applications of chemistry in the environment. No prerequisites for the course. Non-science majors, fulfills the Chemistry requirement for Communication Science Disorders majors.

CHEM 121 - Principles of Chemistry (3)

Studies basic general chemistry, with emphasis on medical and environmental applications. Three hours lecture, two hours lab. {B581855A-075F-4795-BC20-84D5CC97AEC5} and non-science majors. Normally offered in Fall semester only.

Offered: Fall.

CHEM 121L - Principles of Chemistry Lab (1)

Studies basic general chemistry, with emphasis on medical and environmental applications. Three hours lecture, two hours lab. {B581855A-075F-4795-BC20-84D5CC97AEC5} and non-science majors. Normally offered in Fall semester only. Normally offered in Fall semester only.

Offered: Fall.

CHEM 122 - Principles of Chemistry (2)

Presents elementary organic chemistry and biochemistry, with some medical applications. Involves two hours of lecture. {B581855A-075F-4795-BC20-84D5CC97AEC5} majors.

CHEM 131 - General Chemistry I (3)

The first part of this course studies the stoichiometric relationship between atoms, their chemical reactions, and the fundamental theories describing the structure, bonding, orbitals of atoms, and phases of matter. In part II of this course, topics covered include thermodynamics, chemical equilibria, acid/base chemistry, and solubility products.

Laboratory experiments are primarily quantitative in nature. Three hours lecture, three hours lab. Normally offered in Fall semester only.

Prerequisite: Science majors only. Corequisite: Take CHEM 131L, BIOL 150 and BIOL 150L. Offered: Fall.

CHEM 131L - General Chemistry I Lab (1)

The first part of this course studies the stoichiometric relationship between atoms, their chemical reactions, and the fundamental theories describing the structure, bonding, orbitals of atoms, and phases of matter. In part II of this course, topics covered include thermodynamics, chemical equilibria, acid/base chemistry, and solubility products. Laboratory experiments are primarily quantitative in nature. Three hours lecture, three hours lab. Normally offered in Fall semester only.

Prerequisite: Science majors only. Corequisite: Take CHEM 131, BIOL 150 and BIOL 150L. Offered: Fall.

CHEM 132 - General Chemistry II (3)

The first part of this course studies the stoichiometric relationship between atoms, their chemical reactions, and the fundamental theories describing the structure, bonding, orbitals of atoms, and phases of matter. In part II of this course, topics covered include thermodynamics, chemical equilibria, acid/base chemistry, and solubility products. Laboratory experiments are primarily quantitative in nature. Three hours lecture, three hours lab. Normally offered in Spring semester only.

Corequisite: CHEM 131 and CHEM 131L, Take BIOL 151 and BIOL 151L, Take CHEM 132L. Offered: Spring.

CHEM 132L - General Chemistry II Laboratory (1)

The first part of this course studies the stoichiometric relationship between atoms, their chemical reactions, and the fundamental theories describing the structure, bonding, orbitals of atoms, and phases of matter. In part II of this course, topics covered include thermodynamics, chemical equilibria, acid/base chemistry, and solubility products. Laboratory experiments are primarily quantitative in nature. Three hours lecture, three hours lab. Normally offered in Spring semester only.

Prerequisite: CHEM 131 and CHEM 131L. Corequisite: Take CHEM 132, BIOL 151 and BIOL 151L. Offered:

Spring.

CHEM H131 - General Chemistry (3)

The first part of this course studies the stoichiometric relationship between atoms, their chemical reactions, and the fundamental theories describing the structure, bonding, orbitals of atoms, and phases of matter. In part II of this course, topics covered include thermodynamics, chemical equilibria, acid/base chemistry, and solubility products. Laboratory experiments are primarily quantitative in nature. Three hours lecture, three hours lab.

Prerequisite: Permission of the Director of the Honors Program Required.

CHEM H132 - General Chemistry (3)

The first part of this course studies the stoichiometric relationship between atoms, their chemical reactions, and the fundamental theories describing the structure, bonding, orbitals of atoms, and phases of matter. In part II of this course, topics covered include thermodynamics, chemical equilibria, acid/base chemistry, and solubility products. Laboratory experiments are primarily quantitative in nature. Three hours lecture, three hours lab.

Prerequisite: Permission of the Director of the Honors Program Required.

CHEM 210 - Introductory Organic Chemistry (3)

Studies a survey of the classes of carbon-containing compounds, including nomenclature, functional groups and relevance to nutrition and dietetics majors. Three hours lecture. Prerequisite: CHEM 110. Nutrition and Dietetics majors. Normally offered in Spring semester only.

Prerequisite: CHEM 110. Offered: Spring.

CHEM 221 - Organic Chemistry I (3)

Offers an in-depth study of the properties of the major classes of organic compounds, covering methods of identification, preparation, structure, bonding. Involves three hours of lecture and three hours of laboratory. Normally offered in Fall semester only.

Prerequisite: CHEM 132 and CHEM 132L. Science majors only. Corequisite: Take CHEM 221L. Offered: Fall.

CHEM 221L - Organic Chemistry I Lab (1)

Offers an in-depth study of the properties of the major classes of organic compounds, covering methods of identification, preparation, structure, bonding. Involves three hours of lecture and three hours of laboratory. Normally offered in Fall semester only.

Prerequisite: CHEM 132 and CHEM 132L. Science majors only. Corequisite: Take CHEM 221. Offered: Fall.

CHEM 222 - Organic Chemistry II (3)

Offers an in-depth study of the properties of the major classes of organic compounds, covering methods of identification, preparation, structure, bonding. Science majors. Prerequisite: CHEM 331, 331L. Normally offered Spring semester only.

Prerequisite: CHEM 221 and CHEM 221L. Corequisite: Take CHEM 222L. Offered: Spring.

CHEM 222L - Organic Chemistry II Laboratory (1)

Offers an in-depth study of the properties of the major classes of organic compounds, covering methods of identification, preparation, structure, bonding. Science majors. Prerequisite: CHEM 331, 331L. Normally offered in Spring semester only.

Prerequisite: CHEM 221 and CHEM 221L. Corequisite: Take CHEM 222. Offered: Spring.

CHEM H221 - Organic Chemistry (3)

CHEM H222 - Organic Chemistry II (3)

Offers an in-depth study of the properties of the major classes of organic compounds, covering methods of identification, preparation, structure, bonding. Science majors. Prerequisite: CHEM 331, 331L. Normally offered Spring semester only.

Prerequisite: CHEM 221 and CHEM 221L. Corequisite: Take CHEM 222L. Offered: Spring.

CHEM 310 - Introductory Biochemistry (3)

Deals with the chemistry of carbohydrates, fats, proteins, and enzymes. Also involves the study of carbohydrate metabolism to include glycolysis, the citric acid cycle, and the electron transport system. Nutrition and Dietetics majors. Normally offered in Fall semester only.

Prerequisite: CHEM 210. Nutrition and Dietetics majors only. Offered: Fall.

CHEM 312 - Environmental Chemistry (3)

Studies chemical theories of aquatic and atmospheric chemistry, chemical cycles and properties of pollutants and hazardous wastes. An introduction to toxicological chemistry. Three hours lecture.

Prerequisite: CHEM 221, CHEM 221L, CHEM 222, and CHEM 222L.

CHEM 313 - Elements of Medicinal Chemistry (3)

This course will examine the basic theory of novel drug design based on interaction of chemicals with biological receptors. Drug targets will be studied as well as basic elements of drug metabolism and pharmacokinetics. Case studies in drug design will be used to illustrate the structure-activity relationships and design aspects for various classes of drugs, such as antibacterial agents, anticancer agents, drugs acting on the central nervous system and opioid analgesics. Restricted: Science majors only Prerequisite: CHEM 221 and 221 Lab. Normally offered in Spring semester only.

Prerequisite: Take CHEM 221 CHEM 221L.

CHEM 332L - Organic Chemistry Lab (1)

Offers an in-depth study of the properties of the major classes of organic compounds, covering methods of identification, preparation structure, bonding.

Prerequisite: CHEM 331 and CHEM 331L. Corequisite: Take CHEM 332.

CHEM 398 - Chemical Analysis (3)

A broad-based study of the techniques, instrumentation, and data collection methods used in chemical analysis. This course is designed for students whose ultimate professional interests are in medicine, biochemistry,

molecular biology, or earth science. Laboratory experiments will correspond with lecture material. Data interpretation will also be discussed.

Prerequisite: CHEM 222, CHEM 222L, and MATH 155.
Corequisite: Take CHEM 398L.

CHEM 398L - Chemical Analysis Lab (1)

A broad-based study of the techniques, instrumentation, and data collection methods used in chemical analysis. This course is designed for students whose ultimate professional interests are in medicine, biochemistry, molecular biology, or earth science. Laboratory experiments will correspond with lecture material. Data interpretation will also be discussed.

Corequisite: Take CHEM 398.

CHEM 399 - Elements in Medicinal Chem (3)

This course will examine the basic theory of novel drug design based on interaction of chemicals with biological receptors. Drug targets will be studied as well as basic elements of drug metabolism and pharmacokinetics. Case studies in drug design will be used to illustrate the structure-activity relationships and design aspects for various classes of drugs, such as antibacterial agents, anticancer agents, drugs acting on the central nervous system and opioid analgesics. Prerequisite: Chem 331. Normally offered in Spring semester only.

Prerequisite: CHEM 331. Offered: Spring.

CHEM H312 - Environmental Chemistry (3)

Studies chemical theories of aquatic and atmospheric chemistry, chemical cycles and properties of pollutants and hazardous wastes. An introduction to toxicological chemistry. Three hours lecture.

Prerequisite: Permission of the Director of the Honors Program Required.

CHEM H313 - Elements of Medicinal Chemistry (3)

This course will examine the basic theory of novel drug design based on interaction of chemicals with biological receptors. Drug targets will be studied as well as basic elements of drug metabolism and pharmacokinetics. Case

studies in drug design will be used to illustrate the structure-activity relationships and design aspects for various classes of drugs, such as antibacterial agents, anticancer agents, drugs acting on the central nervous system and opioid analgesics. Restricted: Science majors only Prerequisite: CHEM 221 and 221 Lab. Normally offered in Spring semester only.

CHEM H331 - Honors Organic Chemistry (3)

Offers an in-depth study of the properties of the major classes of organic compounds, covering methods of identification, preparation structure, bonding.

Prerequisite: Permission of the Director of the Honors Program Required.

CHEM H398 - Chemical Analysis (3)

A broad-based study of the techniques, instrumentation, and data collection methods used in chemical analysis. This course is designed for students whose ultimate professional interests are in medicine, biochemistry, molecular biology, or earth science. Laboratory experiments will correspond with lecture material. Data interpretation will also be discussed.

CHEM H399 - Elements in Medical Chemistry (3)

CHEM 415 - Chemistry in France (3)

This course will focus on the chemistry of wine, cider, and foods particularly the cheeses of Champagne, the Loire Valley, Burgundy, and Normandy. It will review the scientific processes of fermentation and distillation and how chemistry affects the aging of wine, cider, and cheese. Additional topics to include: the evaluation of wine quality, sensory perception, and understanding wine labels. It will also discuss the main wines produced regionally as well the history of wine making in France. The Normandy area is famous for cider and apple brandy and these products will be discussed. The history of cheese making and the cheeses from these regions will be reviewed and tasted. The history of cuisine in France and the particular cuisines of these regions will be covered. Normally offered Spring semester only.

Offered: Spring.

CHEM 415A - The Chemistry of Wine, Cuisine & Culture of France (3)

This course will focus on the chemistry of wine, spirits, and foods of France. It will review the scientific processes of fermentation and distillation. Additional topics to include: the evaluation of wine quality, sensory perception, understanding wine labels, and the process of cheese making. Cheeses and foods from certain French regions will be sampled. The history of French cuisine will also be covered. A Study Abroad component is part of the course. Visit <http://marywood.abroadoffice.net/internal-program-description-The-Chemistry-Wine-Culture-and-Cuisine-of-France-162852-83.html> for more information.

CHEM 415B - ST: Wine, Chem, Food: Italy (3)

This course will focus on the chemistry of wine, a regional foreign country. It will review the scientific processes of fermentation and distillation and how chemistry affects the aging of wine, spirits, and cheese. Additional topics to include the evaluation of wine quality, sensory perception, and understanding wine labels. It will also discuss the main wines produced regionally as well the history of wine making. Specific foods, beverages, and products from the region will be discussed. The history of cheese making and the cheeses from these regions will be reviewed, tasted, and evaluated. The history of cuisine and the particular cuisines of these regions will be covered. Normally offered in Spring semester only.

Offered: Spring.

CHEM 415C - St: Chem of Wine, Cuisine & Culture of G (3)

As part of the course, a 10-day study abroad component to Germany will be included (with program fee). This course will focus on the chemistry of wine, beer, and foods (particularly the cheeses) of Germany. It will review the scientific processes of fermentation and how chemistry affects the aging of wine, beer, and cheese. Additional topics to include the evaluation of wine and beer quality, sensory perception, and the understanding of wine labels. A historical overview of producing wine and beer will be presented along with food samples and cuisine from the various German cities that will be visited.

CHEM 415D - St: Chem. of Wine, Cuis. & Culture Spain (3)

This course will focus on the chemistry of wine, in a regional foreign country. It will review the scientific processes of fermentation and distillation and how chemistry affects the aging of wine, spirits, and cheese. Additional topics to include the evaluation of wine quality, sensory perception, and understanding wine labels. It will also discuss the main wines produced regionally as well the history of wine making. Specific foods, beverages, and products from the region will be discussed. The history of cheese making and the cheeses from these regions will be reviewed, tasted, and evaluated. The history of cuisine and the particular cuisines of these regions will be covered. Normally offered in Spring semester only. This course is cross-listed with ND 415D

CHEM 454 - Research (3)

Requires laboratory or library research on an assigned problem. Hours are arranged by the advisor. Prerequisites: QPA minimum 2.50. A public demonstration of the research may be requested.

CHEM 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in art under faculty supervision.

CHEM 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in art under faculty supervision.

CHEM 498 - Internship (3)

The student works in a commercial laboratory facility gaining experience and expertise in the student's area of specialization. Credit is earned by providing a report and/or presentation to the department, following the internship period, e.g. during the following semester. 30 hours for every credit per semester. Arranged with approval of the Science Department chairperson.

CHEM 499 - Independent Study (3)

Arranged only with special permission of department chairperson. Open to junior and senior science majors.

CHEM H415B - ST: Wine, Chem, Food: Italy (3)

This course will focus on the chemistry of wine, a regional foreign country. It will review the scientific processes of fermentation and distillation and how chemistry affects the aging of wine, spirits, and cheese. Additional topics to include the evaluation of wine quality, sensory perception, and understanding wine labels. It will also discuss the main wines produced regionally as well the history of wine making. Specific foods, beverages, and products from the region will be discussed. The history of cheese making and the cheeses from these regions will be reviewed, tasted, and evaluated. The history of cuisine and the particular cuisines of these regions will be covered. Normally offered in Spring semester only.

Offered: Spring.

CHEM H415C - St: Chem of Wine, Cuisine & Culture of G (3)

As part of the course, a 10-day study abroad component to Germany will be included (with program fee). This course will focus on the chemistry of wine, beer, and foods (particularly the cheeses) of Germany. It will review the scientific processes of fermentation and how chemistry affects the aging of wine, beer, and cheese. Additional topics to include the evaluation of wine and beer quality, sensory perception, and the understanding of wine labels. A historical overview of producing wine and beer will be presented along with food samples and cuisine from the various German cities that will be visited.

CJ-Criminal Justice

CJ 100 - Introduction to Criminal Justice (3)

All components of the criminal justice system are reviewed and their interrelationships assessed. Empirical descriptions and tests of effectiveness of the various segments of the system are covered. Normally offered in Fall semester only.

Offered: Fall.

CJ 101 - Shadow and Service (3)

This course provides an opportunity to, first, shadow a criminal justice professional and, second, to serve the community from which criminal justice clientele are drawn. May be taken after or with CJ 100.

CJ 105 - Forensic Analytical Techniques (3)

Outlines the general techniques in forensic analysis. Emphasis on sample collection and preservation, forensic terminology and procedure, and analytical techniques and theory. The student will perform several forensic and analytical laboratory techniques. Lecture and practical laboratory experience. Normally offered in Spring semester only.

Offered: Spring.

CJ 200 - Introduction to the Law (3)

Provides an overview of the basic areas of law and mechanics of legal research. The case study method is used.

CJ 201 - The Juvenile Justice Subsystem (3)

The legal history of the development of a separate criminal justice system for juveniles through English common law to the present. The role of juveniles as a subcomponent of the larger criminal justice system. Particular attention is given to the problem of interfacing the juvenile system with the overall system.

CJ 202 - Quantitative Reasoning (3)

Basic introduction to research and statistics in criminal justice settings. Emphasis on measurement, descriptive, and inferential statistical methods used to analyze data. Prerequisite: MATH 155

Prerequisite: MATH 155.

CJ 206 - Community Corrections (3)

Origins of the probation system are considered. Current standards are reviewed and assessed at federal, state, and local levels, as well as standards for parole and aftercare.

CJ 212 - Violence and Peace (3)

Explores the nature and scope of human violence today and in our distant past; identifies mechanisms that promote peace.

CJ 219 - Drugs in American Society (3)

Considers the causes and consequences of recreational use and misuse of psychoactive substances: narcotics, alcohol, psychedelics, and "club drugs". Analyzes current legal/correctional and treatment approaches to America's problem with drugs in comparative, historical, and cross-cultural perspectives.

CJ 220 - Law Enforcement (3)

An introduction to major trends and issues in law enforcement. The course includes such topics as the history of police organizations, their contemporary operation, the legal framework in which they operate, police behavior, and police-community relations.

CJ 224 - Criminal Investigation (3)

An introduction to the field of criminal investigation, this course describes for a broad array of crimes how to document a crime scene, identify and collect evidence, and interview and arrest suspects. Important court cases will be reviewed throughout the semester.

CJ 225 - Interviewing and Interrogation (3)

Examines distinctions between interviews and interrogation. Topics include the use of interviews for obtaining and evaluating factual information, evaluating case solvability, measures for the protection of the innocent, privacy and the interview room, qualifications, attitude and conduct of the investigator.

CJ H212 - Violence and Peace (3)

Explores the nature and scope of human violence today and in our distant past; identifies mechanisms that promote peace.

CJ H219 - Drugs in American Society (3)

Considers the causes and consequences of recreational use and misuse of psychoactive substances: narcotics, alcohol, psychedelics, and "club drugs". Analyzes current legal/correctional and treatment approaches to America's problem with drugs in comparative, historical, and cross-cultural perspectives.

CJ 301 - Criminal Justice Theory (3)

Theories which support the various segments of the criminal justice system are reviewed. Particular attention is given to the systematic relationship between the component parts of the system.

CJ 302 - White Collar Crimes (3)

This course examines white collar crime. Typically, these are fraudulent acts committed within commercial situations by individuals or corporations for financial gain -- e.g., bribery, computer and internet fraud, embezzlement, environmental crime, money laundering, tax evasion. The causes and consequences of such criminal conduct are examined, as well as efforts by criminal justice agencies to control it. Specific cases will be examined.

CJ 303 - Criminology (3)

Focuses on crime and delinquency as a major social problem in the United States. Evaluates theories of crime and delinquency in terms of current evidence for their support.

CJ 304 - Soc Networks of Crime, Health, & Society (3)

This class examines how social networks can be used to understand crime, health, and other factors in society. Students explore the social networks of mobs, drug cartels, and terrorist organizations. Other topics include how diseases travel through interaction networks and how social networks are used in business and music to produce fads, trends, and viral "hits."

CJ 318 - Family Law (3)

Covers laws governing marriage, divorce, annulment, support, custody, and adoption.

CJ 319 - Criminal Law and Procedure (3)

Introduces the criminal justice system and the study of law dealing with criminal offenses. Normally offered in Spring semester only.

Offered: Spring.

CJ 322 - Criminalistics and the Crime Lab (3)

This course provides a non-technical introduction to the uses of forensic science in crime scene investigation. Topics include such crime lab procedures as: microscopic analysis of hair, fiber and paint, forensic toxicology, forensic investigation of fire and explosion scenes, as well as the analysis of DNA, fingerprints, firearms, tool marks, documents, vocal records, and internet use.

CJ 330 - Prosecuting Criminal Cases (3)

This course examines the process of prosecuting criminal offenders. It includes a consideration of the common legal requirements and the manner in which prosecutor, defense attorney, and other court officials together determine the outcome for arrested men and women.

CJ 351 - Social Research (3)

Focuses on principles of methodology and techniques of research, the relationship between theory and research design, concept formation, measurement, data collection, and data analysis. Normally offered in Spring semester only.

Prerequisite: MATH 155. Offered: Spring.

CJ 360 - Problem-Oriented Policing (3)

This course introduces students to the proactive approaches designed to reduce crime and disorder being adopted by police departments today to supplement the traditional reactive strategies of the past. Among other topics, the course will consider the relationships between place, victim and offender, Crime Prevention through Environmental Design, the SARA and CompState methods

of crime analysis and response, and the use of GIS systems to plot crime locations.

CJ H351 - Social Research (3)

CJ 405 - Deviant Behavior in Society (3)

Examines deviant behavior as a major phenomenon in modern society. Considers functions and dysfunctions of deviance in society. Gives particular emphasis to the process whereby individuals learn deviant lifestyles and support and justify these lifestyles within social groups.

CJ 410 - Race, Crime and Poverty in America (3)

This course examines the relationships among minority status, crime and poverty. The effects of family structure, weak formal and informal social controls, restricted opportunities (including education and employment), and substance abuse on crime are examined. The mutual responses of the criminal justice system and minority status to each other are also examined.

CJ 425 - Children's Rights and Societal Responses (3)

Introduces the student to policies and services designed to meet a range of needs and problems experienced by children and their families. Specific areas of analysis include child abuse and neglect, juvenile justice, foster care, adoptions, and institutional vis-a-vis community strategies in response to particular problems and advocacy.

CJ 433 - The American Prison (3)

This course focuses upon the role of the prison in corrections. It reviews the historical development of the prison, major features of inmate culture(s), the structure of staff/prisoner relationships, and its 'success' as a site of reform and resocialization. Special topics may include cross-cultural comparisons, prison violence (including riots), prisoner health care (including AIDS, substance abuse, pregnancy, etc.), and the structure of careers in corrections. Normally offered in Spring semester only.

Offered: Spring.

CJ 451 - Social Research (3)

Focuses on principles of methodology and techniques of research, the relationship between theory and research design, concept formation, measurement, data collection and data analysis.

CJ 454 - Computer Applications in Social Research (3)

The structure of data files is described and the commands required to generate descriptive statistics, frequency distributions, cross tabulations, correlations, and several multivariate statistical procedures are reviewed. Prior experience with computers is not required. Normally offered in Fall semester only.

Prerequisite: CJ 351, SOC 351, or SSCI 351. Offered: Fall.

CJ 460 - Criminal Justice Internship (3)

Placement in a federal, state or local criminal justice agency for at least 120 hours. Students must maintain a field diary and complete a paper integrating their course and field work. Prerequisite: at least seven prior courses in criminal justice.

CJ 465 - Senior Seminar in Criminal Justice (3)

Interdisciplinary seminar in the social sciences with special emphasis on the presentations of student research projects in the area of criminal justice. Normally offered in Spring semester only.

Corequisite: Take CJ 351. Offered: Spring.

CJ 470 - Special Topics in Criminal Justice (3)

Examination of current trends and issues affecting the operation and management of the criminal and juvenile justice system.

CJ 470A - ST: CJ (Crime Analysis) (3)

This course provides an introduction to crime analysis and examines types of techniques used to study crime patterns. Topics include environmental criminology, crime prevention, crime mapping, spatial analysis of crime,

place-based policing, geographical profiling, big data and crime, and social media and crime.

CJ 470B - ST: Examining "Breaking Bad" Through the?Lens of Crime and Deviance (3)

Lectures, readings, and varied assignments will help students develop a deeper and more accurate understanding of theory and research in deviance and criminology. The Breaking Bad television series serves as "data" for the course. Students will view the show's episodes and use theories, concepts, and research findings learned in the course to analyze the messages about crime, as well as to assess the characters' actions and the effectiveness of the criminal justice responses and crime policies depicted in the series.

CJ 470C - ST: Crime in the Movies (3)

This seminar offers an in-depth examination of a topic of interest to the Criminal Justice community.

CJ 470D - Race, Ethnicity, and Criminal Justice (3)

The over-representation of racial and ethnic minorities in criminal justice processes has been noted for well over 100 years, yet the explanation for it remains unclear. This seminar will explore the extent of these disparities and the possible reasons for them.

CJ 470E - ST: Gangs and Crime (3)

Examination of current trends and issues affecting the operation and management of the criminal and juvenile justice system. It is cross listed with CJ 598H.

CJ 470F - ST: Constitutional Law (3)

This class provides an overview of constitutional issues that pertain to the criminal justice system. Topics include an overview of the U.S. Constitution and the Bill of Rights, important U.S. Supreme Court cases that affected the criminal justice system, and the impact that these issues had, and continue to have, on official policy and practice.

CJ 470G - Environmental Crime & Justice (3)

This specialized course overviews a key area of contemporary criminology, central to public debates about economic growth, equality, justice, and environmental sustainability. The course introduces students to the interdisciplinary nature of environmental crime, the environmental laws and regulations created to control it, and the rise of the environmental justice movement. The course also exposes students to (1) the historical and contemporary scope rate of various environmental crimes, (2) the environmental policy process and enforcement case history, and (3) special topics like human exposure to industrial pollution, climate change, and the unequal distribution of environmental crime and harm by region, occupation, race/ethnicity, gender and class. This course is cross listed with CJ 470G and CJ 598L.

CJ 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity under faculty supervision.

CJ 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity under faculty supervision.

CJ 499 - Independent Study (3)

involves faculty directed, student initiated study and research on a topic relevant to student interest.

Prerequisite: Permission of Department Chair Required.

CJ H410 - Race, Crime and Poverty in America (3)

This course examines the relationships among minority status, crime and poverty. The effects of family structure, weak formal and informal social controls, restricted opportunities (including education and employment), and substance abuse on crime are examined. The mutual responses of the criminal justice system and minority status to each other are also examined.

Prerequisite: Permission: Director of the Honors Program Required.

CJ H460 - C J Field Experience (3)

Placement in a federal, state or local criminal justice agency for at least 120 hours. Students must maintain a field diary and complete a paper integrating their course and field work. Prerequisite: at least seven prior courses in criminal justice.

Prerequisite: Permission: Director of the Honors Program Required.

CJ H465 - Coordinating Seminar in Criminal Justice (3)

Interdisciplinary seminar in the social sciences with special emphasis on the presentations of student research projects in the area of criminal justice.

Prerequisite: Permission: Director of the Honors Program Required.

CJ H470E - ST: Gangs and Crime (3)

Examination of current trends and issues affecting the operation and management of the criminal and juvenile justice system. It is cross listed with CJ 598H.

CJ H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity under faculty supervision.

Prerequisite: Permission: Director of the Honors Program Required.

COMM-Communication Arts

COMM 100 - Speech Communication for Esl Students (2)

An introductory course designed to introduce ESL students to contemporary American speech communication skills. The class consists of lectures and in-class discussions and presentations.

COMM 101 - Public Speaking and Presentation (3)

Offers a laboratory approach to the communicative skills needed for the changing conditions of a contemporary world.

COMM 101A - Essential Communication Skills (3)

The purpose of this course is to help students facilitate the understanding of communication dynamics and thus to better utilize the communication process. The course will help students understand the ways in which communication affects our personal, interpersonal, group and organizational interactions.

COMM 102 - Techniques of Effective Communications (3)

This course offers a laboratory approach to the communicative skills needed for the changing conditions of a contemporary world.

COMM 103 - Studio Production (4)

Introduces basic video equipment for broadcast and non-broadcast purposes; presents training in the planning and presentation of various types of television productions, using studio and ENG/EFP facilities.

COMM 104 - Field Production and Editing (4)

Continues the study of video production, including more complex techniques and special effects. Electronic digital field production and nonlinear editing skills are also emphasized.

COMM 105 - Audio Production (4)

Introduces basic audio principles, sound reproduction, and editing techniques. Students will practice sound design to enhance any multimedia project.

COMM 111 - Mass Media of Communication (3)

Presents a comprehensive introduction to communication in the modern world; studies the role of the media in today's society; examines the challenges and opportunities in the communications professions.

COMM 112 - Communication Theory (3)

Studies the nature of communication in its psychological, social, philosophical, and technical contexts; includes a review of media institutions in regard to communication theory. Normally offered in Fall semester only.

Offered: Fall.

COMM 115 - News Writing (3)

Presents fundamentals of newspaper and broadcast style; how to spot news; get information; interview; organize, write, and edit stories. Computer lab simulates real reporters in real situations. Normally offered in Spring semester only.

Offered: Spring.

COMM 116 - Feature Writing (3)

Introduces fundamentals of writing and editing feature stories for newspapers and magazines, including personality profiles, human interest, in-depth analysis, investigative reporting, and trend stories; computer lab.

COMM 117 - Media Aesthetics and Production (3)

Examines computer applications relevant to the corporate communication field. Topics include desktop publishing and multimedia production. Students are introduced to underlying concepts, aesthetic foundations, software/hardware operations, and work on various projects (e.g., creating a newsletter and a multimedia production).

COMM 118 - Introduction to Electronic Journalism?And Social Media (3)

This course complements COMM 115 News Writing and serves as an introduction to the electronic journalism field. Existing and emerging media systems and tools are covered as well as fundamental design concepts, ethics, and research. Normally offered in Fall semester only.

Offered: Fall.

COMM 120 - Introduction to Media Writing (3)

Presents an introduction to writing styles intended to

inform, entertain, and persuade audiences through multimedia platforms. Students will explore the fundamental media writing skills, including audience awareness, grammar and usage, accuracy, clear and concise writing style, interviewing techniques, as well as adapting styles to various platforms.

COMM 130A - Communication Arts Practicum (1)

Under supervision of the departmental faculty, involves students in the application of theory through practical experience in the various major programs of study. Requires 60 activity hours per academic credit.

COMM 130B - First Year Practicum (1)

Introduces first-year students to the principles and protocol that govern work in the Communication Arts field. Students are required to apply these principles through practical work in the areas of Advertising/Public Relations, Digital Media, and Broadcast Journalism. Normally offered in Fall semester only.

Offered: Fall.

COMM 130C - Practicum - Video Production I (1)

Introduces basic video equipment for broadcast and nonbroadcast purposes; presents training in the planning and presentation of various types of television productions, using studio and ENG/EFP facilities. Normally offered in Fall semester only. This practicum will require 60 student hours; 16 for lecture 45 for working at one of the departments media outlets. Must also register for COMM 233L

COMM 130D - Practicum- Video Production II (1)

Continues the study of video production, including more complex techniques and special effects. Electronic digital field production and nonlinear editing skills are also emphasized. Normally offered in Spring semester only. This Practicum will require 61 student hours; 16 for lecture 45 for working at one of the departments media outlets. Must also register for COMM-234L-01

COMM 170A - Practicum: Film, TV/Digital Production (1)

Introduces first-year students to the principles and protocol that govern work in the Multimedia Communication field. Students are required to apply these principles through practical work in co-curricular Multimedia Communication activities. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 170B - Practicum: Journalism (1)

Introduces first-year students to the principles and protocol that govern work in the Multimedia Communication field. Students are required to apply these principles through practical work in co-curricular Multimedia Communication activities. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 170C - Practicum: Public Relations (1)

Introduces first-year students to the principles and protocol that govern work in the Multimedia Communication field. Students are required to apply these principles through practical work in co-curricular Multimedia Communication activities. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 170D - Practicum: Sports Media (1)

Introduces first-year students to the principles and protocol that govern work in the Multimedia Communication field. Students are required to apply these principles through practical work in co-curricular Multimedia Communication activities. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 171A - Practicum: Film, TV/Digital Production (1)

Introduces first-year students to principles of teamwork; students also explore how the university core curriculum is applicable to their work in Multimedia Communication. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 171B - Practicum: Journalism (1)

Introduces first-year students to principles of teamwork; students also explore how the university core curriculum is applicable to their work in Multimedia Communication.

Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 171C - Practicum: Public Relations (1)

Introduces first-year students to principles of teamwork; students also explore how the university core curriculum is applicable to their work in Multimedia Communication. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 171D - Practicum: Sports Media (1)

Introduces first-year students to principles of teamwork; students also explore how the university core curriculum is applicable to their work in Multimedia Communication. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM H115 - News Writing (3)

Presents fundamentals of newspaper and broadcast style; how to spot news; get information; interview; organize, write, and edit stories. Computer lab simulates real reporters in real situations. Normally offered in Spring semester only.

COMM 200 - Media, Culture, and Society (3)

Studies the nature of mediated communication in its psychological, social, philosophical, and technical contexts; the role of the media in today's society; includes an introduction to media institutions and mass communication theory.

COMM 201 - Marketing Principles for Communication (3)

Analyzes the four factors in marketing-product, price, place, and promotion from a creative communications perspective; a managerial approach for advertising copywriters that considers consumer, industrial, business-to-business, retail, and nonprofit organizations. Normally offered in Fall semester only.

Offered: Fall.

COMM 202 - Advertising: Principles and Practices (3)

Studies social and economic aspects of advertising; discusses creative strategy and media planning, including concept development and preparation of copy and art; evaluates role of marketing and consumer research; examines ethics of advertising. Normally offered Spring semester only

Offered: Spring.

COMM 204 - Public Relations: Principles and Practices (3)

Studies the nature of public relations; the processes of researching and influencing public opinion; analysis of public relations programs; responsibilities of the public relations practitioner to professional principles, to the media, and to the public.

Offered: Spring.

COMM 205 - Principles of Corporate Communication (3)

Basic approaches to developing various kinds of programs to meet company and client needs, including training activities, product marketing, personnel recruitment, corporate positioning, among others.

COMM 206 - Organizational Communication (3)

Covers the role of communication of organizations, as well as the different communication approaches organizations use. Discusses business communication, personality variables in communication, communication conflicts, cross-cultural and small group communication. In addition, electronic mail and telecommunications are covered.

COMM 213 - Consumer Behavior (3)

Covers pertinent findings in consumer buying behavior. Includes such topics as motivation, learning, attitude, and change and the relation between attitudes and behavior as applied to consumers.

COMM 215 - Media Performance (3)

Offers practical training in techniques for appearances before the microphone and camera in broadcast and non-broadcast settings; includes discussions of suitable clothing, body movement, and articulation; students participate in various audio and video exercises.

COMM 222 - Dissent and Discussion (3)

Presents principles of argumentation and techniques of leadership and participation in discussion. Permission of the instructor required.

Prerequisite: Permission of the instructor required.

COMM 223 - Phonetics of American Speech (3)

Analyzes characteristics and production of speech sounds in the context of acceptable professional standards for American English.

COMM 224 - Electronic Newsgathering Seminar (3)

The seminar explores advanced journalism topics. The subject will change, on a semester to semester basis reflecting current issues. These can range from the impact of new media tools in the news market to the reporter and editor's role in ensuring that news is accurately portrayed and reported. Normally offered Spring semester only.

Offered: Spring Every Other Year.

COMM 225 - News Writing and Reporting (3)

Presents fundamentals of news writing style; how to spot news; get information; interview; organize, write, and edit stories. Introduction to AP style. Newsroom lab simulates real reporters in real situations. Prerequisite: COMM 120 or permission of instructor.

Corequisite: COMM 120 or permission of the course instructor.

COMM 230A - Communication Arts Practicum (1)

Under supervision of the department faculty, involves

students in the application of theory through practical experience in the various programs of study. Requires 45 activity hours for academic credit. Normally offered in Fall semester only.

Offered: Fall.

COMM 230B - Communication Arts Practicum (1)

Under supervision of the department faculty, involves students in the application of theory through practical experience in the various programs of study. Requires 45 activity hours for academic credit. Normally offered in Spring semester only.

Offered: Spring.

COMM 231 - Audio Production (3)

This course is designed to study the principles and techniques of sound and audio recording. With an emphasis on audio production, several formats for the expression of sound will be explored. As sound is a medium for artistic expression, each student will be expected to write and produce audio programs that will reflect their understanding of audio potentials. The course will also place a special emphasis on digital recording and music recording and editing. These elements represent the present and future use of audio applications. Normally offered in Fall semester only.

Offered: Fall.

COMM 233 - Video Production I (3)

Introduces basic video equipment for broadcast and nonbroadcast purposes; presents training in the planning and presentation of various types of television productions, using studio and ENG/EFP facilities. Normally offered in Fall semester only.

Corequisite: Take COMM 233L. Offered: Fall.

COMM 233L - Video Production Lab (3)

Introduces basic video equipment for broadcast and nonbroadcast purposes; presents training in the planning and presentation of various types of television productions, using studio and ENG/EFP facilities. Normally offered in Fall semester only.

Corequisite: Take COMM 130C. Offered: Fall.

COMM 234 - Video Production II (3)

Continues the study of video production, including more complex techniques and special effects. Electronic digital field production and nonlinear editing skills are also emphasized. Normally offered in Spring semester only.

Prerequisite: COMM 233 or Permission of the Program Director. Offered: Spring.

COMM 234L - Video Production Lab (3)

Continues the study of video production, including more complex techniques and special effects. Electronic digital field production and nonlinear editing skills are also emphasized. Normally offered in Spring semester only.

Corequisite: Take COMM 130D;. Offered: Spring.

COMM 237 - New Communication Technologies (3)

Examines the applications and implications of the new communications technologies. Relevant issues cut across the broadcasting/nonbroadcasting fields and include satellite communication, HDTV, digital technology, relevant computer applications, and optical media. Social, legal, economic, ethical, and aesthetic issues are also covered. These include intellectual property and aesthetic principles governing multimedia productions. Normally offered in Fall semester only.

Offered: Fall.

COMM 238 - Media Scriptwriting (3)

Uses workshop approach to the techniques of writing for film and TV, including commercial and public service announcements, documentaries, dramas, and programming geared for smaller, specific audiences. Normally offered in Spring semester only.

Offered: Spring.

COMM 239 - Telecommunications Research (3)

Examines research methodologies and applications relevant for the telecommunications field. These include

questionnaire design, surveys, and analysis of broadcast ratings. Data analysis and spreadsheet operations for organizational/analytical purposes are also covered.

COMM 245 - Public Relations Writing (3)

Presents fact gathering and writing skills for print and digital media from a public relations viewpoint.

Prerequisite: COMM 120 or permission of instructor.

Corequisite: COMM 120 or permission of the course instructor.

COMM 255 - Sports Writing and Reporting (3)

This course introduces students to the fundamentals of writing and reporting for sports. Students will learn to read and analyze sports writing and reporting; report, write, edit and produce sports stories; use photography and multimedia to complement reporting. The course places special emphasis on ethics, objectivity, and fairness in sports journalism. Prerequisite: COMM 120 or permission of instructor.

COMM 265 - Screenwriting (3)

This course is designed to provide students with a working knowledge of film scriptwriting through in-class and out-of-class writing assignments. Students learn how a screenplay for movies or television is conceived, developed and written. The emphasis will be on concept development, characterization, structure, format, and program content of scripts as well as the correct form for various scripts. Each student will write their own short film. Prerequisite: COMM 120 or permission of instructor.

Corequisite: COMM 120 or permission of the course instructor.

COMM 270A - Practicum: Film, TV/Digital Production (1)

Introduces second-year students to the role of mentorship in the Multimedia Communication field. Students are required to apply these principles through practical work in co-curricular Multimedia Communication activities. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 270B - Practicum: Journalism (1)

Introduces second-year students to the role of mentorship in the Multimedia Communication field. Students are required to apply these principles through practical work in co-curricular Multimedia Communication activities. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 270C - Practicum: Public Relations (1)

Introduces second-year students to the role of mentorship in the Multimedia Communication field. Students are required to apply these principles through practical work in co-curricular Multimedia Communication activities. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 270D - Practicum: Sports Media (1)

Introduces second-year students to the role of mentorship in the Multimedia Communication field. Students are required to apply these principles through practical work in co-curricular Multimedia Communication activities. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 271A - Practicum: Film, TV/Digital Production (1)

Introduces second-year students to the principles of leadership and management in the Multimedia Communication field. Students are required to apply these principles through practical work in co-curricular Multimedia Communication activities. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 271B - Practicum: Journalism (1)

Introduces second-year students to the principles of leadership and management in the Multimedia Communication field. Students are required to apply these principles through practical work in co-curricular Multimedia Communication activities. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 271C - Practicum: Public Relations (1)

Introduces second-year students to the principles of leadership and management in the Multimedia Communication field. Students are required to apply these principles through practical work in co-curricular Multimedia Communication activities. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 271D - Practicum: Sports Media (1)

Introduces second-year students to the principles of leadership and management in the Multimedia Communication field. Students are required to apply these principles through practical work in co-curricular Multimedia Communication activities. Requires 45 co-curricular activity hours for academic credit. Class meets once per week.

COMM 280 - Multimedia Field Experience (2)

Involves observational experience under the direction of qualified professionals at cooperating organizations and institutions in areas of specialization in multimedia communication. Requires 45 hours per academic credit. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA 3.00 in Multimedia Communication courses. Generally, only open to students majoring in Multimedia Communication. An exception may be made with the permission of the department chairperson.

COMM H202 - Advertising: Principles and Practices (3)

Studies social and economic aspects of advertising; discusses creative strategy and media planning, including concept development and preparation of copy and art; evaluates role of marketing and consumer research; examines ethics of advertising.

Prerequisite: Permission of the Director of the Honors Program Required.

COMM H224 - Electronic Newsgathering Seminar (3)

The seminar explores advanced journalism topics. The subject will change, on a semester to semester basis reflecting current issues. These can range from the impact of new media tools in the news market to the reporter and editor's role in ensuring that news is accurately portrayed and reported. Normally offered Spring semester only.

Offered: Spring Every Other Year.

COMM H238 - Media Scriptwriting (3)

Uses workshop approach to the techniques of writing for film and TV, including commercial and public service announcements, documentaries, dramas, and programming geared for smaller, specific audiences. Normally offered in Spring semester only.

Offered: Spring.

COMM H271 - Public Relations: Principles and Practices (3)

Nature of public relations; the processes of influencing public opinion; analyses of public relations programs; responsibilities of the public relations practitioner to professional principles, to the media, to the public.

Prerequisite: Permission of the Director of the Honors Program Required.

COMM 300 - Information Gathering and Research (3)

This course covers information gathering and research techniques for mass communicators. Students will practice interview techniques; archival research; making public records requests; and crowdsourcing. The course places special emphasis on the legal and ethical issues related to information gathering.

COMM 301 - Advertising Copywriting (3)

Analyzes strategic and tactical creative decisions; writing for print, television, and radio; emphasizes campaign development, positioning, concept, copy structure, visualization, and execution; use of computer word processing, and computer graphics. Normally offered in Spring semester only.

Prerequisite: COMM 202 or Permission of the Program Director. Offered: Spring.

COMM 302 - Advertising Copywriting (3)

Analyzes strategic and tactical creative decisions; writing for print, television, and radio; emphasizes campaign development, positioning, concept, copy structure, visualization, and execution; use of computer word processing, and computer graphics.

Prerequisite: COMM 202 or Permission of the Program Director.

COMM 303 - Public Relations Writing for the Mass Media (3)

Presents fact gathering and writing skills for the print and electronic media from a public relations viewpoint. Normally offered in Fall semester only.

Prerequisite: COMM 204 or permission of program director. Offered: Fall.

COMM 304 - Publicity and Special Events (3)

Discusses techniques for creating public awareness and planning a publicity campaign; presents practical analysis and development of specialized communications materials and events to gain reaction and support from various publics. Normally offered Fall semester only.

Prerequisite: COMM 204 or Permission of the Program Director. Offered: Fall.

COMM 305 - Media Planning and Buying (3)

Reviews media planning, execution, and control of advertising media programs for print and broadcast; analyzes media and audience characteristics, sources of analytical media data, computer assisted media planning techniques, buying and selling process. Normally offered in Spring semester only.

Prerequisite: COMM 202 or Permission of the Program Director. Offered: Spring.

COMM 306 - Communication Graphics (3)

Provides a managerial approach to hands-on skill training in graphics, including visualization, design, layout,

typography, and production for advertising; includes computer art graphics and practical applications for advertising campaigns. Normally offered in Fall semester only.

Offered: Fall.

COMM 307 - Case Problems in Public Relations (3)

Presents case studies of public relations problems in industry, labor, education, government, social welfare, and trade associations. Normally offered in Spring semester only.

Prerequisite: COMM 204 or Permission of the Program Director. Offered: Spring.

COMM 308 - Sales Promotion (3)

Presents sales promotion techniques and planning, implementation, evaluation and legal aspects of strategies for consumer, industrial, and trade markets; coordinates promotion campaigns with marketing, advertising, and public relations programs.

Prerequisite: COMM 202 or Permission of the Program Director.

COMM 309 - Computer Graphics (3)

Covers elementary to more advanced desktop publishing and multimedia skills; application to advertising, public relations, newsletters, and brochures. Normally offered in Spring semester only.

Prerequisite: COMM 306 or Permission of the Program Director. Offered: Spring.

COMM 310 - Promotion, Publicity and Public Relations (3)

Integrated techniques for effectively conveying corporate messages to relevant clients, including internal constituencies, consumer public, business to business, and the media.

COMM 311 - Multimedia Approaches to Oral Interpretation (3)

Involves creative oral interpretation of various forms of literature, directed towards an experience shared by the reader and an audience, combining the techniques of the various media of modern communication.

COMM 312 - Multimedia Approaches to Oral Interpretation (3)

Involves creative oral interpretation of various forms of literature, directed towards an experience shared by the reader and an audience, combining the techniques of the various media of modern communication.

COMM 315 - Visual Communication (3)

This course takes a managerial approach to hands-on skill training in graphics, including data visualization, design, layout, typography, and production for visual media.

COMM 316 - Telemarketing (3)

This course explores the newest direct-response marketing techniques utilized in well-planned, organized and managed direct marketing programs. Several forms of direct marketing will be analyzed in the context of the entire marketing media mix. Telemarketing, direct-response radio and television, electronic shopping and the like will be examined to see how these diverse marketing vehicles are used to obtain direct orders from targeted customers or prospects.

Prerequisite: COMM 201, COMM 202, and BUS 111 or Permission of the Program Director.

COMM 320 - Communications Ethics and Law (3)

This course covers key ethical and legal issues relative to the journalism field. It will also be used to explore, in an in-depth fashion, some topics introduced in earlier courses. Normally offered in Fall semester only.

Offered: Fall.

COMM 322 - Copy Editing (3)

This course provides an intensive study of editing and style for journalistic stories. Students learn to analyze and edit journalistic stories for form, content, and style. Also

examined is the role of the writer and editor in the news writing process. Special emphasis is placed on accuracy, clarity, and grammar.

COMM 323 - Travel Writing (3)

This course explores methods for research, writing, editing and publishing travel narratives. Students will study theories of travel writing; research and analyze cultures; read and analyze of travel narratives; research, write and edit travel narratives; learn about publishing travel narratives. Special emphasis on ethics and social responsibility of travel writers. Prerequisite: COMM 225 or permission of instructor.

Corequisite: COMM 225 or permission of the course instructor.

COMM 325 - Investigative Reporting (3)

This course explores the fundamentals of investigative reporting. Students learn to identify news tips worthy of in-depth investigation; story planning; sourcing and interviewing; documents research and records requests; writing and reporting investigative stories; and avoiding bias. Prerequisite: COMM 225.

Corequisite: COMM 225.

COMM 330A - Comm Arts Practicum/Dig Med & Broad Prod (1)

Under supervision of the department faculty, involves students in the application of theory through practical experience in the various programs of study. Requires 45 activity hours for academic credit. Normally offered in Fall semester only.

Offered: Fall.

COMM 330B - Comm Arts Practicum/Dig Med & Broad Prod (1)

Under supervision of the department faculty, involves students in the application of theory through practical experience in the various programs of study. Requires 45 activity hours for academic credit.

Offered: Spring.

COMM 334 - Media Management (3)

Studies administrative principles and procedures in radio, television, and possibly, cable operation; staff organization; business affairs. Management issues relevant for new, emerging media institutions may also be covered. Normally offered in Spring semester only.

Offered: Spring.

COMM 336 - TV News Production (3)

Deals with news reporting, writing, editing, and production for broadcast media; the role and responsibilities of the newscaster; the impact of words and pictures; ethical and legal issues; class is held in a production/ workshop environment. Prerequisite: COMM 120 or permission of instructor.

Corequisite: COMM 120 or permission of the course instructor. Offered: Spring.

COMM 337 - Media Programming (3)

Examines past, present, and future programming in light of industry structures and public demand. Programming options for new, emerging media institutions may also be covered. Normally offered in Fall semester only.

Offered: Fall.

COMM 339 - Media Performance (3)

Offers practical training in techniques for appearances before the microphone and camera in broadcast and nonbroadcast settings; includes discussions of suitable clothing, body movement, and articulation; students participate in various audio and video exercises. Normally offered in Fall semester only.

Offered: Fall.

COMM 340 - Writing for Corporate Communication (3)

Practical writing skills for a corporate communication environment. The course covers essential technical communication principles and examines writing for,

among other topics, internal publications and annual reports. Students may also explore a topic(s) of their particular interest, such as slidetape shows and software documentation.

COMM 341 - Promotions and Events (3)

Discusses techniques for creating public awareness and planning a publicity campaign via traditional and social media platforms; explores experiential marketing tactics; presents practical analysis and development of specialized communications materials and events to gain reaction and support from various publics.

COMM 342 - Crisis Communication (3)

A crisis can cause organizations to suffer reputational and financial damage. Effective crisis communication can assist organizations with reputation management by addressing trust and confidence issues. In this course, students will create integrated communication campaigns to respond to crises using speech, print, broadcast, and web strategies.

COMM 343 - Copywriting (3)

Analyzes strategic and tactical creative decisions; writing for print, television, radio, and web platforms; emphasizes campaign development, positioning, concept, copy structure, visualization, execution and evaluation.

COMM 344 - Writing for Social Media (3)

Students learn the fundamentals of producing news and promotional content for social media platforms; in-depth review of copywriting, rhetorical analysis and AP Style; special emphasis on creative combination of words, images, and video. Prerequisite: COMM 120 or permission of instructor.

COMM 345 - Public Relations Campaigns (3)

Public relations campaigns are the sum of the competencies required to be an effective practitioner. In this course, students will utilize these competencies, including applied theory; strategic planning; message development; tactical execution; and evaluation in the execution of a public relations campaign.

COMM 360 - Film Techniques (4)

The course presents a step-by-step guide for producing a short film of non-fiction. The adventure of creating a film means the student will be faced with learning the process from pre-production, production and post-production. Film I will focus mainly on the pre-production phase and the equipment needed for production. Story-telling through the film style format is what this course is all about. It is important to know both the theories involved in effective story-telling and the technical means through a story is produced.

COMM 361 - Motion Graphics (3)

This course will offer an understanding of motion graphics for use in presentations, web design, and most importantly, broadcast /web video. Students will explore various tools and software as they complete video projects throughout the class. This is an introductory course, but for students with a background in Photoshop and Adobe Illustrator, the introduction to new motion software will build upon what they already know.

COMM 362 - Audio for Film (3)

Sound is essential to creating a stellar production. This course will teach students the methods for capturing sound on a film production set. Both location and studio microphone usage, placement, type and techniques will be discussed. In addition, the use of external audio equipment will be discussed, including mixers and outboard gear.

COMM 363 - Advanced Audio Production (3)

The course includes the aural impact, terminology, process, and technique of film scoring. Students will learn the dramatic underpinnings of music and sound as it applies to scene structure in dramatic film and documentary. Concepts such as spotting, key impact, emotional rise or fall and instrumentation will be discussed.

COMM 364 - Cinematography (3)

The cinematographer is also known as the DP or director of photography. The DP is the director's eyes looking

through the lens. Their job is essential to the visual look and emotional appeal of the film project. An understanding of frame rate, shot selection, framing, aperture, lighting and lens selection are essential for the DP to understand. Students will engage in both cinematic theory and hands-on application.

COMM 365 - Lighting for the Screen (3)

Dramatic lighting is essential for filmmaking. Lighting a scene properly will mean a knowledge of lighting concepts including: color temperature, instrument types, light placement and emotional impact of a given set-up. The use of natural lighting is also important and filmmakers should become familiar with filters, gels, diffusers and camera exposure. Students will learn the aforementioned techniques in this course.

COMM 370A - Practicum: Film, TV/Digital Production (1)

Prepares third-year students for the job market; students prepare career portfolios in addition to 45 hours of co-curricular Multimedia Communication activity hours for academic credit. Class meets once per week.

COMM 370B - Practicum: Journalism (1)

Prepares third-year students for the job market; students prepare career portfolios in addition to 45 hours of co-curricular Multimedia Communication activity hours for academic credit. Class meets once per week.

COMM 370C - Practicum: Public Relations (1)

Prepares third-year students for the job market; students prepare career portfolios in addition to 45 hours of co-curricular Multimedia Communication activity hours for academic credit. Class meets once per week.

COMM 370D - Practicum: Sports Media (1)

Prepares third-year students for the job market; students prepare career portfolios in addition to 45 hours of co-curricular Multimedia Communication activity hours for academic credit. Class meets once per week.

COMM 371A - Practicum: Film, TV/Digital Production (1)

Prepares third-year students for their capstone project; students draft a project proposal in addition to 45 hours of co-curricular Multimedia Communication activity hours for academic credit. Class meets once per week.

COMM 371B - Practicum: Journalism (1)

Prepares third-year students for their capstone project; students draft a project proposal in addition to 45 hours of co-curricular Multimedia Communication activity hours for academic credit. Class meets once per week.

COMM 371C - Practicum: Public Relations (1)

Prepares third-year students for their capstone project; students draft a project proposal in addition to 45 hours of co-curricular Multimedia Communication activity hours for academic credit. Class meets once per week.

COMM 371D - Practicum: Sports Media (1)

Prepares third-year students for their capstone project; students draft a project proposal in addition to 45 hours of co-curricular Multimedia Communication activity hours for academic credit. Class meets once per week.

COMM 381 - Techniques of Film Production (3)

Familiarizes students with the principles, tools, and skills involved in filmmaking; analyzes film styles of representative filmmakers, leading to experience in the planning and production of motion pictures

COMM 382 - Techniques of Film Production (3)

Familiarizes students with the principles, tools, and skills involved in filmmaking; analyzes film styles of representative filmmakers, leading to experience in the planning and production of motion pictures

COMM 389 - Telecommunications Sales and Promotions (3)

Examines sales, marketing, and promotional strategies in the radio, television, and possibly, cable industries. May also cover new, emerging media institutions. Normally offered in Fall semester only.

Offered: Fall.

COMM H301 - Advertising Copywriting (3)

Analyzes strategic and tactical creative decisions; writing for print, television, and radio; emphasizes campaign development, positioning, concept, copy structure, visualization, and execution; use of computer word processing, and computer graphics.

Prerequisite: Permission of the Director of the Honors Program Required.

COMM H306 - Communication Graphics (3)

Provides a managerial approach to hands-on skill training in graphics, including visualization, design, layout, typography, and production for advertising; includes computer art graphics and practical applications for advertising campaigns. Normally offered in Fall semester only.

Offered: Fall.

COMM H339 - Media Performance (3)

Offers practical training in techniques for appearances before the microphone and camera in broadcast and nonbroadcast settings; includes discussions of suitable clothing, body movement, and articulation; students participate in various audio and video exercises. Normally offered in Fall semester only.

Offered: Fall.

COMM H340 - Writing for Corporate Communication (3)

Practical writing skills for a corporate communication environment. The course covers essential technical communication principles and examines writing for, among other topics, internal publications and annual reports. Students may also explore a topic(s) of their particular interest, such as slidetape shows and software documentation.

COMM 400 - Instructional Design and Media (3)

Planning modes of instruction to meet corporate needs, use of instructional technologies and evaluation of instructional methodologies. Also reviews principles and practices of broadcast/nonbroadcast applications of various forms of media (e.g., slidetape show) for instructional purposes.

COMM 401 - Retail Advertising (3)

Presents planning and preparation of retail advertising with emphasis on the smaller retailer; hands-on experience in developing a unique positioning and image, including preparation of copy, layout, television storyboards, radio scripts; reviews media research, planning, and buying.

COMM 411B - Curriculum Materials and Methods in the Communication Arts (3)

Analyzes classroom techniques in teaching the Communication Arts in the secondary school; curriculum design and execution; resources in technological aids to effective teaching.

COMM 415 - Communication Ethics and Law (3)

This course covers key ethical and legal issues relative to mass communication. It will also be used to explore, in an in-depth fashion, some topics introduced in earlier courses.

COMM 416 - Advanced Reporting-Local, regional & Internat'l Perspectives (3)

Students explore advanced reporting techniques relative to the electronic and print news fields, with a focus on the former. Topics include: conducting research for a news story, interviewing techniques, working with alternate news sources, community reporting, reporting for an international audience, reporting through new modalities (e.g. podcasts), verifying sources, data mining.

COMM 418 - Electronic Storytelling and Documentary Production (3)

This course builds on the concepts and techniques covered

in COMM 336 Broadcast Newswriting, and COMM 238 Media Scriptwriting. Students, for example, learn how to write and produce a documentary that could subsequently be distributed via a traditional communications channel (e.g., cable station) or through a social networking site. Normally offered Fall semester only.

Offered: Fall Every Other Year.

COMM 420 - Multimedia Features (3)

The ability to combine words, sounds, still and moving images is critical for journalists and professional communicators. In this course, students will explore the fundamentals of writing and producing features for print and digital publication. Examples would include: personality profiles, human interest, in-depth analysis, corporate videos, oral histories, product promotions and more. This course applies previously-covered print, broadcast, and visual communication skills for content production on multimedia platforms and covers integration of multimedia for effective storytelling. Prerequisite COMM 225 or COMM 245 or permission of instructor.

Corequisite: COMM 225 or COMM 245 or permission of the course instructor.

COMM 421 - Editorial Leadership (3)

This course examines the role of the editor/publisher in the journalism industry. Students will study editorial and leadership styles; the social responsibility of journalism in communities and democracy. Also covered is audience analysis; story budgeting and planning; newsroom management; and mentoring of junior writers.

COMM 422 - Personnel Management (3)

Examines the changing responsibilities of a personnel manager within an organization; addresses human and interorganizational behavior. Discusses processes and philosophies of obtaining personnel, developing their abilities, rewarding them monetarily, aligning group and individual interests with organizational goals, and preserving the health of the work force.

COMM 423 - Media Criticism (3)

Students learn to analyze and review books, television

programming, film, and other media content in respect to their form and content; the role of the media critic; basis for criticism; the relationships between the media and society.

COMM 424 - Documentary Production (3)

Analyzes documentary films; students learn to research and write a proposal and treatment for a documentary project that could subsequently be distributed via traditional and new media channels. Students also produce mini-documentaries.

COMM 430A - Comm Arts Practicum/Dig Med & Broad Prod (1)

Under supervision of the department faculty, involves students in the application of theory through practical experience in the various programs of study. Requires 45 activity hours for academic credit.

Offered: Fall.

COMM 430B - Comm Arts Pract/Dig Med & Br P (1)

Under supervision of the department faculty, involves students in the application of theory through practical experience in the various programs of study. Requires 45 activity hours for academic credit. Normally offered in Spring semester only.

Offered: Spring.

COMM 431 - Contemporary Issues in Telecommunication (3)

Examines topical issues in the Telecommunications field. Cuts across broadcast/non-broadcast operations and introduces students to the contemporary forces that are changing and challenging their disciplines. Topics can range from fast-breaking legal issues to an in-depth analysis of economic and/or aesthetic forces. May be cross-listed with another department or may be substituted with a course from another department, with the permission of the program director.

COMM 432 - Contemporary Trends in Telecommunications (3)

Surveys the emerging technological means of program dissemination and their impact upon traditional broadcast media; examines future directions for programs and people in light of new technologies.

COMM 433 - Educational Telecommunications (3)

Examines the policies and practices of radio and television for instructional applications in and out of the classroom; discusses how to meet the challenge of cultural improvement and continuing education through the media.

COMM 435 - Media Criticism (3)

Analyzes examples of television and, possibly, cable programming in respect to their form and content; the role of the media critic; basis for criticism; the relationships between the media and society.

COMM 440 - Cause Related Communication (3)

This course explores persuasive theories in the context of creating change within a workplace, community, or larger society. Focused on message development, writing and content production, this course is suited for communicators of opinion and editorial pieces, promotional material, and other cause-related communication.

COMM 441 - Media Management (3)

Studies administrative principles and procedures in mass media organizations; staff organization; business affairs. Management issues relevant for new, emerging media institutions will also be covered.

COMM 442 - Grant Writing and Fundraising (3)

Successful grant writing and fundraising is becoming an increasingly important skill for public relations practitioners, especially in the non-profit sector. This course provides students with the skills and knowledge to seek, solicity, and receive grant awards from donors to support public and non-profit programs and projects. Students will also explore alternative fundraising techniques and campaigns

COMM 443 - Digital Analytics and Measurement (3)

Emerging technology enables practitioners to access, collect, analyze and act upon data sets that were not previously available. Data that is collected may be used to reveal information about key audiences, product/service performance, consumer patterns, and more. Skilled communications professionals need to know how to work with data patterns to make informed decisions that will yield a favorable return on investment (ROI).

COMM 445 - Case Studies in Public Relations (3)

Presents case studies of strategic communication problems in industry, labor, education, government, social welfare, health care and trade associations.

COMM 448 - Special Topics in Communication Arts (3)

Examines topics of immediate current interest in communication arts; focus of course changes each time offered, according to evolving directions in various professional areas.

COMM 448A - ST: Motion Graphics (3)

Examines topics of immediate current interest in communication arts; focus of course changes each time offered, according to evolving directions in various professional areas. Restricted to Junior and Senior level students.

COMM 448B - Special Topics: Leadership and?Communication (3)

Examines topics of immediate current interest in communication arts; focus of course changes each time offered, according to evolving directions in various professional areas.

COMM 448C - Special Topics: Leadership in?Contemporary Society (3)

Examines topics of immediate current interest in communication arts; focus of course changes each time

offered, according to evolving directions in various professional areas.

COMM 448D - Special Topics: Ad Competition (3)

Examines topics of immediate current interest in communication arts; focus of course changes each time offered, according to evolving directions in various professional areas.

COMM 448E - ST: Non Profit Strategic Communications (3)

To meet the growing needs of both the communication and media industries, we are constantly researching and updating a unique set of courses designed to enhance the knowledge base and skill level of our graduate students. Special Topics courses will in most cases serve as electives and include courses for our media management, production health communication, and production tracks.

COMM 448F - Special Topics: Travel Writing (3)

Examines topics of immediate current interest in communication arts; focus of course changes each time offered, according to evolving directions in various professional areas.

COMM 448G - ST: Advanced Media Seminar (3)

Examines topics of immediate current interest in communication arts; focus of course changes each time offered, according to evolving directions in various professional areas.

COMM 448I - Special Topic:interdisciplinary (3)

Examines topics of immediate current interest in communication arts; focus of course changes each time offered, according to evolving directions in various professional areas.

COMM 448L - Digital Filmmaking/Production Lab (3)

Lab component for COMM 448.

COMM 448M - ST: Film Production I (3)

COMM 448N - ST: Advanced Digital Imaging (3)

COMM 448O - ST: Advanced Media Seminar II (3)

COMM 448P - ST: Ad/Pblc Rltns/Prct (3)

COMM 448Q - ST: Soc Media Mrkt/Mngmt (3)

COMM 448R - ST: Media Seminar III (3)

In this course, we'll explore techniques for television production. Specifically, in this course, we will use our time together in a workshop setting preparing for the weekly TVM News broadcast.

COMM 448S - ST: Film II (3)

?This course will focus on the short film production style. Students will use a script to produce a professional short film with high end video. Students will shoot, light, audio record and act in the film. It is open wo all students who have taken film production I and students with prior experience such as acting by permission of instructor.

COMM 448T - ST: Producing for Television (3)

"Producing for TV" will give students the opportunity to experience the media production cycle from conception to delivery. Students will brainstorm ideas for a show, pitch them in class, and bring them to life while using Marywood's amazing production facilities. Students will learn how to make a production workbook for their projects, how to book talent and stay legal with paperwork, and how to navigate post production to ensure projects get done. Professor Murphy has worked as a video editor, commercial producer, and a live sports director. He currently produces "The Great Outdoors" and "The Volpe Report" on Fox56, and he is very excited to share his experience with Marywood students

COMM 448U - ST: Documentary Film Production (3)

This course will offer a step-by-step guide for developing, producing and editing your documentary film using digital video production. One thing all documentaries have in common is that they are vehicles for telling stories from an individual or group perspective. Story telling through the documentary format is what this course is all about. Of course, you can simply point a camera, get an image, record some sound and put it through a digital editing system and eventually view your material as a finished product. However, to be professional you research, organize and eventually tell your story to create a presentation with impact and quality.

COMM 448V - ST: Advanced Media Seminar (3)

Advanced Media Seminar engages students in creative execution of techniques used in producing a television news broadcast, including script writing and editing, fact-checking, story idea research, graphics research, pitching stories, video news packages and B-roll. Students will create these elements for the weekly newscast of TV-Marywood.

COMM 448W - ST: Digital Imaging I (3)

Students will be introduced to advanced digital imaging processes, aesthetics and camera techniques. Topics include: -advanced Photoshop techniques and their digital imaging implications, which includes video production/editing. -an introduction to color correction and grading. -advanced camera operations techniques, including aesthetic considerations. -introduction to emerging digital imaging software and hardware. The course consists of lectures and in/out of classroom hands-on exercises. Students will complete a final project for the course.

Prerequisite: Take COMM 233.

COMM 449 - Film and Society (3)

Introduces students to film history and the relationships between film and society. Movies Films are viewed in class; class focus can change on a semester basis.

COMM 450 - Internship in the Communication Arts (3)

Involves practical experience under the direction of qualified professionals at cooperating organizations and institutions in the areas of specialization in communication arts. Requires 45 training hours per academic credit.

Prerequisite: Minimum QPA of 2.50 in Communication Arts courses and 2.00 in all other university work and approval of Department Chair.

COMM 450A - Internship (3)

Involves practical experience under the direction of qualified professionals at cooperating organizations and institutions in the areas of specialization in communication arts. Requires 45 training hours per academic credit.

COMM 450B - Internship (3)

Involves practical experience under the direction of qualified professionals at cooperating organizations and institutions in the areas of specialization in communication arts. Requires 45 training hours per academic credit.

COMM 450C - Internship (1)

Involves practical experience under the direction of qualified professionals at cooperating organizations and institutions in the areas of specialization in communication arts. Requires 45 training hours per academic credit.

COMM 450D - Internship (3)**COMM 451 - Coordinating Seminar in Communication Arts (3)**

Synthesizes the related disciplines in Communication Arts, involving individual indepth exploration of various problems and preparation of thesis or equivalent project. Generally, only open to students majoring in the Communication Arts. An exception may be made with the permission of the department chairperson.

COMM 452 - Sportscasting (3)

Students will learn techniques for sports broadcasting, including play-by-play, analysis/color commentary for live coverage of sporting events. Emphasis will be placed on program preparation as well as performance.

COMM 460 - Film Production (4)

Every time you point a camera, set a light, and adjust a microphone, you are utilizing technology to enhance your storytelling process. Each denotes an emphasis to help convey a message to your audience. Knowing how to effectively use the camera angles, the set, character blocking, lighting and sound will help you to be a better filmmaker. In this course, students will explore the aforementioned filmmaking choices, in addition to the process of pre-production, production, post production, and marketing your digital film. In this section of the two-part class, students will be involved in making a short film. Prerequisite: COMM 360 or permission of instructor.

Corequisite: COMM 360 or permission of the course instructor.

COMM 461 - Directing and Producing for Film (3)

The producer and director are both engaged in the film's production from start to end. They are both above-the-line participants. While the producer oversees the larger business vision, the director is usually involved in the visual impact and on-set interaction with actors and the crew. Both roles are crucial, and in the world of independent filmmaking, a person can participate in both roles.

COMM 462 - Directing and Producing for TV (3)

This course gives students the opportunity to experience media direction and production. Students will brainstorm ideas for a show, pitch them, and then bring them to life. The course allows students to experience the challenges of direction and production from idea generation through to production and distribution.

COMM 463 - Business of Film (3)

Once a film is completed, it must be distributed. This is an essential aspect of generating finance for the finished production. This course will explore the business side of film production, including contracts, releases, negotiations, and platform selections.

COMM 470 - Practicum (1)

Under supervision of the department faculty, involves students in the application of theory through practical experience in the various programs of study. Requires 45 co-curricular Multimedia Communication activity hours for academic credit.

COMM 471 - Practicum (1)

Under supervision of the department faculty, involves students in the application of theory through practical experience in the various programs of study. Requires 45 co-curricular Multimedia Communication activity hours for academic credit.

COMM 471A - Practicum (1)

Under supervision of the department faculty, involves students in the application of theory through practical experience in the various programs of study. Requires 45 co-curricular Multimedia Communication activity hours for academic credit.

COMM 471B - Practicum (1)

Under supervision of the department faculty, involves students in the application of theory through practical experience in the various programs of study. Requires 45 co-curricular Multimedia Communication activity hours for academic credit.

COMM 471C - Practicum (1)

Under supervision of the department faculty, involves students in the application of theory through practical experience in the various programs of study. Requires 45 co-curricular Multimedia Communication activity hours for academic credit.

COMM 471D - Practicum (1)

Under supervision of the department faculty, involves students in the application of theory through practical experience in the various programs of study. Requires 45 co-curricular Multimedia Communication activity hours for academic credit.

COMM 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in communication arts under faculty supervision.

COMM 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in communication arts under faculty supervision.

COMM 480 - Internship (6)

Involves practical experience under the direction of qualified professionals at cooperating organizations and institutions in the areas of specialization in communication arts. Requires 45 training hours per academic credit. Prerequisites: minimum QPA of 2.50 Multimedia Communication courses and 2.00 in all other university work; approval of department chair. Generally, only open to students majoring in Multimedia Communication. An exception may be made with the permission of the department chairperson.

COMM 490 - Multimedia Communication Capstone (3)

Synthesizes the related disciplines in Multimedia Communication, culminating in the execution of a capstone project that showcases mastery of disciplinary craft. Generally, only open to students majoring in Multimedia Communication. An exception may be made with the permission of the department chairperson. Offered spring semester only.

COMM 498 - Special Topics in Multimedia Communicati (3)

Examines topics of immediate current interest in communication arts; focus of course changes each time

offered, according to evolving directions in various professional areas.

COMM 499 - Independent Study (3)

Involves options not offered in regular courses, permitting maximum freedom to enhance a student's personal interests in academic pursuits, under the direction of the department faculty. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA 3.00 in Multimedia Communication courses. Generally, only open to students majoring in Multimedia Communication. An exception may be made with the permission of the department chairperson.

Prerequisite: Requires approval of the faculty member directing the student program as well as the Department Chairperson.

COMM 499A - Independent Study in Communication Arts (3)

Involves options not offered in regular courses, permitting maximum freedom to enhance a student's personal interests in academic pursuits, under the direction of the department faculty. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA 3.00 in Communication Arts courses. Generally, only open to students majoring in Communication Arts. An exception may be made with the permission of the department chairperson.

Prerequisite: Requires approval of the faculty member directing the student program as well as the Department Chairperson.

COMM 499B - Independent Study in Communication Arts (3)

Involves options not offered in regular courses, permitting maximum freedom to enhance a student's personal interests in academic pursuits, under the direction of the department faculty. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA 3.00 in Communication Arts courses. Generally, only open to students majoring in Communication Arts. An exception may be made with the permission of the department chairperson.

Prerequisite: Requires approval of the faculty member directing the student program as well as the Department Chairperson.

COMM 499C - Independent Study in Communication Arts (3)

Involves options not offered in regular courses, permitting maximum freedom to enhance a student's personal interests in academic pursuits, under the direction of the department faculty. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA 3.00 in Communication Arts courses. Generally, only open to students majoring in Communication Arts. An exception may be made with the permission of the department chairperson.

Prerequisite: Requires approval of the faculty member directing the student program as well as the Department Chairperson.

COMM 499D - Independent Study in Communication Arts (3)

Involves options not offered in regular courses, permitting maximum freedom to enhance a student's personal interests in academic pursuits, under the direction of the department faculty. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA 3.00 in Communication Arts courses. Generally, only open to students majoring in Communication Arts. An exception may be made with the permission of the department chairperson.

Prerequisite: Requires approval of the faculty member directing the student program as well as the Department Chairperson.

COMM 499E - Independent Study in Communication Arts (3)

Involves options not offered in regular courses, permitting maximum freedom to enhance a student's personal interests in academic pursuits, under the direction of the department faculty. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA 3.00 in Communication Arts courses. Generally, only open to students majoring in Communication Arts. An exception may be made with the permission of the department chairperson.

Prerequisite: Requires approval of the faculty member directing the student program as well as the Department Chairperson.

COMM 499F - Independent Study in Communication Arts (3)

Involves options not offered in regular courses, permitting maximum freedom to enhance a student's personal interests in academic pursuits, under the direction of the department faculty. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA 3.00 in Communication Arts courses. Generally, only open to students majoring in Communication Arts. An exception may be made with the permission of the department chairperson.

Prerequisite: Requires approval of the faculty member directing the student program as well as the Department Chairperson.

COMM 499G - Independent Study in Communication Arts (3)

Involves options not offered in regular courses, permitting maximum freedom to enhance a student's personal interests in academic pursuits, under the direction of the department faculty. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA 3.00 in Communication Arts courses. Generally, only open to students majoring in Communication Arts. An exception may be made with the permission of the department chairperson.

Prerequisite: Requires approval of the faculty member directing the student program as well as the Department Chairperson.

COMM H448 - Honors Special Topics:publicity &?Special Events Programming (3)

This course will introduce students to publicity campaigns and how to implement special events programming. Students will examine various techniques relevant to both areas. The course will include hands-on projects.

Prerequisite: Permission of the Director of the Honors Program Required.

COMM H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in communication arts under faculty supervision.

Prerequisite: Permission of the Director of the Honors Program Required.

COMM H499 - Independent Study (3)

Involves options not offered in regular courses, permitting maximum freedom to enhance a student's personal interests in academic pursuits, under the direction of the department faculty. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA 3.00 in Communication Arts courses. Generally, only open to students majoring in Communication Arts. An exception may be made with the permission of the department chairperson.

Prerequisite: Permission of the Director of the Honors Program Required.

COMM 6303 - Principles of Writing Media (3)**COUN-Counseling****COUN 201 - Intro to Counseling and Development (3)**

This course is designed to orient students to various aspects of counseling, including the diverse theories upon which it is founded, the interventions it uses, the populations it serves, and the research in which it is grounded. Students will be introduced to basic counseling techniques as well as the process of self-reflection. The goal of this course is to teach students about the counseling discipline, its various views of human nature, and prominent ideas and methods for promoting development and reducing human suffering.

COUN 301 - Helping Skills in Counseling/Development (3)

This course will review the theories and research regarding effective helping skills. Additionally, this course will focus on expanding self-awareness of how personal and diversity factors influence the helping process. Students will

practice helping skills with each other, evaluate their helping skills, and reflect on the process.

COUN 302 - Multiculturalism/Diversity in Coun/Dev (3)

This course is designed to provide the student with an initial exposure to cultural diversity and multicultural competence in the context of a helping relationship. Topics include best practices for specific sub-populations, cultural difference and personal awareness. Prerequisite: COUN-201

COUN H301 - Helping Skills in Counseling/Development (3)

This course will review the theories and research regarding effective helping skills. Additionally, this course will focus on expanding self-awareness of how personal and diversity factors influence the helping process. Students will practice helping skills with each other, evaluate their helping skills, and reflect on the process.

COUN 401 - Career in Counseling/Development (3)

This course will study theories, techniques, assessment tools, and empirical research used by counselors to assist diverse individuals in making educational and career decisions. Students will examine and explore the foundational skills, attitudes, and knowledge necessary for effective career counseling. Prerequisite: COUN-401

COUN 402 - Group Work in Counseling/Development (3)

The goal of this course is to orient students to various aspects of group work in professional counseling including, theoretical approaches to group work, methods and techniques associated with group work, and diverse populations served by group work. Students will be introduced to the major types of groups, group members' roles and behaviors, stages of group development, skills and behaviors of effective group leaders, and ethical issues associated with group work. Prerequisite: COUN-201

COUN 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in English

under faculty supervision.

Prerequisite: ENGL 160 and ENGL 180 and by Permission of the Honors Director.

COUN 498 - ST: Introduction to Counseling (3)

This course is designed to orient students to various aspects of counseling, including the diverse theories upon which it is founded, the interventions it uses, the populations it serves, and the research in which it is grounded. Students will be introduced to basic counseling techniques as well as the process of self-reflection. The goal of this course is to teach students about the counseling discipline, its various views of human nature, and prominent ideas and methods for promoting development and reducing human suffering.

COUN 498A - ST: Introduction to Counseling (3)

This course is designed to orient students to various aspects of counseling, including the diverse theories upon which it is founded, the interventions it uses, the populations it serves, and the research in which it is grounded. Students will be introduced to basic counseling techniques as well as the process of self-reflection. The goal of this course is to teach students about the counseling discipline, its various views of human nature, and prominent ideas and methods for promoting development and reducing human suffering."

COUN 498B - ST: Helping Skills in Counseling and Human Services (3)

This course will review the theories and research regarding effective helping skills. Additionally, this course will focus on expanding self-awareness of how personal and diversity factors influence the helping process. Students will practice helping skills with each other, evaluate their helping skills, and reflect on the process.

COUN H470E - Helping Skills in Counseling/Development (3)

This course will review the theories and research regarding effective helping skills. Additionally, this course will focus on expanding self-awareness of how personal and diversity factors influence the helping process. Students will practice helping skills with each other, evaluate their

helping skills, and reflect on the process.

CS-Computer Science

CS 111 - Problem Solving & the Computer (3)

This course will teach students how to use computers as effective tools for solving problems and analyzing data. Students will be introduced to Microsoft Office applications, with primary focus on using Excel to analyze data and solve problems.

CS 142 - Programming in C++ (3)

CS 150 - Object Oriented Programming (3)

An introduction to the theory and practice of object oriented programming. Topics include objects, classes, inheritance, simple data structures, and basic concepts of software development. Prerequisite: CS 142

Prerequisite: Take CS 142;.

CS 241 - Machine Language/Assembler (3)

CS 242 - Computer Architecture (3)

This course introduces students to the fundamentals of computer architecture. Topics include transistors, logic gates, basic processor components, memory, input/output devices, and low-level machine instructions. Prerequisite: CS 142

Prerequisite: take cs 142;.

CS 245 - Computer Data Structures (3)

CS 250 - Database and Applications (3)

This course introduces students to the theory and practice of relational databases. Topics include data modeling and database design, the relational algebra and relational calculus, data definition and manipulation languages using SQL, query processing and optimization, transaction management, security, privacy, integrity management.

Prerequisite: CS 142

Prerequisite: Take CS 142;.

CS 314 - Math Models/Computer Technique (3)

Prerequisite: CS 142 MATH 212.

CS 320 - Software Engineering (3)

This course is an introduction to the software development process and design. Topics covered include concepts and techniques for designing, developing, and modifying large software systems; design patterns and modeling languages; specification and documentation; version control; testing and debugging; project team organization and management. Prerequisite: CS 150

Prerequisite: Take CS 150;.

CS 322 - Computer Networks (3)

This course is an introduction to the theory and practice of computer networks, the software protocols that allow them to operate, and the applications that make use of them. Topics covered include direct-link networks, packet switching, internetworking, end-to-end protocols, network applications, and network security. Prerequisite: CS 242

Prerequisite: Take CS 242;.

CS 341 - Analysis of Algorithms (3)

CS 342 - Principles of Compilers (3)

This course introduces students to the essential elements of building a compiler: scanning, parsing, semantic analysis, and code-generation etc. Familiarity with how modern programming languages behave is assumed. Prerequisites: CS 150 and CS 242

Prerequisite: Take CS 150 and CS 242;.

CS 344 - Operating System Principles (3)

CS 350 - Computer Graphics (3)

This course studies the principles of computer graphics. Topics include geometric modeling, 3D viewing and projection, lighting and shading, color, and the use of one or more technologies and packages such as OpenGL. Prerequisite: CS 150.

Prerequisite: Take CS 150;.

CS 352 - Web Applications & Development (3)

This course covers fundamentals of web applications and development, including common web protocols and standards. Topics include HTML, CSS, and development using JSP. Prerequisite: CS 150

Prerequisite: Take CS 150;.

CS 456 - Intro to Programming Languages (3)

This course introduces students to the key features of programming languages. Topics include structuring data, computation, and whole programs, data types, type checking, exception handling, concurrent processes, synchronization, modularity, encapsulation, interfaces, separate compilation, inheritance, polymorphism, dynamic binding, subtyping, overloading etc. prerequisite: CS 342 and CS 344

Prerequisite: Take CS 342 and CS 344;.

CS 463 - Intro to Numerical Methods (3)

Prerequisite: CS 142, MATH 213, MATH 322.

CS 483 - Intro to Theory of Computation (3)

This course is an introduction to the main theory and concepts in computation. The main topics include Turing machines, the Church-Turing thesis; decidability; halting problem; reducibility; undecidable problems; time classes; P, NP NP-complete; space classes; hierarchy theorems; probabilistic algorithms. Prerequisite: CS 341, CS 342

Prerequisite: Take CS 341 and CS 342;.

CS 490 - Capstone Project (3)

This course is designed to be the culminating experience for Computer Science majors. Students are expected to

complete a significant project under the supervision of a faculty member. Knowledge and skills learned in the curriculum are to be applied, documented and demonstrated in the capstone project.

CS 498 - Special Topic: Computer Science (3)

This course will cover special topics not available in the current CS curriculum when significant interest among students and faculty arises.

CS 499 - Independent Study (3)

Arranged only with special permission of department chairperson. Sophomore, junior, and senior science majors.

CSD-Communication Sciences Disorders

CSD 163 - Introduction to Communication Disorders (3)

Provides an overview of various speech-language and hearing disorders; discusses the role of the speech-language pathologist and audiologist in various work settings and exposes students to career opportunities. Normally offered in Fall semester only.

Offered: Fall.

CSD 164 - Phonetics (3)

Motor and acoustic characteristics of speech, classification of phoneme types, and transcription of speech using the International Phonetic Alphabet. Normally offered in Fall semester only.

Offered: Fall.

CSD 166 - Anatomy and Physiology of Speech and Hearing (4)

Comprehensive study of the structure and function of the auditory, speech, and neurological mechanisms as they relate to the communicative process. Normally offered in Spring semester only.

Offered: Spring.

CSD 241 - American Sign Language I (3)

Introduction to American Sign Language. Provides intensive signed vocabulary development. Reviews variety of sign language systems with emphasis on American Sign Language. Normally offered in Fall semester only.

Offered: Fall.

CSD 242 - American Sign Language II (3)

Continuation of signed vocabulary development. Studies the form and use of American Sign Language (ASL), the native language of deaf people. Normally offered in Spring semester only.

Offered: Spring.

CSD 261 - Speech Science (3)

Physics of sound, perceptual and productive processes of speech, basic instrumentation, and the interrelationships of these areas to communication. Normally offered in Spring semester only.

Offered: Spring.

CSD 263 - Linguistics for the SLP (3)

Designed specifically for students in communication sciences and disorders, this course introduces participants to the fundamentals of linguistic theory. Emphasis is placed on understanding concepts pertaining to pragmatics, semantics, and the internal structure of language (i.e., syntax/grammar, morphology, and phonology). Also addressed are several applied areas such as language processing, language variation, language change, and written language. Normally offered in Fall semester only.

Offered: Fall.

CSD 265 - Speech and Language Development (3)

Study of the phonological, syntactic, semantic, and pragmatic aspects of normal communication, speech, and language development in children, ranging in age from birth through adolescence. Various theories of language

acquisition will be discussed. Emphasis on functionalist models of language development and the social-communicative bases of the language-learning process. Normally offered in Fall semester only.

Prerequisite: CSD 163 and CSD 164. Offered: Fall.

CSD 265L - Language Sample Analysis Lab (2)

Students will learn to analyze and interpret a pediatric language sample using the Bloom Lahey content-form-use model. Emphasis will be placed on examining the semantic, syntactic, morphological, and pragmatic aspects of language from a socio-communicative, functionalist perspective of the language development and learning process. Typical and atypical/delayed patterns of language development will be discussed within this LSA framework. Normally offered in Fall semester only.

Corequisite: Take CSD 265 and CSD 263. Offered: Fall.

CSD 266 - Language Disorders in Children (3)

An overview of the nature and causes of pediatric language disorders across clinical populations and age groups. Provides a basic understanding of theoretical frameworks, identification protocols, and general assessment in intervention approaches. Normally offered in Spring semester only.

Offered: Spring.

CSD 270 - Hearing Science (2)

Focuses on physical concepts, acoustics, measurement of sound; reviews anatomy and physiology of the ear and introduces concepts in psychoacoustics. Normally offered in Spring semester only.

Offered: Spring.

CSD 271 - Articulation and Phonologic Disorders (3)

The nature, causes, symptoms, and treatment of articulation and phonological disorders and dysarthria. Normally offered in Spring semester only.

Offered: Spring.

CSD H261 - Speech Science (3)

Physics of sound, perceptual and productive processes of speech, basic instrumentation, and the interrelationships of these areas to communication.

CSD H265 - Speech and Language Development (3)

Study of the phonological, syntactic, semantic, and pragmatic aspects of normal communication, speech, and language development in children, ranging in age from birth through adolescence. Various theories of language acquisition will be discussed. Emphasis on functionalist models of language development and the social-communicative bases of the language-learning process. Normally offered in Fall semester only.

CSD H266 - Language Disorders in Children (3)

An overview of the nature and causes of pediatric language disorders across clinical populations and age groups. Provides a basic understanding of theoretical frameworks, identification protocols, and general assessment in intervention approaches.

CSD H271 - Articulation and Phonologic Disorders (3)

The nature, causes, symptoms and treatment of articulation and phonological disorders and dysarthria.

Prerequisite: Permission of the Director of the Honors Program Required.

CSD 361 - Intro Clinical Meth & Proc/Sp Lang Path (3)

Principles, methods, and procedures necessary for the development of clinical competencies required for a positive transition into the entry-level clinical practicum experience. Normally offered in Spring semester only.

Offered: Spring.

CSD 362 - Clinical Methods/Processes in Audiology (3)

This course is an introduction into the clinical aspects of audiology: universal precautions, code of ethics, patient professional relationship, diagnostic testing, rehabilitative

interventions (hearing aids, assistive listening devices) and counseling. Students will be prepared to participate in entry level clinical activities, under the supervision of a certified audiologist, during their undergraduate experience.

CSD 363 - Audiology (3)

Fundamental aspects of hearing measurement and the nature and prevention of auditory disorders. Normally offered in Fall semester only.

Prerequisite: CSD 270. Offered: Fall.

CSD 363L - Audiology Lab (0)

Fundamental aspects of hearing measurement and the nature and prevention of auditory disorders. Normally offered in Fall semester only.

Offered: Fall.

CSD 364 - Auditory Amplification and Aural Rehabilitation (3)

Presents theory and practice of aural habilitation/rehabilitation. Contemporary practices regarding hearing aids, speech reading, and auditory training. Normally offered in Spring semester only.

Offered: Spring.

CSD 366 - Intro to Communication Disorders- Adults (3)

The nature, causes, and treatment of communication disorders in adults. Normally offered in Fall semester only.

Offered: Fall.

CSD H363 - Audiology (3)

Fundamental aspects of hearing measurement and the nature and prevention of auditory disorders.

Prerequisite: Permission of the Director of the Honors Program Required.

CSD H364 - Auditory Amplification and Aural Rehabilitation (3)

Presents theory and practice of aural habilitation/rehabilitation. Contemporary practices regarding hearing aids, speechreading and auditory training.

Prerequisite: Permission of the Director of the Honors Program Required.

CSD H366 - Communication Disorders in Adults (3)

The nature, causes, and treatment of communication disorders in adults.

Prerequisite: Permission of the Director of the Honors Program Required.

CSD 468A - Introductory Clinical Practicum in Speech-Language Pathology (2)

Students conduct clinical work under supervision. Includes weekly discussion time. Normally offered in Summer session only.

Offered: Summer.

CSD 469 - Special Topics in Communication Disorders (1)

Varying topics, periodic offerings in specific areas reflecting contemporary needs and interest. Normally offered in Spring semester only.

Offered: Spring.

CSD 470A - Assistantship in Audiology (2)

Students observe and assist in the provision of audiology services. Goal is to learn first hand the varied activities involved in clinical audiology. (Prerequisites: 25 ASHA observation hours, 3.25 CSD and overall QPA, successful completion of CSD 362 with a minimum grade of B-, and permission of department chair.)

CSD 470B - Assistantship in Audiology (2)

Students observe and assist in the provision of audiology services. Goal is to learn first hand the varied activities involved in clinical audiology. (Prerequisites: 25 ASHA observation hours, 3.25 CSD and overall QPA, successful completion of CSD 362 with a minimum grade of B-, and permission of department chair.)

CSD 478A - Honors Thesis (1.5)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

CSD 478B - Honors Thesis (1.5)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

CSD 478C - Honors Thesis (1)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

CSD 499 - Independent Study in Communication?Science and Disorders (3)

An option for developing an enriching experience by working with a faculty mentor.

CSD 499C - Independent Study - Clinical Focus (3)

An option for developing an enriching experience focusing on clinical topics by working with a faculty mentor.

Prerequisite: CSD 361 or CSD 362;

CSD 499R - Independent Study Research (3)

An option for completing research in conjunction with a faculty member to include literature review, method, subject(s), procedure, data analysis, and discussion of a topic in communication sciences and disorders.

CSD H478 - Honors Thesis (3)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

Prerequisite: Permission of the Director of the Honors Program Required.

DANC-Dance

DANC 140 - Fundamentals of Dance/Movement (3)

Introduces the student to the study of dance as the most fundamental of the arts, involving a direct expression of oneself through the body. The student will explore fundamental movement concepts including time, weight, space, flow. Focuses on units of action as the basis for application in creative movement and dance. Emphasizes contextualization of historical and theoretical, as well as aesthetic, principles. Through investigations into the relationship between movement elements and the motional principles of effort, stress and release, and rest and relaxation, students learn to relate the inner self to the outer world.

DANC 141 - Body Awareness (3)

Explores the connection of the mind and body in dance through the perspectives of aesthetics and kinesiology. Students taking DANC 141 must also enroll in DANC 141L laboratory requirement.

DANC 142 - Improvisation/Choreography?Improvisation/Choreography (3)

Presents principles that govern the establishment of patterns of movement as an expression of an idea or the interpretation of music.

DANC 143A - Dance Ensemble (3)

Allows students to receive credit for substantial work on dance production.

DANC 143B - Dance Ensemble (3)

Allows students to receive credit for substantial work on dance production.

DANC 144 - Special Dance Topics (1)

This course provides opportunities to study aspects of dance relative to specific interest groups.

DANC 145A - Dance Technique: Ballet (1)

Presents principles of body training and control; basic techniques of ballet dance.

DANC 145B - Dance Technique: Jazz (1)

Presents principles of body training and control; basic techniques of jazz dance.

DANC 145C - Dance Technique: Jazz/Modern (1)

Presents principles of body training and control; basic techniques of jazz and modern dance forms.

DANC 145D - Dance Technique: Tap (1)

Presents basic to intermediate techniques of TAP and TAP choreography"

DANC 145E - Dance Technique: Musical Theatre (1)

Students will become acquainted with a variety of musical theatre dance techniques and vocabulary by learning specific choreography from musical productions.

DANC 145F - Dance Technique: Stage Combat (1)

The study of techniques of physical action that depict moments of physical challenge or competition in the context of a play, such actions as fighting, slapping, sword fighting, falling and fainting might be included. The objective is to learn to perform the combative actions of a character believably and safely.

DANC 145G - Dance Technique: Contemporary (0.5)

Heavily influenced by modern dance, contemporary dance is the exploration of the total movement potential of the body. This style is very expressive.

DANC 145H - Dance Technique: Pointe (1)

Presents principles of body training and control; basic techniques of point work. Students must have had at least two years of experience on point in order to take this ballet class.

DANC 145I - Dance Technique: Hip-Hop (1)

The focus of this class is placed mostly on street dance and video/commercial dance and loosely on technique. Students will have the opportunity to learn popular hip-hop choreography.

DANC 448 - Special Topics in Dance (3)

Examines topics of current interest in dance; focus of the course changes each time offered, according to the evolving directions in various professional areas.

ECON-Economics

ECON 100 - Basic Economics (3)

Presents a one-term survey of modern economics and economic systems, emphasizing major concepts of economics illustrated by the examination of current economic problems and policies.

ECON 101 - Principles of Economics I (3)

Introduces principles of economic theory as applied to the aggregate economy (macroeconomics); compares the United States economy to other economic systems; evaluates the performance of the United States economy and of institutions within that economy; applies fiscal policy and monetary policy to resolve current economic problems; analyzes trade and finance among nations; analyzes externalities such as pollution.

ECON 102 - Principles of Economics II (3)

Offers theoretical and empirical evaluation of market power with respect to prices, production, and employment in specific industries (microeconomics); examines the distribution of income and pricing of economic resources;

explores the evolutionary forms for economics in the future.

ECON H100 - Basic Economics (3)

Presents a one-term survey of modern economics and economic systems, emphasizing major concepts of economics illustrated by the examination of current economic problems and policies.

Prerequisite: Permission of the Director of the Honors Program required.

ECON 300 - American Economic History (3)

Studies the history of the United States economic development from the colonial period to the present.

ECON H312 - Principles of Economics I (3)

This course gives the student an introduction to the principles of economics. A survey is made of the laws relating to production, distribution and consumption. The theories of value and distribution are presented with emphasis on cost and marginal utility, rent, interest, wages and profits. Discussion of the most important economic problems of the day.

Prerequisite: take 0 courses.

ECON 499 - Independent Study (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Prerequisite: Permission of Department Chair Required.

ECON H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

Prerequisite: take 0 courses.

ECON H499 - Independent Study (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Prerequisite: take 0 courses.

EDUC-Education

EDUC 100 - Introduction to Education (1)

Seminar course that orients students in elementary, secondary, special education and K-12 certification programs to educational careers and program requirements. Discussions focus on issues and trends that impact education.

Prerequisite: Must also register for Field Experience.

EDUC 101 - Introduction to Education (0.5)

Seminar course that orients students in elementary, secondary, special education and K-12 certification programs to educational careers and program requirements. Discussions focus on issues and trends that impact education.

Prerequisite: Must also register for Field Experience.

EDUC 102 - Dgtl Tech/Comm in Education (3)

Contemporary issues in education, essential communication and technology skills to prepare students to educate others in today's world with a focus on soft skills, effective speaking, and digital technology.

EDUC 108 - Orientation to Early Childhood Education (3)

Presents a field-based, introductory survey of programs and approaches, infancy through primary level, with emphasis on observational techniques. Normally offered Fall semester only.

Offered: Fall.

EDUC 109 - Orientation to Early Childhood Special?Education (3)

Presents history, philosophy, and rationale for early childhood programming for all children. Includes studies of typical and atypical development with an emphasis on observation skills.

EDUC 110 - Middle School Philosophy (3)

The purpose of this course is to provide an in depth study of philosophy and organization of middle schools. This course will explore the characteristics of a developmentally-responsive, academically rigorous middle-level program in terms of the students, teachers, pedagogy, curriculum, and philosophy. Normally offered Fall semester only.

Offered: Fall.

EDUC H109 - Orientation to Early Childhood Special?Education (3)

Presents history, philosophy, and rationale for early childhood programming for all children. Includes studies of typical and atypical development with an emphasis on observation skills.

Prerequisite: Permission of the Director of the Honors Program Required.

EDUC 203 - Curriculum Development (3)

The course provides students with an understanding of emerging concepts of curriculum development, curriculum development models and examines the processes of curriculum reform, curriculum development, implementation and evaluation.

EDUC 300 - Early Childhood Curriculum I (3)

Presents a conceptual framework for learning and development for all children ages three through nine. Encompasses modern theory and research in curriculum development with an emphasis on developmentally appropriate practice. Requires field experience in an early childhood setting and primary classroom. Normally offered Fall semester only.

Offered: Fall.

EDUC 301 - Early Childhood Curriculum II (3)

Presents a conceptual framework for learning and development for all children ages three through nine. Encompasses modern theory and research in curriculum

development with an emphasis on developmentally appropriate practice. Requires field experience in an early childhood setting and primary classroom. Normally offered Spring semester only.

Prerequisite: EDUC 300. Offered: Spring.

EDUC 302 - Child in the Family (3)

Examines the environmental influences of home, family, and culture. Prepares future educators to form collaborative relationships with parents in order to help families identify resources to support optimal child development. Normally offered Spring semester only.

Prerequisite: Upper Level Education Screening Required. Offered: Spring.

EDUC 303 - Cmprtv Educ/Cmtp Iss in Africa (3)

This course is concerned with a general introduction to the field of comparative education, its theory and application to the analysis of national systems of education and contemporary problems and issues in education. The course is divided into three parts; part one deals with comparative education as a discipline, its historical development and methodology; part two deals with a comparative study of major educational systems of the world such as Britain, United States of America, France, German, Japan, China and selected countries in Africa. The final part deals with a comparative analysis of educational issues in contemporary issues in contemporary societies with special reference to Africa.

EDUC 309C - Elementary Curriculum and Instruction: ?Children's Literature (1.5)

Develops teaching strategies, PK-4 curriculum elements, and instructional resources in the context of research while modeling best practice. Requires related field experience participation. The goal of this course is twofold: to assist students in finding pleasure and enjoyment in children's literature through reading many children's books and to explore the various genre of children's literature and how each might be integrated into the K-8 school curriculum.

EDUC 309D - Elementary Curriculum and Instruction: ?Music and Art (3)

Develops teaching strategies, PK-4 curriculum elements, and instructional resources in the context of research while modeling best practice. Requires related field experience participation. Assists students in understanding how the arts can reinforce, clarify and supplement the learning process.

EDUC 309E - Elementary Curriculum and Instruction: Art (1.5)

Develops teaching strategies, PK-4 curriculum elements, and instructional resources in the context of research while modeling best practice. Requires related field experience participation. Develops teaching strategies, K-6 curriculum elements and instructional resources in the context of research while modeling best practice. Requires related field experience participation.

EDUC 309F - Elementary Curriculum and Instruction: Math (3)

Develops teaching strategies, PK-4 curriculum elements, and instructional resources in the context of research while modeling best practice. Requires related field experience participation. Active, materials-based, collaborative investigation of mathematics learning/ teaching, in light of Pennsylvania and NCTM Standards.

Prerequisite: Upper level screening approval required., Upper Level Education Screening Required. .

EDUC 309G - Elementary Curriculum and Instruction: Science (3)

Develops teaching strategies, PK-4 curriculum elements, and instructional resources in the context of research while modeling best practice. Requires related field experience participation. Science theories and methodology applied through cooperative, hands-on teaching experiences. Emphasis on PA Academic Standards as well as NSTA guidelines.

Prerequisite: Requires upper level screening approval., Upper Level Education Screening Required. .

EDUC 309H - Elementary Curriculum and Instruction: Social Studies (3)

Develops teaching strategies, PK-4 curriculum elements,

and instructional resources in the context of research while modeling best practice. Requires related field experience participation. Social studies instruction that promotes informed, responsible citizenship in a pluralistic society. Emphasis on interdisciplinary approaches, Pennsylvania Academic and NCSS Curriculum Standards.

Prerequisite: Requires upper level screening approval., Upper Level Education Screening Required. .

EDUC 309J - Elementary Curriculum & Instruction: Physical Education/Health (2)

Develops teaching strategies, PK-4 curriculum elements, and instructional resources in the context of research while modeling best practice. Requires related field experience participation. Acquaints students with current methods and materials for elementary health and physical education programs.

EDUC 309L - Children's Lit for P-4 Teachers (1.5)

The purpose of this course is two-fold. It is designed to help pre-service teachers to: 1) find and select quality literature for the classroom and 2) understand how to utilize children's literature in the classroom to meet the needs of children with diverse learning needs. Normally offered Fall semester only.

Offered: Fall.

EDUC 309M - Elementary Curriculum & Instruction: Language and Literacy I (4)

Develops teaching strategies, PK-4 curriculum elements, and instructional resources in the context of research while modeling best practice. Requires related field experience participation. Theory and practice are blended in the study of reading/language arts skill development in children from PK through grade four. Various philosophies, methods, and approaches are explored in the context of current research and practice.

Prerequisite: Requires upper level screening approval., Upper Level Education Screening Required. .

EDUC 309N - Elementary Curriculum & Instruction: Language and Literacy II (3)

Develops teaching strategies, PK-4 curriculum elements, and instructional resources in the context of research while modeling best practice. Requires related field experience participation. Theory and practice are blended in the study of reading/language arts skill development in children, grades PK through 4. Skill in developing reading and writing in the content areas is also emphasized.

Prerequisite: Upper Level Education Screening Required.

EDUC 309Z - Elementary Curriculum and Instruction: Music (1.5)

Develops teaching strategies, PK-4 curriculum elements, and instructional resources in the context of research while modeling best practice. Requires related field experience participation. Develops teaching strategies, K-6 curriculum elements and instructional resources in the context of research while modeling best practice. Requires related field experience participation

EDUC 310 - Early Childhood Environment and Behavior Management (3)

Studies the physical structure, organization, and management of learning environments for all young children. Emphasis on problem solving techniques as well as individual and group guidance in order to develop positive and supportive relationships with children.

Prerequisite: Prerequisites EDUC 300 and EDUC 301.
Last time offered Fall 2012.

EDUC 310F - Mid Lev C & I M/S (3)

Prerequisite: Upper Level Education Screening Required.

EDUC 310M - Elem C & I IL/Soc (3)

This course is designed to help students to "live responsibly in an interdependent world" by promoting the ability to demonstrate professional competence and leadership skills that have the potential for meeting human needs and are directed to the well-being of future generations. The course will focus on the planning and delivery of effective instruction in social studies, while promoting the developing literacy skills of middle level students. Normally offered Fall semester only.

Prerequisite: Upper Level Education Screening Required.
Offered: Fall.

EDUC 311 - Educational Psychology (3)

This course examines various learning theories and psychological principles and focuses on their application to educational practice. This course is designed to help the educator understand and apply effective developmentally appropriate instruction and assessment practices, particularly with respect to the diversity in learner characteristics.

Corequisite: Take PSYC 251 or PSYC 214 or PSYC 252.

EDUC 315 - Research Theory (3)

EDUC 350 - Child Care Practicum (2)

Provides direct, supervised experience in working with infants and toddlers in a developmentally appropriate manner at the Frichione Day Care Center on campus. Accompanied by one hour seminar weekly.

EDUC 352 - Assessment for General Educators (3)

Studies curriculum, methods, materials, and activities for elementary, middle, and secondary level students with disabilities, encompassing supportive, supplemental, or replacement intervention levels. Stresses formal and informal assessment, task analysis, monitoring devices, and individualized programming strategies.

EDUC 361 - Philosophy of Education (3)

To introduce student to philosophy; and to trace the origin and development of educational philosophy. This knowledge should lead these students to appreciate the meaning and concept of education; the multi-dimensional aspects of education such as education and knowledge; education and values; education and creativity; and the aim of education in society.

EDUC H300 - Early Childhood Curriculum I (3)

Presents a conceptual framework for learning and development for all children ages three through nine.

Encompasses modern theory and research in curriculum development with an emphasis on developmentally appropriate practice. Requires field experience in an early childhood setting and primary classroom. Normally offered Fall semester only.

EDUC H301 - Early Childhood Curriculum II Honors (3)

Presents a conceptual framework for learning and development for all children ages three through nine. Encompasses modern theory and research in curriculum development with an emphasis on developmentally appropriate practice. Requires field experience in an early childhood setting and primary classroom

Prerequisite: Permission of the Director of the Honors Program Required.

EDUC H302 - Child and the Family (3)

Examines the environmental influences of home, family, and culture. Prepares future educators to form collaborative relationships with parents in order to help families identify resources to support optimal child development.

EDUC H309 - Elementary Curriculum and Instruction: Mathematics (3)

Develops teaching strategies, PK-4 curriculum elements, and instructional resources in the context of research while modeling best practice. Requires related field experience participation. Typically taken over two semesters minimum; all except EDUC 309L require upperlevel screening approval. F Math. 3.0 G Science 3.0 H Social Studies 3.0 L Children's Literature 1.5 M Language and Literacy I 4.0 N Language and Literacy II 3.0

Prerequisite: Permission of the Director of the Honors Program Required.

EDUC H309G - Elementary Curriculum and Instruction: (3)

Develops teaching strategies, PK-4 curriculum elements, and instructional resources in the context of research while modeling best practice. Requires related field experience participation. Science theories and methodology applied

through cooperative, hands-on teaching experiences. Emphasis on PA Academic Standards as well as NSTA guidelines.

EDUC H310 - Early Childhood Environment and Behavior Management (3)

Studies the physical structure, organization, and management of learning environments for all young children. Emphasis on problem solving techniques as well as individual and group guidance in order to develop positive and supportive relationships with children.

Prerequisite: Permission of the Director of the Honors Program Required.

EDUC H311 - Educational Psychology (3)

Presents the learning process in light of contemporary theory and research. Examines teacher-student relationships in the context of cultural and economic diversity. Deals with learning and behavior problems of students, assessment of student progress, and classroom management.

Prerequisite: Permission of the Director of the Honors Program Required.

EDUC 401 - Guidance and Counseling (3)

An introductory course designed to provide the student with knowledge of the history, philosophies, trends, and current issues related to the school counseling profession. Topics include components of comprehensive school counseling programs, especially those of the ASCA National Model for School Counseling Programs, legal and ethical issues, accountability strategies, and specific duties and responsibilities of elementary and secondary school counselors.

EDUC 411A - Effective Instruction Secondary/PK-12 Ed/K-12 Education (3)

This course emphasizes developing a selection of teaching strategies that recognize individual and group differences. Students will learn the importance of building classroom management skills, teaching techniques and strategies, establishing evaluative procedures, using appropriate instructional approaches, and analyzing professional

responsibilities. Course content provides an overview of reading in the content area, development, and remedial techniques.

Prerequisite: Requires upper level screening approval.,Upper Level Education Screening Required. .

EDUC 414 - Social Foundations of Education (3)

Students interpret historical, sociological, legal, multicultural, and philosophical themes underlying educational practices, especially in the United States. Prerequisite: upper level screening approval.

Prerequisite: Requires upper level screening approval.,Upper Level Education Screening Required. .

EDUC 414A - History of Education (3)

The goal of History of Education (EDUC 414A) is to understand the early traditions of African education to the present as well as to study Western influences on U.S. education. The course focuses on education in East Africa and the West, specifically in the U.S. with emphasis on: (1) its foundation, (2) its aims and core values, (3) the period of learning, (4) the curricula, (5) the methods of teaching and learning, (6) female education, and (7) responsibility for education.

EDUC 420 - Universal Design for Learning (3)

This course will examine the concept of Universal Design for Learning (UDL) and address the practical application of UDL in the classroom to teach and reach all students. This course will provide an overview of learner differences, brain research on learning, and the use of multimedia technologies to include all students. It will also provide participants with strategies to integrate the application of UDL into the curriculum as well as hands-on practice with multimedia technologies. Mentoring techniques will also be discussed and action plans for mentoring colleagues, utilization of technology resources, and integration of UDL in the classroom will be developed. Recommended only for candidates with senior standing. Prerequisite: Upper level screening approval

Prerequisite: Upper Level Education Screening Required.

EDUC 442A - Student Teaching Elementary (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Upper Level Education Screening Required.

EDUC 442B - Student Teaching Special Education (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Upper Level Education Screening Required.

EDUC 442D - Student Teaching Early Childhood?Education (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Take Upper Level Education Screening Required.

EDUC 442E - Student Teaching Art (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Upper Level Education Screening Required.

EDUC 442G - Student Teaching English (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Upper Level Education Screening Required.

EDUC 442H - Student Teaching Foreign Language (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Upper Level Education Screening Required.

EDUC 442I - Student Teaching Social Studies (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Upper Level Education Screening Required.

EDUC 442J - Student Teaching Family and Consumer?Science (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Upper Level Education Screening Required.

EDUC 442L - Student Teaching Mathematics (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Upper Level Education Screening Required.

EDUC 442M - Student Teaching Music (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Upper Level Education Screening Required.

EDUC 442N - Student Teaching Health/Physical?Education (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Upper Level Education Screening Required.

EDUC 442P - Student Teaching Communications (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Upper Level Education Screening Required.

EDUC 442Q - Student Teaching Science (8)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of the certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

Prerequisite: Upper Level Education Screening Required.

EDUC 451 - Student Teaching Seminar (1.5)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office.

EDUC 452 - Seminar for Dual and Ece Certifications (1)

This 1 credit seminar is designed to meet two purposes: to support dual certification students during their elementary student teaching placement as well as early childhood certification students through peer group discussion and to

provide a format for discussions of current research, issues and concerns related to all aspects of the educational process.

Prerequisite: Restricted to Special Education and Dual Certification students.

EDUC 461 - Meth Assessment/ESL (3)

EDUC 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in education under faculty supervision

EDUC 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in education under faculty supervision

EDUC 498A - Migrant/Multicultural (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need such as migrant/multicultural.

EDUC 498B - Special Topics in Student Teaching (1)

This seminar meets every other week and is an opportunity for support, advice, sharing ideas, and preparing for job interviews. Special topics may include writing resumes, behavior management strategies, and support during the Teacher Work Sample project. There will not be assignments or a textbook.

Prerequisite: Upper Level Education Screening Required.

EDUC 498C - Group Dynamics (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need

EDUC 498D - Parental Communication (1)

This course addresses issues in communication between parents and teachers of Early Childhood Education. It aims to help teachers (in training) increase their awareness

of parental concerns and improve their communication skills as a service provider. It also affords students the opportunity to participate in group experiences, utilize peer resources and develop new communicative skills.

Participants will be provided growth promoting activities which will enable them to improve lines of communication between teachers, parents and young children in various school related situations including diverse populations.

EDUC 498E - Cultural Diversity in Early Childhood?Education (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need such as cultural diversity in early childhood education

EDUC 498F - Child Abuse and Neglect (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need.

EDUC 498H - Enhancing Instruction (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need such as enhancing instruction.

EDUC 498I - Discipline: Beyond Behaviorism (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need.

EDUC 498J - Infant At Risk (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need such as infant at risk.

EDUC 498L - Assessment of Young Children (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need.

EDUC 498M - Creative Expression (1)

The following modules are representative of the topics

covered: first aid/personal safety, nutrition, infant at risk, child abuse and neglect, music and movement, microcomputer applications, multicultural activities. These one credit electives are graded satisfactory/unsatisfactory.

EDUC 498P - Montessori Philosophy (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need.

EDUC 498Q - Montessori Concrete Materials (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need.

EDUC 498R - Microcomputer Applications (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need.

EDUC 498S - Prenatal Development (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need.

EDUC 498T - First Aid/Personal Safety (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need such as first aid/personal safety.

EDUC 498U - Preschool Program Special Education I (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need

EDUC 498V - Nutrition for the Preschool Child (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need

EDUC 498W - Program Quality (1)

This course will emphasize the components of quality child care. The professional child care system as a comprehensive, quality, growth fostering environment will be explored in terms of the areas that it encompasses. Child care must include all of the elements that affect the quality of life for young children, including staffing, staff qualifications, curriculum, health and safety standards, and staff-parent interactions to mention a few. Based on the concepts of quality child care formulated by NAEYC, the accreditation process as a mechanism for increasing the provision of quality services will be examined and strategies for improving and sustaining quality will be investigated.

EDUC 498X - Montessori: Abstract Material (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need.

EDUC 498Y - Creativity and Young Children (1)

The goals of this course are to explore the ingredients of creativity, to define creativity and creating, and to define the role of the teacher in enhancing creative development.

EDUC 498Z - Montessori Materials (1)

One credit electives graded satisfactory/unsatisfactory. Includes various topics according to need such as Montessori education.

EDUC 499 - Independent Study (3)

Involves student initiated activity in area of choice, according to University policy

EDUC H411 - Effective Instruction in Secondary and K-12 Education (honors) (3)

Integrates the theory and practice of teaching. Topics include classroom management, planning, techniques and strategies, evaluation, reading in the content area, and instructional materials and technology. (See departmental listings for complementary specific methods.)

Prerequisite: Permission of the Director of the Honors Program Required.

EDUC H414 - Social Foundations (3)

Students interpret historical, sociological, legal, multicultural, and philosophical themes underlying educational practices, especially in the United States.

Prerequisite: Permission of the Director of the Honors Program Required.

EDUC H420 - Universal Design for Learning (3)

This course will examine the concept of Universal Design for Learning (UDL) and address the practical application of UDL in the classroom to teach and reach all students. This course will provide an overview of learner differences, brain research on learning, and the use of multimedia technologies to include all students. It will also provide participants with strategies to integrate the application of UDL into the curriculum as well as hands-on practice with multimedia technologies. Mentoring techniques will also be discussed and action plans for mentoring colleagues, utilization of technology resources, and integration of UDL in the classroom will be developed. Recommended only for candidates with senior standing. Prerequisite: Upper level screening approval

Prerequisite: Upper Level Education Screening Required.

EDUC H461 - Meth Asses/ESL (3)

EDUC H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in education under faculty supervision.

Prerequisite: Permission of the Director of the Honors Program Required.

EDUC H499 - Independent Study (3)

Involves student initiated activity in area of choice, according to College policy. Requires approval of chairperson.

Prerequisite: Permission of the Director of the Honors Program Required.

ENGL-English

ENGL 160 - Composition and Rhetoric (3)

Course lays strong foundations for college-level argumentative and inquiry-based writing by increasing rhetorical awareness, analytical skills and research proficiency. Through guided practice with process-based academic writing, students produce original arguments that employ research to engage in ongoing academic conversations.

ENGL 160A - Composition and Rhetoric (3)

The purpose of this course is to make the student a better writer. The course is offered to help students learn the basic principles of writing as a communication medium; to analyze examples of successful writing and to improve writing skills through practice.

ENGL 160D - Writing Skills (3)

Provides intensive practice in exposition and argumentation as well as the demonstration of rhetorical principles. Also covers the term paper. Students placed in this section will receive an extra hour of instruction per week. This course requires a minimum grade of "C" in order to fulfill the University's requirement of competency in writing. It may be retaken but once.

ENGL 160S - Writing Studio (1)

The Writing Studio is designed to supplement ENGL 160 by supporting motivated students as they complete their writing assignments. With the guidance of the teacher, students will work actively in peer groups to understand assignment guidelines, brainstorm and plan writing, complete drafting, revise writing, and proofread and edit their papers.

Prerequisite: Permission of the English Department Required. Corequisite: Take ENGL 160.

ENGL 170 - Studies in Literature and Writing (3)

Introduction to the discipline of English and the practices of literary and writing studies, including (but not limited

to) close reading, research in the discipline, principles of literary and rhetorical analysis, and conventions of various genres of literature and writing. Prerequisite: ENGL 160. Required for English literature, writing, and English/secondary education majors

Prerequisite: ENGL 160.

ENGL 180 - Introduction to World Literature (3)

Course surveys western and non-western literature of the world. Students will read texts in several genres. Course content will vary by instructor. Prerequisite: ENGL 160.

Prerequisite: ENGL 160.

ENGL 180W - Introduction to World Literature (3)

This course surveys the literature of the world, both Western and Non-Western. Students will read landmark texts in several genres. Course content will vary by instructor. (Writing Intensive)

ENGL H160 - Composition and Rhetoric (3)

Course lays strong foundations for college-level argumentative and inquiry-based writing by increasing rhetorical awareness, analytical skills and research proficiency. Through guided practice with process-based academic writing, students produce original arguments that employ research to engage in ongoing academic conversations.

Prerequisite: Permission of the Director of the Honors Program required.

ENGL H180 - Introduction to World Literature (3)

This course surveys the literature of the world, both Western and Non-Western. Students will read landmark texts in several genres. Course content will vary by instructor.

Prerequisite: ENGL 160 and Permission of Honors Director Required.

ENGL 310 - Short Story (3)

Course provides a study of the art of short story writers

through in-depth examination of the elements of fiction: plot, character, setting, style, point of view, and theme.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 311 - Satire (3)

Provides indepth study of a genre popular since classical times, covering a wide range of authors and satiric topics. Emphasizes an understanding of the nature of satire and an appreciation of the techniques employed by skilled satirists.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 312 - Poetry (3)

Course explores definitions of poetry and ways to enjoy, think about, and write about poetry, with attention to literary elements and the ways these contribute to a poem's meaning and effect.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 313 - Popular Fiction (3)

Focuses on the most popular forms of American writing since the middle of the nineteenth century; journalism, magazines, best sellers, classics and television scripts.

ENGL 314 - Mythology (3)

Approaches the topic of mythology by way of universal themes and investigates the connections between ancient myths and the myths of contemporary cultures in a fascinating variety of literature.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 318 - Women Writers (3)

This course will introduce students to the unique voices of women who have adopted feminist principles in their lives and their writing. Students will develop a critical awareness of the historical, cultural and social contexts that shape women's presence as writers, characters, and critics in literary and cultural studies.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 320 - The Novella (3)

Course investigates the characteristics of the short novel by reading several representative works of the genre. This class will include short, informal writing assignments on each of the works studied as well as multiple draft assignments for the most heavily weighted of the assigned papers.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 320W - Novella-Writing Intensive (3)

Course investigates the characteristics of the short novel by reading several representative works of the genre. This course is a writing intensive course. This class will include short, informal writing assignments on each of the works studied as well as multiple draft assignments for the most heavily weighted of the assigned papers. English 160 and English 180 are prerequisites for this course.

Prerequisite: take engl 160 and engl 180.

ENGL 321 - The Essay As Literature (3)

Course investigates the methods and techniques of several types of nonfiction: autobiography, personal and narrative essay, history, literary journalism, political humor, and the nonfiction novel.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 321W - The Essay As Literature (3)

Investigates the methods and techniques of several types of nonfiction: autobiography, personal and narrative essay, history, literary journalism, political humor, and the nonfiction novel. Authors may include Joan Didion, Richard Rodriguez, Maxine Hong Kingston, and Jamaica Kincaid, among others.

ENGL 323 - Literary Criticism and Theory (3)

This course examines the history, theory, and practice of literary criticism. Beginning with a study of classical sources, the course investigates how thinkers at various times have defined reading, writing, and the "literary" to analyze and evaluate texts. Much of the course is dedicated

to twentiethcentury literary theory, including psychoanalysis, Marxism, feminism, new criticism, readerresponse, structuralism, deconstruction, new historicism, and postcolonial criticism.

Prerequisite: ENGL 160 and ENGL 180 for English and Secondary Ed Majors Only.

ENGL 324 - War and Literature (3)

This course explores literary works whose subject is war. Course topics and texts vary by semester

ENGL 326 - Feminist Cultural Criticism (3)

Students will read and respond to foundational feminist texts from first wave, second wave, and third wave feminisms, and they will ultimately apply these ideas by analyzing pop culture and investigating current gender issues in their major field of study.

ENGL 331 - Environmental Literature (3)

With historical roots in the study of nature writing, environmental literature examines the presence of the natural world in all kinds of literature and asks questions about representations of nature in culture generally. Environmental literature seeks to understand how we have interacted with the non-human environment in order to discover how to tread more lightly in the world.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 331A - Literature and Medicine (3)

Studies selections from modern and contemporary world literature to examine universal concerns of health, illness, and healing as they are situated in a culture. The readings will foreground issues of illness treatment, and healing from the perspectives of medical practitioners, patients, caregivers, family, and others.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 332 - Mid and Far East Literature (3)

This course surveys the literatures of the Mid and Far East, from Buddha to Chairman Mao, with emphasis on China,

Japan, and India. Attempts to broaden the student's worldview through literature and culture.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 334A - Medieval Tolkien (3)

Students will read a range of Anglo-Saxon and medieval texts that J.R.R. Tolkien translated, taught, edited, or studied in scholarly essays, and then use those texts as a lens to read critically Tolkien's *The Hobbit*, *Lord of the Rings*, and other selections.

ENGL 334AW - Medieval Tolkien (3)

Students will read a range of Anglo-Saxon and medieval texts that J.R.R. Tolkien translated, taught, edited, or studied in scholarly essays, and then use those texts as a lens to read critically Tolkien's *The Hobbit*, *Lord of the Rings*, and other selections.

ENGL 336 - Introduction to Film Criticism (3)

Course enables students to acquire a critical awareness of how films work by studying a variety of techniques and theories; students will also analyze film classics, submit critiques of recent films, and read scholarship on film theory.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 336A - International Film (3)

Students will learn film theory and vocabulary in order to analyze contemporary films from around the world in terms of content, form, and cultural context.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 337 - Mystical Writers (3)

Course explores selections from the poetry, essays, and fiction of mystical writers. Aims at generating an understanding of the metaphysical philosophy of each writer.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 337A - Contemp Fantasy Literature (3)

This course explores the genre of fantasy literature, considering the literary merits, rhetorical strategies, and stylistic features of novels and short stories written in recent years, as well as the ways these works comment on social and cultural issues in our world.

ENGL 339 - Children's Literature (3)

Surveys children's literature from classical fables and fairy tales through the modern era. Class discussions will focus especially on the writings of British and American authors, past and present.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 339A - Young Adult Literature (3)

Course investigates the development of this unique genre and devotes significant attention to very recent titles. Explores questions of audience, censorship, form, identity, and social issues.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 346 - Faith Experience in Literature (3)

This course explores the human experience of belief in God as expressed in fiction, poetry, and drama. Essay examinations including a final.

Prerequisite: TAKE ENGL 160 and ENGL 180.

ENGL 349 - Nature Studies (3)

The course surveys selected nature writings from the Western and Eastern worlds by past and contemporary writers of both genders. Poems, short stories, essays, and excerpts from journals, biographies, and novels are examined for their contributions to our understanding of nature, self, and spirit; inner places and outer spaces; and the uncultivated versus the civilized.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 349W - Nature Studies (3)

The course surveys selected nature writings from the Western and Eastern worlds by past and contemporary writers of both genders. Poems, short stories, essays, and excerpts from journals, biographies, and novels are examined for their contributions to our understanding of nature, self, and spirit; inner places and outer spaces; and the uncultivated versus the civilized.

Prerequisite: Take ENGL 160 ENGL 180;.

ENGL 350 - American Short Fiction (3)

Course provides a survey of American short fiction from the nineteenth through the early twenty-first century, with readings connected to literary periods and cultural contexts.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 350W - American Short Fiction (3)

Provides an indepth examination of the initiation theme organized to enable the student to recognize, identify, and appreciate the varying styles of major American authors. Pays much attention to irony, paradox, symbol, motif, and foreshadowing in the works of representative authors such as Nathaniel Hawthorne, Ambrose Bierce, Henry James, Stephen Crane, and Edith Wharton, among others.

ENGL 351A - American Drama (3)

This course discusses selected plays written by diverse authors since the mid-nineteenth century representing a range of themes significant for an understanding of American culture.

ENGL 354 - The Contemporary American Novel (3)

This course examines a variety of representative contemporary American novels.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 354W - Introduction to the Contemporary American Novel (3)

This course examines a variety of representative contemporary American novels.

ENGL 355A - Native American in Literature & History (3)

Treats the experiences of Native American people fo North America as they are revealed in historical documents and literary works. May be taken to fulfill either English or History requirements. students must register accordingly, (Interdisciplinary)

ENGL 356 - Rural Literature (3)

Through reading major works in several genres, students will investigate the massive transformations in rural America during the last century and a half. The course studies how rural-based texts respond to issues of race, class, gender, and the environment--issues central to any definition of America.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 357 - American Literature II (3)

Course surveys later American literature from the post-Civil War period to the present. Course stresses close critical readings of representative works within their literary, historical, and cultural contexts.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 357A - American Literature I (3)

Course surveys early American literature from the Colonial period to the Civil War. Course stresses close critical readings of representative works within their literary, historical, and cultural contexts.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 358 - Contemporary American Poetry (3)

Immersion in the significant poets shaping American poetry from the 1970s to the present. Included will be major American poets as well as emerging poets. Some references to poets whose work informs American poetry but who are not American will also be included

ENGL 359 - African American Literature (3)

This course will treat the experiences of African-American people in the United States as they are revealed in historical documents and literary works.

ENGL 360 - British Literature I (3)

Course surveys early British literature from the Anglo-Saxon period to the early eighteenth century. Course stresses close critical readings of representative works within their literary, historical, and cultural contexts.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 360A - Early Modern British Women Writers (3)

Students will study the literary and rhetorical strategies of women writers from the fourteenth through seventeenth centuries by examining primary texts in several different genres, including drama, poetry, letters, diaries, pamphlets, petitions, religious tracts, and other forms of prose, as well as reading contemporary scholarship on these women.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 361 - British Gothic Literature (3)

Surveys British Gothic and horror literature from its beginnings to the present day. Representative writers may include Walpole, Polidori, the Brontes, Shelley, Collins, James, Stoker and DuMaurier, among others.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 362 - Victorian Writers (3)

Course explores the works of major literary figures of the Victorian age in relation to one another and to the history and ideologies of their times. Studies representative texts from a range of genres: poetry, drama, the essay, the short story, and the novel.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 362A - Victorian Women Writers (3)

ENGL 362A Victorian Women Writers (3) The Victorian era was a time of sweeping change and intense debate with regard to women's roles, opportunities, and participation in

literary culture. This course explores some of the ways that Victorian women negotiated what was dubbed "the woman question," particularly in relation to domesticity, education, creativity, marriage, sexuality, and identity. It examines texts by canonical writers (such as Browning, Eliot, and Gaskell) but gives particular attention to once-popular writers who are less well-known today.

ENGL 363 - Modern British Novel (3)

Course investigates the themes and styles of representative authors of modern British fiction.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 364 - British Literature II (3)

Course surveys later British literature from the eighteenth century to the present. Course stresses close critical readings of representative works within their literary, historical, and cultural contexts.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 365 - Modern British Drama (3)

This course is a study of British and Continental plays representative of the modern era. It investigates the themes and styles in the plays of Harold Pinter, Henrik Ibsen, George Bernard Shaw, Oscar Wilde, Anton Chekov, John Singe, Samuel Becket, Robert Bolt, August Strindberg, and Luigi Pirandello.

ENGL 365A - Early English Drama (3)

Course surveys early English drama from the medieval mystery, morality, and folk plays and ritual dance to the early Tudor comedies and interludes to the early modern drama of the sixteenth and seventeenth centuries.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 366 - British Romanticism (3)

Focuses closely on writings by the six major British romantic poets--Blake, Wordsworth, Coleridge, Byron, Shelley and Keats--for their poetic theory and their interest in nature, the imagination, and the importance of the

individual. Minor figures may be introduced.

ENGL 368 - Post-Colonial Literature in English (3)

Surveys literature by writers from countries that were once part of a colonial system. Writers may include those native to Africa, India, Sri Lanka, South-East Asia, Caribbean Islands, Australia, New Zealand, and Canada, among others. All works will be read in English.

ENGL 368A - Early Modern Poetry (3)

Course asks students to explore a broad range of early modern poetry that may include lyric poems, sonnets, epic, satire, or dramatic verse. Students will consider work within the literary, historical, and cultural contexts of the period, considering issues of patronage, methods of circulation, revision, and early modern literary theory.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 369 - The Nineteenth Century British Novel (3)

Course investigates the development of the British novel over the nineteenth century and examines how representative texts reflected and shaped their historical and cultural contexts.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 370 - Shakespeare (3)

Provides an in-depth study of Shakespeare's most enduring and representative tragedies, comedies and histories. Provides an in-depth study of the human condition as Shakespeare sees it as well as a thorough investigation of his view of language.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 371 - Faulkner and Hemingway (3)

Presents selected short stories and novels by each author in order to familiarize the student with each of these outstanding modern American writers. Closely examines individual style and recurring themes.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 376 - Poe and Twain (3)

Studies the major works of two profound influences in American literature.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 378 - Plath, Sexton and Company (3)

Course focuses on two women writers who influenced and changed the way women express themselves. Some topics: the Confessional company, suicide, sexuality, women's issues. Typically fulfills the American literature requirement.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 381 - Chaucer (3)

This course will examine in depth some of Chaucer's major works, including The Canterbury Tales, As well as a selection of his shorter poetry. In order to appreciate the full meaning of Chaucer's words, we will read the texts in the original language, but a prior knowledge of Middle English is not required.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 399 - Special Topics (3)

An in-depth exploration of specific literary author, genre, theme, literary period, or rhetorical mode not regularly offered.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 399A - ST: European Renaissance Lit (3)

Students will explore intercultural connections by reading literary texts in different genres--poetry, story collections, dream visions, and drama--by men and women from England, France, Italy, and Spain from throughout the Renaissance period.

Prerequisite: Take ENGL 160, ENGL 180.

ENGL 399AW - STW: Freelance Writer (3)

This course will teach students the practical strategies of freelance writing, including everything from finding clients and publishers to managing deadlines, networking, and writing strategies. The course will rely on experiences of successful local freelance writers as well as readings and case studies.

Prerequisite: ENGL 160.

ENGL 399BW - ST: Improv for Professional Writers (3)

This course uses improvisational theater techniques and theories to explore professional communication. Students develop their ability to read and respond to workplace writing contexts through the study of improv. Not only will we focus on writing, but we'll also emphasize listening, speaking, and roleplaying to engage different professional audiences. This is not an acting class, but it is highly participatory. Our discussions of improv and professional writing will also have us participating in improv exercises and activities in class, such as "Yes, and," "Mind Meld," and others.

Prerequisite: Take ENGL 160 ENGL 180.

ENGL 399C - ST: U.S. Latinx Writers (3)

This course offers extensive study of some of the most important works written by Latino authors in the United States. Through the study of works by authors such as Esmeralda Santiago, Sandra Cisneros, Cristina Garcia, Cristina Henriquez, Julia Alvarez, Rudolfo Anaya, Roberto Fernandez and Luis Valdez among others students will explore the cultural, social, historical and political realities related to the Hispanic immigrant experience.

ENGL 399D - ST: Shakespearean Afterlife (3)

This course will focus on exploring Shakespeare's tragedies Hamlet and Romeo and Juliet and their many afterlives on stage, page, screen, and pop culture. We will begin by studying in depth Shakespeare's plays in their sixteenth-century context and then consider different responses and appropriations over the centuries that follow around the world through widely varying media.

ENGL 399E - ST: Immigrant Writers (3)

This course will examine literary works written by immigrant and ethnic American writers about their experiences as members of ethnic and/or minority groups. Through their writing, we will explore themes of migration and immigration, assimilation, and maintaining ethnic identity in different American communities. We will also look at the relationship between different ethnic traditions--Arab-American, Asian-American, Hispanic, Jewish, European-American--and the larger tradition of American literature and culture.

ENGL 399W - Special Topics in Writing (3)

An in-depth exploration of specific literary author, genre, theme, literary period, or rhetorical mode not regularly offered. The course will be writing intensive.

Prerequisite: ENGL 160.

ENGL H312 - Poetry (3)

Examines the development of free verse, as well as more contemporary trends. Representative writers may include Eliot, Williams, Stevens, Frost, Roethke, Levertov, Plath, Creeley, and Dickey, among others.

Prerequisite: ENGL 160 and ENGL 180. Permission of the Director of the Honors Program required.

ENGL H314 - Mythology (3)

Approaches the topic of mythology by way of universal themes and investigates the connections between ancient myths and the myths of contemporary cultures in a fascinating variety of literature.

Prerequisite: ENGL 160 and ENGL 180. Permission of the Director of the Honors Program required.

ENGL H318 - Honors Women Writers (3)

This course will introduce students to the unique voices of women who have adopted feminist principles in their lives and their writing. Students will develop a critical awareness of the historical, cultural and social contexts that shape women's presence as writers, characters, and critics in literary and cultural studies.

Prerequisite: ENGL 160 and ENGL 180. Permission of the Director of the Honors Program required.

ENGL H323 - Literary Criticism and Theory (3)

This course examines the history, theory, and practice of literary criticism. Beginning with a study of classical sources, the course investigates how thinkers at various times have defined reading, writing, and the "literary" to analyze and evaluate texts. Much of the course is dedicated to twentieth-century literary theory, including psychoanalysis, Marxism, feminism, new criticism, reader-response, structuralism, deconstruction, new historicism, and post-colonial.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H332 - Mid and Far East Literature (3)

This course surveys the literatures of the Mid and Far East, from Buddha to Chairman Mao, with emphasis on China, Japan, and India. Attempts to broaden the student's worldview through literature and culture.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H337A - Contemporary Fantasy (3)

ENGL H339 - Children's Literature (3)

Surveys children's literature from classical fables and fairy tales through the modern era. Class discussions will focus especially on the writings of British and American authors, past and present.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H341 - Native Americans in Literature and History (3)

Treats the experiences of native American people of North America as they are revealed in historical documents and literary works. May be taken to fulfill either English or History requirements. Students must register accordingly. (Interdisciplinary)

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H347 - African-American Studies (3)

This course will treat the experiences of African-American people in the United States as they are revealed in historical documents and literary works. It may be taken to fulfill either English or History requirements. Students must register accordingly. (Interdisciplinary)

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H349 - Nature Studies (3)

The course surveys selected nature writings from the Western and Eastern worlds by past and contemporary writers of both genders. Poems, short stories, essays, and excerpts from journals, biographies, and novels are examined for their contributions to our understanding of nature, self, and spirit; inner places and outer spaces; and the uncultivated versus the civilized.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H350 - American Short Fiction (3)

Provides an in-depth examination of the initiation theme organized to enable the student to recognize, identify, and appreciate the varying styles of major American authors. Pays much attention to irony, paradox, symbol, motif, and foreshadowing in the works of representative authors such as Nathaniel Hawthorne, Ambrose Bierce, Henry James, Stephen Crane, and Edith Wharton, among others.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H354 - Introduction to Contemporary American Novel (3)

This course examines a variety of representative contemporary American novels

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H356 - Rural Literature (3)

Through reading major works in several genres, students will investigate the massive transformations in rural America during the last century and a half. The course studies how rural-based texts respond to issues of race, class, gender, and the environment-issues central to any definition of America. Authors may include Willa Cather, John Steinbeck, Zora Neale Hurston, Luis Valdez, and Jane Smiley, among others.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H357 - Survey of American Literature Honors (3)

The course explores the works of major literary figures in American Literature from the post-Civil War period to the present. The course stresses close critical readings of representative works within their literary and cultural contexts. Honors.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H360 - Medieval & Early Modern British Literature-Honors (3)

Students will study early modern British women's literary and rhetorical strategies by examining primary texts in several different genres including drama, poetry letters, diaries, pamphlets, petitions, religious tracts, and other forms of prose, as well as by reading contemporary scholarship on these women.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H360A - Early Modern British Women Writers (3)

Students will study early modern British women's literary and rhetorical strategies by examining primary texts in several different genres including drama, poetry letters, diaries, pamphlets, petitions, religious tracts, and other forms of prose, as well as by reading contemporary scholarship on these women.

Prerequisite: ENGL 160, ENGL 180.

ENGL H365 - Modern British Drama (3)

This course is a study of British and Continental plays representative of the modern era. It investigates the themes and styles in the plays of Harold Pinter, Henrik Ibsen, George Bernard Shaw, Oscar Wilde, Anton Chekov, John Singe, Samuel Becket, Robert Bolt, August Strindberg, and Luigi Pirandello.

ENGL H365A - Early English Drama (3)

Course surveys early English drama from the medieval mystery, morality, and folk plays and ritual dance to the early Tudor comedies and interludes to the early modern drama of the sixteenth and seventeenth centuries.

Prerequisite: ENGL 160 and ENGL 180.

ENGL H368A - Early Modern Poetry (3)

Course asks students to explore a broad range of early modern poetry that may include lyric poems, sonnets, epic, satire, or dramatic verse. Students will consider work within the literary, historical, and cultural contexts of the period, considering issues of patronage, methods of circulation, revision, and early modern literary theory.

Prerequisite: ENGL 160 and ENGL 180.

ENGL H369 - 19th Century British Novel (3)

Investigates the development of the British novel over the nineteenth century and examines how representative texts reflected and shaped their historical and cultural contexts. Authors may include Jane Austen, Charlotte Brontë, Charles Dickens, George Eliot, Thomas Hardy, and Bram Stoker, among others.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H370 - Shakespeare (3)

Provides an in-depth study of Shakespeare's most enduring and representative tragedies, comedies, and histories. Provides an in-depth study of the human condition as Shakespeare sees it as well as a thorough investigation of his view of language.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H378 - Plath, Sexton and Company (3)

Seminar/small group experience focusing on two women writers who influenced and forever changed the way women express themselves. Some topics: the Confessional company, suicide, sexuality, women's issues.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H399 - Special Topics (3)

An in-depth exploration of a specific author, genre, theme, literary period, or rhetorical mode not regularly offered

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H399C - ST: U.S. Latinx Writers (3)

This course offers extensive study of some of the most important works written by Latino authors in the United States. Through the study of works by authors such as Esmeralda Santiago, Sandra Cisneros, Cristina Garcia, Cristina Henriquez, Julia Alvarez, Rudolfo Anaya, Roberto Fernandez and Luis Valdez among others students will explore the cultural, social, historical and political realities related to the Hispanic immigrant experience.

ENGL H399D - ST: Shakespearean Afterlife (3)

This course will focus on exploring Shakespeare's tragedies Hamlet and Romeo and Juliet and their many afterlives on stage, page, screen, and pop culture. We will begin by studying in depth Shakespeare's plays in their sixteenth-century context and then consider different responses and appropriations over the centuries that follow around the world through widely varying media.

ENGL 400 - Structure of Linguistics (3)

Designed for students in communications, English, education, and related areas who require a sense of the historical development of the English language. Introduces the major grammar systems (traditional, structural, and

transformational); reviews classical diagramming; explores theories of language acquisition; and considers the social and cultural dimensions of language use. Normally offered in Spring semester only.

Prerequisite: ENGL 160 and ENGL 180. Offered: Spring.

ENGL 412 - Methods of Teaching English (3)

This course offers students the opportunity to learn how to teach written composition and literature to middle and high school students. Provides students guidance in the creation of appropriate lesson plans, developing assignments, and grading techniques. This course is required for all English/Secondary Education majors and must be completed before student teaching. It is highly recommended for Literature majors completing an Education minor.

Prerequisite: Take ENGL 160 and ENGL 180;.

ENGL 412A - Teaching Writing (3)

This course offers students the opportunity to learn how to teach written composition. Provides students guidance in the creation of appropriate lesson plans and grading techniques. Instruction in teaching grammar is also included. Required of all English majors in the secondary education program; must be taken before student teaching. Normally offered Fall semester only.

Prerequisite: ENGL 160 and ENGL 180. Restricted to English/Sec. Education, Comm. Arts/Sec. Education, and English/Comm. Arts MAT Students. Offered: Fall.

ENGL 412B - Teaching Literature (3)

This course offers students the opportunity to learn how to teach literature to high school students. Investigates test-making, grading the theme, lesson planning, disciplines, and other units. Required of all English majors in the secondary education program; must be taken before student teaching.

Prerequisite: Take ENGL 160 ENGL 180.

ENGL 420 - Editing and Style (3)

Students are required to learn and apply theories and strategies of editing and style that can improve academic

writing, technical writing, web-based writing, business writing, and news writing. The class will also focus on conventions of grammar, mechanics, usage, and style sheets in various genres.

ENGL 423 - Technologies of Writing (3)

This course will consider the different forms of writing technologies, from the earliest forms of writing to the latest trends in new media, considering the reciprocal relationship between publication method and content and examining whether and how those relationships change over time.

Prerequisite: Take ENGL 160 ENGL 180;.

ENGL 425 - Rhetoric and Persuasion (3)

Students will study the history of rhetoric to learn classical principles of argumentation and explore various forms of persuasive writing to learn to recognize and analyze persuasive techniques while considering the various audiences of each work. Students will also learn to practice these techniques in their own writing.

ENGL 450 - Writing for the Social Sciences (3)

This course helps the student write clearly and effectively about issues, problems, and questions that interest social scientists. The course assumes that the student has background knowledge of at least one social science, but the focus of the course is on broad principles of writing: selecting and focusing a topic, accommodating writing to particular audiences, organizing information and developing a range of styles appropriate to various audiences, and rhetorical situations. Assignments include: position paper, letter of inquiry, interview, translation, evaluation, pamphlet, abstract, and annotated bibliography.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 451 - Internship (3)

Offers students on-the-job training under the supervision of qualified professionals at cooperating institutions and organizations. Requires 45 hours per academic credit.

Prerequisite: ENGL 160 and ENGL 180 and by Permission of the Department Chair.

ENGL 460 - Creative Writing (3)

A seminar/small group designed for all English majors and open to all students interested in developing their prose and poetry. Students are required to submit copy for class critiques and participate in discussion. Occasionally books on the art of creative writing are discussed. In such a non-threatening environment, each student is the teacher as well as the writer and is given a chance to exercise imagination. This course is recommended for English/Secondary Education majors, since Creative Writing units are part of many secondary education programs.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 461 - Writing Creative Nonfiction (3)

Students will examine the field of creative nonfiction, reading representative examples of the genre and analyzing the different techniques. They will also produce a portfolio of creative nonfiction writing, all of which will be revised and honed through class workshops.

ENGL 464 - Writing Poetry (3)

Students will study the craft of writing poetry by reading a variety of traditional and contemporary works and then experiment with poetic devices and forms, producing a portfolio of original creative works of their own which they will discuss in class workshops.

ENGL 470 - Business/Technical Writing (3)

The course offers practice in writing documents common to business and technical fields, including such documents as memos, letters, technical descriptions, proposals, reports, and the like. Emphasis is on content, form, and style.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 475 - Composition: Theory and Practice (3)

Focuses on various theories that have informed the growing field of composition studies and provides students with opportunities to apply these ideas to their own writing and to the writing of others.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 477A - Honors Research Internship (1)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

ENGL 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in English under faculty supervision.

Prerequisite: ENGL 160 and ENGL 180 and by Permission of the Honors Director.

ENGL 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in English under faculty supervision.

Prerequisite: ENGL 160 and ENGL 180 and by Permission of the Honors Director.

ENGL 484 - Political Writing and Rhetoric (3)

Students will study political writing, focusing primarily on current presidential, congressional, and/or gubernatorial elections. Using speeches, debate transcripts, websites, advertising, and other examples of candidates' rhetoric, as well as political writing and rhetorical treatises from throughout history, students will learn to analyze and employ techniques of persuasive writing. The course is writing intensive and emphasizes oral presentations and discussion.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 485 - Writing and Cultural Studies (3)

Focuses on developing writing abilities while critically examining the cultural communities to which we belong, especially in terms of popular culture, power dynamics, and issues of social justice. The cultural texts students will

analyze through writing include various parts of everyday life, such as cars, celebrities, and coffee shops.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 490 - Feminist Writing and Rhetoric (3)

Course explores the nature of feminist writing through reading and writing assignments. Course will focus on feminist revisions of well-known texts, practical documents that work for political or social change, and the implications of traditional writing conventions.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 495 - Senior Seminar (3)

Students will consider issues related to the discipline while building on research and critical thinking skills as they pursue an individual research project that culminates in a seminar paper. The course emphasizes drafting, the writing process, critical thinking, research methods, and oral presentations. It is required of all English majors (but not English/Secondary Education). Normally offered in Spring semester only.

Prerequisite: ENGL 160 and ENGL 180. Restricted to English Majors Only. Offered: Spring.

- ENGL 497

ENGL 499 - Independent Study (2)

See the chairperson for details of Independent Study and differentially scheduled courses.

Prerequisite: ENGL 160 and ENGL 180 and by Permission of the Department Chair.

ENGL H400 - Structure of Linguistics (3)

Designed for students in communications, English, education, and related areas who require a sense of the historical development of the English language. Introduces the major grammar systems (traditional, structural, and transformational); reviews classical diagramming; explores theories of language acquisition; and considers the social and cultural dimensions of language use. Normally offered in Spring semester only.

Prerequisite: ENGL 160 and ENGL 180. Offered: Spring.

ENGL H412B - Teaching Literature (3)

This course offers students the opportunity to learn how to teach literature to high school students. Investigates test-making, grading the theme, lesson planning, disciplines, and other units. Required of all English majors in the secondary education program; must be taken before student teaching.

ENGL H460 - Creative Writing (3)

Students gain experience writing, critiquing, revising, and sharing both poetry and short fiction.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H465 - Travel Writing (3)

In this course, students will read theories of travel writing and a sampling of travel narratives in order to generate their own travel writing. The writing itself will improve as students engage deeply and critically in reading and in experiencing various cultural sites and/or activities at home or abroad. The class will use a workshop approach to writing, collaborating and improving drafts to generate publishable pieces.

ENGL H470 - Business/Technical Writing (3)

The course offers practice in writing documents common to business and technical fields, including such documents as memos, letters, technical descriptions, proposals, reports, and the like. Emphasis is on content, form, and style.

Prerequisite: Take ENGL 160 and ENGL 180.

ENGL H475 - Composition Theory and Practice (3)**ENGL H478 - Honors Senior Thesis (3)**

Research and/or creative scholarly activity in English under faculty supervision.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENGL H484 - Political Writing and Rhetoric (3)

Students will study political writing, focusing primarily on current presidential, congressional, and/or gubernatorial elections. Using speeches, debate transcripts, websites, advertising, and other examples of candidates' rhetoric, as well as political writing and rhetorical treatises from throughout history, students will learn to analyze and employ techniques of persuasive writing. The course is writing intensive and emphasizes oral presentations and discussion.

Prerequisite: Take ENGL 160 and ENGL 180.

ENGL H485 - Writing and Cultural Studies (3)

Focuses on developing writing abilities while critically examining the cultural communities to which we belong, especially in terms of popular culture, power dynamics, and issues of social justice. The cultural texts students will analyze through writing include various parts of everyday life, such as cars, celebrities, and coffee shops.

Prerequisite: ENGL 160 and ENGL 180.

ENGL H490 - Feminist Writing and Rhetoric (3)

Course explores the nature of feminist writing through reading and writing assignments. Course will focus on feminist revisions of well-known texts, practical documents that work for political or social change, and the implications of traditional writing conventions.

ENGL H499 - Independent Study (3)

See the chairperson for details of Independent Study and differentially scheduled courses.

Prerequisite: ENGL 160, ENGL 180. Permission of the Director of the Honors Program required.

ENVS-Environmental Science**ENVS 109 - Technology, Environment and Society (3)**

Issues included are: depletion of energy resources, environmental degradation, and biotechnology. The course is designed to give the student an in-depth understanding

of selected topics in relationship to ethics, philosophy, economics, and consumerism. Normally offered in Fall semester only.

Offered: Fall.

ENVS 200 - Envs Specialty (3)

Experts in the broad area of environmental science will offer courses in their areas of expertise. Non-Science Majors and ENVS Majors.

ENVS 210 - Water: The Essential Ingredient (3)

An introduction to the environmental sciences, emphasizing the value of water as a natural resource. Topics include: scientific measurement, pH, the ecology of natural populations, water use and supply, water pollution, acid rain, the greenhouse effect, water purification, water power, and aqua culture. Involves lecture-demonstration. Non-science majors.

ENVS 212 - Introduction to Meteorology (3)

This course introduces the study of earth's atmosphere and its associated weather phenomena. Topics include: origin, evolution, structure, and characteristics of earth's atmosphere; moisture; pressure; storm dynamics; fronts; meteorological equipment; local and global weather patterns; and weather forecasting. Emphasis is placed on visuals, realtime, and compiled weather data, including satellite and radar imagery, computer modeling, and weather map analysis. Three hour lecture. Science, Aviation, and non-science majors.

ENVS 212L - Introduction to Meteorology Lab (1)

This course introduces the study of earth's atmosphere and its associated weather phenomena. Topics include: origin, evolution, structure, and characteristics of earth's atmosphere; moisture; pressure; storm dynamics; fronts; meteorological equipment; local and global weather patterns; and weather forecasting. Emphasis is placed on visuals, realtime, and compiled weather data, including satellite and radar imagery, computer modeling, and weather map analysis. Three hours lecture, two hours lab. Science, Aviation, and non-science majors.

ENVS 213 - Applied Meteorology (3)

This course expands on and utilizes standard introductory meteorology topics and relates them to practical scientific and real world application. The course emphasizes a deeper study of atmospheric measurement, observation, instrumentation, practical weather application, map analysis, data interpretation and weather forecasting. Heavy emphasis is placed on the use of weather data, instruments, tools, local climate data, visuals and a multi-dimensional understanding of atmospheric processes.

ENVS 215 - Resource Conservation I (3)

Designed to provide the student with an awareness of natural resources. Considers resource use in light of its impact on the natural environment. Part I examines fundamental resources such as soil, water, forests, and wildlife. Part II includes controversial topics such as energy, nuclear power, pollution, and the use of pesticides. Science and non-science majors. Normally offered in Spring semester only.

Offered: Spring.

ENVS 216 - Resource Conservation II (3)

Designed to provide the student with an awareness of natural resources. Considers resource use in light of its impact on the natural environment. Part I examines fundamental resources such as soil, water, forests, and wildlife. Part II includes controversial topics such as energy, nuclear power, pollution, and the use of pesticides. Science and non-science majors.

ENVS 261 - Earth Science I - Geology (3)

Studies the physical earth - minerals, rocks, mountains, valleys, glaciers, volcanoes, and earthquakes. Three hours lecture and demonstration. Science and non-science majors. Normally offered in Fall semester only.

Offered: Fall.

ENVS 262 - Earth Science II - Oceanography, Meteorology (3)

Investigates oceans and weather systems of the earth and

their importance to society. Topics include ocean life, ocean resources, marine habitats, marine policy, and exploration. Three hours lecture and demonstrations. Science and non-science majors. Normally offered in Spring semester only.

Offered: Spring.

ENVS H215 - Resource Conservation I (3)

Designed to provide the student with an awareness of natural resources. Considers resource use in light of its impact on the natural environment. Part I examines fundamental resources such as soil, water, forests, and wildlife. Part II includes controversial topics such as energy, nuclear power, pollution, and the use of pesticides. Science and non-science majors. Normally offered in Spring semester only.

Offered: Spring.

ENVS H262 - Earth Science II (3)

Investigates oceans and weather systems of the earth and their importance to society. Topics include ocean life, ocean resources, marine habitats, marine policy, and exploration. Three hours lecture and demonstrations. Science and non-science majors.

Prerequisite: Permission of the Director of the Honors Program Required.

ENVS 300 - Envs Specialty Course (3)

Experts in various fields of ENVS will offer courses in their area of expertise. Junior and senior science majors. Normally offered in Spring semester only.

Offered: Spring.

ENVS 300L - Special Course Lab: Plant Science (1)

ENVS 340 - Environmental Law (3)

Overview of the field of environmental law and the major related statutes. Explores particular categories, issues and concerns that affect society and government. Environmental Science and non-science majors.

ENVS 345 - Environmental Management and Policy (3)

Course topics include an examination of environmental policy and the relationship between local, state, and federal agencies. The responsibilities of industry and the role of society in decision-making regarding environmental issues are addressed. Three hours lecture. Environmental Science and non-science majors. Normally offered in Fall semester only.

Offered: Fall.

ENVS 398 - Chemical Analysis (3)

A broad-based study of the techniques, instrumentation, and data collection methods used in chemical analysis. This course is designed for students whose ultimate professional interests are in medicine, biochemistry, molecular biology or earth science. Laboratory experiments will correspond with lecture material. Data interpretation will also be discussed.

ENVS 398L - Chemical Analysis Lab (0)

A broad-based study of the techniques, instrumentation, and data collection methods used in chemical analysis. This course is designed for students whose ultimate professional interests are in medicine, biochemistry, molecular biology or earth science. Laboratory experiments will correspond with lecture material. Data interpretation will also be discussed.

ENVS 399 - ST: Environmental Health (3)

A survey course, open to all majors, that examines the effect of pollutants and naturally occurring toxins on the environment and human health. We will discuss routes of exposure from our diet to the major environmental concerns of our times. Through the course we will demystify the terminology used in the field and examine the current political debates over the environment. Along the way we will consider why environmental issues are so hard to resolve, the concerns of groups pulling in different directions and the cost to all if nothing is done.

ENVS 399A - Science of the Lackawanna River (3)

This course focuses on the ecosystems and ecological processes that are important to the Lackawanna River. Topics covered include the history of the river and watershed, basic nutrient and chemical cycles, identifying major ecosystems. Students will learn how all the ecosystems function and interact, the interface between terrestrial and aquatic ecosystems, the importance of watersheds, and priorities for future policy and planning initiatives.

ENVS 420 - Ecology (3)

Investigates the relationship between living organisms and their natural environment. Emphasizes the existence of natural species and their interactions with other life forms. Three hours lecture, two hours lab. Junior and senior science majors and M.S. Biotechnology graduate students. Normally offered in Fall semester only.

Corequisite: Take ENVS 420L. Offered: Fall.

ENVS 420L - Ecology Lab (1)

Investigates the relationship between living organisms and their natural environment. Emphasizes the existence of natural species and their interactions with other life forms. Three hours lecture, two hours lab. Junior and senior science majors and M.S. Biotechnology graduate students. Normally offered in Fall semester only.

Corequisite: Take ENVS 420. Offered: Fall.

ENVS 454 - Undergraduate Research (3)

Requires laboratory or library research on an assigned problem. Hours are arranged by the advisor. Prerequisites: QPA minimum 2.50 and approval of the chair of the Science Department. A public demonstration of the research may be requested. Junior and senior science majors.

Prerequisite: Minimum QPA of 2.50 and permission of Department Chairperson required.

ENVS 498 - Internship (3)

The student works in an actual commercial laboratory facility gaining experience and expertise in the student's area of specialization. Arranged with approval of the

Science Department chairperson. Junior and senior science majors. Normally offered in Fall semester only.

Prerequisite: Permission of the Department Chairperson required. Offered: Fall.

ENVS 499 - Independent Study (1)

Arranged only with special permission of department chairperson. Junior and senior science majors.

Prerequisite: Permission of Department Chairperson Required.

ENVS H420 - Honors Ecology (3)

Investigates the relationship between living organisms and their natural environment. Emphasizes the existence of natural species and their interactions with other life forms. Three hours lecture, two hours lab. Junior and senior science majors and M.S. Biotechnology graduate students.

Prerequisite: Permission of the Director of the Honors Program Required.

ENVS H478 - Honors Thesis (3)

Research and/or creative scholarly activity in business under faculty supervision.

Prerequisite: Permission of the Director of the Honors Program Required.

FA-Fine Arts

FA 100 - Music, Art and the Contemporary World (3)

Gives students an understanding of music and art as they shape and are shaped by twentieth century society. (Interdisciplinary)

FA 101 - Music and Theatre (3)

Studies music and theatre and their effects on the quality of life. (Interdisciplinary)

FA 102 - Sound and Symbol in the Arts (3)

Artistic concepts are discussed and experienced, as they are heard and seen in representative works of music and art. (Interdisciplinary)

FA 399 - Special Topics (3)

Fulfills fine arts interdisciplinary requirement. Course explores elements of theatre and film as performing arts disciplines, and the interrelationships between these two art mediums.

FCS-Family and Consumer Science

FCS 131 - Apparel/Textile Management (4)

In this course, students will learn and refine a variety of garment and artistic sewing construction skills. Students will participate in projects for personal use, service learning, and recycling projects. Pattern reading will be included as the projects are completed.

FCS 131L - Apparel/Textile Management Lab (0)

In this course, students will learn and refine a variety of garment and artistic sewing construction skills. Students will participate in projects for personal use, service learning, and recycling projects. Pattern reading will be included as the projects are completed.

FCS 135 - Housing and Environmental Design (3)

Presents standards for home and community planning, according to scientific and artistic principles. Examines historic and contemporary styles. Studies human needs at all stages of the family cycle within architectural elements.

FCS 145 - A Behavioral Approach to Textiles and Housing (3)

This course studies man's behavior related to textiles and housing. The course includes the psychological and sociological aspects of clothing and housing choices. Standards for home planning, architectural styles, and needs of the family influence housing choices are also part of the course. Normally offered in Fall semester only.

Offered: Fall.

FCS 202 - Child in the Family (3)

Focuses on the psychosocial development of the child in the context of family and societal change. Various family situations are studied to understand the impact of such change on the child's self-esteem, family relationships and school performance. Also studied are the support institutions assisting the child and family.

FCS 251 - Family Resource Management (3)

This course will focus on the management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation across the lifespan. The relationship of the environment to family and consumer resources will be explored along with the impact of technology on individual and family resources. Individual and family financial management, and consumer rights and responsibilities will also be part to the course.

FCS 300 - Early Childhood Curriculum I (3)

Presents a conceptual framework for learning and development from pre-kindergarten through grade three, in conjunction with practical "hands-on" activities. Encompasses modern theory and research, curriculum development, early intervention, preschool, and kindergarten. Emphasis on developmentally appropriate practice. Normally offered in Fall semester only.

Prerequisite: PSYC 251. Offered: Fall.

FCS 301 - Early Childhood Curriculum II (3)

Presents a conceptual framework for learning and development from pre-kindergarten through grade three, in conjunction with practical "hands-on" activities. Encompasses modern theory and research, curriculum development, early intervention, preschool, and kindergarten. Emphasis on developmentally appropriate practice. Normally offered in Spring semester only.

Prerequisite: PSYC 251. Offered: Spring.

FCS 310 - Preschool/Structure, Organization and Management (3)

Studies physical structure, organization and management of a preschool environment as it provides optimum development of the child in the cognitive, affective psychomotor domains. Discusses the roles of the administrator and staff as well as budget know-how and funding procedures.

FCS 320 - Professional Practice for Fcs (3)

This course will follow the history and philosophies of the groups and individuals who had an impact on building family and consumer sciences as a program of study. The roles and responsibilities of professionals in this field will be addressed. The factors that contributed to the development of the profession and the outlook for the future will be developed. Normally offered in Spring semester only.

Offered: Spring.

FCS 411B - Curriculum Methods and Materials/Vocational Education (3)

Gives students the opportunity to plan, organize, and present units of work in their specific fields. Uses materials in the curriculum laboratory to familiarize prospective teachers with courses of study, textbooks, and other instructional materials. Includes recent federal vocational acts, appropriations, and amendments. Discusses occupational education within area vocational-technical schools and strategies for the teacher within these programs. Normally offered in Fall semester only.

Offered: Fall.

FCS 426 - Consumer Education (3)

Analyzes the role of the consumer in society; the human consumption of materials; the use of goods, services and the management of one's personal finances.

FCS 448 - Community Service (3)

Studies the agencies in the community that serve the needs of family over the life cycle. Students will spend time in community agencies to experience how clients are serviced.

FCS 448P - Community Service Practicum (0)

Studies the agencies in the community that serve the needs of the family over the life cycle. Students will spend time in community agencies to experience how clients are serviced.

FCS 450 - Family Systems (3)

Examines family functions, compositions, organizations, and families as they relate to cultures. Also includes alternative lifestyles that may be chosen by individuals. This course will also analyze the productive vs disruptive characteristics of families. Normally offered in Spring semester only.

Offered: Spring.

FCS 451 - Family Life Studies (3)

Examines the family as a social institution - its composition, organization, duration and functions in contemporary America. Involves cross-cultural and multigenerational analyses.

FCS 452 - Parentology (3)

Parenting theories and outcomes studied and compared in the context of parent-child relationships. Also, various family forms and parenting styles will be studied. Normally offered in Spring semester only.

Offered: Spring.

FCS 499 - Independent Study (3)

Involves student initiated, faculty directed study and research in accordance with the University and departmental guidelines. Requires approval of chairperson.

FREN-French

FREN 101 - Elementary French (3)

Emphasizes the acquisition of communication skills within a culturally significant context. Course planned specifically

for the student who has not studied the language previously or whose placement test indicates beginning at this level.

FREN 102 - Elementary French (3)

Emphasizes the acquisition of communication skills within a culturally significant context. Course planned specifically for the student who has not studied the language previously or whose placement test indicates beginning at this level.

Corequisite: FREN 101.

FREN 111 - Elementary French (3)

Introduces and practices the basic skills---listening, speaking, reading, and writing---as building blocks toward proficiency in communication. Communicative activities, based on cultural information and authentic materials and supported by clear grammatical explanations are used to facilitate the learning process. All activities either increase cultural awareness or help students personalize and relate the material to their own experiences.

FREN 211 - Intermediate French (3)

Designed for students with two to three years of high school French or whose placement test indicates beginning at this level. Emphasizes the acquisition of communicative skills within a culturally significant context. Reviews the basics of French grammar. Uses readings to give an understanding of French and Francophone culture and lifestyles. Provides opportunities for practice in conversation.

FREN 211L - Intermediate French Lab (0)

Designed for students with two to three years of high school French or equivalent. Emphasizes the acquisition of communicative skills within a culturally significant context. Reviews the basics of French grammar. Uses readings to give an understanding of French and Francophone culture and lifestyles. Provides opportunities for practice in conversation.

FREN 212 - Intermediate French (3)

Designed for students with two to three years of high school French or students whose placement test indicates

beginning study at this level. Emphasizes the acquisition of communicative skills within a culturally significant context. Reviews the basics of French grammar. Uses readings to give an understanding of French and Francophone culture and lifestyles. Provides opportunities for practice in conversation.

Corequisite: FREN 211.

FREN 221 - French Language and Culture I (3)

Designed to provide insight into the cultural values of the French-speaking world. Explores the social, cultural, political, and economic traditions of French-speaking countries in a format that provides opportunity for conversational practice.

FREN 222 - French Language and Culture II (3)

Designed to provide insight into the cultural values of the French-speaking world. Explores the social, cultural, political, and economic traditions of French-speaking countries in a format that provides opportunity for conversational practice.

Corequisite: FREN 221.

FREN 275 - Conversational French (3)

Seeks primarily to increase the level of student communication skills in French. Designed to stimulate the spontaneous use of spoken French. Includes discussions on selected topics.

FREN 276 - Conversational French (3)

Seeks primarily to increase the level of student communication skills in French. Designed to stimulate the spontaneous use of spoken French. Includes discussions on selected topics.

Corequisite: FREN 275.

FREN 280 - French Film (3)

This course explores the culture, social issues, and ideologies of Franco-phone countries through award-winning films. The course objective involves the further

development of conversational and critical thinking in French. All films shown in the original language.

FREN 281 - French Film (3)

This course explores the culture, social issues, and ideologies of Franco-phone countries through award-winning films. The course objective involves the further development of conversational and critical thinking in French. All films shown in the original language.

FREN H211 - Intermediate French (3)

Designed for students with two to three years of high school French or equivalent. Emphasizes the acquisition of communicative skills within a culturally significant context. Reviews the basics of French grammar. Uses readings to give an understanding of French and Francophone culture and lifestyles. Provides opportunities for practice in conversation.

Prerequisite: Permission of Director of the Honors Program required.

FREN H212 - Intermediate French (3)

Designed for students with two to three years of high school French or equivalent. Emphasizes the acquisition of communicative skills within a culturally significant context. Reviews the basics of French grammar. Uses readings to give an understanding of French and Francophone culture and lifestyles. Provides opportunities for practice in conversation.

Prerequisite: Permission of Director of the Honors Program required.

FREN H221 - French Language and Culture I (honors) (3)

Designed to provide insight into the cultural values of the French-speaking world. Explores the social, cultural, political, and economic traditions of French-speaking countries in a format that provides opportunity for conversational practice.

Prerequisite: Permission of Director of the Honors Program required.

FREN H222 - French Language and Culture (3)

Designed to provide insight into the cultural values of the French-speaking world. Explores the social, cultural, political, and economic traditions of French-speaking countries in a format that provides opportunity for conversational practice.

Prerequisite: Permission of Director of the Honors Program required.

FREN H275 - Conversational French (3)

Seeks primarily to increase the level of student communication skills in French. Designed to stimulate the spontaneous use of spoken French. Includes discussions on selected topics.

Prerequisite: Permission of Director of the Honors Program required.

FREN H276 - Conversational French (3)

Seeks primarily to increase the level of student communication skills in French. Designed to stimulate the spontaneous use of spoken French. Includes discussions on selected topics.

Prerequisite: Permission of Director of the Honors Program required.

FREN 302 - Introduction to French Literature I (3)

An introductory course in French literature; involves a study of main historical, artistic, and literary currents, with readings and analysis of each period.

FREN 303 - Introduction to French Literature II (3)

An introductory course in French literature; involves a study of main historical, artistic, and literary currents, with readings and analysis of each period.

Prerequisite: FREN 302.

FREN 304 - Francophone Short Story I (3)

Offers students the opportunity to improve their communicative skills through the study of literary selections, and exposes them to the rich and exciting literature of the French-speaking world.

FREN 305 - Francophone Short Story II (3)

Offers students the opportunity to improve their communicative skills through the study of literary selections, and exposes them to the rich and exciting literature of the French-speaking world.

FREN 306 - French Cinema and Culture (3)

A French course that integrates French language feature films into the study of French language and culture. In the course of a full academic year, feature films are used to motivate students in the study of French language and grammar while bringing in aspects of French culture, history and art.

FREN 307 - French Cinema and Culture (3)

A French course that integrates French language feature films into the study of French language and culture. In the course of a full academic year, feature films are used to motivate students in the study of French language and grammar while bringing in aspects of French culture, history and art.

Prerequisite: FREN 306.

FREN 308 - Introduction to Translation (3)

Designed to introduce students to the art of translation. Involves comparative study of French and English languages. Discussion of French and English stylistics.

FREN 309 - Introduction to Translation (3)

Designed to introduce students to the art of translation. Involves comparative study of French and English languages. Discussion of French and English stylistics.

FREN 311 - Readings in French Literature (3)

Seeks to increase the level of student speaking and writing,

as well as reading and listening skills in French through close reading and analysis of selected French literary texts and films.

FREN 312 - Readings in French Literature (3)

Seeks to increase the level of student speaking and writing, as well as reading and listening skills in French through close reading and analysis of selected French literary texts and films.

Prerequisite: FREN 311.

FREN 319 - Medieval French Literature I (3)

Studies works from the major genres of the medieval period, epic, romance and lyric poetry - read in modern French versions.

FREN 323 - French Novel of the Nineteenth Century I (3)

Presents romanticism, realism and naturalism as seen through the works of Hugo, Stendhal, Balzac and Zola. Features lectures, readings, discussions and reports.

FREN 324 - French Novel of the Nineteenth Century?II (3)

Presents romanticism, realism and naturalism as seen through the works of Hugo, Stendhal, Balzac and Zola. Features lectures, readings, discussions and reports.

FREN 325 - Introduction to 20th Century French?Theatre (3)

FREN 330 - Advanced French Composition and?Conversation I (3)

An intensive course in French composition and conversation; emphasizes the finer points of grammar and idiomatic forms.

FREN 331 - Advanced French Composition and?Conversation II (3)

An intensive course in French composition and conversation; emphasizes the finer points of grammar and idiomatic forms.

FREN 333 - French Civilization (3)

Intended to provide a socio-historical and economic perspective of France from the Gallo-Roman period to the present. Also examines contemporary French culture, lifestyle, and mentality which is uniquely indigenous to France as well as Francophone countries and their relationships to France.

FREN 334 - French Civilization (3)

Intended to provide a socio-historical and economic perspective of France from the Gallo-Roman period to the present. Also examines contemporary French culture, lifestyle, and mentality which is uniquely indigenous to France as well as Francophone countries and their relationships to France.

FREN 337 - Commercial French I (3)

Studies vocabulary and forms used in commerce. Features practice in writing letters and other business forms, as well as oral practice. Especially recommended for non-education majors and business majors.

FREN 338 - Commercial French II (3)

Especially recommended for non-education majors and business majors. Studies vocabulary and forms used in commerce. Features practice in writing letters and other business forms, as well as oral practice.

FREN 395 - Introduction to Twentieth-Century French Theater (3)

Designed to introduce students to contemporary French theater. Playwrights include Maeterlinck, Cocteau, Romain, Anouilh, Beckett, Ionesco and Yourcenar. Modern plays will be utilized to improve verbal skills.

FREN 399 - Special Topics (3)

A French course designed to compare and contrast the

Francophone language, traditions, and culture throughout the Francophone world. Semester one will compare and contrast the Francophone language, culture, and traditions in Africa.

FREN H303 - Introduction to French Literature II (3)

An introductory course in French literature; involves a study of main historical, artistic, and literary currents, with readings and analysis of each period.

Prerequisite: Permission of Director of the Honors Program required.

FREN H307 - French Cinema and Culture (3)

A French course that integrates French language feature films into the study of French language and culture. In the course of a full academic year, feature films are used to motivate students in the study of French language and grammar while bringing in aspects of French culture, history and art.

Prerequisite: Permission of Director of the Honors Program required.

FREN 411B - Curriculum Methods and Materials in Foreign Languages (3)

To familiarize students with the major aspects of teaching a foreign language and to present and allow students to experience various techniques of teaching a foreign language.

FREN 478A - Honors Thesis (1.5)

Research and/or creative scholarly activity in French under faculty supervision.

FREN 478B - Honors Thesis (1.5)

Research and/or creative scholarly activity in French under faculty supervision.

FREN 499 - Independent Study in French (3)

Typically a student generated course designed around a

topic of special interest. Motivates students to perform independent research. Requires permission of the Chairperson of the Foreign Languages Department.

Prerequisite: Requires Permission of the Department Chair.

FREN H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in French under faculty supervision.

Prerequisite: Permission of Director of the Honors Program required.

FREN H499 - Independent Study (3)

Typically a student generated course designed around a topic of special interest. Motivates students to perform independent research. Requires permission of the Chairperson of the Foreign Languages Department.

Prerequisite: Permission of Director of the Honors Program required.

GEOG-Geography

GEOG 210 - Principles of Geography (3)

Presents study and unification of a number of earth sciences that give general insight into the nature of the environment. Focuses on concepts of geographic thought, tools of geography, map structure, population patterns, space relationships and modern problems of geography. Normally offered in Fall semester only.

Offered: Fall.

GEOG 499 - Independent Study (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

GEOG H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity under faculty supervision.

Prerequisite: 0 courses.

GERM-German

GERM 101 - Elementary German I (3)

Designed to enable students with no prior study of German to develop the communicative skills of understanding, reading, writing, and speaking German. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments. Normally offered in Fall semester only.

Offered: Fall.

GERM 102 - Elementary German II (3)

Designed to enable students with no prior study of German to develop the communicative skills of understanding, reading, writing, and speaking German. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments. Normally offered in Spring semester only.

Prerequisite: GERM 101. Offered: Spring.

GERM 211 - Intermediate German I (3)

Reviews German grammar. Includes oral and written exercises, readings from works by modern authors and conversation. Course planned for students with previous German study.

GERM 212 - Intermediate German II (3)

Reviews German grammar. Includes oral and written exercises, readings from works by modern authors, and conversation.

GERM 499 - Independent Study in German (3)

Requires permission of the chairperson of the Foreign Languages Department.

GERM H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

Prerequisite: Permission of Director of the Honors Program required.

HIST-History

HIST 100 - Roots of the Modern World (3)

Studies the pivotal events and achievements of humankind, stressing the period from the Enlightenment to World War I and relating them to life in contemporary times. Normally offered in Fall semester only.

Offered: Fall.

HIST 101 - Global History of the Twentieth Century (3)

Analyzes major events and influences in this century, interpreting the decline of European hegemony, the rise of new world powers, and the emergence of the developing world. (global)

Offered: Spring.

HIST 105 - Ethnicity and Diversity in the Modern World (3)

Socio-historical analysis of racial, ethnic, and other (gender, age, sexual orientation) diverse groups, with special emphasis on American ethnic group members and their origins. (global)

HIST 120 - Perspectives on the Pursuit of Peace (3)

Presents interdisciplinary analysis of the historical, sociological, and philosophical perspectives on the pursuit of peace throughout the centuries. Places emphasis on twentieth century approaches to peace, such as nonviolent resistance, restorative justice, and international cooperation. (global, interdisciplinary)

HIST 150 - Ancient and Medieval World History (3)

General survey of the civilizations of the ancient and medieval worlds, emphasizing their unique contributions to humankind. Required of secondary education majors seeking social science certification.

HIST H100 - Roots of the Modern World (3)

Studies the pivotal events and achievements of humankind, stressing the period from the Enlightenment to World War I and relating them to life in contemporary times.

Prerequisite: Permission of Director of the Honors Program required.

HIST H101 - Global History of the Twentieth Century (3)

Analyzes major events and influences in this century, interpreting the decline of European hegemony, the rise of new world powers, and the emergence of the developing world. (global)

Prerequisite: Permission of Director of the Honors Program required.

HIST H105 - Ethnicity and Diversity in the Modern World (3)

Socio-historical analysis of racial, ethnic, and other (gender, age, sexual orientation) diverse groups, with special emphasis on American ethnic group members and their origins. (global)

Prerequisite: Permission of Director of the Honors Program required.

HIST H120 - Perspectives on the Pursuit of Peace (3)

Presents interdisciplinary analysis of the historical, sociological, and philosophical perspectives on the pursuit of peace throughout the centuries. Places emphasis on twentieth century approaches to peace, such as nonviolent resistance, restorative justice, and international cooperation. (global)

Prerequisite: Permission of Director of the Honors Program required.

HIST 207 - The Third World: Development and Underdevelopment (3)

Analyzes history of relations between developed and developing world countries, presenting characteristics and

causes of underdevelopment. Discusses various solutions to international poverty and underdevelopment. Examines the impact of power politics, ideology, and industrial and financial interests. (global)

HIST 220 - Hunger in the 21st Century (3)

Analyzes the history of efforts to maintain food supply and to overcome the threat of famine and malnutrition, especially in the twentieth century. (global)

HIST 230 - Women in the Developing World (3)

Examines the historical position of women in the developing world and their roles in their nations today. Special attention given to their economic activities in agriculture, marketing, and manufacturing and to their changing social and political roles. Approaches will be explored for enhancing women in development and the development of women. (global)

HIST 240 - Introduction to African History (3)

This course will be organized around major themes in African history. Topics covered in this course include the Atlantic slave trade, the rise of large states, the negotiation of European and African cultures, colonial occupation, apartheid in South Africa and the Rwanda genocide. Global.

HIST 241 - Introduction to Latin American History (3)

The course introduces students to the history of Latin America from 1492 to the present. Major topics to be covered include colonial society, the wars of independence, nation building, cultural changes and the politics of underdevelopment. Global.

HIST 250B - Gender in Asia (3)

This class explores the complex gender dynamics in East, South and Southeast Asian societies in light of historical conditions such as the spread of major world religions, imperialism, nationalism, revolution and war, post-colonialism, genocide, globalization and the contemporary sex-work and sex-slavery industries.

HIST 252 - United States History to 1865 (3)

Studies major events in the growth and development of the United States of America, from the colonial period to the Civil War. Normally offered in Fall semester only.

Offered: Fall.

HIST 253 - U.S. History Since 1865 (3)

Studies major events in the growth and development of the United States, from the mid-nineteenth century to the present. Normally offered in Spring semester only.

Offered: Spring.

HIST 254 - Intro to Modern Middle East History (3)

Focuses on the social, economic, and political development of the Middle East from the early 19th century to the present. Studies modern states of the Middle East. Discusses the development of the Arab/Israel conflict, colonization and decolonization, political Islamic movements, and social and cultural developments.

HIST 260 - Introduction to Historical Research (3)

This course is designed to prepare students for upper division courses in History as well as to integrate the objectives of the History Program. Topics covered in the course include identifying and critiquing historical arguments, following the Chicago Manual of Style, understanding the use of historiography, recognizing different schools of historical methods and conceptualization, and using primary and secondary sources as evidence. This course is required of all History, History/Political Science, and History/Political Science/Pre-Law majors. HIST 260 is a prerequisite of HIST 460 Seminar in History.

HIST H220 - Hunger in the 21st Century Honors (3)

Analyzes the history of efforts to maintain food supply and to overcome the threat of famine and malnutrition, especially in the twentieth century. (global)

Prerequisite: Permission of Director of the Honors Program required.

HIST H230 - Women in the Developing World (honors) (3)

Examines the historical position of women in the developing world and their roles in their nations today. Special attention given to their economic activities in agriculture, marketing, and manufacturing and to their changing social and political roles. Approaches will be explored for enhancing women in development and the development of women. (global)

Prerequisite: Permission of Director of the Honors Program required.

HIST H250 - Comparative Study: Women in the East and The West (3)

Students will compare and contrast the experiences of women in China and Japan with those of women in western Europe in the eighteenth through twentieth centuries. The historical and cultural influences upon women's lives will be explored. (global)

Prerequisite: Permission of Director of the Honors Program required.

HIST H252 - United States History to 1865 (3)

Studies major events in the growth and development of the United States of America, from the colonial period to the Civil War.

Prerequisite: Permission of Director of the Honors Program required.

HIST H253 - United States History Since 1865 (3)

Studies major events in the growth and development of the United States, from the mid-nineteenth century to the present.

Prerequisite: Permission of Director of the Honors Program required.

HIST 300 - American Economic History (3)

Studies the history of the United States economic development from the colonial period to the present.

(Cross-listed with ECON 300.)

HIST 301 - Women, Gender, and Feminism in the World (3)

The course provides an interdisciplinary look at gender theory and the development of gender norms across times. It also explores Feminist theories and interpretations in a number of different social and historical contexts. (global)

HIST 310 - Pennsylvania History and Government (3)

Explores the history and government of the Commonwealth of Pennsylvania from the founding of the colony by Penn to present day. Includes economic, political, social, and cultural developments that have shaped its history and affected American history.

HIST 314 - American Political Thought (3)

This course examines five key turning points in American history and considers the competing perspectives on the role of government in American society. Also studied is a comparative perspective that places American thought in the context of the Western political tradition.

HIST 314A - American Political Thought I (3)

This course examines five key turning points in American history and considers the competing perspectives on the role of government in American society. Also studied is a comparative perspective that places American thought in the context of the Western political tradition.

HIST 320A - American Foreign Policy Since 1945 (3)

Studies the development of America's foreign policy from the ending of World War II to the present, with consideration of U.S. Cold War policy, Korea, Vietnam, nuclear development, ending of Communism as a world threat, and the emergence of post Cold War diplomacy for the twenty-first century. (global)

HIST 320B - Womanhood in America (3)

A comprehensive study of the history of women in the United States from the Colonial period to the present.

Explores the development of the concept of gender in American society and its influence and importance. Studies the emergence of women's rights groups and the reactions of Americans to the feminist crusaders, and evaluates the achievements of the women's movement to the present.

HIST 320C - Native Americans in Literature and History (3)

Taught in conjunction with the English Department, using an interdisciplinary approach, this course focuses on the history and culture of Native Americans and their relationship over time with the United States government and other Americans. It includes readings from Native Americans of the past and contemporary writers and authors, and discussion of Native American thought and culture as expressed through this literature.

HIST 320D - Modern America: the Twentieth Century (3)

Studies the economic, political, social, and cultural development of the United States from 1945 to the present and focuses on the growing importance of the post World War II nation as a global power, industrially and militarily, and internal developments relative to minorities, reforms, social/cultural issues, and politics.

HIST 320E - African Americans in History/Literature (3)

This course will treat the experiences of African American people in the United States as they are revealed in historical documents and literary works. It may be taken to fulfill either English or History requirements.

HIST 320F - Post-Modern America in History and Literature (3)

A study of post-modern America (1963-1989) that explores American identity in the late twentieth century through history and literature. An interdisciplinary course that may be taken for either History or English credit (ENGL 355).

HIST 320G - American Sport History: A Social & Cultural Hist of the Us (3)

American Sport History explores the importance of sport in the unfolding history of this nation from the colonial period to the present. It will examine the development of athletic activities and analyze the relationship between sports and social institutions, political and economic structures, geography, and group and individual behavior.

HIST 320H - The American Presidency (3)

Examines the nature of presidential power; considers the historical development of the office in the context of the relation of presidential elections to the process of governing. Current issues will be considered from the vantage point of the resources available to the presidency for leadership.

HIST 320I - Social & Cultural History of the United States (3)

Focuses on the social and intellectual history of the United States with emphasis on the special qualities of American culture. Explores such areas as: religion, art, literature, music, economics, and politics.

HIST 320J - Crime and Punishment: A Historical and Comparative Study (3)

A comparative study of crime and punishment in a historical context. Focus is on the nature of crime, causes of crime, traditions, and policies designed to punish offenders. (global)

HIST 325 - History of American Diplomacy (3)

Studies the diplomatic affairs of the United States from the early federal period to the present, with concentration on particular periods and events of primary importance in the foreign affairs of this nation as related to present foreign policy matters.

HIST 340A - Shakespeare As Historian (3)

HIST 399 - Nazi Germany and the Holocaust (3)

Covers developments in Germany and German occupied territories from 1933 to 1945, including the rise of Hitler,

the consolidation of Nazi dictatorship, the persecution of Jews and other minorities, Germany's participation in WWII and the implementation of the Final Solution leading to the Holocaust.

HIST 399B - Modern Italian History (3)

Covers the creation of modern Italy, with a focus on the age of Risorgimento, Garibaldi's role in the process of Italian unification, Mussolini and the rise of fascism, Italy's participation in WWII, the rise of postwar mass consumer society, and the country's integration in the European Union.

HIST 399C - Mickey Mouse to Manga: History of Global (3)

Covers the history of global popular culture from around 1850 to present. Topics range from music hall, vaudeville, the detective novel (Sherlock Holmes, Nick Carter, Fantomas), early theme parks, and the birth of the comic book, to the creation of Disneyland and the global vogue for manga, reggae, and hip-hop.

HIST 399D - St: Slavery and Abolition in the Atlantic World (3)

The class covers developments in the trans-Atlantic slave system stretching from the sixteenth all the way through the nineteenth century, and also includes a consideration of modern slavery. Course topics will include: Why and how the slave trade was imported into the Americas, the impact of slavery on Africa and the Americas, the creation of enslaved communities in the Americas, methods of resistance amongst enslaved individuals, and the rise of a trans-Atlantic abolitionist movement. Students will study the slave system from a global perspective, understanding the implications on Africa, Europe and the Americas.

HIST 399E - ST: American Revolution (3)

Patriot historian of the American Revolution David Ramsay once described the event as "originally a civil war in the estimation of both parties." While subsequent history has maybe complicated Ramsay's description, his sense accurately summarizes the reality of the event known as the American Revolution to its participants. This class will explore the American Revolution from different perspectives: Patriot, British, Loyalist, French and others,

in order to understand this complex yet undoubtedly world changing event. Students will work directly with relevant primary sources in order to learn the history of the time period from its participants.

HIST 399F - The French Revolution in Global Context (3)

The French Revolution (1789-1799) was a turning point in the history of modernity. This course will analyze its domestic, European, trans-Atlantic and global significance from a political, social, economic, religious, cultural and gendered perspective (global; includes a study abroad component).

HIST 399G - ST: Violence/Non-Violence Ind, Pkstn, A (3)

This class will examine the social and cultural history of South Asia in the colonial and post-colonial period and social change in the region from Gandhi through the independence period, the break up of Pakistan India and Bangladesh, the Soviet and US wars in Afghanistan, and the modern war on terror.

HIST 399H - ST: Narcotics in Modern World History (3)

This course explores the historical dimensions of narcotics use, consumption, and sales from the beginning of the nineteenth century to the present in world history. Topics covered include opium and colonial expansion, the rise of heroin and cocaine consumption across the global, political efforts to control and prohibit narcotics use in China, Mexico, and the US, the role of narcotics in wars, and the impact of narcotics on cultural developments.

HIST 399I - ST: Vietnam War (3)

This class explores the political, social, and cultural contexts of US military and political involvement in Vietnam from World War II until 1975. Topics covered in this course include how and why the US government chose to intervene in South Vietnam, Vietnamese perspectives on the Cold War and the US, major military events such as the Tet offensive, the impact of the war on civilians, and scholarly debates on whether or not the US could have won or avoided the war. The course will use films, documentary programs (particularly Ken Burns' 2017

series The Vietnam War), primary source readings, music, and excerpts of historical work for discussion and to analyze the war. Global.

HIST 399J - Food in American History (3)

This course explores the development of American food culture and foodways from the seventeenth century through the modern era. Students will study the history of production, consumption and marketing of food as a means to understand the changing nature of American culinary culture over time. The class will analyze the shift from agricultural to industrial food production, and the social and economic implications of this change. Course topics will include: Native American foodways, the role of ethnic cuisine in shaping American culinary culture, food and gender, dietary reform and reformers, the development of the nutritional sciences, restaurants and restaurant culture, food technologies, and the rise of food media. Gender, class, race, religion, and ethnicity will be utilized to understand the power of food and debates over food throughout American history.

HIST 399K - ST: Health in US History (3)

This class examines the changing nature of ideas and practices surrounding health and medicine in the United States from the colonial period until the modern day. Major topics include: battles over medical expertise, perceptions of the body, definitions of health and illness, shifting patterns of treatment, racism and medical history, gender, battles over control of women's health, health and sexuality, food and medicine, and social responses to changing medical theories. Students will leave the course with an understanding that medicine, treatment, and ideas about health are not only scientifically created, but also impacted and influenced by social and historical forces.

HIST 399L - ST: Pandemics Through history (3)

The course covers the history of major pandemics from the middle ages to the present. It focuses on plague, smallpox, cholera, tuberculosis, the Spanish flu, HIV/AIDS, SARS and Covid 19 to discuss the effects of these pandemics on society, including the policies and public health measures that they elicited.

HIST 399M - ST: Refugees in America: 1945-Present (3)

This course explores the impact of the Cold War, civil wars in Africa, and ongoing economic and social challenges in influencing refugee experiences in the US. Topics covered in this course include the evolution of refugee law, Vietnamese and Somali refugee experiences in the US, private and government assistance to refugees, and the impact of different refugee communities on US politics.

HIST H320 - Afro-Americans in History and Literature (3)

This course will treat the experiences of African American people in the United States as they are revealed in historical documents and literary works. It may be taken to fulfill either English or History requirements.

Prerequisite: Permission of Director of the Honors Program required.

HIST H320E - African Americans in History/Literature (3)

This course will treat the experiences of African American people in the United States as they are revealed in historical documents and literary works. It may be taken to fulfill either English or History requirements.

HIST H320G - American Sport History: A Social & Cultural Hist of the Us (3)

American Sport History explores the importance of sport in the unfolding history of this nation from the colonial period to the present. It will examine the development of athletic activities and analyze the relationship between sports and social institutions, political and economic structures, geography, and group and individual behavior.

HIST H350 - Honors Ancient and Medieval World?History (3)

General survey of the civilizations of the ancient and medieval worlds, emphasizing their unique contributions to humankind. Required of secondary education majors

seeking social science certification.

Prerequisite: Permission of Director of the Honors Program required.

HIST H399 - Nazi Germany and the Holocaust (3)

Covers developments in Germany and German occupied territories from 1933 to 1945, including the rise of Hitler, the consolidation of Nazi dictatorship, the persecution of Jews and other minorities, Germany's participation in WWII and the implementation of the Final Solution leading to the Holocaust.

HIST H399B - Modern Italian History (3)

Covers the creation of modern Italy, with a focus on the age of Risorgimento, Garibaldi's role in the process of Italian unification, Mussolini and the rise of fascism, Italy's participation in WWII, the rise of postwar mass consumer society, and the country's integration in the European Union.

HIST H399C - Mickey Mouse to Manga (3)

HIST H399D - ST: Slavery and Abolition in the Atlantic World (3)

The class covers developments in the trans-Atlantic slave system stretching from the sixteenth all the way through the nineteenth century, and also includes a consideration of modern slavery. Course topics will include: Why and how the slave trade was imported into the Americas, the impact of slavery on Africa and the Americas, the creation of enslaved communities in the Americas, methods of resistance amongst enslaved individuals, and the rise of a trans-Atlantic abolitionist movement. Students will study the slave system from a global perspective, understanding the implications on Africa, Europe and the Americas.

HIST H399E - ST: American Revolution (3)

Patriot historian of the American Revolution David Ramsay once described the event as "originally a civil war in the estimation of both parties." While subsequent history has maybe complicated Ramsay's description, his sense accurately summarizes the reality of the event known as the American Revolution to its participants. This class will

explore the American Revolution from different perspectives: Patriot, British, Loyalist, French and others, in order to understand this complex yet undoubtedly world changing event. Students will work directly with relevant primary sources in order to learn the history of the time period from its participants.

HIST H399K - ST: Health in US History (3)

This class examines the changing nature of ideas and practices surrounding health and medicine in the United States from the colonial period until the modern day. Major topics include: battles over medical expertise, perceptions of the body, definitions of health and illness, shifting patterns of treatment, racism and medical history, gender, battles over control of women's health, health and sexuality, food and medicine, and social responses to changing medical theories. Students will leave the course with an understanding that medicine, treatment, and ideas about health are not only scientifically created, but also impacted and influenced by social and historical forces.

HIST 401 - Labor/Industrialization in America (3)

This course explains the history of industrialization in America and the effects and responses of this change on workers. Students will be introduced to the American working class experience stretching from the late eighteenth century through the early years of the twentieth century. Course topics include: the early development of factory work, gender and work, western expansion, Reconstruction and the New South, the rise of Northern industrialists, immigration and labor, unionization and strikes, labor radicalism, and Progressive Era reforms. This course will also emphasize local, historical labor issues relevant to the Scranton region as well as digital history methods.

HIST 410 - Food in American History (3)

This course explores the development of American food culture and foodways from the seventeenth century through the modern era. Students will study the history of production, consumption and marketing of food as a means to understand the changing nature of American culinary culture over time. The class will analyze the shift from agricultural to industrial food production, and the social and economic implications of this change. Course topics will include: Native American foodways, the role of ethnic cuisine in shaping American culinary culture, food and

gender, dietary reform and reformers, the development of the nutritional sciences, restaurants and restaurant culture, food technologies, and the rise of food media.

HIST 420A - Europe in the 20th Century (3)

Studies the major forces at work in the development of Europe in the current century and the events resulting from those forces. Proceeds from the emergence of modern Europe in 1871 to the present.

HIST 420B - History of Modern Russia (3)

Studies the main lines of development of Russia and the Commonwealth of Independent Republics since the 1917 Bolshevik Revolution. Examines both continuity and change from Tsarist Russia to the present system. Gives attention to political change and to the transformations that have occurred in the economy, religion, literature, and other arts particularly since the Gorbachev revolution.

HIST 420C - From Empire to Commonwealth (3)

An examination of the imperial history of Great Britain from the seventeenth to the twentieth century, and the development of the Commonwealth relationship of independent nations during the twentieth century. (global)

HIST 420D - History of Eastern Europe (3)

This course focuses on the political, social, economic and cultural developments that have shaped the history of Eastern Europe from the Enlightenment to the present. Special attention will be given to the history of the Habsburg Empire and that of the independent states which emerged in the region after 1918.

HIST 420E - Totalitarian Regimes in Europe, 1917-1945 (3)

This course covers the rise of totalitarian regimes in Germany, the Soviet Union, Italy and Spain, with special emphasis on the causes that led to the rise of Fascism, Nazism and Communism.

HIST 420F - Dictatorship and Democracy: Europe, 1945-1989 (3)

The course covers the history of Europe's division in two antithetical political systems and the political, economic, and cultural interactions between them during the Cold War.

HIST 421 - Nazi Germany and the Holocaust (3)

The course covers developments in Germany and German occupied territories from 1933 to 1945, with special attention to exploring the meaning of being a perpetrator, willing participant, bystander, victim, and resister in a world shaped by Nazi policies of racial exclusion and extermination.

HIST 431 - History of Modern China (3)

This course will explore the development of China from the advent of the Manchu dynasty to the present. Particular focus will be on the movements and events of the mid-nineteenth, twentieth and twenty-first centuries. Political, economic and social factors will be examined.

HIST 432 - The Rise of Modern Asia (3)

This course will introduce students to the historical origins of contemporary Asia. We will examine the transformations different Asian societies underwent as a result of their interaction with Western Colonialism and modernity, and the different strategies they adopted to overcome and/or adapt to the changes they confronted. Taken together these histories of colonialism, nationalism, social reform, and revolution, seek to explain the factors contributing to the marking of modern Asia society and politics and inform our understanding of Asia in the world today.

HIST 434 - Nature & the New American Nation (3)

This course examines the complex and changing relationship between people and the natural environment in the United States from the start of the nineteenth century until the Civil War. The class will explore how the development of the United States was influenced by the natural world, as well as how Americans perceived and

changed the environment. Students will explore the social, cultural and economic relationships that developed between Americans and the environment in order to understand how nature helped shape a new nation. Topics include western expansion, Native American displacement, landscapes of slavery, the effects of industrialization and urbanization, and early conservation efforts.

HIST 440 - Contemporary History of Latin America (3)

This course will analyze the historical, political, social, and economic roots of twentieth and twenty-first century Latin America. Attention will focus on the opportunities and challenges facing the region as a whole as well as the circumstances of selected leading nations of the region. (global)

HIST 443 - Contemporary History of Africa (3)

Presents a general survey of the history of Africa from the nineteenth century to the present, emphasizing the development of social, economic, and political institutions of African nations. (global)

HIST 445 - Special Topics: Tanzania (3)

HIST 445A - ST: Service Trip to Africa (3)

HIST 447 - Women and Gender in African History (3)

This course will explore the diversity of experiences of African women as well as varied African understandings of gender. This course considers the varied roles of women in African pre-colonial societies, the impact of colonialism on family life and understandings of gender, different disciplinary approaches to how scholars have tried to understand and interpret the actions and beliefs of African women, and the political roles of women. (GLOBAL)

HIST 448 - Historical Roots of African Challenges (3)

This class explores the historical context of contemporary challenges in Africa. The course will examine different explanations of the persistence of high rates of poverty as well as current political and social challenges. Topics under discussion include civil wars, interfaith conflicts,

health care infrastructure, corruption, and AIDS. (global)

HIST 450 - The Global History of Popular Culture?History (3)

This course covers the history of global popular culture from around 1850 to the present. It focuses on music hall, cabaret, the detective novel, theme parks, comics, and pop music, and their development and reception on five continents. Throughout the class we will explore how these different forms of popular culture circulated from one place to another, focusing on their interaction, in-mixing, and the transnational and hybrid genres that they gave birth to globally. (global)

HIST 450A - Special Topics in Developing Wrld Hist: ?Tanzanian Serv Trip (3)

Presents a general survey of the history of Africa from the nineteenth century to the present, emphasizing the development of social, economic, and political institutions of African nations. (global)

HIST 450B - Special Topics: Vietnam;the War and?Rebuilding (3)

This course examines the history of American involvement in Vietnam, the experience of Americans (and, to some extent, Vietnamese) who fought the Second Indochina War (1954 - 1975), and the impact of the war on American society. The majority of the course will be spent on the diplomatic and political course of the American war in Vietnam as well as the domestic consequences it wrought in both the United States and Vietnam. The course will end with a discussion of the legacy of the Vietnam War and its lingering presence in American life.

HIST 454 - Contemporary History of the Middle East (3)

Focuses on the social, economic, and political development of the Middle East from the nineteenth century to the present. Studies modern states of the Middle East. Discusses the effects of tradition and of Westernization on the social and political structures of the region. (global)

HIST 455 - Youth, Revolt & Student Power in World H (3)

This course will examine the concept of youth revolt and student power in history, with an emphasis on the twentieth century. We will consider the idea of "youth" and "student" as political identity factors and how these are understood, expressed and enacted by individuals across time and place. By examining student and youth oriented social movements and oppositional subcultures, we will ask key questions about the role of youth identity in contentious politics and social change. (Global)

HIST 460 - Seminar in History (3)

This is the capstone course in the History Program. It is designed to integrate the objectives of the History Program in a course of study that is global in focus and combines work in the Western world and in the developing world. It requires a lengthy independent research paper. This seminar is required of all History majors in the junior and senior levels of their course of study. It is also open to History majors and others who have completed basic history courses at the 100, 200, and 300-400 levels, subject to the approval of the Chairperson of the Department of Social Sciences.

Corequisite: Take HIST 260.

HIST 460A - Seminar I in History (3)

These are the capstone courses in the History Program. They are designed to integrate the objectives of the History Program in a course of study that is global in focus and combines work in the Western world and in the developing world. These seminars are required of all History majors at the junior and senior levels of their course of study. They are also open to history majors and others who have completed basic history courses at the 100, 200, 300 and 400 levels, subject to the approval of the Chairperson of the Department of Social Sciences. Normally offered in Spring semester only.

Prerequisite: HIST 100, HIST 101, HIST 105, HIST 252, and HIST 253. Offered: Spring.

HIST 460B - Seminar II in History (3)

These are the capstone courses in the History Program.

They are designed to integrate the objectives of the History Program in a course of study that is global in focus and combines work in the Western world and in the developing world. These seminars are required of all History majors at the junior and senior levels of their course of study. They are also open to history majors and others who have completed basic history courses at the 100, 200, 300 and 400 levels. Subject to the approval of the Chairperson of the Department of Social Sciences. Normally offered in Fall semester only.

Prerequisite: HIST 100, HIST 101, HIST 105, HIST 252, and HIST 253. Offered: Fall.

HIST 477A - Honors Research Internship (3)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

HIST 477B - Honors Research Internship (3)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

HIST 477C - Honors Research Internship (3)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

HIST 478A - Honors Thesis (1.5)

Prerequisite: Permission of Honors Director required.

HIST 478B - Honors Thesis (1.5)

HIST 480 - History Internship (3)

Student will be engaged in work and research in a museum or other public Historical site. Research will result in a professionally developed research paper.

HIST 498 - Honors Internship (3)

HIST 499 - Independent Study and Research (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Prerequisite: Permission of Department Chair Required.

HIST H420C - From Empire to Commonwealth (3)

An examination of the imperial history of Great Britain from the seventeenth to the twentieth century, and the development of the Commonwealth relationship of independent nations during the twentieth century. (global)

HIST H421 - Nazi Germany and the Holocaust (3)

The course covers developments in Germany and German occupied territories from 1933 to 1945, with special attention to exploring the meaning of being a perpetrator, willing participant, bystander, victim, and resister in a world shaped by Nazi policies of racial exclusion and extermination.

HIST H440 - Contemporary History of Latin America (3)

This course will analyze the historical, political, social, and economic roots of twentieth and twenty-first century Latin America. Attention will focus on the opportunities and challenges facing the region as a whole as well as the circumstances of selected leading nations of the region. (global)

Prerequisite: Permission of Director of the Honors Program required.

HIST H448 - Hist Roots African Challenges (3)

This class explores the historical context of contemporary challenges in Africa. The course will examine different explanations of the persistence of high rates of poverty as well as current political and social challenges. Topics under discussion include civil wars, interfaith conflicts, health care infrastructure, corruption, and AIDS. (global)

HIST H450 - The Global History of Popular Culture?History (3)

This course covers the history of global popular culture from around 1850 to the present. It focuses on music hall, cabaret, the detective novel, theme parks, comics, and pop music, and their development and reception on five continents. Throughout the class we will explore how these different forms of popular culture circulated from one place to another, focusing on their interaction, in-mixing, and the transnational and hybrid genres that they gave birth to globally. (global)

HIST H455 - Youth, Revolt & Student Power in World H (3)

This course will examine the concept of youth revolt and student power in history, with an emphasis on the twentieth century. We will consider the idea of "youth" and "student" as political identity factors and how these are understood, expressed and enacted by individuals across time and place. By examining student and youth oriented social movements and oppositional subcultures, we will ask key questions about the role of youth identity in contentious politics and social change.

HIST H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

Prerequisite: Permission of Director of the Honors Program required.

HIST H499 - Independent Study (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Prerequisite: Permission of Director of the Honors Program required.

HPE-Health Physical Education

HPE 111M - Exercise and Stress Management (1)

These are activity courses, designed to improve physical fitness. Activities may include aerobic dance, slimnastics, jogging, walking, karate.

HPE 113 - Swimming for the Timid Nonswimmer (1)

For the student with no swimming ability. Student will learn the basic strokes.

HPE 120 - Lifeguard Training (1)

Designed for the student who wishes to become a certified lifeguard.

HPE 121 - Water Safety Instructor (1)

Designed for the student who possesses a better-than-average swimming ability. Training and the practical application of knowledge and skills in swimming leads to certification as an American National Red Cross Safety

HPE 123 - Swimmastics (1)

This course is designed to have students learn to exercise aerobically in the water.

HPE 480B - Physical Activity Practicum (3)

On-site experience in a setting dealing with student's special interest area.

HPE 480C - Physical Activity Practicum (3)

HPE 495 - Senior Seminar (3)

This seminar is designed to orient students to Exercise Science graduate programs and serves as a forum for

exchange of research in the field. Emphasis is placed on student's oral presentation with class interactions. Critical thinking and evaluation of research in literature is included. Concepts and issues raised by students are reviewed and further discussed with leadership of the instructor. Integration of previous exercise science course material as well as recent issues are the objectives of this course. Meets bi-weekly. Prerequisites: Final semester of senior year

HPE 499 - Independent Study (1)

Offered for students who desire to do research and study on an individual basis. Approval of the department chairperson and dean is required.

HPE H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

Prerequisite: Permission of Director of Honors Program required.

HSA-Health Services Administration

HSA 220 - Administrative Practicum in Health Care?Systems (3)

Involves the student in several field visits to facilities within the health care system. Also involves discussion in seminar of the organization and planning for each of the facilities visited.

HSA 340 - Institutional Analysis of Social Welfare (3)

Enables the student to critically examine social welfare as a social institution in American society. Social policy, programs and services are analyzed from a historical-contemporary perspective in terms of selected problems such as poverty, racism, sexism and related issues. Social policy formulation and change are also emphasized.

HSA 402 - Dying and Death in American Society (3)

HSA 418 - Policy and Program Analysis (3)

Explores the policy-making processes important to an administrator. Develops skills necessary for formulation and analysis of policy problems and the implementation of public policies.

HSA 420 - Introduction to Health Services?Administration (3)

Provides a background on the United States health care system in the areas of administration, history and philosophy of public health, politics, health policy and planning, finance, evaluation and assessment of medical care and delivery of services.

HSA 424 - Health Care Systems Analysis (3)

A comparative analysis of health care delivery systems and the application of systems analysis and design concepts for designing and evaluating health care delivery systems. A study of the elements of personal health services systems which encompass the various ways of delivering personal health services with regard for their evolution, governance, financial structure, organization function and structure, changing characteristics and relationships, and mechanisms for quality assessment and social accountability. A study of individual social and environmental determinants of health, disease, and disability including the field of medical sociology.

HSA 425 - Children's Rights andSocietal Responses (3)

Analyzes policies and services designed to meet a range of needs and problems experienced by children and their families. Specific areas of analysis include child abuse and neglect, juvenile justice, foster care, adoptions and institutional vis-a-vis community strategies in response to particular problems, impacts of prejudice-discrimination on minority groups, children and families, advocacy and social change.

HSA 427 - Gerontological Svc. Administration (3)

Emphasizes administration of health care services for the aged, along with the issues that affect these services. Examines the structure and functions of publicly and

privately funded programs and organizations providing health services to the aged.

HSA 428 - Administration of Long-Term Care (3)

Evaluation of long-term care institutions as a health care delivery subsystem; comparative evaluation of types of long-term care institutions; government regulations, long-term care facility organization and management.

HSA 430 - Aging: Issues and Perspectives (3)

Examines the biological, psychological, social, and cultural dimensions of aging. Analyzes roles and relationships of older persons and systems that make up their environment (e.g., family, friends, neighborhood, etc.). The contemporary continuum of care in the context of a strengths-based approach is explored. The course also focuses on ageism, stereotyping, advocacy, and social policy change.

HSA 432 - Legal Aspects Clinical and Health Care?Organizations (3)

The course covers topics which include the role and liabilities of the hospital administrators, the governing board and the medical staff. {B581855A-075F-4795-BC20-84D5CC97AEC5} services and hospital liabilities encountered by health care delivery are discussed. Disclosure of patient information and the legal consideration related to this disclosure are covered. Labor law and the complex issues among management, labor, and the community are part of this course.

HSA 435 - Aging and Society (3)

The study of aging in American society. Considers the biology of aging, the psychology of aging, sexuality and aging, friendship and family relationships, changes in status and power. Particular attention is given to the development and management of long term care centers.

HSA 437 - Managerial Decision Making in Healthcare?Organizations (3)

Examines operational concerns in the area of institutional administration. Included are project planning and constraints, work-load forecasting, patient scheduling,

facility staffing, quality assurance, utilization review, control mechanism, applications of institutional resources. Includes application of management and administrative skills for the hospital administrator.

HSA 439 - Overview of Managed Care (3)

Provides an overview of health care insurance and finance by addressing the issues surrounding conventional delivery. The background and development of managed care, contracting, and legal issues in managed care and the general management requirements in managed care organizations are covered in three modules.

HSA 440 - Dying and Death: Issues and Perspectives (3)

Examines dying and death from interacting biological, psychological, social, cultural, and religious dimensions. Contemporary resources and services are analyzed. Issues confronting the person, family and delivery of services are explored.

HSA 450 - Psychological Aspects of Aging (3)

Provides students with an overview of the variety of psychological theories of aging. Places special emphasis on the adjustment factors of old age.

HSA 452 - Health Care and the Helping Professional (3)

Introduces the student to the nature and scope of the contemporary health care system in the United States. Policy and services pertaining to health care delivery are examined. Interdisciplinary approaches, with particular reference to the social service professions, are analyzed.

HSA 461 - Administrative Practicum in Health Care Systems (3)

Involves the student in several field visits to facilities within the health care system. Also involves discussion in seminar of the organization and planning for each of the facilities visited.

HSA 471 - Internship (6)

Twelve weeks of full-time employment or its equivalent in a public, human or health service agency.

HSA 478A - Honors Senior Theses (1.5)

Research and/or creative scholarly activity in the academic department under faculty supervision.

HSA 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in the academic department under faculty supervision.

HSA 496 - Internship (3)

Experience in a public, human, or health service agency.

HSA 498 - Practitioners Seminar (3)

Seminar format designed to develop management skills, including work programming and time management; also covers experiential application of public administration theories and principles with emphasis on observation, analysis, reporting, and communication skills. Career development component directs participants in the process of self-analysis to formulate career goals and strategies.

HSA 499 - Independent Study and Research (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

HSA H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity under faculty supervision.

Prerequisite: Permission of the Honors Director required.

IARC-Interior Architecture

IARC 110A - Design Drawing and Color (3)

An exploration of drawing and color as a means of representing and developing design ideas for Interior Architecture. Various media and scales of drawing will be

addressed. Normally offered in Spring semester only.

Offered: Spring.

IARC 114 - History of Interior Architecture (3)

Examines the major ideas, movements and individuals, and sociocultural forces that have shaped interior architecture over time. Emphasis is on how design has dealt with human use and experience in interior spatial realms. Includes discussions of furniture, textiles, color, lighting and systems of spatial closure.

IARC 120 - Housing and Environmental Design (3)

Examines standards for home and community planning, assessing human needs within architectural elements and the relationship of the exterior environment to interior living spaces. Studies the history of American residential architecture, multi-family planning and barrier-free environments for disabled and elderly. New zoning laws emphasized.

IARC 124 - Design Drawing and Color (3)

An exploration of drawing and color as means of representing, exploring and developing design ideas for Interior Architecture. Various media and scales of drawing will be addressed. Prerequisite: ARCH 111

Prerequisite: ARCH 110. Corequisite: Take ARCH 120.

IARC 137L - Interior Design Rendering Media Lab (0)

IARC 210 - Materials for Interior Applications (5)

Explores the variety of finishes for interiors. Materials, lighting, components, systems and the variety of codes that governs their applications, methods of measuring, ordering and specifying are covered.

IARC 210A - Interior Architecture Studio III (5)

Introduces fundamental principles of interior architecture. Investigations of spatial composition, arrangement, and hierarchy, along with color theory, daylighting, and materiality are explored. Weekly lectures augment design

studio explorations.

Prerequisite: ARCH 120. Corequisite: Take ARCH 212.

IARC 215 - Lighting Fundamentals (3)

The role of lighting in the creation of interior spaces. Covers concepts of natural and artificial lighting design, including distribution and effects, the selection of luminaires, and graphic layouts.

IARC 220 - Instrument Drawing (3)

Involves scale drawings of floor plans and wall elevations and presents techniques of rendering. Studies lettering symbols used in interior and exterior design, as well as traffic patterns and spacing for well-designed areas.

IARC 220A - Interior Architecture Studio IV (5)

Continues the investigation of the principles presented in IARC 210A, but in projects that are greater in scale and more complex in their programs. Weekly lectures augment design studio explorations. Normally offered in Spring semester only.

Corequisite: Take ARCH 214. Offered: Spring.

IARC 220L - Instrument Drawing Lab (0)

Practical applications of materials needed for design presentation to clients, including advanced rendering techniques for both residential and commercial buildings. Detail drawings, building systems and building codes, architectural graphic standards emphasized.

IARC 221 - Interior Design Presentation (3)

Practical applications of materials needed for design presentation to clients, including advanced rendering techniques for both residential and commercial buildings. Detail drawings, building systems and building codes, architectural graphic standards emphasized.

IARC 221L - Interior Design Presentation (0)

Practical applications of materials needed for design

presentation to clients, including advanced rendering techniques for both residential and commercial buildings. Detail drawings, building systems and building codes, architectural graphic standards emphasized.

IARC 222 - Sophomore Portfolio Review (0)

Designed for students in their sophomore year, the portfolio review is an opportunity for students to receive acknowledgement for work completed in their course work.

IARC H220A - Interior Architecture Studio IV (5)

Continues the investigation of the principles presented in IARC 210A, but in projects that are greater in scale and more complex in their programs. Weekly lectures augment design studio explorations. Normally offered in Spring semester only.

Corequisite: Take ARCH 214. Offered: Spring.

IARC 310 - Interior Architecture/Design II (3)

Advanced studio course in problem solving for a creative development of a residential interior. The planning process from client contact and programming, through the final stages of design formulation, revision and presentation. Architectural issues for interior designers.

IARC 310A - Interior Architecture Studio V (6)

Concepts of form, space, light, color, and material applied to the design of the sustainable workplace. Emphasis is on design strategies that utilize innovative materials, assemblies, and systems. Weekly lectures supplement design studio explorations. Normally offered in Fall semester only.

Prerequisite: IARC 220A. Offered: Fall.

IARC 312 - History of Furniture Design (3)

Examines the role of furniture as an integral part of the history of interior architecture; furniture as an expression of function, production techniques, and design ideas; visits to area production facilities will introduce students to various furniture manufacturing processes.

IARC 313 - Building Structures and Systems (3)

Discusses the role of structure and building assemblies related to roofs, ceilings, walls, and floors, as well as the mechanical (HVAC), electrical, plumbing, and waste water systems that must be considered in interior architecture. Normally offered in Fall semester only.

Offered: Fall.

IARC 320 - Interior Architecture/Design III (3)

Overview of contract field, emphasizes the designer's role in commercial planning. Study of client requirements, work environments, job relationships, psychological effects of color and lighting in public spaces. Projects include a variety of design solutions to commercial space.

IARC 320A - Interior Architecture Studio VI (6)

Investigates the role of furniture and product design as integral components of interior architecture. Students will design, detail, and fabricate specific elements that reflect significant specific design ideas related to a major space in their projects. Weekly lectures augment design studio explorations. Normally offered in Spring semester only.

Prerequisite: IARC 310A. Offered: Spring.

IARC 320L - Interior Architecture/Design III Lab (0)

Investigates the role of furniture and product design as integral components of interior architecture. Students will design, detail, and fabricate specific elements that reflect significant specific design ideas related to a major space in their projects. Weekly lectures augment design studio explorations.

IARC 321 - Autocad II (3)

Examines the major ideas, movements, and individuals and socio-cultural forces that shaped interior architecture over time. Emphasis is on how design has dealt with human use and experience in interior spatial realms. Includes discussions of furnishings, textiles, color, lighting, and systems of spatial enclosure.

IARC 322 - Professional Practices of Interior Design (3)

Preparation for the designer within a business setting. Studies design service contracts, methods of record keeping, sources of interior products and related services and the merchandising of home furnishings, differences in procedures for residential and contract. Studies job opportunities, licensing and communication skills necessary for design presentation.

IARC 322A - Materials and Methods (3)

Presents the materials, finishes, and components of interior architecture, along with the standards and codes that impact their design, specification, and application. Emphasis on sustainable design approaches and materials selection. Normally offered in Spring semester only.

Offered: Spring.

IARC 323 - Junior Portfolio Review (0)

Designed for students in their junior year, the portfolio review is an opportunity for students to receive acknowledgement for the work completed in their course work.

IARC 324 - History of Interior Architecture (3)

Examines the major ideas, movements, and individuals and socio-cultural forces that shaped interior architecture over time. Emphasis is on how design has dealt with human use and experience in interior spatial realms. Includes discussions of furnishings, textiles, color, lighting and systems of spatial enclosure. Normally offered in Fall semester only.

Offered: Fall.

IARC 399 - St: Residential Furniture Design (3)

This semester-long special topics course will focus on residential furniture design, using recycled materials. In the final week of the semester, students will submit their work to a national residential furniture design competition.

IARC 399A - ST: Professional Preparation (1)

Review of topics related to the Interior Design Profession and the professional NCIDQ examination. Discussions will include other emerging issues facing the interior design/architecture field.

IARC 399B - ST: Detailing Interior Architecture (3)

The detail as an expression of design intention. Interior detailing involves the focused examination of how materials are selected, joined, manipulated, and applied. Materials research of historically significant interior details will aid the student's technical knowledge of the subject. Drawings will be developed at large scales (1:1, 1:2, 1:5) to better understand specific detailing methods. Mock-ups of prototypical details will complement the drawings and emphasis will be placed on sustainable building materials and fastening systems. Cross listed with IARC 522, offered in the Spring only.

IARC 399C - ST: Principles of Adaptive Reuse (3)

A course exploring the specific architectural, construction, and professional practice issues related to the re-purposing of existing/historic structures. Cross listed with IARC 599A.

IARC 399D - ST: Full-Scale Installation/Fabrication (3)

The focus of this course is to expose students to the fundamental of developing abstract and complex spatial installations. Students will explore concepts such as identity, memory, narrative experience, and object permanence and the ways in which they can be deployed through full scale constructs. These installations will feature custom fabricated elements, projections, dynamic textual objects and multi-layered images all developed through hands-on iterative structures. .

IARC 399E - ST: Exlp Memory Thrgh Dsgn (3)

Design is remembered through experience, both positive and negative; buildings are subject to destructive and devastating experience, as prisons, torture chambers, and concentration camps. Do such deeds transcend time and materials? This course will delve into the psychology of a

space and what factors contribute to the identity of these emotionally charged places. Beyond readings, films, and other traditional media this seminar-style class will focus on students' individual hometown lived experiences and how they align or differ from architecture theories and practices.

IARC 399F - ST: Residential Design (3)

This semester-long special topics course will focus on residential furniture design, using recycled materials. Working in pairs with students from the Birmingham School of Art and Design (UK) students will develop residential home furnishings prototypes to be displayed at both High Point Market in North Carolina and New Designers showcase in London, UK. (Cross listed with IARC-599D)

IARC H324 - History of Interior Architecture (3)

Examines the major ideas, movements, and individuals and socio-cultural forces that shaped interior architecture over time. Emphasis is on how design has dealt with human use and experience in interior spatial realms. Includes discussions of furnishings, textiles, color, lighting and systems of spatial enclosure. Normally offered in Fall semester only.

Offered: Fall.

IARC 400 - Design Drawing and Color (3)

An exploration of drawing and color as a means of representing and developing design ideas for Interior Architecture. Various media and scales of drawing will be addressed. This is a bi-level course.

IARC 410 - Three-Dimensional Design II (3)

IARC 410A - Interior Architecture Studio VII (6)

Examines the range of spatial and experiential relationships between interior and exterior spaces. Considers the creation of exterior places that may extend the experience of interior realms through elements that are natural and man-made. Weekly lectures augment design studio explorations. Normally offered in Fall semester only.

IARC 412 - Fieldwork Experience (0)

Professional, on-site experience that utilizes course theory and prepares students for the respective professional fields.

IARC 413 - Senior Portfolio Review (0)

Designed for students in their senior year, the portfolio review is an opportunity for students to receive acknowledgement for the work completed in their course work.

IARC 415 - Lighting Fundamentals (3)

The role of lighting in the creation of interior spaces. Covers concepts of natural and artificial lighting design, including distribution and effects, the selection of luminaires, and graphic layouts. Normally offered Fall semester only.

Offered: Fall.

IARC 420 - Advanced Problems in Visual Communication II (3)

IARC 420A - Interior Architecture Studio VIII (5)

The undergraduate capstone project in which students will investigate design strategies leading to buildings and places that will enhance civic life. Normally offered in Spring semester only.

Prerequisite: IARC 410A. Offered: Spring.

IARC 420L - Advanced Problems in Visual Communication II Lab (0)

The undergraduate capstone project in which students will investigate design strategies leading to buildings and places that will enhance civic life.

IARC 421 - Professional Contribution (exhibit) (0)

Closure experience for Interior Architecture majors. Group exhibit.

IARC 422 - Professional Practice for Interior Architects (3)

The basic principles and legal aspects of practice. Includes office organizations, financial management, and other aspects of office practice. Discusses current and future trends affecting the nature of interior architecture practice. Normally offered in Spring semester only.

Offered: Spring.

IARC 499 - Independent Study (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

IARC H415 - Lighting Fundamentals (3)

The role of lighting in the creation of interior spaces. Covers concepts of natural and artificial lighting design, including distribution and effects, the selection of luminaires, and graphic layouts. Normally offered Fall semester only.

Offered: Fall.

INSC-Information Security

INSC 410 - Legal Issues in Information Security (3)

This course is an introduction to the legal and regulatory issues in the field of information security. Federal laws and regulations, including OMB and NIST standards, are examined. Moral and ethical issues for professionals in the field are also considered.

INSC 420 - Introduction to Computer Security (3)

This course is an introduction to the fundamental principles and common practices of computer and information security. It provides an overview of such topics as cryptography, network intrusion and detection, software and operating system security, VPN etc. Prerequisites: CS-242 and CS-322

Prerequisite: Take CS 242 CS 322;.

INSC 430 - Network Security (3)

The course is an introduction to the field of network security.

Prerequisite: Take CS 322;.

INSC 440 - Introduction to Cryptography (3)

This course is an introduction to the theory and practice in the field of cryptography. Topics include classic and modern ciphers (DES, AES, RSA etc.), digital signature, message digest, key exchange protocols, and PKI.

Prerequisite: CS 150, MATH 323.

Prerequisite: Take CS 150 MATH 323;.

INSC 445 - Security Policies and Implementations (3)

This course provides an overview of the best practices of developing and implementing effective organizational policies and programs on information security. Topics include privacy, contingency response, infrastructure reliability, risk assessment and management, and organizational roles and responsibilities.

INSC 450 - Digital Forensics (3)

This course introduces students to the field of digital forensics and it will focus on the contemporary policy issues and applied technologies. Topics to be covered include: legal and regulatory issues, investigation techniques, data analysis approaches, and incident response procedures for Windows and UNIX systems. Prerequisite: CS 242, CS 245.

Prerequisite: Take CS 242 CS 245;.

ITAL-Italian

ITAL 101 - Elementary Italian I (3)

Designed for students with no prior study of Italian or whose placement test indicates beginning study at this level. Develops the communicative skills of understanding, reading, writing, and speaking Italian. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments.

Offered: Fall.

ITAL 102 - Elementary Italian II (3)

Designed for students who have already completed Italian 101 or whose placement test indicates beginning study at this level. Develops the communicative skills of understanding, reading, writing, and speaking Italian. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments.

Prerequisite: ITAL 101. Offered: Spring.

ITAL 111 - Elementary Italian (3)

Introduces and practices the basic skills---listening, speaking, reading, and writing---as building blocks toward proficiency in communication. Communicative activities, based on cultural information and authentic materials and supported by clear grammatical explanations are used to facilitate the learning process. All activities either increase cultural awareness or help students personalize and relate the material to their own experiences.

ITAL 399 - Contemporary Italian Lang/Culture (3)

Contemporary Italian Language and Culture - This course includes a trip to Italy over spring break 2019 to visit Rome, Venice, Florence and Siena. In preparation for the trip students will study the basics of Italian pronunciation and language in order to communicate at an elementary level while abroad. Attention will also be given to contemporary Italian cultural trends, customs and traditions from both a historical as well as an artistic point of view. The course is taught in English and does not fulfill the Foreign Language requirement. Restricted to Spring Break Italy Study Tour participants only.

ITAL 499 - Independent Study (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

ITAL H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity under faculty supervision.

Prerequisite: Permission of Director of the Honors Program required.

LANG-Language

LANG 101 - English As A Second Language (3)

Designed to develop English language skills needed for college, including reading, writing, library usage, and research skills.

LANG 101L - English As A Second Language Lab (0)

Designed to develop English language skills needed for college, including reading, writing, library usage, and research skills.

LANG 102 - English As A Second Language (3)

Designed to develop English language skills needed for college, including reading, writing, library usage, and research skills.

Prerequisite: LANG 101.

LANG 102L - English As A Second Language Lab (0)

Designed to develop English language skills needed for college, including reading, writing, library usage, and research skills.

LANG 103 - Intensive English As A Second Language (6)

Designed to develop English language skills needed for college, including reading, writing, library usage and research skills.

LANG 104 - Intensive English As A Second Language (3)

Designed to develop English language skills needed for college, including reading, writing, library usage and research skills.

LANG 233 - History of Romance Languages (3)

Presents some fundamental linguistic concepts. Analyzes in detail the development of the major Romance languages from Latin. Especially emphasizes French and Spanish developments. Does not require knowledge of Latin.

LANG 234 - History of Romance Languages (3)

Presents some fundamental linguistic concepts. Analyzes in detail the development of the major Romance languages from Latin. Especially emphasizes French and Spanish developments. Does not require knowledge of Latin.

LANG H234 - History of Romance Languages (3)

Presents some fundamental linguistic concepts. Analyzes in detail the development of the major Romance languages from Latin. Especially emphasizes French and Spanish developments. Does not require knowledge of Latin.

Prerequisite: Permission of the Honors Director required.

LANG 399 - Special Topics: Elementary Mandarin?Chinese (3)

LANG 399A - Special Topics: Introduction to Latin (3)

Students will cover grammar, vocabulary, and syntax in the first twenty chapters of Wheelock's Latin, 7th edition. Translation skills will be developed through the exercises and readings in the textbook. The successful student will be prepared to take second semester introductory Latin or pursue the remainder of Wheelock's Latin on their own. No prior knowledge of Latin required.

LANG 400 - Methods of Teaching English As A Second?Language (3)

Emphasis on techniques and methods used in teaching English to non-native speakers, K-adult. Presentation and discussion of classroom organization and management, materials, cultural considerations, curriculum and available resources.

LANG 411B - Methods and Materials for Foreign?Languages/K-12 (3)

Methods and Materials for Foreign Languages K-12 Integrates the theory and practice of teaching. Topics include classroom management, teaching techniques and strategies, evaluation, reading in the content area, and instructional materials and technology.

LANG 498A - Study Tour to Western Europe (3)

The study tour to Western Europe is open to beginning, intermediate and advanced speakers of a foreign language. This course is designed to benefit language majors as well as other students who may need this type of experience for professional purposes. The objective of the course is to broaden personal and academic horizons through international travel. This field experience will enrich the student's knowledge of European cultures and provide the student with an opportunity to use the target language in real-life contexts. Prior to departure, the student will be expected to do research on the countries and cities to be visited. The student will become familiar with the major monuments, museums, and other points of interest included on the tour. The student will also develop a general knowledge of the political and historical events which have affected the regions to be visited. To become acquainted with modern European culture, the student will be encouraged to contact the inte

LANG H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity under faculty supervision.

Prerequisite: Permission of the Director of the Honors Program required.

MATH-Mathematics

MATH 95 - Fundamentals of Mathematics (3)

Topics include exponents, radicals, factoring, linear and quadratic equations, graphing of linear and polynomial functions, area, volume, systems of equations, and problem-solving. Course credits do not fulfill core Mathematics requirement or apply to credits toward graduation. Prerequisite to most core Mathematics courses

for students who do not pass Algebra Placement Exam.

MATH 100 - Modules in Mathematics (3)

As a basic introductory course, covers functions, conic sections, probability, statistics, and other topics.

MATH 111 - Problem-Solving and the Computer (3)

Presents an introduction to computers as a tool in problem-solving, using BASIC as a language. Includes simple programming of problems in algebra or statistics. Draws models from the social and physical sciences. Does not require previous computer experience.

MATH 120 - Mathematics in the Liberal Arts (3)

Designed to implement NCTM curriculum standards with emphasis on problem-solving, patterns and relationships, functions, estimation, and mathematical connections to other disciplines. Topics are chosen from this list: functions, astronomy, number theory in music and cryptology, probability, statistics up to the normal distribution, graph theory, voting methods and logic. No prior knowledge of any of these topics is assumed.

MATH 130 - Mathematics for Contemporary Society (3)

Previously MATH 110 - This course is designed to prepare education majors to successfully pass the Math portion of the PRAXIS. Topics studied include linear functions and models, systems of linear equations and linear programming, compound interest, set theory and its applications, probability and statistics. Prerequisites: MATH 095, or passing the math placement exam for algebra. Restricted to Education majors only.

MATH 141 - Introduction to Computer Techniques I?(pascal) (3)

An introduction to advanced software engineering concepts using PASCAL and structured programming. Rudiments of the language and program optimization to be stressed.

MATH 155 - Statistics for Behavioral/Social Science (3)

Previously MATH 216 - Surveys the basic statistical concepts applicable to problems in the behavioral and social sciences. Includes descriptive statistics, regression and correlative, hypothesis testing, nonparametric methods, and analysis of variance. Prerequisites: MATH 095 or passing the math placement exam for algebra.

MATH 160 - Analysis of Functions (pre-Calculus) (3)

Previously MATH 115 - Designed to prepare students for calculus. Topics studied include inequalities, graphing, polynomials, the fundamental theorem of algebra, rational functions, trigonometric functions, exponential functions, logarithmic functions, conic sections, polar equations, and parametric equations. Prerequisites: MATH 095 or passing the math placement exam for algebra.

MATH 170 - Applications of Calculus to the Life Sci (3)

Applications of differential calculus to biology and the life sciences. Normally offered in Spring semester only.

Prerequisite: MATH 160 or pass Placement Exam with C or better grade. Offered: Spring.

MATH H113 - Mathematics in Western Culture (3)

Introduces the relationships between mathematics and culture from an historical perspective. Discusses the contributions of mathematics to philosophy, the physical and social sciences, literature and the arts.

Prerequisite: Permission of Director of the Honors Program required.

MATH H120 - Functions of Mathematics in the Liberal?Arts (3)

Designed to implement NCTM curriculum standards with emphasis on problem-solving, patterns and relationships, functions, estimation and mathematical connections to other disciplines: Topics are chosen from this list: functions, mathematical modeling, basic trigonometry, geometry, astronomy, music, elementary probability and statistics and logic. No prior knowledge of any of these topics is assumed.

Prerequisite: Permission of Director of the Honors Program required.

MATH 201 - Calculus With Analytic Geometry I (3)

Limits, function, continuity, differentiation, and applications, including related rates and extrema. Normally offered in Fall semester only.

Prerequisite: MATH 160 or pass Placement Exam with C or better grade. Offered: Fall.

MATH 204 - Calculus With Analytic Geometry IV (3)

Vector-valued functions, partial derivatives, multiple integrals, and vector calculus. Normally offered in Spring semester only.

Prerequisite: MATH 203. Offered: Spring.

MATH 211 - Calculus I (4)

Limits, continuity, and differentiation of algebraic and transcendental functions; applications of differentiation to related rates and optimization problems; extremum and concavity of functions; antiderivatives, integrals, and the Fundamental Theorem of Calculus; and integration by substitution. Prerequisites: algebra and trigonometry. Prerequisite: C or better in Math 160, or passing the Calculus placement exam.

Prerequisite: Prerequisite Math 160 with minimum grade of C or pass Calculus placement exam.

MATH 212 - Calculus II (4)

Techniques of integration including integration of logarithmic, exponential, hyperbolic, trigonometric, and inverse functions; improper integrals; infinite sequences and series; parametric equations; polar coordinates and polar graphs;

Prerequisite: MATH 211.

MATH 213 - Calculus III (4)

Vectors; lines and planes in three-dimensional space; vector-valued functions; functions of several variables; partial derivatives; multiple integrals; and vector Calculus.

Prerequisite: MATH 212.

MATH 219 - History of Mathematics (3)

The study of mathematical concepts from arithmetic to calculus in their historical perspective. This study will be supplemented by historical background material, biographies of mathematicians and translations of source manuscripts in which mathematical discoveries were first announced. Attention will be given to the relationship of mathematics to other disciplines. For Mathematics majors and minors. Normally offered in Fall semester only.

Prerequisite: MATH 211. Offered: Fall.

MATH 220 - Introduction to Probability and Statistics (3)

Acquaints the student with elements of probability, Bayes theorem, measures of central tendency, dispersion, probability distribution, hypothesis tests, nonparametric tests, linear regression, and correlation.

Prerequisite: MATH 211.

MATH 241 - Machine Language With Assembler (3)

Basic principles of machine language programming. Computer organization and representation of numbers, strings, arrays, list structures, all at the machine level. Includes Assembler Language.

MATH 271 - Transition to Advanced Mathematics (3)

A transition from lower level mathematics courses to higher level courses. Emphasis will be placed on correct reading, understanding, and writing of proofs. Topics will include logic, direct proofs, proof by contrapositive, proof by contradiction, equivalence relations, functions, and mathematical induction. Normally offered in Spring semester only.

Prerequisite: MATH 211. Offered: Spring.

MATH H201 - Calculus With Analytic Geometry I (3)

Limits, continuity, differentiation and applications including related rates and extremum.

Prerequisite: Permission of Director of the Honors Program required.

MATH H202 - Calculus With Analytic Geometry II (3)

Integration, applications of the definite integral, logarithmic, exponential, hyperbolic, inverse hyperbolic and trigonometric functions.

Prerequisite: Permission of Director of the Honors Program required.

MATH H204 - Calculus With Analytic Geometry IV (3)

Vector-valued functions, partial derivatives, multiple integrals and vector calculus.

Prerequisite: Permission of Director of the Honors Program required.

MATH H216 - Statistics for the Behavioral and Social Sciences (3)

Surveys the basic statistical concepts applicable to problems in the behavioral and social sciences. Includes descriptive statistics, regression and correlative, hypothesis testing, nonparametric methods and analysis of variance. Computer software will be utilized for calculations.

Prerequisite: Permission of Director of the Honors Program required.

MATH H219 - History of Mathematics (3)

A study of mathematical concepts from arithmetic to the calculus in their historical perspective. This study will be supplemented by historical background material, biographies of mathematicians and translations of source manuscripts in which mathematical discoveries were first announced. Attention will be given to the relationship of mathematics to other disciplines. For mathematics majors and minors. Normally offered in Fall semester only.

Prerequisite: Permission of Director of the Honors Program required. Offered: Fall.

MATH 311 - Differential Equations (3)

The study of differential equations and first-order linear

systems through a combination of analytical, numerical, and qualitative techniques. Topics include the standard analytical methods of solving n th-order linear equations, eigenvalues and eigenvectors for systems, phase-plane trajectories, the Laplace transform, and numerical approximations. Technology is used in conjunction with theory to approximate and analyze solutions. Modeling physical phenomena is emphasized through a rich variety of applications. Normally offered in Fall semester only.

Prerequisite: MATH 213. Offered: Fall.

MATH 314 - Mathematical Models and Computer Techniques (3)

Mathematical models with an emphasis on constrained optimization problems. Topics include linear programming, network and integer models, and multiobjective optimization.

MATH 321 - Abstract Algebra (3)

Provides an introduction to groups, rings, ideals, integral domains and fields. Normally offered in Spring semester only.

Prerequisite: MATH 212. Offered: Spring.

MATH 322 - Linear Algebra (2)

Deals with vector spaces, matrices, linear transformations, canonical forms and determinants. Must be taken with MATH 322L. Normally offered in Fall semester only.

Prerequisite: MATH 212. Corequisite: Take MATH 322L. Offered: Fall.

MATH 322L - Linear Algebra Lab (1)

Laboratory to accompany MATH 322 in order to use a computer algebra system (such as Mathematica or Maple) to provide visual reinforcement of central concepts. Must be taken with MATH 322. Normally offered in Fall semester only.

Prerequisite: take 0 courses. Corequisite: Take MATH 322. Offered: Fall.

MATH 323 - Theory of Numbers (3)

An introduction to basic number theory: properties of the integers, congruence, Fermat's and Wilson's Theorem, number theoretic functions, Diophantine equations and primes. Normally offered in Fall semester only.

Prerequisite: MATH 212. Offered: Fall.

MATH 324 - College Geometry (3)

The study of axiomatic systems and the notions of proof and consistency. Examines finite, elliptical, and hyperbolic geometries, and advanced topics in Euclidean Geometry. Software is used to enhance exploration and discovery of theorems. Normally offered in Spring semester only.

Prerequisite: MATH 211. Offered: Spring.

MATH 341 - Analysis of Algorithms (3)

Theoretical analysis of various algorithms. Topics to include sorting, searching, selection, matrix multiplication, and multiplication of real numbers.

MATH 344 - Operating System Principles (3)

Analysis of the computer operating systems including Batch, Timesharing, and Realtime systems. Topics to include sequential and concurrent processes; processor and storage management; resource protection, processor multiplexing; and handling of interrupts from peripheral devices.

MATH 345 - Computer Data Structures (3)

A study of the use of a high-level language to implement complex data structures. These include lists, trees, graphs, networks, storage allocations, file structure and information storage and retrieval. Normally offered in Spring semester only.

Offered: Spring.

MATH H314 - Honors Mathematical Models and Computer Techniques (3)

Designed to use programming as a tool in solving problems in various disciplines

Prerequisite: Permission of Director of the Honors Program required.

MATH H322 - Honors Linear Algebra (3)

Deals with vector spaces, matrices, linear transformations, canonical forms and determinants. Normally offered in Fall semester only.

Prerequisite: MATH 202 and MATH 271. Permission of Director of the Honors Program required. Offered: Fall.

MATH H322L - Linear Algebra Lab (1)

Laboratory to accompany MATH H322 in order to use a computer algebra system (such as Mathematica or Maple) to provide visual re-enforcement of central concepts. Must be taken with MATH H322L. Normally offered in Fall semester only.

Offered: Fall.

MATH H323 - Honors Theory of Numbers (3)

An introduction to basic number theory: properties of the integers, congruence, Fermat's and Wilson's Theorem, number theoretic functions, diophantine equations and primes. Normally offered in Fall semester only.

Prerequisite: MATH 202 and MATH 271. Permission of Director of the Honors Program required. Offered: Fall.

MATH H324 - College Geometry (3)

Studies advanced Euclidean geometry, projective geometry and non-Euclidean geometries. Normally offered in Spring semester only.

Prerequisite: MATH 202 and MATH 271. Permission of Director of the Honors Program required. Offered: Spring.

MATH 411B - Curriculum Methods and Materials in Mathematics (3)

Integrates the theory and practice of teaching. Topics include classroom management, planning, techniques and

strategies, evaluation, reading in the content area, and instructional materials and technology. Normally offered in Fall semester only.

Offered: Fall.

MATH 420 - Discrete Mathematics (3)

An introduction to the algebraic concepts, methods and techniques that form the theoretical basis for computer science, including relevant areas of logic, set theory, relations and functions and Boolean algebra. Normally offered in Fall semester.

Prerequisite: MATH 212. Offered: Fall.

MATH 425 - Topology (3)

Introduction to point-set topology at the undergraduate level. Topics include topological spaces, limit points, continuity, connectedness, compactness, separability, and the fundamental group.

Prerequisite: MATH 213.

MATH 430 - Analysis of A Real Variable (3)

An introduction to the analysis of real numbers, variables, and functions. Topics include topology of the real numbers, sequences and series, limits, continuity and uniform continuity, differentiation, the Riemann integral, and sequences of functions. Normally offered in Spring semester only.

Offered: Spring.

MATH 440 - Analysis of A Complex Variable (3)

An introduction to the theory of complex numbers, variables, and functions. Topics include transformations and mappings, elementary and analytic functions, complex integration and Cauchy's theorem, Taylor and Laurent expansions, residues, harmonic functions, and conformal mappings. Normally offered in Spring semester only.

Prerequisite: MATH 213. Offered: Spring.

MATH 447 - Special Projects (3)

Definition, formulation, solution, documentation, and testing of a problem under close faculty supervision for a single student.

MATH 456 - Mathematical Statistics (3)

Deals with probability distributions, limit theorems, estimation, hypothesis tests, correlation and regression, analysis of variance.

Prerequisite: MATH 213 and MATH 220.

MATH 463 - Introduction to Numerical Methods (3)

Deals with solutions to equations, matrix methods, linear systems of equations, matrix inversion, eigenvalue problems, numerical differentiation.

MATH 477A - Honors Research Internship (3)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

MATH 477B - Honors Research Internship (3)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

MATH 477C - Honors Research Internship (3)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

MATH 478A - Honors Thesis (3)

Research and/or creative scholarly activity in mathematics under faculty supervision.

Prerequisite: Permission of the Director of the Honors Program required.

MATH 478B - Honors Thesis (1.5)

Research and/or creative scholarly activity in mathematics under faculty supervision.

Prerequisite: Permission of the Director of the Honors Program Required.

MATH 495 - Senior Seminar (1)

Analysis of the underlying foundational questions of mathematics including the notions of proof and consistency within a specific mathematical framework. Examination of the considerable impact of mathematics on culture and society from ancient to modern times. Normally offered in Fall semester only.

Offered: Fall.

MATH 498 - Special Topics (3)

This course will cover special topics not available in the current MATH curriculum when significant interest among students and faculty arises

MATH 499 - Independent Study (3)

Involves student initiated, faculty directed study and research in accordance with College and department guidelines. Requires approval of chairperson.

MATH H430 - Analysis of A Real Variable (3)

An introduction to the analysis of real numbers, variables, and functions. Topics include topology of the real numbers, sequences and series, limits, continuity and uniform continuity, differentiation, the Riemann integral, and sequences of functions.

Prerequisite: MATH 204 and MATH 271. Permission of Director of the Honors Program required.

MATH H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in mathematics under faculty supervision.

Prerequisite: Permission of Director of the Honors Program required.

MATH H499 - Independent Study (3)

Involves student initiated, faculty directed study and research in accordance with College and department guidelines. Requires approval of chairperson.

Prerequisite: Permission of Director of the Honors Program required.

MTH-Music Therapy

MTH 170A - Introduction to Music Therapy (2)

Presents a comprehensive overview of music and health in society and reviews the historical and current practices in music therapy in the United States and globally. Students will develop clinical observation and improvisation skills as a basis for the therapeutic application of musci with vulnerable populations.

MTH 170B - Introduction to Music Therapy (2)

Presents a comprehensive overview of music and health in society and reviews the historical and current practices in music therapy in the United States and globally. Students will develop clinical observation and improvisation skills as a basis for the therapeutic application of musci with vulnerable populations.

MTH 171 - Pre-Internship Clinical Experience (0)

Students will develop basic documentation skills in assessment procedures, treatment planning, progress charting, and evaluation. This fieldwork experience includes all discursive and experiential components of the practicum placement. A minimum of 20 hours working with a vulnerable population in the field is required.

MTH 171A - Pre-Internship Clinical Experience (0)

Pre-internship field experience with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation and evaluation. Includes comparative analysis, discussion of practicum components and oral presentations of pertinent topics. A minimum of 40 hours is required.

MTH 171B - Pre-Internship Clinical Experience (0)

Pre-internship field experience with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation and evaluation. Includes comparative analysis, discussion of practicum components and oral presentations of pertinent topics. A minimum of 40 hours is required.

MTH 271 - Pre-Internship Clinical Experience (1)

This fieldwork experience introduces the student to working 1:1 or in small groups individually, and in co-leadership roles. Students are assigned to a specific population under the supervision of a qualified music therapist. A minimum of 40 hours is required in the field.

MTH 271A - Pre-Internship Clinical Experience (1)

Pre-internship field experience with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation and evaluation. Includes comparative analysis, discussion of practicum components and oral presentations of pertinent topics. A minimum of 40 hours is required.

Corequisite: Take MTH 271S.

MTH 271B - Pre-Internship Clinical Experience (1)

Pre-internship field experience with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation and evaluation. Includes comparative analysis, discussion of practicum components and oral presentations of pertinent topics. A minimum of 40 hours is required.

MTH 271S - Pre-Internship Seminar (1)

Students will continue to develop documentation skills in assessment procedures, program planning, implementation, progress charting and different methods of evaluation. This seminar includes discussion and problem-solving of practicum issues and oral presentations of relevant clinical topics.

MTH 271SB - Pre-Internship Seminar (1)**MTH 371 - Pre-Internship Clinical Experience (1)**

This pre-internship experience introduces the student to more advanced clinical interventions and requires a minimum of 50 hours direct client contact. Students will be assigned to a different client population and will also be assigned to an individual client in the campus clinic by the clinical supervisor.

MTH 371A - Pre-Internship Clinical Experience (1)

Pre-internship field experience with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation and evaluation. Includes comparative analysis, discussion of practicum components and oral presentations of pertinent topics. A minimum of 40 hours is required.

Corequisite: Take MTH 371S.

MTH 371B - Pre-Internship Clinical Experience (1)

Pre-internship field experience with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation and evaluation. Includes comparative analysis, discussion of practicum components and oral presentations of pertinent topics. A minimum of 50 hours is required.

MTH 371S - Pre-Internship Seminar (1)

To be taken concurrently with MTH 371. In this seminar the student participates in class discussion, role play, and the development of music therapy techniques that can be used in the field experience. Students will maintain an

organized documentation system for their clinical work

MTH 371SB - Pre-Internship Seminar (1)

MTH 372 - Psychological Foundations I (2)

Using current theories of the psychology of music, this course covers the relevance of music in the psychosocial development and evolution of humanity. This includes, but is not limited to musical acoustics and sensory integration in the context of physiological, cognitive and affective experiences in human development and well-being.

MTH 373 - Psychological Foundations II (2)

This course will focus on mental health across the lifespan. Using case study literature, students will explore how different models of practice in music therapy are effective in a variety of mental health issues.

MTH 377 - Improvisation (2)

Involves developing creative and responsive freedom using various musical styles/idioms with the keyboard, guitar, percussion, voice, and other instruments. Case studies, clinical examples, and composed works help the student expand musical resources that will facilitate functional improvisational skills applicable in music therapy clinical practice.

MTH 471 - Pre-Internship Clinical Experience (1)

The student at this level of clinical experience will be taking leadership roles in their fieldwork experience, and where appropriate may provide some guidance to newer students. Along with all of the required documentation, students will conduct a case study for class presentation in MTH474.

MTH 471A - Pre-Internship Clinical Experience (1)

Pre-internship field experience with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation and evaluation. Includes comparative analysis, discussion of

practicum components and oral presentations of pertinent topics. A minimum of 50 hours is required.

Corequisite: Take MTH 471S.

MTH 471B - Pre-Internship Clinical Experience (1)

Pre-internship field experience with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation and evaluation. Includes comparative analysis, discussion of practicum components and oral presentations of pertinent topics. A minimum of 50 hours is required.

MTH 471S - Pre-Internship Seminar (1)

Students will be introduced to a peer-supervision model and will required to bring clinical issues to class for music-based problem-solving.

MTH 471SB - Pre-Internship Seminar (1)

MTH 474 - Music in Therapy (3)

Using case study methodology, students will explore the major theoretical frameworks in which all models of practice are contained. An emphasis on the function of music in treatment planning is woven throughout this course. Students will be introduced to the professional code of ethics and be required to understand the importance of ethical thinking.

MTH 475 - Influence of Music on Behavior (3)

Explores the affective capabilities of music through personal experience, historical data, and peer-reviewed empirical research. Students will develop basic research and critical thinking skills in qualitative and quantitative methodologies while exploring the influence of music on behavior.

MTH 478A - Honors Thesis (1.5)

MTH 478B - Honors Thesis (1.5)

MTH 480 - Music Therapy Internship (1)

The culminating, in-depth, supervised clinical training experience in music therapy completed at an academic or national approved training site. A minimum of 1040 hours are required or hours until entry-level competence is achieved at an AMTA-approved clinical training site.

Prerequisite: National Roster.

MTH 480A - Music Therapy Internship (0)

The culminating, in-depth, supervised clinical training experience in music therapy completed at an academic or national approved training site. A minimum of 1040 hours are required or hours until entry-level competence is achieved at an AMTA-approved clinical training site.

MTH 480B - Music Therapy Internship (0)

The culminating, in-depth, supervised clinical training experience in music therapy completed at an academic or national approved training site. A minimum of 1040 hours are required or hours until entry-level competence is achieved at an AMTA-approved clinical training site.

MTH 480C - Music Therapy Internship (0)

The culminating, in-depth, supervised clinical training experience in music therapy completed at an academic or national approved training site. A minimum of 1040 hours are required or hours until entry-level competence is achieved at an AMTA-approved clinical training site.

MTH 480D - Music Therapy Internship (1)

The culminating, in-depth, supervised clinical training experience in music therapy completed at an academic or national approved training site. A minimum of 1040 hours are required or hours until entry-level competence is achieved at an AMTA-approved clinical training site.

MTH 481 - Music Therapy Internship (Marywood Affiliation) (1)

The continuance of in-depth, supervised clinical training

experience in music therapy completed at a University-affiliated internship site. A minimum of 1040 hours are required or hours until entry-level competence is achieved at an AMTA-approved clinical training site.

MTH 481A - Music Therapy Internship (0)

The continuance of in-depth, supervised clinical training experience in music therapy completed at a University-affiliated internship site. A minimum of 1040 hours are required or hours until entry-level competence is achieved at an AMTA-approved clinical training site.

MTH 481B - Music Therapy Internship (0)

The continuance of in-depth, supervised clinical

MTH 481C - Music Therapy Internship (0)

The continuance of in-depth, supervised clinical training experience in music therapy completed at a University-affiliated internship site. A minimum of 1040 hours are required or hours until entry-level competence is achieved at an AMTA-approved clinical training site.

MTH 481D - Music Therapy Internship (1)

The continuance of in-depth, supervised clinical training experience in music therapy completed at a University-affiliated internship site. A minimum of 1040 hours are required or hours until entry-level competence is achieved at an AMTA-approved clinical training site.

MTH 499 - ST: Ethical and Cultural Considerations? In Music Therapy: Global Perspectives (1)

This is an online course with a study-abroad component. Students will explore various cultures and their views on health, wellness, disability, and disease. Students will apply this knowledge to the ethical practice of music therapy.

MTH H474 - Music in Therapy (3)

Using case study methodology, students will explore the major theoretical frameworks in which all models of practice are contained. An emphasis on the function of

music in treatment planning is woven throughout this course. Students will be introduced to the professional code of ethics and be required to understand the importance of ethical thinking.

MTH H475 - Influence of Music on Behavior (3)

Explores the affective capabilities of music through personal experience, historical data, experimental research and physiological information. Emphasis is placed on the direct interconnection of mind and body (psyche-soma) principle while utilizing music in the treatment of the "whole" person.

MUSC-Music

MUSC 100A - Chamber Singers (0.5)

The study and performance of choral literature for a small select choir of mixed voices. Open to all university students by audition.

Prerequisite: By audition only.

MUSC 100B - Chamber Singers (0.5)

Involves study and performance of choral literature for a small select choir of mixed voices. Open to all university students by audition

MUSC 101 - Understanding and Appreciating Music (3)

The course provides an overview of the fundamental materials used in Western art music and a survey of the history of Western art music from the Middle Ages to the present.

MUSC 102A - Marywood University Concert Choir (0.5)

Concert Choir is designed to provide a high-level choral music experience to singers with a wide range of backgrounds, interests, and abilities. The group welcomes all majors, as well as staff, faculty, and community members. A vocal hearing is required.

MUSC 102B - Marywood University Concert Choir (0.5)

Concert Choir is designed to provide a high-level choral music experience to singers with a wide range of backgrounds, interests, and abilities. The group welcomes all majors, as well as staff, faculty, and community members. A vocal hearing is required.

MUSC 103 - History of Rock Music (3)

A historical/analytical perspective on Western popular music styles that culminated in the Rock 'n Roll era of the 1950s and 1960s and continue to evolve through the present. Numerous styles and substyles will be examined with their particular musical distinctives and reflections of social values out of which they emerged. Intended for non-music majors.

MUSC 104A - Woodwind Ensemble (0)

Involves study and performance of literature for various combinations of woodwind instruments. Required for woodwind majors; for others, open by audition. Credit included in Applied Music.

MUSC 104B - Woodwind Ensemble (0)

Involves study and performance of literature for various combinations of woodwind instruments. Required for woodwind majors; for others, open by audition. Credit included in Applied Music.

MUSC 105A - Wind Ensemble (0.5)

Involves study and performance of standard large-scale repertoire for large wind and percussion groups. Required for all Wind and Percussion majors; open to all University students, faculty, staff, and community musicians.

Prerequisite: Required of all Piano Majors.

MUSC 105B - Wind Ensemble (0)

Involves study and performance of standard large-scale repertoire for large wind and percussion groups. Required

for all Wind and Percussion majors; open to all University students, faculty, staff, and community musicians.

MUSC 106A - Percussion Ensemble (0)

The study and performance of literature for percussion instruments. Required of all percussion majors; Open to others by audition. Credit included in applied music.

Prerequisite: Required for Percussion majors.

MUSC 106B - Percussion Ensemble (0)

The study and performance of literature for percussion instruments. Required of all percussion majors; Open to others by audition. Credit included in applied music.

MUSC 107A - Wind Symphony (0.5)

The study and performance of traditional and contemporary wind band literature. Required of all wind and percussion majors; open to all University students, faculty, staff, and community members.

Prerequisite: Required for Wind and Percussion majors.

MUSC 107B - Wind Symphony (0.5)

The study and performance of traditional and contemporary wind band literature. Required of all wind and percussion majors; open to all University students, faculty, staff, and community members.

MUSC 108A - Jazz Ensemble (0)

The study and performance of traditional and contemporary jazz band literature. Open to all University students, faculty, staff, and community members by audition.

MUSC 108B - Jazz Ensemble (0)

The study and performance of traditional and contemporary jazz band literature. Open to all University students, faculty, staff, and community members by audition.

MUSC 109 - Introduction to Theory (3)

Covers singing and writing skills: notation in treble and bass clefs, key signatures, scales, intervals, triad structure and solfege. Credit not applicable to B.M. degree requirements

MUSC 110A - Orchestra (0.5)

The study and performance of a comprehensive selection of orchestral literature. Required of all string majors; open to all University students, faculty, staff, and community members.

Prerequisite: Required for Sting Majors.

MUSC 110B - Orchestra (0.5)

The study and performance of a comprehensive selection of orchestral literature. Required of all string majors; open to all University students, faculty, staff, and community members.

MUSC 111A - Written Theory I (2)

Presents basic principles of diatonic harmony in music of various styles through written application.

MUSC 111B - Written Theory I (2)

Presents basic principles of diatonic harmony in music of various styles through written application.

MUSC 112A - Aural Skills (1)

Development of aural skills necessary for performance of melodies at sight (sight-singing) along with transcription (dictation) of melodic rhythmic, and harmonic musical excerpts.

MUSC 112B - Aural Skills (1)

Development of aural skills necessary for performance of melodies at sight (sight-singing) along with transcription (dictation) of melodic rhythmic, and harmonic musical

excerpts.

Prerequisite: take musc 112a.

MUSC 114A - String Quartet/Chamber Music (0)

The study and performance of string quartet and chamber music. Required of all string majors. Credit included in Applied Music.

Prerequisite: By audition only.

MUSC 114B - String Quartet/Chamber Music (0)

The study and performance of string quartet and chamber music. Required of all string majors. Credit included in applied music.

MUSC 115B - Conducting I (2)

Laboratory class covers principles of choral (115A) and instrumental (115B) conducting, by using the class as an ensemble. Introduces score reading and score preparation techniques.

MUSC 116A - Guitar Ensemble (1)

Emphasizes development of ensemble discipline and sight reading. Includes study of guitar chamber music. Required for guitar majors; open to others by audition. Credit included in applied music.

Prerequisite: Required for guitar majors.

MUSC 116B - Guitar Ensemble (0)

Emphasizes development of ensemble discipline and sight reading. Includes study of guitar chamber music. Required for guitar majors; open to others by audition. Credit included in applied music.

MUSC 117A - Brass Ensemble (0)

The study and performance of literature for brass instruments. Required of all brass majors; open to others by audition. Credit included in applied music.

MUSC 117B - Brass Ensemble (0)

The study and performance of literature for brass instruments. Required of all brass majors; open to others by audition. Credit included in applied music.

MUSC 118 - Percussion Methods (1.5)

Introduces pedagogical and performance techniques related to the teaching of percussion. Required of all Music Education majors.

MUSC 118C - Percussion Techniques for Therapists (2)

Percussion techniques involved in the practice of music therapy. Required of all Music Therapy majors.

MUSC 120A - Vocal Methods (2)

Studies basic anatomy and function of the vocal mechanism as it relates to teaching vocal and choral music. Required of all instrumental music majors.

MUSC 120B - Vocal Methods (1)

Studies basic anatomy and function of the vocal mechanism as it relates to teaching vocal and choral music. Required of all instrumental music majors.

MUSC 123A - Vocal Coaching (0.5)

Vocal coaching is designed to help advanced singers polish their repertoire. Individual guidance in vocal coaching sessions focuses on musical and artistic concerns, as well as foreign language diction and other performance issues.

MUSC 123B - Vocal Coaching (1)

Vocal coaching is designed to help advanced singers polish their repertoire. Individual guidance in vocal coaching sessions focuses on musical and artistic concerns, as well as foreign language diction and other performance issues.

MUSC 123C - Jazz Vocal Coaching (1)

Jazz Vocal Coaching is a one-on-one meeting with an instructor to work on jazz repertoire and coinciding styles.

MUSC 123D - Jazz Vocal Coaching (1)

Jazz Vocal Coaching is a one-on-one meeting with an instructor to work on jazz repertoire and coinciding styles.

MUSC 124A - Applied Voice (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 124B - Applied Voice (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 124P - Applied Voice (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 124R - Voice Repertoire (0)

A performance forum for vocal music majors with opportunities for feedback from peers and instructors. Strongly recommended for vocal music majors.

Prerequisite: Restricted: Voice majors only.

MUSC 124S - Applied Voice (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 125A - Basic Piano for Adults (2)

For nonmusic majors: Designed to develop functional keyboard skills for adult beginners through basic techniques, reading skills, and harmonization of melodies.

MUSC 125B - Basic Piano for Adults (2)

Continues MUSC 125A. For nonmusic majors. Designed to develop functional keyboard skills for adult beginners through basic techniques, reading skills, and harmonization of melodies.

MUSC 126A - Applied Piano (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 126B - Applied Piano (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 126C - Applied Jazz Piano (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 126D - Applied Jazz Piano (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 126E - Applied Piano (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 126F - Applied Piano (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 126P - Applied Piano (1)

The objective of this course is to develop the potential

musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 126S - Applied Piano (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 127A - Class Piano (2)

Designed to develop piano proficiency for the non-keyboard music major through basic knowledge, repertoire and functional skills.

MUSC 127B - Class Piano (1)

Designed to develop piano proficiency for the non-keyboard music major through basic knowledge, repertoire and functional skills.

MUSC 128A - Applied Organ (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively.

MUSC 128B - Applied Organ (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in

development/improvement of technique and exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively.

MUSC 128P - Applied Organ (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively

MUSC 128S - Applied Organ (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively.

MUSC 130A - Applied Violin (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 130B - Applied Violin (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and

creatively.

MUSC 130S - Applied Violin (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

MUSC 132A - Applied Viola (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 132B - Applied Viola (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

MUSC 134A - Applied Cello (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the cello. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the cello skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 134B - Applied Cello (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the cello. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the cello skills necessary to express the student's potential musically and creatively.

MUSC 135D - Applied Jazz Bass (1)

Directed strategies to facilitate the art of jazz improvisation.

MUSC 136A - Applied String Bass (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the string bass. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the string bass skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 136B - Applied String Bass (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the string bass. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the string bass skills necessary to express the student's potential musically and creatively.

MUSC 137D - Applied Jazz Bass (1)

Jazz improvisation studies.

MUSC 138A - Applied Harp (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the harp. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the harp skills necessary to express the student's potential musically and creatively.

MUSC 138B - Applied Harp (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the harp. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the harp skills necessary to express the student's potential musically and creatively.

MUSC 140A - Applied Flute (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the flute. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the flute skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Flute Ensemble.

MUSC 140B - Applied Flute (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the flute. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the flute skills necessary to express the student's potential musically and creatively.

MUSC 140S - Applied Flute (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the flute.

One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the flute skills necessary to express the student's potential musically and creatively.

MUSC 141A - Flute Ensemble (0)

Involves study and performance of literature for flute choir, from the Baroque period to the twentieth century. Credit included in applied music.

Prerequisite: Required for all Flute majors.

MUSC 141B - Flute Ensemble (0)

The study and performance of literature for flute choir. Credit included in applied music.

MUSC 142A - Applied Clarinet (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the clarinet. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the clarinet skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Wind Ensemble.

MUSC 142B - Applied Clarinet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the clarinet. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the clarinet skills necessary to express the student's potential musically and creatively.

MUSC 144A - Applied Oboe (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the oboe.

One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the oboe skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Wind Ensemble.

MUSC 144B - Applied Oboe (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the oboe. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the oboe skills necessary to express the student's potential musically and creatively.

MUSC 146A - Applied Bassoon (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the bassoon. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the bassoon skills necessary to express the student's potential musically and creatively.

Prerequisite: Must register for Wind Ensemble.

MUSC 146B - Applied Bassoon (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the bassoon. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the bassoon skills necessary to express the student's potential musically and creatively.

MUSC 148A - Applied Trumpet (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trumpet. One-on-one instruction and guidance results in

development/improvement of technique and the exploration of repertoire, enabling the student to acquire the trumpet skills necessary to express the student's potential musically and creatively

Prerequisite: Must register for Wind & Trumpet Ensemble.

MUSC 148B - Applied Trumpet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trumpet. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the trumpet skills necessary to express the student's potential musically and creatively.

MUSC 148C - Applied Jazz Trumpet (1)

For students enrolled in the jazz minor; others by permission of instructor.

MUSC 148D - Applied Jazz Trumpet (1)

For students enrolled in the jazz minor; others by permission of instructor.

MUSC 148S - Applied Trumpet (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trumpet. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the trumpet skills necessary to express the student's potential musically and creatively.

MUSC 150A - Applied French Horn (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the French horn. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the French horn skills necessary to express the student's

potential musically and creatively.

MUSC 150B - Applied French Horn (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the French horn. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the French horn skills necessary to express the student's potential musically and creatively.

MUSC 151A - Applied Baritone (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the baritone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the baritone skills necessary to express the student's potential musically and creatively

Prerequisite: Must register for Wind & Brass Ensemble.

MUSC 151B - Applied Baritone (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the baritone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the baritone skills necessary to express the student's potential musically and creatively.

MUSC 152A - Applied Trombone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trombone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the trombone skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Wind Ensemble.

MUSC 152B - Applied Trombone (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trombone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the trombone skills necessary to express the student's potential musically and creatively.

MUSC 152C - Applied Jazz Trombone (1)

For students enrolled in the jazz minor; others by permission of instructor.

MUSC 152D - Applied Jazz Trombone (1)

For students enrolled in the jazz minor; others by permission of instructor.

MUSC 154A - Applied Accordion (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the accordion. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the accordion skills necessary to express the student's potential musically and creatively.

MUSC 154B - Applied Accordion (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the accordion. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the accordion skills necessary to express the student's potential musically and creatively.

MUSC 156A - Applied Percussion (4)

The objective of this course is to develop the potential

musician-ship appropriate to the level and previous experience of the student through the medium of the percussion instruments. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the percussion skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Percussion Ensemble.

MUSC 156B - Applied Percussion (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the percussion instruments. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the percussion skills necessary to express the student's potential musically and creatively.

MUSC 156C - Applied Jazz Percussion (1)

For students enrolled in the jazz minor; others by permission of instructor.

MUSC 156D - Applied Jazz Percussion (1)

For students enrolled in the jazz minor; others by permission of instructor.

MUSC 156P - Applied Percussion (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the percussion instruments. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the percussion skills necessary to express the student's potential musically and creatively.

MUSC 156S - Applied Percussion (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the percussion instruments. One-on-one instruction and

guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the percussion skills necessary to express the student's potential musically and creatively.

MUSC 158A - Applied Saxophone (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the saxophone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the saxophone skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Wind Ensemble.

MUSC 158B - Applied Saxophone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the saxophone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the saxophone skills necessary to express the student's potential musically and creatively.

MUSC 158C - Applied Jazz Saxophone (1)

For students enrolled in the jazz minor; others by permission of instructor.

MUSC 158D - Applied Jazz Saxophone (1)

For students enrolled in the jazz minor; others by permission of instructor.

MUSC 158S - Applied Saxophone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the saxophone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the saxophone skills necessary to express the student's

potential musically and creatively.

MUSC 160A - Applied Tuba (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the tuba. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the tuba skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass and Wind Ensembles.

MUSC 160B - Applied Tuba (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the tuba. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the tuba skills necessary to express the student's potential musically and creatively.

MUSC 161D - Applied Jazz Bass (1)

Individual Jazz Studies for Sting Bass.

MUSC 162A - Classical/Jazz Guitar (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

MUSC 162B - Classical/Jazz Guitar (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in

development/improvement of technique and the exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

MUSC 162CA - Applied Classical Guitar (1)

The objective of this course is to develop the musicianship and technical skills appropriate to the level and previous experience of the student through the medium of classical guitar. One-on-one instruction and guidance will develop and improve technique and aid in the acquisition of repertoire, enabling the student to optimize his/her expressive potential.

MUSC 162CB - Applied Classical Guitar (1)

The objective of this course is to develop the potential musicianship appropriate to the level and previous experience of the student through the medium of classical guitar. One-on-one instruction and guidance will develop and improve technique and acquisition of repertoire, enabling the student to express his/her musical and creative potential.

MUSC 162D - Applied Electric Bass Guitar (4)

MUSC 162FA - Applied Basic Guitar (1)

The objective of this course is to assist in the development and advancement of functional guitar skills for students whose major instrument is not guitar. Basic chord and accompaniment skills, music reading, and elementary solo techniques are covered.

Prerequisite: Take MUSC 163G,.

MUSC 162FB - Applied Basic Guitar (1)

The objective of this course is to assist in the development and advancement of functional guitar skills for students whose major instrument is not guitar. Basic chord and accompaniment skills, music reading, and elementary solo techniques are covered.

MUSC 162JA - Applied Jazz Guitar (1)

The objective of this course is to develop the potential musicianship and technical skills appropriate to the level and previous experience of the student through the medium of jazz guitar. One-on-one instruction and guidance will develop and improve technique and aid in the acquisition of repertoire, enabling the student to optimize his/her expressive potential.

MUSC 162JB - Applied Jazz Guitar (1)

The objective of this course is to develop the potential musicianship and technical skills appropriate to the level and previous experience of the student through the medium of jazz guitar. One-on-one instruction and guidance will develop and improve technique and aid in the acquisition of repertoire, enabling the student to optimize his/her expressive potential.

MUSC 162P - Applied Guitar (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

MUSC 162RA - Blues and Rock Improvisation for Guitar (1)

This course will teach the guitarist how to create solos and "fills" over specific chord progressions using an approach which is theoretical as well as expressive. You shall learn how to see chords within a given scale, rather than simply the scale itself, bringing you to an understanding of why particular notes sound "better" at particular times. This will produce in the guitarist the mindset necessary for the development of thoughtful solos in the realms of both Blues and its' direct descendant, Rock.

MUSC 162RB - Blues and Rock Improvisation for Guitar (1)

This course will teach the guitarist how to create solos and "fills" over specific chord progressions using an approach which is theoretical as well as expressive. You shall learn how to see chords within a given scale, rather than simply

the scale itself, bringing you to an understanding of why particular notes sound "better" at particular times. This will produce in the guitarist the mindset necessary for the development of thoughtful solos in the realms of both Blues and its' direct descendant, Rock.

MUSC 162S - Applied Guitar (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

MUSC 162T - Applied Electric Bass (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the electric bass guitar. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the electric bass guitar skills necessary to express the student's potential musically and creatively.

MUSC 162U - Applied Electric Bass Guitar (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the applied electric bass guitar. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the applied electric bass guitar skills necessary to express the student's potential musically and creatively.

MUSC 163C - Beginning Guitar Class I (1)

Guitar class open to students with little or no playing experience. Emphasis will be placed on the acquisition of functional skills.

MUSC 163D - Beginning Guitar Class II (1)

Guitar class open to students with little or no playing

experience. Emphasis will be placed on the acquisition of functional skills.

MUSC 163G - Guitar Class (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively

Prerequisite: Student must have instrument.

MUSC 164A - Applied Harpsichord (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the harpsichord. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the harpsichord skills necessary to express the student's potential musically and creatively.

MUSC 164B - Applied Banjo (2)

MUSC 164D - Applied Jazz Bass (1)

Individual jazz improvisation for bass.

MUSC 200A - Chamber Singers (0.5)

The study and performance of choral literature for a small select choir of mixed voices. Open to all University students by audition.

Prerequisite: By audition only.

MUSC 200B - Chamber Singers (0.5)

The study and performance of choral literature for a small select choir of mixed voices. Open to all University students by audition.

MUSC 201 - Jazz & Contemporary Theory (3)

Presents jazz and contemporary piano voicings and theory, and examines performance challenges of jazz.

MUSC 202A - Marywood University Concert Choir (0.5)

Concert Choir is designed to provide a high-level choral music experience to singers with a wide range of backgrounds, interests, and abilities. The group welcomes all majors, as well as staff, faculty, and community members. A vocal hearing is required.

MUSC 202B - Marywood University Concert Choir (0.5)

Concert Choir is designed to provide a high-level choral music experience to singers with a wide range of backgrounds, interests, and abilities. The group welcomes all majors, as well as staff, faculty, and community members. A vocal hearing is required.

MUSC 203 - Arts Management (3)

Designed to integrate business management concepts with the performing arts.

MUSC 204A - Woodwind Ensemble (0)

Study and performance of literature for various combinations of woodwind instruments. Required for woodwind majors; others by audition. Credit included in applied music.

MUSC 204B - Woodwind Ensemble (0)

Study and performance of literature for various combinations of woodwind instruments. Required for woodwind majors; others by audition. Credit included in applied music.

MUSC 205A - Wind Ensemble (0.5)

Involves study and performance of standard large-scale

repertoire for large wind and percussion groups. Required for all Wind and Percussion majors; open to all University students, faculty, staff, and community musicians.

Prerequisite: Required of all Piano Majors.

MUSC 205B - Wind Ensemble (0)

Involves study and performance of standard large-scale repertoire for large wind and percussion groups. Required for all Wind and Percussion majors; open to all University students, faculty, staff, and community musicians.

MUSC 206A - Percussion Ensemble (0)

The study and performance of literature for percussion instruments. Required of all percussion majors; Open to others by audition. Credit included in applied music.

Prerequisite: Required for Percussion majors.

MUSC 206B - Percussion Ensemble (0)

The study and performance of literature for percussion instruments. Required of all percussion majors; Open to others by audition. Credit included in applied music.

MUSC 207A - Wind Symphony (0.5)

The study and performance of traditional and contemporary wind band literature. Required of all wind and percussion majors; open to all University students, faculty, staff, and community members.

Prerequisite: Required for wind and percussion majors.

MUSC 207B - Wind Symphony (0.5)

The study and performance of traditional and contemporary wind band literature. Required of all wind and percussion majors; open to all University students, faculty, staff, and community members.

MUSC 208A - Jazz Ensemble (0.5)

The study and performance of traditional and contemporary jazz band literature. Open to all University

students, faculty, staff, and community members by audition.

MUSC 208B - Jazz Ensemble (0.5)

The study and performance of traditional and contemporary jazz band literature. Open to all University students, faculty, staff, and community members by audition.

MUSC 208C - Jazz Ensemble (1)

The study and performance of traditional and contemporary jazz band literature. Open to all University students, faculty, staff, and community members by audition.

MUSC 208D - Jazz Ensemble (1)

The study and performance of traditional and contemporary jazz band literature. Open to all University students, faculty, staff, and community members by audition.

MUSC 209 - Jazz Improvisation (3)

Establishes the foundations of jazz theory and applies these building blocks to solo performance situations.

MUSC 210A - Orchestra (0.5)

The study and performance of a comprehensive selection of orchestral literature. Required of all string majors; open to all University students, faculty, staff, and community members.

Prerequisite: Required for string majors.

MUSC 210B - Orchestra (0.5)

The study and performance of a comprehensive selection of orchestral literature. Required of all string majors; open to all University students, faculty, staff, and community members.

MUSC 211A - Written Theory II (2)

Continues MUSC 111A,B emphasis on chromatic harmony in music from all periods. Prerequisite: MUSC 111 A, B.

Prerequisite: MUSC 111A.

MUSC 211B - Written Theory II (1)

Continues MUSC 111A,B emphasis on chromatic harmony in music from all periods. Prerequisite: MUSIC 111 A, B.

Prerequisite: MUSC 111B.

MUSC 212A - Aural Skills (1)

Continuation of Aural Skills I. Emphasis on singing and transcribing more complex melodic, rhythmic, and harmonic excerpts.

Prerequisite: MUSC 112A.

MUSC 212B - Aural Skills (1)

Continuation of Aural Skills I. Emphasis on singing and transcribing more complex melodic, rhythmic, and harmonic excerpts.

Prerequisite: MUSC 112B.

MUSC 213A - Keyboard Harmony (0.5)

Develop skills for playing basic chord progressions and scales, accompaniments, transpositions, and improvisations.

Prerequisite: MUSC 127A MUSC 127B.

MUSC 213B - Keyboard Harmony (1)

Develop skills for playing basic chord progressions and scales, accompaniments, transpositions, and improvisations.

Prerequisite: MUSC 213A.

MUSC 214A - String Quartet/Chamber Music (0)

The study and performance of string quartet and chamber music. Required of all string majors. Credit included in

applied music.

Prerequisite: By audition only.

MUSC 214B - String Quartet/Chamber Music (0)

The study and performance of string quartet and chamber music. Required of all string majors. Credit included in applied music.

MUSC 215A - Violin Methods (2)

Methods and materials for teaching beginning violin and viola. Utilizes a laboratory setting, and is required of all Music Education majors.

Prerequisite: Required for Music Education majors.

MUSC 215B - Cello and Bass Methods (2)

Methods and materials for teaching beginning cello and bass. Utilizes a laboratory setting and is required of all Music Education majors.

MUSC 215C - String Class (2)

Offers laboratory experience in playing violin, viola, cello and bass.

MUSC 216A - Guitar Ensemble (0)

Emphasizes development of ensemble discipline and sight reading. Includes study of guitar chamber music. Required for guitar majors; open to others by audition. Credit included in applied music.

Prerequisite: Required for guitar majors.

MUSC 216B - Guitar Ensemble (0)

Emphasizes development of ensemble discipline and sight reading. Includes study of guitar chamber music. Required for guitar majors; open to others by audition. Credit included in applied music.

MUSC 217A - Brass Ensemble (0)

The study and performance of literature for brass instruments. Required of all brass majors; open to others by audition. Credit included in applied music.

MUSC 217B - Brass Ensemble (0)

The study and performance of literature for brass instruments. Required of all brass majors; open to others by audition. Credit included in applied music.

MUSC 218A - Conducting I (1)

Laboratory class covers principles of choral (218A) and instrumental (218B) conducting, by using the class as an ensemble. Introduces score reading and score preparation techniques.

MUSC 218B - Conducting I (1)

Laboratory class covers principles of choral (218A) and instrumental (218B) conducting, by using the class as an ensemble. Introduces score reading and score preparation techniques.

Prerequisite: Take MUSC 218A.

MUSC 219 - Jazz History and Discography (3)

Jazz History and Discography will take the student through a variety of styles from the early 20th and 21st century. Through readings, audio/video examples, and correspondence with teacher the student will achieve a knowledge of instruments, repertoire, and historical matters congruent with the American "jazz" style.

MUSC 220A - Vocal Pedagogy (1)

To study the function and anatomy of the vocal mechanism and to establish ideal guidelines for teaching voice to singers of all types and ages. This course is restricted to voice majors only majoring in music performance, music education and music therapy with voice as their principle instrument.

MUSC 220B - Vocal Pedagogy (1)

To study the function and anatomy of the vocal mechanism

and to establish ideal guidelines for teaching voice to singers of all types and ages. This course is restricted to voice majors only majoring in music performance, music education and music therapy with voice as their principle instrument.

MUSC 222 - Jazz Arranging and Composition (3)

This course is the final step in completing the jazz minor. The student will explore and execute arrangements of well known jazz standards as well as compose original music. Prerequisites: MUSC-201, MUSC-209 and MUSC-219

Prerequisite: Take MUSC 201 MUSC 209 MUSC 219;

MUSC 223A - Vocal Coaching (0.5)

Vocal coaching is designed to help advanced singers polish their repertoire. Individual guidance in vocal coaching sessions focuses on musical and artistic concerns, as well as foreign language diction and other performance issues.

MUSC 223B - Vocal Coaching (1)

Vocal coaching is designed to help advanced singers polish their repertoire. Individual guidance in vocal coaching sessions focuses on musical and artistic concerns, as well as foreign language diction and other performance issues.

MUSC 223C - Jazz Vocal Coaching (1)

Jazz Vocal Coaching is a one-on-one meeting with an instructor to work on jazz repertoire and coinciding styles.

MUSC 223D - Jazz Vocal Coaching (1)

Jazz Vocal Coaching is a one-on-one meeting with an instructor to work on jazz repertoire and coinciding styles.

MUSC 224A - Applied Voice (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the vocal skills

necessary to express the student's potential musically and creatively.

MUSC 224B - Applied Voice (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 224P - Applied Voice (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 224R - Voice Repertoire (0)

A performance forum for vocal music majors with opportunities for feedback from peers and instructors. Strongly recommended for vocal music majors.

MUSC 224S - Applied Voice (3)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 226A - Applied Piano (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in

development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 226B - Applied Piano (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 226C - Applied Jazz Piano (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 226D - Applied Jazz Piano (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 226E - Applied Piano (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 226F - Applied Piano (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 226P - Applied Piano (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 226S - Applied Piano (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 227A - Class Piano for Piano Minors (1)

Designed to develop piano proficiency for the non-keyboard music major through basic knowledge, repertoire and functional skills.

MUSC 227B - Class Piano for Piano Minors (1)

Designed to develop piano proficiency for the non-keyboard music major through basic knowledge, repertoire and functional skills.

MUSC 228A - Applied Organ (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively.

MUSC 228B - Applied Organ (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively.

MUSC 228S - Applied Organ (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively.

MUSC 230A - Applied Violin (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 230B - Applied Violin (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin.

One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

MUSC 230P - Applied Violin (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

MUSC 230S - Applied Violin (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

MUSC 232A - Applied Viola (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the viola. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the viola skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 232B - Applied Viola (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the viola. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the viola skills

necessary to express the student's potential musically and creatively.

MUSC 234A - Applied Cello (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the cello. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the cello skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 234B - Applied Cello (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the cello. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the cello skills necessary to express the student's potential musically and creatively.

MUSC 235D - Applied Jazz Bass (2)

Directed strategies to facilitate the art of jazz improvisation.

MUSC 236A - Applied String Bass (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the string bass. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the string bass skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 236B - Applied String Bass (4)

The objective of this course is to develop the potential

musician-ship appropriate to the level and previous experience of the student through the medium of the string bass. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the string bass skills necessary to express the student's potential musically and creatively.

MUSC 238A - Applied Harp (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the harp. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the harp skills necessary to express the student's potential musically and creatively.

MUSC 238B - Applied Harp (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the harp. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the harp skills necessary to express the student's potential musically and creatively.

MUSC 240A - Applied Flute (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the flute. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the flute skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Flute Ensemble.

MUSC 240B - Applied Flute (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the flute. One-on-one instruction and guidance results in

development/improvement of technique and exploration of repertoire, enabling the student to acquire the flute skills necessary to express the student's potential musically and creatively.

MUSC 241A - Flute Ensemble (0)

The study and performance of literature for flute choir.
Credit included in applied music.

Prerequisite: Required for Flute majors.

MUSC 241B - Flute Ensemble (0)

The study and performance of literature for flute choir.
Credit included in applied music.

MUSC 242A - Applied Clarinet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the clarinet. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the clarinet skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Wind Ensemble.

MUSC 242B - Applied Clarinet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the clarinet. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the clarinet skills necessary to express the student's potential musically and creatively.

MUSC 244A - Applied Oboe (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the oboe. One-on-one instruction and guidance results in development/improvement of technique and exploration of

repertoire, enabling the student to acquire the oboe skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Wind Ensemble.

MUSC 244B - Applied Oboe (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the oboe. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the oboe skills necessary to express the student's potential musically and creatively.

MUSC 246A - Applied Bassoon (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the bassoon. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the bassoon skills necessary to express the student's potential musically and creatively.

MUSC 246B - Applied Bassoon (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the bassoon. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the bassoon skills necessary to express the student's potential musically and creatively.

MUSC 248A - Applied Trumpet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trumpet. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the trumpet skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Wind & Trumpet Ensemble.

MUSC 248B - Applied Trumpet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trumpet. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the trumpet skills necessary to express the student's potential musically and creatively.

MUSC 250A - Applied French Horn (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the French horn. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the French horn skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Wind Ensemble.

MUSC 250B - Applied French Horn (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the French horn. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the French horn skills necessary to express the student's potential musically and creatively.

MUSC 251A - Applied Baritone (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the baritone. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the baritone skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensemble.

MUSC 251B - Applied Baritone (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the baritone. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the baritone skills necessary to express the student's potential musically and creatively.

MUSC 252A - Applied Trombone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trombone. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the trombone skills necessary to express the student's potential musically and creatively.

MUSC 252B - Applied Trombone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trombone. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the trombone skills necessary to express the student's potential musically and creatively.

MUSC 256A - Applied Percussion (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the percussion instruments. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the percussion skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Percussion Ensemble.

MUSC 256B - Applied Percussion (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the percussion instruments. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the percussion skills necessary to express the student's potential musically and creatively.

MUSC 256C - Applied Jazz Percussion (1)

For students enrolled in the jazz minor; others by permission of instructor.

MUSC 256D - Applied Jazz Percussion (1)

Individualized instruction in jazz percussion techniques.

MUSC 258A - Applied Saxophone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the saxophone. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the saxophone skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Wind Ensemble.

MUSC 258B - Applied Saxophone (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the saxophone. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the saxophone skills necessary to express the student's potential musically and creatively.

MUSC 258C - Applied Jazz Saxophone (1)

For students enrolled in the jazz minor; others

MUSC 258D - Applied Jazz Saxophone (1)

For students enrolled in the jazz minor; others

MUSC 260A - Applied Tuba (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the tuba. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the tuba skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensembles.

MUSC 260B - Applied Tuba (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the tuba. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the tuba skills necessary to express the student's potential musically and creatively.

MUSC 262A - Classical/Jazz Guitar (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

MUSC 262B - Classical/Jazz Guitar (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in

development/improvement of technique and exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

MUSC 262CA - Applied Classical Guitar (1)

The objective of this course is to develop the potential musicianship and technical skills appropriate to the level and previous experience of the student through the medium of classical guitar. One-on-one instruction and guidance will develop and improve technique and aid in the acquisition of repertoire, enabling the student to optimize his/her expressive potential.

MUSC 262CB - Applied Classical Guitar (1)

The objective of this course is to develop the potential musicianship appropriate to the level and previous experience of the student through the medium of classical guitar. One-on-one instruction and guidance will develop and improve technique and acquisition of repertoire, enabling the student to express his/her musical and creative potential.

MUSC 262FA - Applied Basic Guitar (1)

The objective of this course is to assist in the development and advancement of functional guitar skills for students whose major instrument is not guitar. Basic chord and accompaniment skills, music reading, and elementary solo techniques are covered.

Prerequisite: Take MUSC 163G;

MUSC 262FB - Applied Basic Guitar (1)

The objective of this course is to assist in the development and advancement of functional guitar skills for students whose major instrument is not guitar. Basic chord and accompaniment skills, music reading, and elementary solo techniques are covered.

MUSC 262JA - Applied Jazz Guitar (1)

The objective of this course is to develop the potential musicianship and technical skills appropriate to the level and previous experience of the student through the medium

of jazz guitar. One-on-one instruction and guidance will develop and improve technique and aid in the acquisition of repertoire, enabling the student to optimize his/her expressive potential.

MUSC 262JB - Applied Jazz Guitar (1)

The objective of this course is to develop the potential musicianship and technical skills appropriate to the level and previous experience of the student through the medium of jazz guitar. One-on-one instruction and guidance will develop and improve technique and aid in the acquisition of repertoire, enabling the student to optimize his/her expressive potential.

MUSC 262S - Applied Guitar (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

MUSC 262T - Applied Electric Bass Guitar (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the electric bass guitar. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the electric bass guitar skills necessary to express the student's potential musically and creatively.

MUSC 262U - Applied Electric Bass Guitar (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the electric bass guitar. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the electric bass guitar skills necessary to express the student's potential musically and creatively.

MUSC 300A - Chamber Singers (0.5)

The study and performance of choral literature for a small select choir of mixed voices. Open to all University students by audition.

Prerequisite: By audition only.

MUSC 300B - Chamber Singers (0.5)

The study and performance of choral literature for a small select choir of mixed voices. Open to all University students by audition.

MUSC 302A - Marywood University Concert Choir (0.5)

Concert Choir is designed to provide a high-level choral music experience to singers with a wide range of backgrounds, interests, and abilities. The group welcomes all majors, as well as staff, faculty, and community members. A vocal hearing is required.

MUSC 302B - Marywood University Concert Choir (0.5)

Concert Choir is designed to provide a high-level choral music experience to singers with a wide range of backgrounds, interests, and abilities. The group welcomes all majors, as well as staff, faculty, and community members. A vocal hearing is required.

MUSC 303 - Practicum (2)

Offers students an opportunity to supplement classroom instruction with on-the-job experience. Field hours are arranged with the cooperation of local professional organizations.

MUSC 303A - Woodwind Methods I (1)

Methods and materials for teaching beginning woodwinds (flute, clarinet, saxophone). Utilizes a laboratory setting, and is required of all Music Education majors.

Prerequisite: Required for Music Education Majors.

MUSC 303B - Woodwind Methods II (1)

Methods and materials for teaching beginning woodwinds (oboe and bassoon). Utilizes a laboratory setting, and is required of all Music Education majors.

MUSC 304A - Woodwind Ensemble (0)

Involves study and performance of literature for various combinations of woodwind instruments. Required for woodwind majors; for others, open by audition. Credit included in applied music.

MUSC 304B - Woodwind Ensemble (0)

Involves study and performance of literature for various combinations of woodwind instruments. Required for woodwind majors; for others, open by audition. Credit included in applied music.

MUSC 305A - Wind Ensemble (0.5)

Involves study and performance of standard large-scale repertoire for large wind and percussion groups. Required for all Wind and Percussion majors; open to all University students, faculty, staff, and community musicians.

Prerequisite: Required of all Piano Majors.

MUSC 305B - Wind Ensemble (0)

Involves study and performance of standard large-scale repertoire for large wind and percussion groups. Required for all Wind and Percussion majors; open to all University students, faculty, staff, and community musicians.

MUSC 306A - Percussion Ensemble (0)

The study and performance of literature for percussion instruments. Required of all percussion majors; Open to others by audition. Credit included in applied music.

Prerequisite: Required for Percussion majors.

MUSC 306B - Percussion Ensemble (0)

The study and performance of literature for percussion instruments. Required of all percussion majors; Open to others by audition. Credit included in applied music.

MUSC 307A - Wind Symphony (0.5)

The study and performance of traditional and contemporary wind band literature. Required of all wind and percussion majors; open to all University students, faculty, staff, and community members.

Prerequisite: Required for Wind & Percussion majors.

MUSC 307B - Wind Symphony (0.5)

The study and performance of traditional and contemporary wind band literature. Required of all wind and percussion majors; open to all University students, faculty, staff, and community members.

MUSC 308A - Jazz Ensemble (0.5)

The study and performance of traditional and contemporary jazz band literature. Open to all University students, faculty, staff, and community members by audition.

MUSC 308B - Jazz Ensemble (0.5)

The study and performance of traditional and contemporary jazz band literature. Open to all University students, faculty, staff, and community members by audition.

MUSC 309 - Form & Analysis (3)

Melodic and harmonic musical analysis of works ranging from songs to large scale forms.

MUSC 310A - Orchestra (0.5)

The study and performance of a comprehensive selection of orchestral literature. Required of all string majors; open to all University students, faculty, staff, and community members.

Prerequisite: Required for String majors.

MUSC 310B - Orchestra (0.5)

The study and performance of a comprehensive selection of orchestral literature. Required of all string majors; open to all University students, faculty, staff, and community members.

MUSC 311B - Music Education in the Elementary School (2)

Discusses the teaching and supervision of music in the elementary school. For music education majors.

Prerequisite: Required for Music Education majors.

MUSC 312 - Music Education in the Secondary School (2)

Covers teaching and supervision of general music in grades 7-12.

Prerequisite: MUSC 311B.

MUSC 313 - String Literature (2)

Analyzes and surveys solo works and chamber music from Baroque to Modern. Required of all string performance majors.

MUSC 314A - String Quartet/Chamber Music (0)

The study and performance of string quartet and chamber music. Required of all string majors. Credit included in applied music.

Prerequisite: By audition only.

MUSC 314B - String Quartet/Chamber Music (0)

The study and performance of string quartet and chamber music. Required of all string majors. Credit included in applied music.

MUSC 315C - Instrumental Lab (0)

Laboratory class taken with wind and percussion methods

classes (MUSC 118; 303A,B; and 315A,B). Covers conducting, rehearsing, arranging, and playing secondary instruments. Required of all Music Education majors.

MUSC 315D - High Brass Methods (1)

Offers laboratory experience in playing high brass instruments; covers principles of teaching beginning classes.

Prerequisite: Required for Guitar majors.

MUSC 315E - Low Brass Methods (1)

Offers laboratory experience in playing low brass instruments; covers principles of teaching beginning classes.

MUSC 316A - Guitar Ensemble (0)

Emphasizes development of ensemble discipline and sight reading. Includes study of guitar chamber music. Required for guitar majors; open to others by audition. Credit included in applied music.

Prerequisite: Required for Guitar majors.

MUSC 316B - Guitar Ensemble (0)

Emphasizes development of ensemble discipline and sight reading. Includes study of guitar chamber music. Required for guitar majors; open to others by audition. Credit included in applied music.

MUSC 317A - Brass Ensemble (0)

The study and performance of literature for brass instruments. Required of all brass majors; open to others by audition. Credit included in applied music.

MUSC 317B - Brass Ensemble (0)

The study and performance of literature for brass instruments. Required of all brass majors; open to others by audition. Credit included in applied music.

MUSC 318A - Italian Vocal Diction & Literature (1)

Introduction in Italian pronunciation and the International Phonetic Alphabet (IPA). Includes a survey of representative Italian songs performed by students in the course. Required of all vocal majors.

Prerequisite: Restricted: Voice majors only.

MUSC 318B - German Vocal Diction & Literature (1)

Instruction in German pronunciation and the International Phonetic Alphabet (IPA). Includes survey of representative German songs performed by students in the course. Required of all vocal majors.

MUSC 318C - French Vocal Diction & Literature (1)

Instruction in French pronunciation and the International Phonetic Alphabet (IPA). Includes a survey of representative French songs performed by students in the course. Required of all vocal majors.

MUSC 319 - Art Song Literature (1)

Art Song Literature is a course designed for vocal majors to study art song genres including English art song, German Lieder and French Chanson. Offered in Spring.

Offered: Spring.

MUSC 319A - Musical Theatre Repertoire (1.5)

Studies various styles and periods of musical theatre repertoire, and guides the students in performing this music.

MUSC 319B - Musical Theatre Repertoire (1.5)

Studies various styles and periods of musical theatre repertoire, and guides the students in performing this music.

MUSC 320 - Piano Literature (2)

Analyzes and surveys solo works and chamber music from

Baroque to Modern. Required of all piano performance majors.

MUSC 322 - History of Music I (3)

The study of the history and literature of Western music from Antiquity through the end of the Baroque era (c. 1750).

MUSC 323 - History of Music II (3)

A study of the history and literature of Western music from the Classical Era (c. 1750) to the present.

MUSC 323A - Vocal Coaching (0.5)

Vocal coaching is designed to help advanced singers polish their repertoire. Individual guidance in vocal coaching sessions focuses on musical and artistic concerns, as well as foreign language diction and other performance issues.

MUSC 323B - Vocal Coaching (1)

Vocal coaching is designed to help advanced singers polish their repertoire. Individual guidance in vocal coaching sessions focuses on musical and artistic concerns, as well as foreign language diction and other performance issues.

MUSC 323D - Jazz Vocal Coaching (1)

Jazz Vocal Coaching is a one-on-one meeting with an instructor to work on jazz repertoire and coinciding styles.

MUSC 324A - Applied Voice (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 324B - Applied Voice (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 324R - Voice Repertoire (0)

A performance forum for vocal music majors with opportunities for feedback from peers and instructors. Strongly recommended for vocal music majors.

Prerequisite: Restricted: Voice majors only.

MUSC 324S - Applied Voice (3)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 326A - Applied Piano (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 326B - Applied Piano (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 326C - Applied Jazz Piano (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 326D - Applied Jazz Piano (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 326E - Applied Piano (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 326F - Applied Piano (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 326P - Applied Piano (2)

The objective of this course is to develop the potential

musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 326S - Applied Piano (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 328A - Applied Organ (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively.

MUSC 328B - Applied Organ (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively.

MUSC 328P - Applied Organ (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire

the organ skills necessary to express the student's potential musically and creatively.

MUSC 328S - Applied Organ (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively.

MUSC 330A - Applied Violin (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 330B - Applied Violin (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

MUSC 330S - Applied Violin (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

MUSC 332A - Applied Viola (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the viola. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the viola skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 332B - Applied Viola (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the viola. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the viola skills necessary to express the student's potential musically and creatively.

MUSC 334A - Applied Cello (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the cello. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the cello skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 334B - Applied Cello (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the cello. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the cello skills necessary to express the student's potential musically and creatively.

MUSC 336A - Applied String Bass (3)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the string bass. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the string bass skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 336B - Applied String Bass (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the string bass. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the string bass skills necessary to express the student's potential musically and creatively.

MUSC 338A - Applied Harp (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the harp. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the harp skills necessary to express the student's potential musically and creatively.

MUSC 338B - Applied Harp (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the harp. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the harp skills necessary to express the student's potential musically and creatively.

MUSC 340A - Applied Flute (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the flute. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the flute skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Flute Ensemble.

MUSC 340B - Applied Flute (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the flute. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the flute skills necessary to express the student's potential musically and creatively.

MUSC 341A - Flute Ensemble (0)

The study and performance of literature for flute choir. Credit included in applied music.

Prerequisite: Required for all Flute majors.

MUSC 341B - Flute Ensemble (0)

The study and performance of literature for flute choir. Credit included in applied music.

MUSC 342A - Applied Clarinet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the clarinet. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the clarinet skills necessary to express the student's potential musically and creatively.

MUSC 342B - Applied Clarinet (4)

The objective of this course is to develop the potential

musician-ship appropriate to the level and previous experience of the student through the medium of the clarinet. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the clarinet skills necessary to express the student's potential musically and creatively.

MUSC 344A - Applied Oboe (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the oboe. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the oboe skills necessary to express the student's potential musically and creatively.

MUSC 344B - Applied Oboe (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the oboe. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the oboe skills necessary to express the student's potential musically and creatively.

MUSC 346A - Applied Bassoon (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the bassoon. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the bassoon skills necessary to express the student's potential musically and creatively.

MUSC 346B - Applied Bassoon (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the bassoon. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire

the bassoon skills necessary to express the student's potential musically and creatively.

MUSC 348A - Applied Trumpet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trumpet. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the trumpet skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensemble.

MUSC 348B - Applied Trumpet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trumpet. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the trumpet skills necessary to express the student's potential musically and creatively.

MUSC 350A - Applied French Horn (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the French horn. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the French horn skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensemble.

MUSC 350B - Applied French Horn (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the French horn. One-on-one instruction and guidance results in development/improvement of technique and the

exploration of repertoire, enabling the student to acquire the French horn skills necessary to express the student's potential musically and creatively.

MUSC 351A - Applied Baritone (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the baritone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the baritone skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensemble.

MUSC 351B - Applied Baritone (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the baritone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the baritone skills necessary to express the student's potential musically and creatively.

MUSC 352A - Applied Trombone (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trombone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the trombone skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensemble.

MUSC 352B - Applied Trombone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trombone. One-on-one instruction and guidance results in

development/improvement of technique and the exploration of repertoire, enabling the student to acquire the trombone skills necessary to express the student's potential musically and creatively.

MUSC 356A - Applied Percussion (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the percussion instruments. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the percussion skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Percussion Ensemble.

MUSC 356B - Applied Percussion (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the percussion instruments. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the percussion skills necessary to express the student's potential musically and creatively.

MUSC 356D - Applied Jazz Percussion (1)

Individualized instruction in jazz percussion techniques.

MUSC 358A - Applied Saxophone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the saxophone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the saxophone skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensembles.

MUSC 358B - Applied Saxophone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the saxophone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the saxophone skills necessary to express the student's potential musically and creatively.

MUSC 358C - Applied Jazz Saxophone (1)

For students enrolled in the jazz minor; others

MUSC 358D - Applied Jazz Saxophone (1)

For students enrolled in the jazz minor; others

MUSC 358P - Applied Saxophone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the saxophone. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the saxophone skills necessary to express the student's potential musically and creatively.

MUSC 360A - Applied Tuba (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the tuba. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the tuba skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensembles.

MUSC 360B - Applied Tuba (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the tuba. One-on-one instruction and guidance results in

development/improvement of technique and the exploration of repertoire, enabling the student to acquire the tuba skills necessary to express the student's potential musically and creatively.

MUSC 362A - Classical/Jazz Guitar (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Guitar Ensemble.

MUSC 362B - Classical/Jazz Guitar (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

MUSC 362CA - Applied Classical Guitar (1)

The objective of this course is to develop the potential musicianship and technical skills appropriate to the level and previous experience of the student through the medium of classical guitar. One-on-one instruction and guidance will develop and improve technique and aid in the acquisition of repertoire, enabling the student to optimize his/her expressive potential.

MUSC 362CB - Applied Classical Guitar (1)

The objective of this course is to develop the potential musicianship appropriate to the level and previous experience of the student through the medium of classical guitar. One-on-one instruction and guidance will develop and improve technique and acquisition of repertoire, enabling the student to express his/her musical and creative potential.

MUSC 362FA - Applied Basic Guitar (1)

The objective of this course is to assist in the development and advancement of functional guitar skills for students whose major instrument is not guitar. Basic chord and accompaniment skills, music reading, and elementary solo techniques are covered.

Prerequisite: Take MUSC 163G;

MUSC 362FB - Applied Basic Guitar (1)

The objective of this course is to assist in the development and advancement of functional guitar skills for students whose major instrument is not guitar. Basic chord and accompaniment skills, music reading, and elementary solo techniques are covered.

MUSC 362JA - Applied Jazz Guitar (1)

The objective of this course is to develop the potential musicianship and technical skills appropriate to the level and previous experience of the student through the medium of jazz guitar. One-on-one instruction and guidance will develop and improve technique and aid in the acquisition of repertoire, enabling the student to optimize his/her expressive potential.

MUSC 362JB - Applied Jazz Guitar (1)

The objective of this course is to develop the potential musicianship and technical skills appropriate to the level and previous experience of the student through the medium of jazz guitar. One-on-one instruction and guidance will develop and improve technique and aid in the acquisition of repertoire, enabling the student to optimize his/her expressive potential.

MUSC 362P - Applied Guitar (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential

musically and creatively.

MUSC 362S - Applied Guitar (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

MUSC 362T - Applied Electric Bass Guitar (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the electric bass guitar. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the electric bass guitar skills necessary to express the student's potential musically and creatively.

MUSC 362U - Applied Electric Bass Guitar (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the electric bass guitar. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the electric bass guitar skills necessary to express the student's potential musically and creatively.

MUSC 363 - Guitar Pedagogy (2)

Studies guitar teaching techniques, methods, and materials, as well as, solo and ensemble literature. Required of all guitar performance majors.

MUSC 364 - Flute Literature and Pedagogy (3)

Studies flute literature from the Baroque era to the present. Covers flute teaching techniques, methods, and materials, as well as, solo and ensemble literature. Required of all flute performance majors.

MUSC 376 - Recreational Music (2)

Covers techniques and performance skills that build on musical experience, repertoire, and materials including arranging compositions for small vocal and non-symphonic instrumental ensembles, and activities for music therapy intervention.

MUSC 382A - Junior Recital (0)

These are numbers for individual major recitals including recitals that are degree requirements and those that may be given by particularly talented and motivated students. By making major recitals a required course we have some grade control over the product finished.

Prerequisite: Required for Performance majors.

MUSC 382B - Junior Recital (0)

These are numbers for individual major recitals including recitals that are degree requirements and those that may be given by particularly talented and motivated students. By making major recitals a required course we have some grade control over the product finished.

MUSC 399 - ST: Opera Production Workshop (0.5)

Opera Production Workshop class involves all aspects of putting on an opera. Students will participate as chorus members, orchestra members or backstage for the production of the Magic Flute. Leads will be professional singers.

MUSC 399A - ST: The History of Hip Hop (3)

The course is a chronological study of the history of hip hop with regard to music, dance, entrepreneurship, business, and culture with an emphasis on the social and political impact of the hip hop movement. The course will trace the acculturation of African music with European and Early American music as a result of the slave trade and will then study hip hop music and culture through 2016.

MUSC H311B - Music Education in the Elementary School (2)

Discusses the teaching and supervision of music in the elementary school. For music education majors.

MUSC H312 - Music Education in the Secondary School (2)

For music education majors. Discusses the teaching of music in junior and senior high school.

MUSC H322 - History of Music I (honors) (3)

A chronological approach to the study of the history and literature of western music from antiquity and the Middle Ages to the Baroque era (c.1750). The study includes a score analysis, including form, of selected representative works.

Prerequisite: Permission of Director of the Honors Program required.

MUSC H323 - History of Music II (honors) (3)

A chronological approach to the study of the history and literature of music from the Classic era to the present. The study includes a score analysis, including form, of selected representative works.

Prerequisite: Permission of Director of the Honors Program required.

MUSC 400A - Chamber Singers (0.5)

The study and performance of choral literature for a small select choir of mixed voices. Open to all University students by audition.

Prerequisite: By audition only.

MUSC 400B - Chamber Singers (0.5)

The study and performance of choral literature for a small select choir of mixed voices. Open to all University students by audition.

MUSC 402A - Marywood University Concert Choir (0.5)

Concert Choir is designed to provide a high-level choral music experience to singers with a wide range of backgrounds, interests, and abilities. The group welcomes all majors, as well as staff, faculty, and community members. A vocal hearing is required.

MUSC 402B - Marywood University Concert Choir (0.5)

Concert Choir is designed to provide a high-level choral music experience to singers with a wide range of backgrounds, interests, and abilities. The group welcomes all majors, as well as staff, faculty, and community members. A vocal hearing is required.

MUSC 403 - Internship (3)

Professional placement under the supervision of an arts administrator. The course enables students to pursue their special interests and develop skills in performing arts management.

Prerequisite: Permission of the Department Chairperson required.

MUSC 404A - Woodwind Ensemble (0)

Involves study and performance of literature for various combinations of woodwind instruments. Required for woodwind majors; for others, open by audition. Credit included in applied music.

MUSC 404B - Woodwind Ensemble (0)

Involves study and performance of literature for various combinations of woodwind instruments. Required for woodwind majors; for others, open by audition. Credit included in applied music.

MUSC 405A - Wind Ensemble (0.5)

Involves study and performance of standard large-scale repertoire for large wind and percussion groups. Required for all Wind and Percussion majors; open to all University students, faculty, staff, and community musicians.

Prerequisite: Required of all Piano majors.

MUSC 405B - Wind Ensemble (0)

Involves study and performance of standard large-scale repertoire for large wind and percussion groups. Required for all Wind and Percussion majors; open to all University students, faculty, staff, and community musicians.

MUSC 406A - Percussion Ensemble (0)

The study and performance of literature for percussion instruments. Required of all percussion majors; Open to others by audition. Credit included in applied music.

Prerequisite: Required for Percussion majors.

MUSC 406B - Percussion Ensemble (0)

The study and performance of literature for percussion instruments. Required of all percussion majors; Open to others by audition. Credit included in applied music.

MUSC 407 - Wind Symphony (0.5)

The study and performance of traditional and contemporary wind band literature. Required of all wind and percussion majors; open to all University students, faculty, staff, and community members.

Prerequisite: Required for Wind & Percussion majors.

MUSC 407A - Wind Symphony (0.5)

The study and performance of traditional and contemporary wind band literature. Required of all wind and percussion majors; open to all University students, faculty, staff, and community members.

Prerequisite: Required for Wind & Percussion majors.

MUSC 407B - Wind Symphony (0.5)

The study and performance of traditional and contemporary wind band literature. Required of all wind and percussion majors; open to all University students, faculty, staff, and community members.

MUSC 408A - Jazz Ensemble (0.5)

The study and performance of traditional and contemporary jazz band literature. Open to all University students, faculty, staff, and community members by audition.

MUSC 408B - Jazz Ensemble (0.5)

The study and performance of traditional and contemporary jazz band literature. Open to all University students, faculty, staff, and community members by audition.

MUSC 409 - Percussion Pedagogy (1)

Studies percussion teaching techniques, methods, and materials, as well as solo and ensemble literature. Required of all percussion performance majors.

MUSC 410A - Orchestra (0.5)

The study and performance of a comprehensive selection of orchestral literature. Required of all string majors; open to all University students, faculty, staff, and community members.

Prerequisite: Required for String majors.

MUSC 410B - Orchestra (0.5)

The study and performance of a comprehensive selection of orchestral literature. Required of all string majors; open to all University students, faculty, staff, and community members.

MUSC 411 - Counterpoint (3)

Addresses concepts related to modal and tonal counterpoint, using examples from the Renaissance and Baroque periods. Prerequisites: MUSC 211A, 211B, 212A, 212B Offered in Fall.

Prerequisite: MUSC 211A MUSC 211B MUSC 212A MUSC 212B. Offered: Fall.

MUSC 412 - Orchestration (2)

Covers arranging techniques for small ensembles, orchestra, band, and chorau. Addresses the capabilities and limitations of instruments and voices. Offered in Spring.

Corequisite: MUSC 111A MUSC 111B MUSC 211A MUSC 212A,Take MUSC 211B MUSC 212B. Offered: Spring.

MUSC 413 - Tonal Counterpoint (3)

Polyphonic procedures in the style of Bach and his contemporaries with practical application. Required for performance majors. . Prerequisites: MUSC 411

Prerequisite: MUSC 411.

MUSC 414A - String Quartet/Chamber Music (0)

Involves study and performance of string quartet and chamber music involving strings. Required for String majors. Credit included in Applied Music.

Prerequisite: By audition only.

MUSC 414B - String Quartet/Chamber Music (0)

Involves study and performance of string quartet and chamber music involving strings. Required of String majors. Credit included in applied music.

MUSC 415 - Composition (3)

Explores techniques of composing for various combinations of voices and instruments, focusing on smaller forms. Required of all music performance majors. Offered in Spring.

Prerequisite: MUSC 211A and MUSC 212A;. Corequisite: MUSC 211B and MUSC 212B;. Offered: Spring.

MUSC 416 - Jazz Composition and Arranging (3)

Jazz Comp and Arranging guides the student through the process of creating new jazz music and arranging

previously composed music for ensembles of various instrumentation. Prerequisite-Musc201 or Musc209.

MUSC 416A - Guitar Ensemble (0)

Emphasizes development of ensemble discipline and sight reading. Includes study of guitar chamber music. Required for guitar majors; open to others by audition. Credit included in applied music

Prerequisite: Required for Guitar majors.

MUSC 416B - Guitar Ensemble (0)

Emphasizes development of ensemble discipline and sight reading. Includes study of guitar chamber music. Required for guitar majors; open to others by audition. Credit included in applied music

MUSC 417A - Brass Ensemble (0)

The study and performance of literature for brass instruments. Required of all brass majors; open to others by audition. Credit included in applied music.

MUSC 417B - Brass Ensemble (0)

The study and performance of literature for brass instruments. Required of all brass majors; open to others by audition. Credit included in applied music.

MUSC 418 - Brass Pedagogy/Literature (2)

Analysis of brass literature. Offered in alternate years. Required for Brass Performance majors.

MUSC 418A - Brass Pedagogy/Literature (2)

Studies brass teaching techniques, methods, and materials, as well as solo and ensemble literature. Required of all brass performance majors.

MUSC 419 - Conducting II (1)

Focuses on expressive movement and rehearsal procedures. Emphasis is placed on band repertoire.

Prerequisite: MUSC 218A MUSC 218B.

MUSC 420 - Piano Pedagogy (1)

Studies piano teaching techniques, methods, and materials, as well as solo and ensemble literature. Required of all piano performance majors.

MUSC 421 - Introduction to World Music (1)

Survey of various musical traditions of selected non-Western societies. Course includes historical, sociological, and aesthetic perspectives. Offered in fall.

Offered: Fall.

MUSC 423A - Opera Workshop (2)

Students prepare a program of fully-staged opera scenes from the Baroque era to the 21st Century. Course also surveys compositional and performance history of opera. Audition required.

MUSC 423B - Vocal Coaching (1)

Vocal coaching is designed to help advanced singers polish their repertoire. Individual guidance in vocal coaching sessions focuses on musical and artistic concerns, as well as foreign language diction and other performance issues.

MUSC 423D - Jazz Vocal Coaching (1)

Jazz Vocal Coaching is a one-on-one meeting with an instructor to work on jazz repertoire and coinciding styles.

MUSC 424 - Applied Voice (2)

MUSC 424A - Applied Voice (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and

creatively.

MUSC 424B - Applied Voice (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 424P - Applied Voice (3)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 424R - Voice Repertoire (0)

A performance forum for vocal music majors with opportunities for feedback from peers and instructors. Strongly recommended for vocal music majors.

Prerequisite: Restricted: Voice majors only.

MUSC 424S - Applied Voice (3)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 426A - Applied Piano (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano.

One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 426B - Applied Piano (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 426C - Applied Jazz Piano (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 426D - Applied Jazz Piano (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 426E - Applied Piano (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 426F - Applied Piano (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 428A - Applied Organ (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively.

MUSC 428B - Applied Organ (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively.

MUSC 430A - Applied Violin (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 430B - Applied Violin (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the violin. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the violin skills necessary to express the student's potential musically and creatively.

MUSC 432A - Applied Viola (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the viola. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the viola skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 432B - Applied Viola (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the viola. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the viola skills necessary to express the student's potential musically and creatively.

MUSC 434A - Applied Cello (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the cello. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the cello skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 434B - Applied Cello (2)

The objective of this course is to develop the potential

musician-ship appropriate to the level and previous experience of the student through the medium of the cello. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the cello skills necessary to express the student's potential musically and creatively.

MUSC 434C - Applied Cello (1)

Private cello instruction for students with fulfilled applied credits but still preparing for the senior recital.

MUSC 436A - Applied String Bass (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the string bass. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the string bass skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Orchestra.

MUSC 436B - Applied String Bass (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the string bass. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the string bass skills necessary to express the student's potential musically and creatively.

MUSC 438A - Applied Harp (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the harp. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the harp skills necessary to express the student's potential musically and creatively.

MUSC 438B - Applied Harp (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the harp. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the harp skills necessary to express the student's potential musically and creatively.

MUSC 440A - Applied Flute (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the flute. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the flute skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Flute Ensemble.

MUSC 440B - Applied Flute (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the flute. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the flute skills necessary to express the student's potential musically and creatively.

MUSC 441A - Flute Ensemble (0)

The study and performance of literature for flute choir. Credit included in applied music.

MUSC 441B - Flute Ensemble (0)

The study and performance of literature for flute choir. Credit included in applied music.

MUSC 442A - Applied Clarinet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the clarinet. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the clarinet skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Wind Ensemble.

MUSC 442B - Applied Clarinet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the clarinet. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the clarinet skills necessary to express the student's potential musically and creatively.

MUSC 444A - Applied Oboe (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the oboe. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the oboe skills necessary to express the student's potential musically and creatively.

MUSC 444B - Applied Oboe (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the oboe. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the oboe skills necessary to express the student's potential musically and creatively.

MUSC 446A - Applied Bassoon (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the

bassoon. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the bassoon skills necessary to express the student's potential musically and creatively.

MUSC 446B - Applied Bassoon (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the bassoon. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the bassoon skills necessary to express the student's potential musically and creatively.

MUSC 448A - Applied Trumpet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trumpet. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the trumpet skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensemble.

MUSC 448B - Applied Trumpet (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trumpet. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the trumpet skills necessary to express the student's potential musically and creatively.

MUSC 448C - Trumpet Literature (1)

Survey of trumpet solo, chamber, and large ensemble literature designed for the performance major.

MUSC 448D - Trumpet Pedagogy (1)

Survey of trumpet techniques to enhance teaching skill and is designed for the performance major.

MUSC 448P - Applied Trumpet (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trumpet. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the trumpet skills necessary to express the student's potential musically and creatively.

MUSC 450A - Applied French Horn (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the French horn. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the French horn skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensemble.

MUSC 450B - Applied French Horn (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the French horn. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the French horn skills necessary to express the student's potential musically and creatively.

MUSC 451A - Applied Baritone (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the baritone. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the baritone skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensemble.

MUSC 451B - Applied Baritone (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the baritone. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the baritone skills necessary to express the student's potential musically and creatively.

MUSC 452A - Applied Trombone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trombone. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the trombone skills necessary to express the student's potential musically and creatively.

MUSC 452B - Applied Trombone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the trombone. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the trombone skills necessary to express the student's potential musically and creatively.

MUSC 454A - Applied Accordion (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the accordion. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the accordion skills necessary to express the student's potential musically and creatively.

MUSC 454B - Applied Accordion (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the accordion. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the accordion skills necessary to express the student's potential musically and creatively.

MUSC 456A - Applied Percussion (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the percussion instruments. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the percussion skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Percussion Ensemble.

MUSC 456B - Applied Percussion (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the percussion instruments. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the percussion skills necessary to express the student's potential musically and creatively.

MUSC 456C - Applied Percussion (1)

Private percussion instruction for students with fulfilled applied credits but still preparing for the senior recital.

MUSC 458A - Applied Saxophone (3)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the saxophone. One-on-one instruction and guidance results in development/improvement of technique and exploration of

repertoire, enabling the student to acquire the saxophone skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensemble.

MUSC 458B - Applied Saxophone (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the saxophone. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the saxophone skills necessary to express the student's potential musically and creatively.

MUSC 458C - Applied Jazz Saxophone (1)

For students enrolled in the jazz minor; others

MUSC 458D - Applied Jazz Saxophone (1)

For students enrolled in the jazz minor; others

MUSC 460A - Applied Tuba (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the tuba. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the tuba skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Brass & Wind Ensemble.

MUSC 460B - Applied Tuba (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the tuba. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the tuba skills

necessary to express the student's potential musically and creatively.

MUSC 462A - Classical/Jazz Guitar (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

Prerequisite: Must also register for Guitar Ensemble.

MUSC 462B - Classical/Jazz Guitar (4)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

MUSC 462CA - Applied Classical Guitar (1)

The objective of this course is to develop the potential musicianship and technical skills appropriate to the level and previous experience of the student through the medium of classical guitar. One-on-one instruction and guidance will develop and improve technique and aid in the acquisition of repertoire, enabling the student to optimize his/her expressive potential.

MUSC 462CB - Applied Classical Guitar (1)

The objective of this course is to develop the potential musicianship appropriate to the level and previous experience of the student through the medium of classical guitar. One-on-one instruction and guidance will develop and improve technique and acquisition of repertoire, enabling the student to express his/her musical and creative potential.

MUSC 462FA - Applied Basic Guitar (1)

The objective of this course is to assist in the development and advancement of functional guitar skills for students whose major instrument is not guitar. Basic chord and accompaniment skills, music reading, and elementary solo techniques are covered.

Prerequisite: Take MUSC 362FB.

MUSC 462FB - Applied Basic Guitar (1)

The objective of this course is to assist in the development and advancement of functional guitar skills for students whose major instrument is not guitar. Basic chord and accompaniment skills, music reading, and elementary solo techniques are covered.

MUSC 462JA - Applied Jazz Guitar (1)

The objective of this course is to develop the potential musicianship and technical skills appropriate to the level and previous experience of the student through the medium of jazz guitar. One-on-one instruction and guidance will develop and improve technique and aid in the acquisition of repertoire, enabling the student to optimize his/her expressive potential.

MUSC 462JB - Applied Jazz Guitar (1)

The objective of this course is to develop the potential musicianship and technical skills appropriate to the level and previous experience of the student through the medium of jazz guitar. One-on-one instruction and guidance will develop and improve technique and aid in the acquisition of repertoire, enabling the student to optimize his/her expressive potential.

MUSC 462P - Applied Guitar (3)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

MUSC 462S - Applied Guitar (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the guitar. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the guitar skills necessary to express the student's potential musically and creatively.

MUSC 462T - Applied Electric Bass Guitar (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the electric bass guitar. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the electric bass guitar skills necessary to express the student's potential musically and creatively.

MUSC 462U - Applied Electric Bass Guitar (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the electric bass guitar. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the electric bass guitar skills necessary to express the student's potential musically and creatively.

MUSC 463 - Guitar Literature (2)

Analyzes and surveys literature for guitar, lute, and vihuela from the 16th Century to the present. Includes performance practice and transcription from tablature. Required of all guitar performance majors.

MUSC 464 - Ensemble Participation-Fifth Year (0)

Fulfills ensemble participation required of full-time students. Restricted to students who have completed their "for credit" requirements.

MUSC 465 - Care and Repair of Instruments (3)

Proper care of band and orchestral instruments.

MUSC 466 - Choral Methods (2)

Covers strategies for achieving good choral tone, blend, balance, diction and ensemble; planning effective vocal warm-ups; dealing with unchanged and adolescent voices; getting the most out of rehearsals; choosing appropriate repertoire for school and church. Students will be involved in class presentations as singers, teachers and conductors.

MUSC 467 - Computer Technology (1)

Instruction in computer software for various music applications.

MUSC 468 - History of Jazz (1)

A study of influential musicians and their stylistic contributions to the development of jazz.

MUSC 477A - Honors Research Internship (3)

Students gain hands-on experience while learning research techniques by working directly with a faculty member on a research project.

MUSC 477B - Honors Research Internship (3)

Students gain hands-on experience while learning research techniques by working directly with a faculty member on a research project.

MUSC 477C - Honors Research Internship (3)

Students gain hands-on experience while learning research techniques by working directly with a faculty member on a research project.

MUSC 478A - Honors Senior Thesis (1.5)

MUSC 478B - Honors Senior Thesis (1.5)

MUSC 482A - Senior Recital (0)

These are numbers for individual major recitals including recitals that are degree requirements and those that may be given by particularly talented and motivated students. By making major recitals a required course we have some grade control over the product finished.

Prerequisite: Required for all Music majors.

MUSC 482B - Senior Recital (0)

These are numbers for individual major recitals including recitals that are degree requirements and those that may be given by particularly talented and motivated students. By making major recitals a required course we have some grade control over the product finished.

MUSC 490 - Marching Band Techniques (1)

Designed to give a foundation in current styles of show design, marching, arranging and organizational techniques for marching band.

MUSC 490Q - Repertoire and Rehearsal Techniques for Jr & Sr Hs Bands (1)

A practical course in choosing literature, preparing the score, rehearsal psychology, rehearsal priorities, and other items a band director must consider in preparing for a performance.

MUSC 493 - Computer Literacy in Music (2)

Music through MIDI - an introductory course to computer/synthesizer techniques and electronic music systems. This course (which is of equal value for performers, composers, and educators alike) is an entry level course designed to introduce the student to the many different aspects of music technology.

MUSC 497 - Bass Pedagogy/Literature (3)

Studies bass teaching techniques, methods, and materials, as well as solo and ensemble literature. Required of all bass performance majors.

MUSC 497E - Electric Bass Pedagogy/Literature (3)

Studies bass teaching techniques, methods, and materials, as well as solo and ensemble literature. Required of all bass performance majors.

MUSC 498 - Violin Literature/Pedagogy (3)

Studies violin teaching techniques, methods, and materials, as well as solo and ensemble literature. Required of all violin performance majors.

MUSC 498F - Vocal Pedagogy: the Singing Voice, Part II (3)

Using the IPA in French songs. Maintaining a healthy, creative vocal pedagogy and rehabilitating an abused voice based on a working knowledge of the psychological, physiological and acoustical attributes of the singing voice.

MUSC 499 - Independent Study (1)

Individual study in a music area outside departmental offerings. Students must have a QPA of at least 3.00 for consideration.

MUSC H466 - Advanced Analysis (3)

Covers strategies for achieving good choral tone, blend, balance, diction and ensemble; planning effective vocal warm-ups; dealing with unchanged and adolescent voices; getting the most out of rehearsals; choosing appropriate repertoire for school and church. Students will be involved in class presentations as singers, teachers and conductors.

Prerequisite: Permission of Director of the Honors Program required.

MUSC H478 - Honors Senior Thesis (3)

Prerequisite: Permission of Director of the Honors Program required.

MUSC H499 - Independent Study (3)

Students with a 3.00 QPA may be granted permission to do independent study in a music area that is not offered in any departmental course offerings.

Prerequisite: Permission of Director of the Honors Program required.

ANA 6104 - (5)

- 2 additional Psychology electives

ANA 6205 - (5)

ARCH 215 - Transition Studio II (6)

This studio is intended for transfer students seeking advanced placement in the design studio sequence. This summer studio will focus on applying design thinking skills toward site analysis, programming, basic building design within various contexts both urban and landscape. It may also be available for current Marywood students under approved circumstances.

- Certified Flight Instructor Rating (2)

CJ 200+ - (3)
CJ 503 - (3)
CJ 522 - (3)
CJ 544 - (3)
CSD 500 - (3)
CSD 501 - (3)
CSD 502 - (3)
CSD 503 - (3)
CSD 504 - (4)
CSD 505 - (3)
CSD 506L - (1)
CSD 506P - (3)
CSD 507 - (2)
CSD 508 - (2)
CSD 510 - (3)
CSD 511 - (2)
CSD 512 - (2)
CSD 513 - (3)
CSD 514 - (2)
CSD 515 - (3)
CSD 516A - (1)
CSD 516B - (1)
CSD 516C - (1)
CSD 517P - (1)
CSD 518P - (1)
CSD 519I - (3)
CSD 520E - (3)
CSD 521 - (2)
CSD 522 - (1)
CSD 524 - (2)
CSD 525 - (2)
EDUC 501 - (3)
EDUC 000 - (0)
EDUC 005D - (1)
EDUC 100 - (0.5)
EDUC 502 - (3)
EDUC 523 - (3)
EDUC 554 - (3)
EDUC 561 - (3)
EDUC 597 - (12)
ENGL 315 -
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ENGL 353 -
ENGL 355 -
ENGL 367 -
ENGL 480 -
FL - Foreign Language (3)
HIST 125 - (3)
HIST - History (3)
HIST XXX - Modern Developing World (3)
HIST XXX - Modern Europe (3)
HIST XXX - Developing World Elective (3)
HIST XXX - Modern America (3)
- Multi-Engine Flight Rating (1)
PHIL 404 - (3)
- Plus 2 Art Therapy graduate course electives
PS XXX - (9)
RED 524A - (4)
RED 526 - (3)
RED 530 - (3)
RED 533 - (3)
RED 540 - (3)
RED 542 - (3)
RED 546 - (3)
RED 555 - (0)
- Track elective 1 (3)
- Track elective 2 (3)
- Track elective 3 (3)
Various - Curriculum methods and materials in the major discipline
- And
- AND/OR
ANO 6102 - (5)
ARCH XXX - Program Elective (3)
ART 221L - (0)
ART 222 - Ceramics I (3)

Basic level study with clay. Hand-building and throwing on the potter's wheel. Basic glaze application and firing procedure.

ART 362 - Animation for the Illustrator (3)

Journey through the history of animation -- from Windsor McCay's Gertie the Dinosaur through the latest Pixar blockbusters -- and apply what you've learned, designing characters and environments and bringing them to full, vibrant life using the latest animation software.

ART Elective - 3D Studio Elective (3)
ART Elective - Advanced 3D Studio Elective (6)
ART Elective - Art History Elective (3)
ART Elective - Art or Art History Elective (3)
ART Elective - Elective (3)
ART Elective - Studio (3)
ART Elective - Studio Elective (3)
ART Elective - Studio Electives (6)
ART Elective - Studio or Art History Elective (3)
ART XXX - Elective (3)
HIST XXX - (3)
AST 6304 - (2)
BCH 6101 - (3)
BCH 6203 - (2)
BIOL 130L - (1)
BIOL 440 - (3)
BUS 378 - (3)
BUS 379 - (3)
BUS - Business Elective (3)
BUS Elective - Business elective (3)
BUS Varies - Electives (6)
CHEM 332 - (3)
CJ XXX - (3)
COMM elective - (3)
COMM Varies - Non-print media electives (3)
- Course substitution approved by Communication Department Chair
CSD 526 - Medical SLP?Approach (2)

DANC - Elective (2)
DEAN 071 - (0)
DEAN 073 - (0)
DEAN 075 - Degree Candidacy (0)
EDUC 00_ - (0)
EDUC 001 - (0)
EDUC 002 - (0)
EDUC 003 - (0)
EDUC 004 - (0)
EDUC 004A - (0.5)
EDUC 004B - (0.5)
EDUC 004G - (0)
EDUC 005 - (0)
EDUC 005A - (1)
EDUC 005B - (1)
EDUC 442 - (9)
EDUC 442C - (8)
EDUC 442F - (8)
EDUC 442K - (8)
EDUC 442O - (8)
- Elective (3)
Elective - Elective Course (1)
EMG 498 - (3)
ENGL 220 - Writing Technique (3)

Students will practice a variety of writing techniques, honing their knowledge of grammar and style. By approaching writing through a rhetorical lens, students will learn to consider the effects of their choices on their audiences so that they are better able to communicate effectively, accurately, and appropriately.

Prerequisite: ENGL 160 and ENGL 180.

ENGL 230 - (3)
ENGL 240 - Professional and Technical Writing (3)

This course introduces students to the fields of professional and technical writing by reading and studying the kinds of writing produced in a variety of professional settings. Students will learn techniques and conventions of professional writing, including principles of audience and rhetoric, research, editing, and document design in order to be able to communicate effectively and ethically through writing tailored to specific workplaces and situations.

ENGL 372 - (3)
ENGL 373 - (3)
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ENGL 436 - (3)
ENGL 437 - (3)
ENGL 438 - (3)
ENGL 439 - (3)
ENGL 440 - Research Methods for Content Creators
(3)

This course will prepare students for the rigors of research in professional settings. They will learn how to search effectively and responsibly for information and content they will need to produce quality content across a variety of platforms, considering the full range of resources available to them, from archives to internet to interviews. They will distill information from various sources and create content tailored to specific situations based on their research.

ENGL 441 - (3)
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ENGL 491 - (3)
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ENGL 494 - (3)
ENGL 496 - (3)
ENGL 497 - (3)
ENGL 498 - (3)
ENGL - English (3)
ENGL - English Elective (3)
ENGL XXX - English-above-300 (3)
ENGL XXX - English Elective (3)
ENGL XXXW -
FA - Fine Arts (3)
FA - Fine Arts Elective (3)
- Fieldwork (3)
FINE-ARTS - Fine-Arts (3)
FINE ARTS - Fine Arts Elective (3)
GEOG XXX - (3)
GE XXX - General Elective (3)
HIST 200+ - (3)
HIST - Global History (3)
HIST - History Elective (3)
HIST XXX - History Elective (3)
IARC 220A - (6)
IARC XXX - Program Elective (3)
LA - General Elective (3)
LANG - Language Elective (3)
LANGUAGE - Foreign Language I (3)
LANGUAGE - Foreign Language II (3)
LANG XXX - Foreign language I (3)
MATH 150 - (3)
MATH XXX - Mathematics (3)
MUSC 108C - (0.5)
MUSC 108D - (0.5)
MUSC 162 C -
MUSC 308C - (0.5)

MUSC 308D - (0.5)
MUSC 382 - (0)
MUSC 383 - (3)
MUSC 408C - (0.5)
MUSC 408D - (0.5)
MUSC 422A - (1)
MUSC 482 - (0)
MUSC 483 - (3)
MUSC Varies - Applied Guitar (2)
MUSC Varies - Applied Major (32)
MUSC Varies - Applied Music (4)
MUSC Varies - Applied Voicer (7)
MUSC Varies - Choral/Instrumental Ensemble (2)
MUSC Varies - Concert Choir (2)
MUSC Varies - Elective (2)
MUSC Varies - Electives (3)
MUSC Varies - Electives
MUSC Varies - Ensemble
MUSC Varies - Ensemble
MUSC Varies - Pedagogy/Literature
ND 400 - (3)
- Or
PHIL 470 - (2)
PHIL - Philosophy Elective (3)
PHIL XXX - Philosophy above 200 (3)
PHIL XXX - Philosophy Elective (3)
- PHYS or CHEM (3)
PS 327G - (3)
PS XXX - (12)
PSYC Elective - (2)
PSYC XXX - Social Science Elective (3)
RESP 100 - Intro to Respiratory Care (2)

Introduces respiratory care as an allied health specialty with an emphasis on role delineation, history, and the organization of the profession. Cleaning and the sterilization of equipment, computer technology, emergency preparedness, and student success in respiratory care are also covered.

RESP 110 - Physics for Respiratory Care (2)

This course emphasizes basic science concepts including gas physics and gas laws. Temperature conversion and other physics concepts that pertain to respiratory therapy are covered.

RESP 200 - Cardiopulmonary A & P (3)

Covers the anatomy and physiology of the heart and lungs. This course discusses the factors influencing ventilation, ventilation and perfusion relationships, regulation of ventilation, and gas transport. Metabolic and respiratory acid-base balance, with stress on arterial blood gas interpretation, is also included. Enrollment is restricted to students in the Respiratory Therapist program.

RESP 210 - Acid/Base Physiology (1)

Metabolic and respiratory acid-base balance with stress on arterial blood gas interpretation.

RESP 220 - Lgl/Ethcl Issues in Resp Care (2)

This course considers ethical theories and principles with a focus on Respiratory Therapy. Using scholarly inquiry, including case studies, students will analyze ethical dilemmas that may occur in their professional roles as respiratory therapists. Students will address ethical and legal issues in diverse socioeconomic and cultural situations.

RESP 225 - Hospital Orientation (2)

Hospital Orientation prepares the student to access and perform Clinical at contracted sites. The course teaches subject matter like HIPPA, confidentiality, specific hospital policies and procedures around safety, culture requirements patient interaction etc.

RESP 225L - Hospital Orientation Lab (1)

Covers all lab and clinical portion of Hospital Orientation. Topics include hand hygiene, personal protective equipment (PPE) usage, vital signs, and clinical orientation in a hospital setting.

RESP 300 - Oxygen Administration (3)

Covers basic respiratory care equipment and procedures with an introduction to medical gas therapy, humidification and nebulization devices, and oxygen analyzers. This course emphasizes humidity/aerosol therapy and oxygen delivery systems and includes discussion of the rationale for use, proper administration, and theory of operation and maintenance. Arterial blood gas sampling and Sustained Maximal Inspiration (SMI/ISB) are also covered.

RESP 300L - Oxygen Administration Lab (1)

Covers hands on practice of the didactic lessons in Oxygen Administration.

RESP 305 - Clinical Practice I (2)

Allows students to gain experience under the direct supervision of a clinical instructor for an average of sixteen hours per week. This course focuses on oxygen administration, humidity/aerosol therapy, patient assessment, and electrocardiograms (ECG's). Clinical experience includes observation, patient rounds, clinical simulation, and practical work situations. Case studies are assigned.

RESP 310 - Patient Assessment (3)

Covers patient chest assessment, auscultation of breath sounds, principles of chest x-ray and interpretation, and ECG interpretation.

RESP 320 - Disease States (3)

Covers the pathophysiology, clinical signs and symptoms, treatment, and prognosis of cardiopulmonary disorders.

RESP 330 - Cardiopulmonary Pharmacology (3)

Covers the safe use of therapeutic drugs. This course emphasizes drug actions, routes of administration, dosage calculation, and adverse reactions.

RESP 340 - Respiratory Therapeutics (3)

Covers procedures such as airway insertion, airway care, airway removal, manual resuscitators, positive pressure adjuncts, and bronchopulmonary drainage therapy. This course also covers indications, contraindications, and objectives for administration of these modalities to include weaning parameters and medication administration.

RESP 340L - Respiratory Therapeutics Lab (1)

Covers hands on practice of the didactic lessons of

Respiratory Therapeutics.

RESP 345 - (2)

RESP 360 - Advanced Concepts (3)

Techniques and methods used to analyze, evaluate and care for the health status of critically ill patients, with emphasis on the respiratory and cardiovascular system.

RESP 400 - (3)

RESP 400L - (1)

RESP 420 - Critical Care lecture (5)

RESP 420 - Critical Care lab (2)

RESP 425 - (2)

RESP 430 - (4)

RESP 430L - (2)

RESP 435 - (3)

RESP 440 - Respiratory Capstone (3)

This culminating course will enable senior-level Respiratory Therapy students to develop a proposal and complete a project or research paper based upon one of their areas of interest.

RSCH - Quantitative research (3)

RST 205 - (3)

RST - Religion (3)

RST - Religious Studies Elective (3)

RST XXX - Religion Elective (3)

RST XXX - Religious Studies (3)

SCIENCE - Science Elective (3)

SOC XXX - (9)

SOC XXX - Social Science Elective (3)

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SPAN 102 - Elementary Spanish II (3)

Designed to enable students who have completed Spanish 101 or whose placement test indicates beginning study at this level to develop the communicative skills of understanding, reading, writing, and speaking Spanish. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments.

Corequisite: SPAN 101. Offered: Spring.

SPAN 111 - Elementary Spanish (3)

Introduces and practices the basic skills---listening, speaking, reading, and writing---as building blocks toward

proficiency in communication. Communicative activities, based on cultural information and authentic materials and supported by clear grammatical explanations are used to facilitate the learning process. All activities either increase cultural awareness or help students personalize and relate the material to their own experiences.

SPAN 495 - Senior Seminar (3)

Students will consider issues related to the discipline while building on research and critical thinking skills as they pursue an individual research project that culminates in a seminar paper. The course emphasizes drafting, the writing process, critical thinking, research methods, and oral presentations. It is required of all Spanish majors.

SW XXX - Social Work Restricted Elective (3)

THEA 130 - (1)

ND-Nutrition and Dietetics

ND 101 - Intro to ND Profession (1)

An introduction to the profession of nutrition and dietetics. Emphasis is placed on the programs offered within the department, the pathway options for becoming an RDN, professional credentialing, opportunities in areas of professional practice and the team members within those areas, portfolio development, professional conduct standards, and current topics. The course also provides an introduction to the University, her mission and core values and to the liberal arts tradition that enriches and elevates each of us. This course will challenge students to discover and reflect on how one can best use the talents and gifts they have to realize their fullest potential and to take an active part in their self-development to achieve academic as well as professional excellence.

ND 103 - Basic and Culinary Foods (2)

Introduction to basic physical and chemical properties of foods. Acquisition of culinary skills and merchandising techniques and the evaluation of prepared products. Lab fee. Normally offered in Fall semester only.

Corequisite: Must also register for ND 103L. Offered: Fall.

ND 103L - Basic Foods Lab (1)

Introduction to basic physical and chemical properties of foods. Acquisition of culinary skills and merchandising techniques and the evaluation of prepared products. Lab fee. Normally offered in Fall semester only.

Corequisite: ND 103. Offered: Fall.

ND 111 - Basic Nutrition (3)

Presents concepts of nutrition and how they affect individuals throughout the life cycle. Normally offered in Fall semester only.

Offered: Fall.

ND 112 - Nutrition I (3)

Study of the chemistry, digestion, absorption, and metabolism of nutrients. Discussion of the interrelationship of nutrients and how they affect individuals. Exploration of nutrition standards, nutrition assessment techniques, and factors for good nutrition intake. Consideration of weight and exercise in relation to health/thriving in life.

Suggested prior courses: BIOL 121, BIOL 122, CHEM 110, CHEM 210.

Offered: Fall and Spring.

ND 138 - Food and Safety (1)

Studies safe food handling principles and practices that are necessary to meet the requirements of the food service industry and regulatory agencies. Normally offered in Spring semester only.

Offered: Spring.

ND H112 - Nutrition I (3)

Study of the chemistry, digestion, absorption, and metabolism of nutrients. Discussion of the interrelationship of nutrients and how they affect individuals. Exploration of nutrition standards, nutrition assessment techniques, and factors for good nutrition intake. Consideration of weight and exercise for health. Special consideration is given to current research in carbohydrates, fats, protein, energy requirements, vitamins B12, C, and D, folate, calcium, and iron.

Suggested prior courses: BIOL 121, BIOL 122, CHEM 110, CHEM 210. Permission of the Instructor required.

Prerequisite: Permission of Director of the Honors Program and Instructor required.

ND 203 - Food Science and Technology (2)

Application of scientific principles and experimental procedures in food preparation. Lab is required. Lab fee. Suggested prior courses: CHEM 110, CHEM 210, ND 103, or permission of instructor. Normally offered in Fall semester only.

Prerequisite: Suggested prior courses: CHEM 110, CHEM 210, ND 103, OR permission of instructor. Offered: Fall.

ND 203L - Food Science Lab (1)

Application of scientific principles and experimental procedures in food preparation. Lab is required. Lab fee. Suggested prior courses: CHEM 110, CHEM 210, ND 103, or permission of instructor. Normally offered in Fall semester only.

Offered: Fall.

ND 211 - Nutrition Education (3)

Introduction to the nature and theories of learning, communication, and their application to the production/utilization of nutrition education for various audiences. Suggested prior course: ND 112. Normally offered in Spring semester only.

Prerequisite: Suggested prior course: ND 112. Offered: Spring.

ND 213 - Nutrition II (3)

A study of the physiological, biochemical, and sociological factors that affect nutrient requirements and recommendations over the life cycle. Emphasis on practical applications, including appropriate food selections to meet nutrient needs. Suggested prior courses: ND 112 Normally offered in Spring semester only.

Prerequisite: Suggested prior course: ND 112. Offered: Spring.

ND 223 - Social and Cultural Aspects of Food (2)

A study of foods and food customs of various regional, national and ethnic groups. Experience in planning, marketing, and presenting cultural meals. Lab fee. Suggested prior courses: ND 103 & ND 103L. Normally offered in Spring semester only. In conjunction with ND 223L, fulfills Global requirement.

Prerequisite: Suggested prior courses: ND 103 & ND 103L. Offered: Spring.

ND 223L - Social and Cultural Aspects of Food Lab (1)

A study of foods and food customs of various regional, national and ethnic groups. Experience in planning, marketing, and presenting cultural meals. Lab fee. Suggested prior courses: ND 103 & ND 103L. Normally offered in Spring semester only. In conjunction with ND 223, fulfills Global requirement.

Prerequisite: Suggested prior courses: ND 103 & ND 103L. Offered: Spring.

ND H211 - Nutrition Education (3)

Introduction to the nature and theories of learning, communication, and their application to the production/utilization of nutrition education for various audiences. Suggested prior course: ND 112. Normally offered in Spring semester only. Permission from the Instructor required.

Prerequisite: Permission of Director of the Honors Program and Instructor required.

ND H213 - Nutrition II (3)

A study of the physiological, biochemical, and sociological factors that affect nutrient requirements and recommendations over the life cycle. Emphasis on practical applications, including appropriate food selections to meet nutrient needs. Suggested prior courses: ND 112 Normally offered in Spring semester only.

Prerequisite: Permission of Director of the Honors Program and Instructor required.

ND 300 - Theory of Medical Nutrition Therapy I (3)

This course provides a foundation for all medical nutrition therapy (MNT). In order to provide ethical MNT, RDNs must have a comprehensive understanding of the governance of nutrition and dietetics practice, including the Scope and Standards of Practice and Professional Performance, the Code of Ethics for the profession, public and health care policies, as well as the interprofessional relationships maintained by RDNs in various practice settings. Therefore, this course aims to facilitate that understanding. The principles of biochemistry that function as the basis for medical nutrition therapy will be reviewed. Each step of the Nutrition Care Process (NCP) will be studied and performed using current information technologies to locate and apply evidence-based guidelines and protocols. Practice gathering and evaluating data, which will be used in decision-making for continuous quality improvement, and documenting in a medical record will also be provided. An understanding of nutrition support will be established. Normally offered in Spring semester only.

Offered: Spring.

ND 301 - Theory of Food Systems Management I (5)**ND 301A - Food Systems Management I: Management (3)**

Introduces the systems approach to management. Emphasizes management theory and functions. Divided into 301A Management, 301B Quantity Food Production and 301C Marketing. Coordinated with ND 391. Normally offered in Fall semester only.

Offered: Fall.

ND 301B - Food Systems Management I: Production (1)

Introduces the systems approach to management. Emphasizes management theory and functions. Divided into 301A Management, 301B Quantity Food Production and 301C Marketing. Coordinated with ND 391. Normally offered in Fall semester only.

Offered: Fall.

ND 301C - Food Systems Management I: Marketing (0.5)

Introduces the systems approach to management. Emphasizes management theory and functions. Divided into 301A Management, 301B Quantity Food Production and 301C Marketing. Coordinated with ND 391. Normally offered in Fall semester only.

Offered: Fall.

ND 309 - Principles of Quantity Food Production?And Service (3)

Prerequisite: ND 103.

ND 309L - Quantity Food Production Lab (0)**ND 312 - Community Nutrition (3)**

Introduction to the principles of nutrition education and services from a community perspective. Involves the study of the local, state and federal resources and legislation for the delivery of health care and the provision of food to all stages of the life cycle. Suggested prerequisites: ND 112, ND 211 and ND 213. Coordinated with ND 392. Normally offered in Fall semester only.

Offered: Fall.

ND 312L - Community Nutrition Lab (0)**ND 322 - Interprofessional Medical Missions (3)**

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students cultural competence.

ND 322A - Interprofessional Medical Missions (3)

This course offers an interprofessional approach to clinical

screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND: 112, 211, 213. Permission of the instructor is required.

ND 322B - Interprofessional Medical Missions (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112,138,211,213,223,300,312,and the permission of the instructor.

ND 322C - Interprofessional Medical Missions (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112,138,211,213,223,300,312,and the permission of the instructor.

ND 322D - Interprofessional Medical Missions (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country.

Suggested prior courses: ND:112,138,211,213,223,300,312,and the permission of the instructor.

ND 322E - Interprofessional Medical Missions (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112,138,211,213,223,300,312,and the permission of the instructor.

ND 322F - Inrerprofessional Medical Missions (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112,138,211,213,223,300,312,and the permission of the instructor.

ND 322G - Interprofessional Medical Missions (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112,138,211,213,223,300,312,and the permission of the instructor.

ND 322H - Interprofessional Medical Missions (3)

This course offers an interprofessional approach to clinical

screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112,138,211,213,223,300,312,and the permission of the instructor.

ND 330 - Sports Nutrition (3)

Prerequisite: BIOL 121 BIOL 130 OR Permission of Instructor.

ND 331 - Sports Nutrition in Health Promotion (3)

A course which integrates how exercise affects nutrient use and need, as well as the health benefits of exercise, diet and cardiovascular wellness. Emphasis is placed on lifestyle change and personal responsibility in improving wellness. Nutrition and Dietetics majors. Normally offered Fall semester only. Suggested prior course ND 112.

Offered: Fall.

ND 379A - Food Systems Management II: Human Relations (1)

Involves classroom experience in human relations, purchasing, food cost control and financial management, computer applications, and layout and equipment. Divided into 379A Human Relations, 379B Purchasing, 379C Cost Control and Financial Management, and 379D Layout and Equipment. Suggested prior courses: ND 138, ND 301A, B, C, or ND 309. Normally offered in Spring semester only.

Offered: Spring.

ND 379B - Food Systems Management II: Purchasing (2)

Involves classroom experience in human relations, purchasing, food cost control and financial management, computer applications, and layout and equipment. Divided into 379A Human Relations, 379B Purchasing, 379C Cost Control and Financial Management, and 379D Layout and

Equipment. Suggested prior courses: ND 138, ND 301A, B, C, or ND 309. Normally offered in Spring semester only.

Offered: Spring.

ND 379C - Food Systems Management II: Food Cost Control & Financial Management (2)

Involves classroom experience in human relations, purchasing, food cost control and financial management, computer applications, and layout and equipment. Divided into 379A Human Relations, 379B Purchasing, 379C Cost Control and Financial Management, and 379D Layout and Equipment. Suggested prior courses: ND 138, ND 301A, B, C, or ND 309. Normally offered in Spring semester only.

Offered: Spring.

ND 379D - Food Systems Management II: Layout & Equipment (1)

ND 390 - Supervised Practice Medical Nutrition Therapy I (2)

Develops practitioner skill in patient/client interviewing, nutritional assessment, planning, implementing nutritional care and documentation in medical records. Coordinated with N D 300. Lab fee. Prerequisite: Admission to CP. Normally offered in Summer session only.

Offered: Summer.

ND 391 - Supervised Practice Food Systems Management I (1)

Develops practitioner skills and application in management theory and functions, marketing and quantity food production. Coordinated with N D 301. Lab fee. Normally offered in Fall semester only.

Offered: Fall.

ND 392 - Supervised Practice in Community Nutrition (0.5)

Observation and participation in local community

agencies. Involves coordinated didactic and supervised practice experiences. Coordinated with N D 312. Normally offered in Fall semester only.

Offered: Fall.

ND 397 - Supervised Practice Food Systems Management II (6)

Continues SUPERVISED PRACTICE FOOD SYSTEMS MANAGEMENT I. Develops practitioner skills and application in personnel management, purchasing, cost control, financial management, layout and equipment and computer applications to Nutrition and Dietetics. Coordinated with N D 379. Lab fee. Prerequisite: N D 391. Normally offered Spring semester only.

Prerequisite: ND 391. Offered: Spring.

ND H300 - Theory of Medical Nutrition Therapy I (3)

This course provides a foundation for all medical nutrition therapy (MNT). In order to provide ethical MNT, RDNs must have a comprehensive understanding of the governance of nutrition and dietetics practice, including the Scope and Standards of Practice and Professional Performance, the Code of Ethics for the profession, public and health care policies, as well as the interprofessional relationships maintained by RDNs in various practice settings. Therefore, this course aims to facilitate that understanding. The principles of biochemistry that function as the basis for medical nutrition therapy will be reviewed. Each step of the Nutrition Care Process (NCP) will be studied and performed using current information technologies to locate and apply evidence-based guidelines and protocols. Practice gathering and evaluating data, which will be used in decision-making for continuous quality improvement and documenting in a medical record will also be provided. An understanding of nutrition support will be established. Researching medical conditions and evidence for the corresponding MNT is also a requirement. Normally offered in the spring semester.

Prerequisite: Permission of the Director of the Honors Program and Instructor required.

ND H312 - Community Nutrition (3)

Prerequisite: Permission of the Director of the Honors Program and Instructor required.

ND H322A - Interprofessional Medical Missions (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112,138, 211, 21. Permission of the instructor required.

Prerequisite: Permission of the Director of the Honors Program and Instructor required.

ND H331 - Sports Nutrition in Health Promotion (3)

A course which studies how exercise affects nutrient use and need, as well as the health benefits of exercise, diet, and cardiovascular wellness. Emphasis is placed on lifestyle change and personal responsibility in improving wellness. Normally offered in the fall semester. Permission of the Instructor required.

Prerequisite: Permission of the Director of the Honors Program and Instructor required.

ND H392 - Supervised Practice in Community (0.5)

Prerequisite: Permission of the Director of the Honors Program and Instructor required.

ND 400A - Prep for Professional Practice (1.5)

This course involves the exploration of future professional goals, preparation for the application process to internship experiences, and preparation for professional experiences in the field of nutrition and dietetics. This is part A of the capstone course sequence for the Didactic Program in Dietetics (DPD)- Traditional and Spanish tracks.

ND 400B - Prep for Professional Practice (1.5)

This course involves analysis and review of all nutrition-related didactic material and prepares students to take a national credentialing exam. This is part B of the capstone course sequence for the Didactic Program in Dietetics

(DPD)- Traditional and Spanish tracks.

ND 403 - Medical Nutrition (3)

ND 410 - Nutrition and Aging (3)

ND 415 - Sp Topic - Chem, Csne, & Cult (3)

ND 415A - The Chemistry of Wine, Cuisine & Culture?Of France (3)

This course will focus on the chemistry of wine, spirits, and foods of France. It will review the scientific processes of fermentation and distillation. Additional topics to include: the evaluation of wine quality, sensory perception, understanding wine labels, and the process of cheese making. Cheeses and foods from certain French regions will be sampled. The history of French cuisine will also be covered. A Study Abroad component is part of the course. Must apply for approval with the Office of International and Multicultural Affairs. Permission from the instructor is required.

ND 415B - Chemistry, Cuisine, and Culture (3)

Studies the wine and cuisine of various European countries. Spring break trip to the country. Must apply for approval with the Office of International and Multicultural Affairs. Permission from the instructor is required.

ND 415C - Chemistry, Cuisine, and Culture (3)

Studies the wine and cuisine of various European countries. Spring break trip to the country. Must apply for approval with the Office of International and Multicultural Affairs. Permission from the instructor is required.

ND 415D - Chemistry, Cuisine, and Culture (3)

Studies the wine and cuisine of various European countries. Spring break trip to the country. Must apply for approval with the Office of International and Multicultural Affairs. Permission from the instructor is required.

ND 420 - Theory of Medical Nutrition Therapy II (6)

This course builds on the foundational knowledge and skills developed in the Theory of Medical Nutrition Therapy (MNT) I course and is designed to develop and utilize critical thinking, problem-solving, communication, and Nutrition Care Process (NCP) skills to integrate the theories and principles of MNT into professional practice. This course aims to facilitate comprehension of the pathophysiology of conditions/diseases, which function as the basis for MNT. Furthermore, the evidence-based medicine approach to practice will be used to integrate and apply prior knowledge of nutrition, dietetics, biochemistry/metabolism, nutrigenomics, and physiology with the ultimate goal of effectively planning and managing the nutritional care of patients with a variety of conditions/diseases. Prerequisite: ND 300. Normally offered in Fall semester only.

Prerequisite: ND 300. Offered: Fall.

ND 425 - Clin Nutr: Fluid El Bal/Pharmacology (3)

ND 448 - Cultural Renaissance (3)

Cross listed with Comm 448 and a trip to Italy. Emphasis on Italian Renaissance theatre and food. Also includes the culture and art of Florence, Rome, and Orvieto. Elective, Interdisciplinary. Requires classroom work before and after trip to Italy, which occurs during Spring Break. Additional costs for travel, lodging and meals. Normally offered in Spring semester.

ND 465 - Research in Nutrition and Dietetics (3)

An introductory research course with emphasis on applications within the area of nutrition and dietetics. Includes overview of research concepts, research design for both quantitative and qualitative studies, data collection strategies, interpretation of results, and outcome assessment. Incorporates critiques of current literature to help prepare students to be critical consumers of research. Normally offered in Spring semester only.

Offered: Spring.

ND 477A - Honors Research Internship (3)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Permission of the Instructor required.

Prerequisite: Permission of the Director of the Honors Program and Instructor required.

ND 477B - Honors Research Internship (1)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Permission of the Instructor required.

Crosslisted as: Permission of the Director of the Honors Program and Instructor required.

ND 477C - Honors Research Internship (1)

Students gain hands-on experience while learning research techniques by working directly with a faculty member on a research project. Permission of the Instructor required.

Prerequisite: Permission of the Director of the Honors Program and Instructor required.

ND 478 - Honors Thesis (3)

This course emphasizes the practical application of designing an independent research project related to the field of nutrition and dietetics and/or sports nutrition and exercise science. Emphasis is given to creating an evidenced-based research question, a thoughtful conceptual framework for the study design, an in-depth literature review of the subject matter in relation to the population of the study, and a well-designed methodology that incorporates valid instruments that answer the research question. Successful approval from the IRB/ERC for the study will be obtained and collection of data occurs. This course also emphasizes the practical application of completing an independent research project related to the field of nutrition and dietetics and/or sports nutrition and exercise science. Emphasis is given to critically analyzing the collected data collected. The thesis project and written document will be finalized and a presentation about the

project will be conducted. Permission from the Instructor is required.

Prerequisite: Permission of the Director of the Honors Program and Instructor are required.

ND 478A - Honors Senior Thesis- Part A (1.5)

This course emphasizes the practical application of designing an independent research project related to the field of nutrition and dietetics and/or sports nutrition and exercise science. Emphasis is given to creating an evidenced-based research question, a thoughtful conceptual framework for the study design, an in-depth literature review of the subject matter in relation to the population of the study, and a well-designed methodology that incorporates valid instruments that answer the research question. Successful approval from the IRB/ERC for the study will be obtained and collection of data occurs. Permission of the Instructor is required.

Prerequisite: Permission of the Director of the Honors Program and the Instructor is required.

ND 478B - Honors Senior Thesis- Part B (1.5)

This course emphasizes the practical application of completing an independent research project related to the field of nutrition and dietetics and/or sports nutrition and exercise science. Emphasis is given to critically analyzing data collected during ND 478A. The thesis project and written document will be finalized and a presentation about the project will be conducted. Permission of the Instructor required.

Prerequisite: Permission of the Director of the Honors Program and Instructor required.

ND 490 - Supervised Practice Medical Nutrition?Therapy II (3)

Develops practitioner skill in comprehensive nutritional-care management of patient/clients with various disease states. Coordinated with N D 420. Lab fee. Suggested prior courses: N D 390. Normally offered in Fall semester only.

Prerequisite: ND 390. Offered: Fall.

ND 494 - Coordinating Seminar and Practice (6)

Involves analysis, synthesis, and evaluation of theory and practice. Includes practice in a variety of settings as an entry-level dietitian. ND 494 is a capstone course for the Coordinated Program. Suggested prior nutrition courses: ND 301, 312, 379, 390, 391, 392, 397, 420, 490. Lab fee. Normally offered in Spring semester only.

Prerequisite: ND 300 ND 301 ND 312 ND 379 ND 390 ND 391 ND 392 ND 397 ND 420 ND 490. Offered: Spring.

ND 494P - Coordinating Seminar and Practice: Fieldwork (0)**ND 499 - Independent Study (3)**

Involves student-initiated, faculty-directed study and research in accordance with University and departmental guidelines. Requires approval of the chairperson.

ND H465 - Research in Nutrition and Dietetics (3)

An introductory research course with emphasis on applications within the area of nutrition and dietetics. Includes overview of research concepts, research design for both quantitative and qualitative studies, data collection strategies, interpretation of results, and outcome assessment. Incorporates critiques of current literature to help prepare students to be critical consumers of research.

Prerequisite: Permission of Director of Honors Program and Instructor are required.

ND H478 - Honors Thesis (3)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

This course emphasizes the practical application of designing an independent research project related to the field of nutrition and dietetics and/or sports nutrition and exercise science. Emphasis is given to creating an evidenced-based research question, a thoughtful conceptual framework for the study design, an in-depth literature review of the subject matter in relation to the population of the study, and a well-designed methodology that

incorporates valid instruments that answer the research question. Successful approval from the IRB/ERC for the study will be obtained and collection of data occurs. This course also emphasizes the practical application of completing an independent research project related to the field of nutrition and dietetics and/or sports nutrition and exercise science. Emphasis is given to critically analyzing the collected data collected. The thesis project and written document will be finalized and a presentation about the project will be conducted. Permission from the Instructor is required.

Prerequisite: Permission of Director of Honors Program and Instructor are required.

ND H494 - Honors Coordinating Seminar and Practice (6)

Involves analysis, synthesis, and evaluation of theory and practice. Includes practice in a variety of settings as an entrylevel dietitian. ND 494 is a capstone course for the Coordinated Program.

Prerequisite: Permission of Director of Honors Program required.

NURS-Nursing**NURS 200 - LPN to BSN Bridge (3)**

This course is designed to build on prior knowledge and competencies of the LPN student. It allows the student to transition into the BSN pre-licensure program within a reduced time frame. The course provides an introduction to the roles of the professional nurse and emphasizes critical thinking skills, communication, health assessment, test taking strategies, and application of the {B581855A-075F-4795-BC20-84D5CC97AEC5} process across the life-span. Scope of practice issues will be explored in depth.

NURS 250 - Introduction to {B581855A-075F-4795-BC20-84D5CC97AEC5} Concepts (3)

This course assists the student to understand what it means to be a professional nurse and to understand {B581855A-075F-4795-BC20-84D5CC97AEC5} values, standards, and ethics. The {B581855A-075F-4795-BC20-84D5CC97AEC5} process as a means to foster the development of critical thinking is described. Evidence-

based practice and cultural competence, as well as effective communication and collaboration among members of the health care team is stressed.

Prerequisite: Take BIOL 121 BIOL 121L BIOL 122 BIOL 122L BIOL 114 BIOL 114L ND 112 CHEM 121 CHEM 121L. Corequisite: Take NURS 253 NURS 253L. Offered: Fall.

NURS 251 - Health and Wellness (3)

The goal of this course is to provide students with an overview of factors that influence health status. Recommendations related to diet, exercise, sleep, and stress management along with traditional and complementary and alternative therapies used to promote health and prevent disease are discussed. Also explored are the clinical applications to {B581855A-075F-4795-BC20-84D5CC97AEC5} practice of disease prevention and health promotion. Normally offered in Fall semester only.

Prerequisite: All cognate courses; sophomore status in {B581855A-075F-4795-BC20-84D5CC97AEC5} major. Offered: Fall.

NURS 252 - Foundations of {B581855A-075F-4795-BC20-84D5CC97AEC5} Practice (6)

Introduces the student to the knowledge and skills specific to {B581855A-075F-4795-BC20-84D5CC97AEC5}. Theory emphasizes the holistic, adaptive, and unique characteristics of all persons. Basic skills are developed in the oncampus laboratory and applied in clinical settings. The student is introduced to patterns of health and illness and to the {B581855A-075F-4795-BC20-84D5CC97AEC5} process. Students apply this knowledge in the care of selected clients. Normally offered in Spring semester only.

Prerequisite: NURS 250 All cognate courses; sophomore status in {B581855A-075F-4795-BC20-84D5CC97AEC5} major. Corequisite: Take NURS 252C NURS 252L;. Offered: Spring.

NURS 252C - Foundations of {B581855A-075F-4795-BC20-84D5CC97AEC5} Practice?Clinical (0)

Introduces the student to the knowledge and skills specific to {B581855A-075F-4795-BC20-84D5CC97AEC5}. Theory emphasizes the holistic, adaptive, and unique

characteristics of all persons. Basic skills are developed in the on-campus laboratory and applied in clinical settings. The student is introduced to patterns of health and illness and to the {B581855A-075F-4795-BC20-84D5CC97AEC5} process. Students apply this knowledge in the care of selected clients.

Corequisite: Take NURS 252 NURS 252L;.

NURS 252L - Foundations of {B581855A-075F-4795-BC20-84D5CC97AEC5} Practice?Laboratory (0)

Introduces the student to the knowledge and skills specific to {B581855A-075F-4795-BC20-84D5CC97AEC5}. Theory emphasizes the holistic, adaptive, and unique characteristics of all persons. Basic skills are developed in the on-campus laboratory and applied in clinical settings. The student is introduced to patterns of health and illness and to the {B581855A-075F-4795-BC20-84D5CC97AEC5} process. Students apply this knowledge in the care of selected clients.

Corequisite: Take NURS 252,Take NURS 252C;.

NURS 253 - Health Assessment (3)

Builds upon existing skills of interviewing and assessment and upon knowledge of physiology. Application to the health assessment of a client throughout the life span. Skills are developed in performing physical examinations and in obtaining health histories. Normally offered in Spring semester only.

Offered: Spring.

NURS 253L - Health Assessment Laboratory (0)

Builds upon existing skills of interviewing and assessment and upon knowledge of physiology. Application to the health assessment of a client throughout the life span. Skills are developed in performing physical examinations and in obtaining health histories.

Corequisite: Take NURS 253;.

NURS 254 - Pharmacology I (1)

This course provides an introduction to the principles of pharmacology, including: pharmacokinetics, pharmacodynamics, medication interactions and potential

adverse medication reactions. Reinforcement of the concepts of safe medication administration and dosage calculations is included.

Prerequisite: Take NURS 250 and NURS 253.

NURS H252 - Fundamentals of {B581855A-075F-4795-BC20-84D5CC97AEC5} (6)

NURS H253 - Health Assessment (3)

Builds upon existing skills of interviewing and assessment and upon knowledge of physiology. Application to the health assessment of a client throughout the life span. Skills are developed in performing physical examinations and in obtaining health histories. Normally offered in Spring semester only.

NURS 322A - Interprofessional Medical Mission (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND 112 and the permission of the instructor.

Prerequisite: ND 112.

NURS 322B - Interprofessional Medical Mission (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112 and the permission of the instructor.

Prerequisite: ND 112.

NURS 322C - Interprofessional Medical Mission (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112 and the permission of the instructor.

Prerequisite: ND 112.

NURS 322D - Interprofessional Medical Mission (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112 and the permission of the instructor.

Prerequisite: ND 112.

NURS 322E - Interprofessional Medical Mission (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112 and the permission of the instructor.

Prerequisite: ND 112.

NURS 322F - Interprofessional Medical Mission (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health

related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112 and the permission of the instructor.

Prerequisite: ND 112.

NURS 322G - Interprofessional Medical Mission (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112 and the permission of the instructor.

Prerequisite: ND 112.

NURS 322H - Interprofessional Medical Mission (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. Suggested prior courses: ND:112 and the permission of the instructor.

Prerequisite: ND 112.

NURS 350 - Medical Surgical {B581855A-075F-4795-BC20-84D5CC97AEC5} I (7)

The first in a series of three courses with a focus on the dysfunction of systems as related to Gordon's Health Patterns. Pathophysiology, related pharmacology, and the {B581855A-075F-4795-BC20-84D5CC97AEC5} process as related to the dysfunction of oxygenation, circulation, metabolism, and elimination are presented. Perioperative

care is also included. Clinical experiences provide opportunities to implement the {B581855A-075F-4795-BC20-84D5CC97AEC5} process in caring for clients experiencing acute and chronic health problems related to these patterns. Normally offered in Fall semester only.

Offered: Fall.

NURS 350C - Medical Surgical {B581855A-075F-4795-BC20-84D5CC97AEC5} Clinical I (0)

The first in a series of three courses with a focus on the dysfunction of systems as related to Gordon's Health Patterns. Pathophysiology, related pharmacology, and the {B581855A-075F-4795-BC20-84D5CC97AEC5} process as related to the dysfunction of oxygenation, circulation, metabolism, and elimination are presented. Perioperative care is also included. Clinical experiences provide opportunities to implement the {B581855A-075F-4795-BC20-84D5CC97AEC5} process in caring for clients experiencing acute and chronic health problems related to these patterns

Corequisite: Take NURS 350.

NURS 351 - Medical Surgical {B581855A-075F-4795-BC20-84D5CC97AEC5} II (7)

The second of three courses with a focus on the dysfunction of body systems as related to Gordon's Health Patterns. Pathophysiology, related pharmacology, and the {B581855A-075F-4795-BC20-84D5CC97AEC5} process as related to the dysfunction of cognition, perception, and mobility are presented. Clinical experiences provide opportunities to implement the {B581855A-075F-4795-BC20-84D5CC97AEC5} process in caring for clients experiencing acute and chronic health problems related to these patterns. Normally offered in Spring semester only.

Prerequisite: NURS 252 NURS 253 NURS 350 {B581855A-075F-4795-BC20-84D5CC97AEC5} majors only, NURS 200 or NURS 250. Offered: Spring.

NURS 351C - Medical Surgical {B581855A-075F-4795-BC20-84D5CC97AEC5} Clinical II (0)

The second of three courses with a focus on the dysfunction of body systems as related to Gordon's Health Patterns. Pathophysiology, related pharmacology, and the {B581855A-075F-4795-BC20-84D5CC97AEC5} process

as related to the dysfunction of cognition, perception, and mobility are presented. Clinical experiences provide opportunities to implement the {B581855A-075F-4795-BC20-84D5CC97AEC5} process in caring for clients experiencing acute and chronic health problems related to these patterns.

Corequisite: Take NURS 351;.

NURS 352 - Psychiatric Mental Health {B581855A-075F-4795-BC20-84D5CC97AEC5} (5)

Application of the {B581855A-075F-4795-BC20-84D5CC97AEC5} process in caring for the emotionally disturbed client. Emphasizes professional responsibility for advocacy and education. Clinical experiences with clients across the life span in acute care facilities and in the community. Normally offered in Spring semester only.

Prerequisite: NURS 200 or NURS 250. Offered: Spring.

NURS 352C - Psychiatric Mental Health {B581855A-075F-4795-BC20-84D5CC97AEC5}?Clinical (0)

Application of the {B581855A-075F-4795-BC20-84D5CC97AEC5} process in caring for the emotionally disturbed client. Emphasizes professional responsibility for advocacy and education. Clinical experiences with clients across the life span in acute care facilities and in the community.

NURS 353 - Research and Evidence Based Practice (3)

This course is designed to promote clinical decision making, based on evidence, through the exploration and integration of current scientific evidence, use of clinical reasoning, identification of patient preferences, and assessment of available resources. Focus is placed on the analysis and synthesis of evidence to answer a clinical question relevant to {B581855A-075F-4795-BC20-84D5CC97AEC5} practice and patient centered care.

Prerequisite: Take NURS 250 NURS 252 NURS 253 NURS 254.

NURS 354 - Pharmacology II (1)

This course builds upon the principles of pharmacology, including: medication interactions and potential adverse

medication reactions. Emphasis is placed on drug classifications and {B581855A-075F-4795-BC20-84D5CC97AEC5} care related to the safe administration of medication to patients. Select drug classifications will be incorporated.

Prerequisite: Take NURS 250 NURS 252 NURS 253 NURS 254;.

NURS 450 - {B581855A-075F-4795-BC20-84D5CC97AEC5} Care of?Childbearing/Childrearing Families (7)

Application of the {B581855A-075F-4795-BC20-84D5CC97AEC5} process with childbearing and childrearing families. {B581855A-075F-4795-BC20-84D5CC97AEC5} diagnosis is stressed, based on assessment of health patterns. Clinical applications in acute care, long term care and community health care facilities. Normally offered in Fall semester only.

Prerequisite: NURS 350 NURS 351 NURS 352 Nursng majors only. Corequisite: Take NURS 450C. Offered: Fall.

NURS 450A - {B581855A-075F-4795-BC20-84D5CC97AEC5} Care of the Childrearing Family (3.5)

Application of the {B581855A-075F-4795-BC20-84D5CC97AEC5} process with childrearing families. {B581855A-075F-4795-BC20-84D5CC97AEC5} diagnosis is stressed, based on assessment of health patterns. Clinical applications in acute care, long term care and community health care facilities. Normally offered in Fall semester only.

Corequisite: Take NURS 450C. Offered: Fall.

NURS 450B - {B581855A-075F-4795-BC20-84D5CC97AEC5} Care of the Childbearing Family (3.5)

Application of the {B581855A-075F-4795-BC20-84D5CC97AEC5} process with childrearing families. {B581855A-075F-4795-BC20-84D5CC97AEC5} diagnosis is stressed, based on assessment of health patterns. Clinical applications in acute care, long term care and community health care facilities. Normally offered in Fall semester only.

Corequisite: Take NURS 450C. Offered: Fall.

NURS 450C - Nurs Care Childbearing/Rearing Family (0)

NURS 450L - Nurs Care of Childbearing/Rearing Family (0)

Corequisite: Take NURS 450 and NURS 450C.

NURS 451 - Introduction to {B581855A-075F-4795-BC20-84D5CC97AEC5} Research (3)

Introduction to the application of research principles within the clinical practice of {B581855A-075F-4795-BC20-84D5CC97AEC5}. Emphasis is on personal commitment to the use of research in practice. Normally offered in Fall semester only.

Prerequisite: Take MATH 155. Offered: Fall.

NURS 452 - {B581855A-075F-4795-BC20-84D5CC97AEC5} Care of the Community Client (4)

Application of the {B581855A-075F-4795-BC20-84D5CC97AEC5} process with the community client. Emphasis on the epidemiological approach to the identification of community problems. Clinical practice in a variety of community settings. Normally offered in Fall semester only.

Prerequisite: Complete NURS 350, NURS 351, NURS 352. {B581855A-075F-4795-BC20-84D5CC97AEC5} Majors only. Corequisite: Take NURS 452C. Offered: Fall.

NURS 452C - {B581855A-075F-4795-BC20-84D5CC97AEC5} Care Comm Client Clinical (0)

Application of the {B581855A-075F-4795-BC20-84D5CC97AEC5} process with the community client. Emphasis on the epidemiological approach to the identification of community problems. Clinical practice in a variety of community settings.

Corequisite: Take NURS 452.

NURS 452L - {B581855A-075F-4795-BC20-84D5CC97AEC5} Care Comm Client Clinical (0)

NURS 453 - Professional Preparation (2.5)

Preparation for the professional registered nurse role with emphasis on test-taking skills and the NCLEX licensure examination. Normally offered in Spring semester only.

Offered: Spring.

NURS 455 - Medical Surgical {B581855A-075F-4795-BC20-84D5CC97AEC5} III (4)

The final of three courses with a focus on complex, multisystem dysfunction as related to Gordon's Health Patterns. Pathophysiology, related pharmacology, {B581855A-075F-4795-BC20-84D5CC97AEC5} process, and special topics are presented. Clinical experiences allow for implementation of the {B581855A-075F-4795-BC20-84D5CC97AEC5} process in caring for clients with complex, multisystem acute and chronic health problems. Normally offered in Spring semester only.

Offered: Spring.

NURS 455C - Medical Surgical {B581855A-075F-4795-BC20-84D5CC97AEC5} III (0)

The final of three courses with a focus on complex, multi-system dysfunction as related to Gordon's Health Patterns. Pathophysiology, related pharmacology, {B581855A-075F-4795-BC20-84D5CC97AEC5} process, and special topics are presented. Clinical experiences allow for implementation of the {B581855A-075F-4795-BC20-84D5CC97AEC5} process in caring for clients with complex, multi-system acute and chronic health problems.

Corequisite: Take NURS 455;.

NURS 456 - Internship (2.5)

This course is designed to facilitate professional development and/or transition into practice. Experiences provide for continuous clinical exposure that will assist the student in further development of the {B581855A-075F-4795-BC20-84D5CC97AEC5} generalist role and/or build upon previously attained {B581855A-075F-4795-BC20-84D5CC97AEC5} knowledge and skills. Opportunities for leadership and management development, as well as decision making are encouraged through participation in the delivery of health services and {B581855A-075F-

4795-BC20-84D5CC97AEC5} care. Normally offered in Spring semester only.

Offered: Spring.

NURS 457 - Aging: A Holistic Approach (2)

This course is designed to integrate biological, psychological and socioeconomic knowledges that impact on the care of people in later life. Special emphasis will be given to aging as the sum total of changes that occur with the passage of time, including internal and external stressors and adaptive capacities.

NURS 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in English under faculty supervision.

Prerequisite: ENGL 160 and ENGL 180 and by Permission of the Honors Director.

NURS 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in English under faculty supervision.

Prerequisite: ENGL 160 and ENGL 180 and by Permission of the Honors Director.

NURS 499 - Independent Study (6)

Involves student initiated, faculty directed study and research in accordance with College and department guidelines.

NURS H451 - Introduction to {B581855A-075F-4795-BC20-84D5CC97AEC5} Research (3)

Introduction to the application of research principles within the clinical practice of {B581855A-075F-4795-BC20-84D5CC97AEC5}. Emphasis is on personal commitment to the use of research in practice. Normally offered in Fall semester only.

Prerequisite: Take MATH 155. Offered: Fall.

NURS H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

Prerequisite: Permission of Director of Honors Program required.

NURS H499 - Independent Study (1)

Involves student initiated, faculty directed study and research in accordance with College and department guidelines.

Prerequisite: Permission of Director of Honors Program required.

PA-Physician Assistant

PA 300 - Medical Terminology (0.5)

An independent study course on medical terms and vocabulary. Physician Assistant students are required to complete a programmed text during the summer prior to the fall semester of the didactic phase. A comprehensive examination will be administered in the first two weeks of the fall semester.

PA 301 - Clinical Correlations I (2)

This course is divided into two portions; Clinical Experience and Didactic Experience. The Clinical Experience portion of the course is designed to expose students to various clinical experiences in the local medical community through shadowing as well as participating in the care of patients in many different clinical specialties. The Didactic Experience portion of the course is designed to expose students to evidence based medicine by sharpening the history taking and physical examination skills, allowing practical experience with clinical skills as well as proficiency in ordering and interpreting diagnostic studies in the setting of small group case studies. Normally offered in Fall semester only.

Offered: Fall.

PA 302 - Clinical Correlations II (1)

This is the second semester of a two semester course. This course is divided into two portions of Clinical Experience and Didactic Experience. Each portion is worth 50% of the grade. The Clinical Experience portion of the course is designed to expose students to various clinical experiences in the local medical community through shadowing as well as participating in the care of patients in many different clinical specialties (Hematology/Oncology, ENT, Ophthalmology, Physical Therapy, Surgery, Gastroenterology, etc.) in the form of ??omni-rotations?? on Friday mornings. The Didactic Experience portion of the course is designed to expose students to evidence based medicine by sharpening the history taking and physical examination skills, allowing practical experience with clinical skills (venipuncture, IVs, injections, etc.) as well as proficiency in ordering and interpreting diagnostic studies in the setting of case studies. Normally offered in Spring semester only.

Offered: Spring.

PA 303 - Culturally Competent Medicine and Underserved Populations (2)

This course will begin with an examination of the concepts and principles of epidemiology, the medical science that focuses on the distribution and determinants of disease frequency in populations. This course will discuss cultural competence and examine disparities in health among protected populations and identify the potential impact on clinical decision making. Students will develop an understanding of the principles and practice of medical ethics in research, to include the Professional Code of Ethics. Students will also learn about changes that are associated with the elderly and geriatric population. Emphasis will be placed on the normal changes associated with aging, so that the student may appreciate abnormal findings and develop appropriate treatment and management plans. Lastly, this course will analyze the impact of racial, ethnic, religious, gender, sexual orientation, and socioeconomic health disparities on health care delivery and management.

PA 304 - Medical Procedures I (1)

In Medical Procedures I, students will be exposed to practical experience with clinical skills, including but not limited to: venipuncture, IVs, injections, cerumen removal, urinalysis, splinting, reduction of shoulder and finger subluxations/dislocations, pelvic exam and PAP smears, urinary catheter placement, sterile technique and

dressing changes, surgical scrub/gown/glove, and suturing.

PA 305 - Medical Procedures II (1)

In Medical Procedures II, students will be exposed to practical experience with clinical skills, including but not limited to: venipuncture, IVs, injections, cerumen removal, urinalysis, splinting, reduction of shoulder and finger subluxations/dislocations, pelvic exam and PAP smears, urinary catheter placement, sterile technique and dressing changes, surgical scrub/gown/glove, and suturing.

PA 306 - Human Gross Anatomy (2)

Human Gross Anatomy is designed to take the student through the anatomical aspects of the human body via a regional approach. The instructional material will be presented in a manner that fosters the integration of the basic disciplines of gross and clinical anatomy, which will include surface anatomy and physical examination and some radiological anatomy, as well as the application to clinical practice. The integration of these disciplines requires lectures as well as active learning in the Gross Anatomy Laboratory to examine surface anatomy on cadaveric specimens.

PA 307 - Human Physiology (1)

Human Physiology will cover all the major organ systems in the body as well as basic concepts which serve as important underpinnings for understanding integrated physiology. Much of the student's understanding of human physiology will build upon fundamentals of chemistry, physics, mathematics, and biology. Although the emphasis of human physiology will be directed to normal function, the course content will be related to clinical situations and cases to help the student apply basic physiology to clinical medicine. The predominant pedagogical approach to teaching human physiology will be lecture format.

PA 310 - Clinical Assessment and Diagnosis I (2)

This course is intended to provide students with the foundation, background and skills needed to accurately assess and diagnosis patients using detailed history taking and appropriate and thorough physical examination techniques. This course will use a systems-based approach,

incorporating lectures, audio-visual aids, teaching models, and laboratory sessions. Normally offered in Summer session only.

Offered: Summer.

PA 311 - Clinical Assessment and Diagnosis II (2)

A continuation of PA 310. The PA student will further develop and refine skills in history taking and physical examination. This course will include systems not covered in PA 310, and signs and symptoms of disease processes relevant to these systems. Clinical skills will continue to be developed, and the student will participate in clinical laboratory sessions both on and off campus. Normally offered in Fall semester only.

Offered: Fall.

PA 312 - Clinical Assessment and Diagnosis III (2)

This course is a continuation of the detailed instruction of history-taking and physical examination techniques, as well as the formulation of differential diagnoses. The student will further integrate interviewing skills and examination techniques, through patient simulation and case studies.

PA 320A - Pathophysiology & Genetics I (2)

Brief review of the anatomy and physiology of the organ system will be presented. Emphasis will be placed on the essential aspects of anatomy, physiology and histology used in the understanding of pathology. Disease processes will be presented with regard to definition or description of the disease, etiology, pathogenesis, pathology, clinical features and therapy or prognosis.

PA 321A - Pathophysiology II (2)

A continuation of PA 320. Instruction in the pathologic basis of disease. Topics include systems not covered in PA 320, with emphasis placed on the consequences of medical intervention based on theories of pathogenesis.

PA 322 - Medical Anatomy and Physiology (4)

Medical Anatomy and Physiology is an intense eight-week

course that will guide the student through the anatomical and physiological aspects of the human body using a systems-based approach. The instructional material will be in a multi-disciplinary format to foster the integration of the disciplines of Gross Anatomy (cadaver dissection), Histology, Embryology, Clinical Anatomy (to include surface anatomy and physical examination), Radiological Anatomy, and case-based Physiology. The course will incorporate lectures, tutorials, cases, cadaver prosection in the gross Anatomy Laboratory (Instruction delivered at The Commonwealth Medical College) Normally offered in Summer session only.

PA 323 - Medical Anatomy and Physiology II (2)

Brief review of the anatomy and physiology of the organ system will be presented. Emphasis will be placed on the essential aspects of anatomy, physiology and histology used in the understanding of pathology. Disease processes will be presented with regard to definition or description of the disease, etiology, pathogenesis, pathology, clinical features and therapy or prognosis.

PA 330 - Clinical Medicine I (3)

Includes disease processes, orthopedics, dermatology and psychiatry. A comprehensive study of disease processes as they relate to specific organ systems, EENT and cardiopulmonary systems. Significance of: signs and symptoms of various disease diagnosis procedures and therapeutic measures used in treating diseases. Instruction in common disorders of the skeletal system. Recognition of: dermatological diseases, treatment and referral. Recognition, diagnosis, treatment and referral of patients with behavioral and mental disorders encountered in primary care settings. Normally offered in Fall semester only.

Offered: Fall.

PA 331 - Clinical Medicine II (2)

A continuation of PA 330. This course will focus on diseases of the neurologic, endocrine and urinary systems. Normally offered in Spring semester only.

Offered: Spring.

PA 332 - Orthopedics (1)

This course is intended to instruct the student in common disorders of the musculoskeletal system, as well as, diagnostic methods and treatment modalities of those disorders.

PA 333 - Clinical Medicine III (3)

This course is a continuation of Clinical Medicine I and II. The purpose of the Clinical Medicine III course is to introduce the student to clinical conditions commonly encountered in practicing medicine to people across the lifespan. Lectures will emphasize the epidemiology, pathophysiology, presentation, disease course, diagnostic methods, treatment modalities, and prognosis of each medical topic. This course teaches all listed diseases by system and specialty. Topics for the course will include the following: gastroenterology, endocrinology, neurology, urology/nephrology.

PA 340 - Medical Microbiology (1)

This course will evaluate the basics of bacteriology and virology and instruct the students' in common infectious agents using a systems-based approach. Normally offered in Summer session only.

Offered: Summer.

PA 341 - Diagnostic Methods II (3)

Continuation of PA 340, developing the understanding of various laboratory tests used in the diagnosis of disease including disturbances of acid-base, electrolyte disorders, renal disorders and disorders of the endocrine system. EKG interpretations including: electro-physiology, axis, rate and rhythm, as well as differential diagnosis of arrhythmias. Normally offered in Fall semester only.

Offered: Fall.

PA 342 - Laboratory Medicine I (1)

Students will develop an understanding of various laboratory tests used in the diagnosis of disease including disturbances of the hematological system, the coagulation system, immunohematology, and medical microbiology.

PA 343 - ECG Interpretation (1)

Interpretation of 12 lead electrocardiograms includes electrophysiology, axis, rates, rhythms, and dysrhythmias.

PA 344 - Radiology (1)

Radiology includes an introduction to diagnostic imaging, with radiographic studies, CT scan, and MRI.

PA 345 - Laboratory Medicine II (1)

Students will further develop an understanding of various laboratory tests used in the diagnosis of disease including disturbances of the hematological system, the coagulation system, and immunohematology.

PA 346 - Dermatology (1)

Covers the recognition of and treatment of skin conditions, lesions, diseases and the necessity of appropriate referral to dermatology.

PA 347 - Critical Care Medicine (1)

Covers acute and critical care medicine, emphasizing cardiac and pulmonary disease processes, treatment and management in the ICU setting.

PA 350 - Pharmacology I (2)

Introduction to pharmacology including: pharmacokinetics, mechanisms of action, therapeutic use, adverse effects of major drug classes and prescription rationale.

Offered: Fall.

PA 351 - Pharmacology II (2)

Continuation of PA 350. Therapeutic regimens related to additional classes of drugs. Introduction to a comprehensive overview of the most commonly encountered surgical diseases with emphasis of surgical anatomy, pre- and post-operative care, operative approaches and surgical considerations. Introduction to: emergency medicine, recognition of common emergency complaints, differential diagnosis and management. Normally offered in Spring semester only.

Offered: Spring.

PA 352 - Emergency Medicine (2)

Emergency medicine cover recognition of emergent conditions, complaints, signs and symptoms, examination findings, diagnostic modalities, differentials, treatment, and management plans.

PA 353 - General Surgery (1)

The Surgery course will cover commonly encountered surgical protocol of common diseases with an emphasis on surgical anatomy, pre-, intra- and post-operative care, surgical approaches and considerations.

PA 354 - Medical Nutrition (1)

Medical nutrition includes basics of nutrition, needs and issues throughout the lifespan, and caloric and nutritional needs of the ill.

PA 360 - Behavioral Sciences (2)

Focus on issues in health care as related to the PA profession, including history of profession, changes in the health care system, women's health and legal issues pertaining to the delivery of health care. Advanced topics of ethical issues will be discussed. A combination of lecture and practical applications will be employed to teach medical interviewing. Normally offered in Spring semester only.

Offered: Spring.

PA 361 - Issues in Healthcare (1)

Issues of Healthcare covers issues pertinent to the PA profession, changes in the current health care system, professional ethics, and state and national regulations.

PA 362 - Psychiatry (1)

The Psychiatry component covers the recognition, assessment, diagnosis, treatment, referral, and education of patients with behavioral and mental disorders encountered in a primary care setting.

PA 363 - Professional Practice (2)

This course will explore the contemporary problems in medicine, trends, and the history of the PA profession. It will also assist the student in examining all facets of the current issues in medicine, organization, administration and function of health care systems and the health care team. In addition, students will explore ethical issues in the context of human values and conduct as they relate to the health sciences and allied health fields. The research methods section of this course is designed to introduce the physician assistant student to the utility, interpretation and application of medical research methods.

PA 371 - Pediatrics I (1)

Pediatrics I will review systems, history and examination techniques, disease processes, diagnosis, differentials, and treatment of infants, children and adolescents.

Offered: Fall.

PA 371D - Human Sexuality (0.5)

This course is designed to provide the PA student with a basic understanding of the dimensions of human sexuality. Emphasis will be placed on understanding one's own sexuality and how sexuality relates to others in contemporary society. Included will be discussion of historical and cross cultural perspectives of sexuality, developmental sexuality, and social issues in sexuality.

PA 372 - Developmental Medicine III (1)

Introduction to basic knowledge of obstetrics and gynecology, including life cycle changes, pregnancy and delivery. Pediatric medicine will cover stages of physical and social development and the importance of immunizations. Geriatric medicine will introduce changes associated with aging, considering physical, social and emotional impact. A basic understanding of the dimensions of human sexuality will be provided including historical and cross cultural perspectives of sexuality, developmental sexuality and social issues. Normally offered in Spring semester only.

Offered: Spring.

PA 373 - Pediatrics II (1)

The second semester of Pediatrics will continue to instruct the students on pediatric development, disease presentation and processes, diagnosis, treatment, referral, prognosis, and education.

PA 374 - Obstetrics and Gynecology (1)

Ob/GYN will introduce life style changes, pregnancy, delivery, gynecological disorders, diagnosis , treatment and education.

PA 390 - Seminar I (1)

Case studies, readings and group discussions will be used to focus on issues of concern to physician assistants. Mini rotations in a variety of clinical settings will be assigned in conjunction with the seminar.

PA 391 - Seminar II (1)

This is the second semester of a two semester course. Presentations will be given by various guest lecturers from the medical field including but not limited to hospice/palliative care, medical billing/coding, and infectious disease prevention.

PA 410 - Clerkship I (5)

Involves full time experience for six weeks in clinical settings under the supervision of qualified health care professionals. Six different clerkship experiences are required.

PA 411 - Clerkship II (5)

Involves full time experience for six weeks in clinical settings under the supervision of qualified health care professionals. Six different clerkship experiences are required.

PA 412 - Clerkship III (5)

Involves full time experience for six weeks in clinical

settings under the supervision of qualified health care professionals. Six different clerkship experiences are required.

PA 413 - Clerkship IV (5)

Involves full time experience for six weeks in clinical settings under the supervision of qualified health care professionals. Six different clerkship experiences are required.

PA 414 - Clerkship V (5)

Involves full time experience for six weeks in clinical settings under the supervision of qualified health care professionals. Six different clerkship experiences are required.

PA 415 - Clerkship Vi (5)

Elective in one of the following areas: psychiatry, oncology, dermatology, cardiology, neurology, urology, rehabilitation medicine. Involves full time experience for six weeks in clinical settings under the supervision of qualified health care professionals. Six different clerkship experiences are required.

PHIL-Philosophy

PHIL 113 - Introduction to Philosophy (3)

An introduction to the broad range of thinkers and issues that constitute philosophy. Students will examine critically the accumulated wisdom about God, nature, and humanity in order to evaluate their own life positions and choices and to make ethical decisions in an interdependent world.

PHIL H113 - Introduction to Philosophy (3)

An introduction to the broad range of thinkers and issues that constitute philosophy. Students will examine critically the accumulated wisdom about God, nature, and humanity in order to evaluate their own life positions and choices and to make ethical decisions in an interdependent world.

PHIL H115 - Critical Thinking (3)

An honors approach to skills necessary for analyzing and evaluating arguments.

Prerequisite: Permission of Director of the Honors Program required.

PHIL 212 - Modern European Philosophy (3)

Beginning with the 17th century, primary issues in the philosophy of knowledge and the philosophy of the good and implications for the value of philosophy itself are examined in the basic rationalism of Descartes, Spinoza and Leibnitz; the divergent empiricism of Locke, Berkeley and Hume; the Kantian revolution and reconstruction, the Hegelian dialectical system; subsequent contemporary philosophical themes as consequences to Kantian and Hegelian philosophizing.

PHIL 213 - Theory of Knowledge (3)

Epistemology, or the theory of knowledge, examines how we come to know what we know. This course covers historical and contemporary approaches to the question of what knowledge is, what makes a belief true, and how beliefs are justified.

Prerequisite: PHIL 113.

PHIL 215 - Critical Thinking (3)

An introduction to the skills necessary for analyzing, evaluating, and constructing arguments, this course will provide students with the skills necessary for thinking critically about themselves and their world. Topics covered in this course may include, but not be limited to, argument construction, fallacious reasoning, information literacy, decision making, and critical/analytical writing.

Prerequisite: PHIL 113.

PHIL 220 - American Philosophy (3)

A survey of selective texts by important American philosophers such as Thoreau, James and Dewey.

PHIL 225 - The Meaning of Life (3)

This course is devoted to exploring a number of

fundamental philosophical questions that make their way into everyday life: What is the meaning of (my) life? Is there any meaning in my life that will not be destroyed by my death? What is happiness, and how can I achieve it? What is it to be wise, and is wisdom a good thing to have? What is death, and what does it mean to me? Is the unexamined life really not worth living (as Socrates maintained)? In exploring these questions, we will read selections drawn from both historical and contemporary sources.

PHIL 250A - ST: Philosophy of Death and Dying (3)

This course is a study of philosophical issues surrounding death and dying. Topics covered may include: Is death bad for the person who dies? What attitudes should we have towards death and dying? Is it rational to fear death? Would extended life or immortality be a good thing? Does death give meaning to life or does it make life less meaningful? Is it ever rational or ethical to commit suicide? Is it reasonable to believe that we will continue to exist after we die, in some form of afterlife? Our study of these issues will involve critical examination of the arguments for and against a variety of philosophical positions.

Prerequisite: Take PHIL 113.

PHIL H213 - Theory of Knowledge (3)

Epistemology, or the theory of knowledge, examines how we come to know what we know. This course covers historical and contemporary approaches to the question of what knowledge is, what makes a belief true, and how beliefs are justified.

Prerequisite: Permission of Director of the Honors Program required.

PHIL H215 - Critical Thinking (3)

An introduction to the skills necessary for analyzing, evaluating, and constructing arguments, this course will provide students with the skills necessary for thinking critically about themselves and their world. Topics covered in this course may include, but not be limited to, argument construction, fallacious reasoning, information literacy, decision making, and critical/analytical writing.

Prerequisite: Permission of Director of the Honors

Program required.

PHIL H225 - The Meaning of Life (3)

PHIL 300 - Metaphysics (3)

Metaphysics is the study of the general features of existence or reality. This course focuses on the fundamental concepts of being as developed in several major philosophers from the Greeks to the present. Discussion will focus on such topics as God, time, space, substance, essence, existence, process, causality, possibility, necessity, chance, and value.

Prerequisite: PHIL 113.

PHIL 302 - Greek and Medieval Philosophy (3)

This course examines the origin and development of Western philosophy in ancient Greece, concentrating on the central ideas of the pre-Socratics, the Sophists, Socrates, Plato, and Aristotle, and goes on to show how these ideas influenced philosophers of the Medieval period, from Augustine to Aquinas.

Prerequisite: PHIL 113.

PHIL 303 - Modern Philosophy (3)

This course examines the history of modern philosophy, particularly from Descartes through Kant. We will concentrate on the development of modern thought, examining the concepts of mind, body, and causation among others.

Prerequisite: PHIL 113.

PHIL 304 - Symbolic Logic (3)

Logic is the study of arguments. This course will examine the meaning of such logical notions as the validity of arguments, the equivalence of statements, and the inconsistency of sets of statements. We will study the symbolization of the logically relevant features of statements and testing of arguments for validity, sets for inconsistency, etc. No background in math or logic is presupposed.

Prerequisite: PHIL 113.

PHIL 310 - Philosophy of Technology (3)

An analysis of philosophical issues, views, and critiques of the concept, nature, and impact of technology on human beings in society.

PHIL 312 - Philosophy of Religion (3)

This course is composed of a philosophical examination of religious topics. Covered material may include attempts to define religion, religious experience, God's existence and nature, the problem of evil, death, human destiny, religion and life, faith and reason, religion and science, and religious language

Prerequisite: PHIL 113.

PHIL 315 - Ethics (3)

An introduction to major schools of ethical theory such as utilitarian ethics, deontological ethics, virtue ethics, and the ethics of care. Specific problems from metaethics and applied ethics may also be treated. Some of the questions that may be examined are these: What are the grounds for moral obligations such as keeping promises or obeying the law? How do we reason about what to do? Can reason determine how we ought to live? What are moral judgments? Is there an ultimate moral principle? What constitutes a morally worthwhile life? Can morality itself be challenged?

Prerequisite: PHIL 113.

PHIL 316 - Philosophy, Society and Law (3)

An inquiry into the relationships between law and society, focusing on issues such as pornography, the insanity plea, capital punishment, legal reform, civil disobedience, and paternalism.

Prerequisite: PHIL 113.

PHIL 318 - Perspectives on the Pursuit of Peace (3)

A philosophical analysis of relevant primary sources in terms of possible personal contributions to a more

compassionate, just, and peaceful world.

Prerequisite: PHIL 113.

PHIL 324 - Bioethics (3)

This course examines a variety of ethical issues that arise in the practice of medicine, including the right to refuse medical treatment, euthanasia and physician-assisted suicide, decision-making for patients in incompetent states, organ transplantation, and abortion. Among the questions we may investigate are: Is it always wrong to administer life-sustaining treatment to patients who refuse it? Is it ethical for doctors to euthanize terminally ill patients or to assist them in committing suicide? How should we make medical decisions for patients in permanent states of unconsciousness? What standards should we use to determine when patients are dead or when they may be removed from life-support? When is it appropriate to use a person's organs for purposes of organ transplantation? Under what circumstances is it ethical to abort a pregnancy?

Prerequisite: PHIL 113.

PHIL 325 - Philosophy of Art (3)

A critical study of theories on the nature of art, beauty, the aesthetic experience, problems of interpretation, and criticism in the fine arts. In addition, the course may also deal with wider questions about the social function and value of the arts. Topics may include: what is the "aesthetic," and who is the best judge of it? Is good art beautiful? Should art be viewed disinterestedly? Does art imitate life or does life imitate art? What is it to get at the meaning of a work of art?

Prerequisite: PHIL 113.

PHIL 326 - Political Philosophy (3)

This class will engage in an examination of the assumptions underlying the world's major political systems as well as an examination of various theories of justice. Issues that may be covered include: the source of obligation to obey the state, natural rights, the limits of governmental authority, and the justification of various forms of government. Readings may be drawn from classical and contemporary sources.

Prerequisite: PHIL 113.

PHIL 327 - The Meaning of History (3)

A study of primary sources in the speculative philosophy of history in relation to the problems of: pattern in history, causes of change and meaning in history with a view to the construction of a synthesis of ideas of value for life as a citizen of the global village.

PHIL 328 - Environmental Ethics (3)

An examination of issues in environmental ethics, including the ethical treatment of animals, with attention given to dilemmas and decisions at both the personal and global levels. Readings may be drawn from historically important moral theories as well as from contemporary philosophical writings in the area of environmental ethics. Philosophical questions addressed may include: What things are intrinsically valuable? What are rights? Do entities other than humans have moral standing (for instance, non-human animals, ecosystems, etc.)? What responsibilities do we have to future generations?

Prerequisite: PHIL 113.

PHIL 330 - Ideal Societies (3)

Philosophical examination of selected utopists in order to generate awareness of personal responsibility for compassion, justice and peace in an interdependent world.

PHIL 332 - Eastern Philosophy (3)

A survey of Eastern philosophical thought from the metaphysics and naturalism of the ancient Indus River valley through Western Buddhist movements and beyond. Topics covered may include but not be limited to pre-Hindu Indian philosophy, Buddhism, Confucianism, and Daoism.

Prerequisite: PHIL 113.

PHIL 334 - Ethics, Science, and Biotechnology (3)

This course examines a range of ethical issues pertaining to biomedical research and technology. Topics may include ethical questions surrounding research on human embryos, assisted reproductive technologies (IVF, cloning), the use of genetic technology to prevent diseases and disabilities in

offspring or to create children with other desirable traits, the use of animals in medical research, the development of neuro-technologies to treat or improve human beings, and ethical problems in human research, including research on vulnerable populations

Prerequisite: PHIL 113.

PHIL 335 - Philosophy of Music (3)

A critical examination of philosophical theories concerning the nature and meaning of music. Questions to be addressed may include: What is music? How can music affect emotions? Can music represent the world?

Prerequisite: PHIL 113.

PHIL 340 - Animal Ethics (3)

This class will be a philosophical examination of our moral obligations to animals. We will explore the ethics of various human practices towards animals, such as animal agriculture, hunting, medical research on animals, zoos, and keeping animals as pets. To address these issues, we will also ask more theoretical questions about the moral status and mental lives of animals. Are animals the sorts of beings that can possess rights? Does animal suffering matter less than human suffering? To what extent are animals conscious? Can animals be harmed by death? We may also consider the moral status of animals from environmentalist and feminist perspectives.

Prerequisite: PHIL 113.

PHIL 344 - Healthcare and Social Justice (3)

In this course we will examine issues of social justice in healthcare. Topics to be studied may include the goals of a just health care system, whether there is a basic right to healthcare, ethical principles and procedures for the fair and just allocation of scarce medical resources, and the obligations of justice as they pertain to meeting the healthcare needs of disadvantaged groups, including the poor, racial minorities, women, members of LGBTQ communities, prisoners, and people with disabilities and chronic illnesses.

Prerequisite: PHIL 113.

PHIL 345 - Race, Class & Gender (3)

This course will be a critical examination of the social constructions of race, class, gender and sexuality in U.S. culture and the injustices and inequalities that arise from them. We will also examine strategies, policies, and procedures for change. Prerequisite: PHIL-113

Prerequisite: Take PHIL 113;.

PHIL 350 - Philosophy of Mind (3)

In this course we will examine classic and contemporary theories about the nature of the mind. Questions to be addressed may include: Is mind distinct from matter? Could there be minds without bodies? Are there other minds in the universe? Can a computer be conscious? Is the mind nothing more than an elaborate computer, or is mentality the exclusive possession of biological organisms?

Prerequisite: PHIL 113.

PHIL 354 - Philosophy of Mental Health (3)

We will discuss the interrelated metaphysical, epistemological, ethical, and social issues that arise in trying to understand and treat mental illness. Specific topics will vary from semester to semester. The metaphysical issues may include the unity of the self and freedom of the will. Epistemological issues may include the diagnosis of mental disorder and knowing when people are competent to understand the moral and legal consequences of their actions. Ethical issues may include the rights of people with mental disorders to get treatment or to refuse it. Finally, social issues may include the medicalization of deviant behavior and the effects of the mental health profession on society. Popular thought about mental illness will be compared with what experts say.

Prerequisite: PHIL 113.

PHIL 365A - ST Bioethics: Gndr, Rlg, Ethics (3)

This Special Topics in Bioethics course will investigate the intersection of gender, religion, and health care, in themselves and as applies to global health delivery. Students will investigate how religious doctrines and ethics, particularly those of Roman Catholicism, intersect

with the lived experiences of persons around the prevention, diagnosis, and treatment of health conditions. Primary attention given to vulnerable communities in the U.S. and around the globe including: women and girls, pregnant women, and the LGBTQ community. The course will analyze classical methods of bioethics alongside feminist and intersectional approaches, and compare health care approaches across international communities and in the work of global health delivery.

PHIL 370 - Capstone Study in Bioethics (2)

Students pursuing the Bioethics Certificate will complete a research paper in bioethics focusing on a topic chosen by the student in consultation with, and approval by, an appropriate faculty member. The Capstone Study may be completed after taking the other required bioethics courses, or concurrent with the final course taken. Prerequisite: Permission of Director of Bioethics Certificate Program required.

PHIL H300 - Metaphysics (3)

Metaphysics is the study of the general features of existence or reality. This course focuses on the fundamental concepts of being as developed in several major philosophers from the Greeks to the present. Discussion will focus on such topics as God, time, space, substance, essence, existence, process, causality, possibility, necessity, chance, and value.

Prerequisite: Permission of Director of the Honors Program required.

PHIL H303 - Modern Philosophy (3)

Prerequisite: PHIL 113.

PHIL H312 - Philosophy of Religion (3)

This course is composed of a philosophical examination of religious topics. Covered material may include attempts to define religion, religious experience, God's existence and nature, the problem of evil, death, human destiny, religion and life, faith and reason, religion and science, and religious language

Prerequisite: Permission of Director of the Honors Program required.

PHIL H314 - Phenomenology (3)

A study of a critical, methodological approach to human experience, with current applications.

Prerequisite: Permission of Director of the Honors Program required.

PHIL H315 - Ethics (3)

An introduction to major schools of ethical theory such as utilitarian ethics, deontological ethics, virtue ethics, and the ethics of care. Specific problems from metaethics and applied ethics may also be treated. Some of the questions that may be examined are these: What are the grounds for moral obligations such as keeping promises or obeying the law? How do we reason about what to do? Can reason determine how we ought to live? What are moral judgments? Is there an ultimate moral principle? What constitutes a morally worthwhile life? Can morality itself be challenged?

Prerequisite: Permission of Director of the Honors Program required.

PHIL H316 - Honors Philosophy, Society and Law (3)

An inquiry into the relationships between law and society, focusing on issues such as pornography, the insanity plea, capital punishment, legal reform, civil disobedience, and paternalism.

Prerequisite: Permission of Director of the Honors Program required.

PHIL H318 - Perspectives on the Pursuit of Peace (3)

A philosophical analysis of relevant primary sources in terms of possible personal contributions to a more compassionate, just, and peaceful world.

Prerequisite: Permission of Director of the Honors Program required.

PHIL H324 - Bioethics (3)

This course focuses on ethical issues arising in the relationship between healthcare practitioners and their

patients. It considers the moral rights of patients and the ethical responsibilities of healthcare practitioners to their patients and the public. Topics may include truth-telling, confidentiality, informed consent and shared decision-making, the right to refuse treatment, euthanasia and assisted suicide, decision making for incompetent patients, advance directives, brain death, and the ethics of abortion.

Prerequisite: PHIL 113.

PHIL H325 - Philosophy of Art (3)

A critical study of theories on the nature of art, beauty, the aesthetic experience, problems of interpretation, and criticism in the fine arts. In addition, the course may also deal with wider questions about the social function and value of the arts. Topics may include: what is the "aesthetic," and who is the best judge of it? Is good art beautiful? Should art be viewed disinterestedly? Does art imitate life or does life imitate art? What is it to get at the meaning of a work of art?

Prerequisite: Permission of Director of the Honors Program required.

PHIL H326 - Political Philosophy (3)

This class will engage in an examination of the assumptions underlying the world's major political systems as well as an examination of various theories of justice. Issues that may be covered include: the source of obligation to obey the state, natural rights, the limits of governmental authority, and the justification of various forms of government. Readings may be drawn from classical and contemporary sources.

Prerequisite: Permission of Director of the Honors Program required.

PHIL H328 - Environmental Ethics (3)

An examination of issues in environmental ethics, including the ethical treatment of animals, with attention given to dilemmas and decisions at both the personal and global levels. Readings may be drawn from historically important moral theories as well as from contemporary philosophical writings in the area of environmental ethics. Philosophical questions addressed may include: What things are intrinsically valuable? What are rights? Do entities other than humans have moral standing (for

instance, non-human animals, ecosystems, etc.)? What responsibilities do we have to future generations?

Prerequisite: Permission of Director of the Honors Program required.

PHIL H329 - Philosophy of Education (3)

An examination of issues in contemporary education.

Prerequisite: Permission of Director of the Honors Program required.

PHIL H335 - Philosophy of Music (3)

A critical examination of philosophical theories concerning the nature and meaning of music. Questions to be addressed may include: What is music? How can music affect emotions? Can music represent the world?

Prerequisite: Permission of Director of the Honors Program required.

PHIL H340 - Animal Ethics (3)

This class will be a philosophical examination of our moral obligations to animals. We will explore the ethics of various human practices towards animals, such as animal agriculture, hunting, medical research on animals, zoos, and keeping animals as pets. To address these issues, we will also ask more theoretical questions about the moral status and mental lives of animals. Are animals the sorts of beings that can possess rights? Does animal suffering matter less than human suffering? To what extent are animals conscious? Can animals be harmed by death? We may also consider the moral status of animals from environmentalist and feminist perspectives.

Prerequisite: PHIL 113.

PHIL H350 - Philosophy of Mind (3)

In this course we will examine classic and contemporary theories about the nature of the mind. Questions to be addressed may include: Is mind distinct from matter? Could there be minds without bodies? Are there other minds in the universe? Can a computer be conscious? Is the mind nothing more than an elaborate computer, or is mentality the exclusive possession of biological organisms?

PHIL H354 - Philosophy of Mental Health (3)

We will discuss the interrelated metaphysical, epistemological, ethical, and social issues that arise in trying to understand and treat mental illness. Specific topics will vary from semester to semester. The metaphysical issues may include the unity of the self and freedom of the will. Epistemological issues may include the diagnosis of mental disorder and knowing when people are competent to understand the moral and legal consequences of their actions. Ethical issues may include the rights of people with mental disorders to get treatment or to refuse it. Finally, social issues may include the medicalization of deviant behavior and the effects of the mental health profession on society. Popular thought about mental illness will be compared with what experts say.

Prerequisite: PHIL 113.

PHIL H399 - Honors Thesis (3)

The aim is to explore a significant part of the student's major field and the student's philosophical studies to enable her or him to use the work done in it as a base for the honors senior thesis.

Prerequisite: Permission of Director of the Honors Program required.

PHIL 410 - Philosophy of Emotions (3)

This course explores current philosophical thinking on emotion through the reading of both philosophical and empirical works. We will ask such questions as what is the nature, value, and justifiability of emotion? How do emotions relate to other types of mental states? To what extent are emotions dependent on social influences? Are emotions in the brain or are they forms of behavior? Are emotions guided by reason or are they beyond the control of reason? Readings will be selected from a diverse group of writers, such as Plato, Aristotle, Darwin, James, Dewey, Freud, Ekman, Frijda, Damasio, and Nussbaum.

Prerequisite: PHIL 113.

PHIL 415 - Climate Justice (3)

This class will examine the problem of climate change from a philosophical perspective. As such, we will discuss

the issues of uncertainty, distributive justice, rectificatory justice, and intergenerational justice as they arise in the context of climate change.

Prerequisite: PHIL 113.

PHIL 416 - Feminist Philosophy (3)

Analysis of the nature, meaning, and role of women in society, including such issues as rights, equality, and leadership.

Prerequisite: PHIL 113.

PHIL 425 - Contemporary Philosophy (3)

A survey of major philosophical trends in the twentieth century such as pragmatism, the analytic movement and phenomenology.

PHIL 427 - Business Ethics (3)

Major contemporary moral issues facing the business community analyzed through the use of cases drawn from a variety of business activities.

Prerequisite: PHIL 113.

PHIL 431 - Global Justice (3)

This course will familiarize students with some of the systematic approaches that moral and political philosophers have developed for addressing some of the difficult and practically urgent questions of international ethics and global justice. Such questions may include the following: Are the high levels of poverty and extreme inequalities that characterize our world ethically defensible? If they are not defensible, then who is obliged to do something about them? Should universal environmental standards bind all countries? If so, then who is responsible for ensuring that all countries can meet them at reasonable cost? Are sovereign states outdated artifacts, or should they remain an important mode of political organization?

Prerequisite: PHIL 113.

PHIL 450 - S T in Polit. Phil: Rawls & His Critics (3)

John Rawls is undoubtedly the most important political philosopher of the 20th century. In this course, we will explore the arguments and ideals that define his domestic political theory by engaging in an examination of his final work, *Justice as Fairness: A Restatement*. Then, we will move to look at some of the most important lines of criticism that have been pressed against his ideas, asking whether his work can withstand these concerns.

PHIL 450A - ST: Ethics, Science & Biotechnology (3)

This course examines a range of ethical issues pertaining to biomedical technology and research. Topics may include ethical questions surrounding research on human embryos, assisted reproductive technologies (e.g. in-vitro fertilization, cloning), the use of genetic technology to prevent diseases and disabilities in future offspring or to create children with other desirable traits, the use of animals in medical research, and the development of neuro-technologies to treat or improve human beings. Our study may also cover past and present ethical problems in human research, including research on vulnerable populations such as children, the mentally ill, and people in developing countries.

Prerequisite: Take PHIL 113;.

PHIL 450AA - ST: Food, Envrn, Glbl Clmt Chnge (3)

This course will address the multifaceted connections and concerns of justice that exist between food and agricultural systems, the environment, and global climate change.

PHIL 450B - Special Topic: Philosophy of Mind (3)

In this course we will examine classic and contemporary theories about the nature of the mind. Questions to be addressed include: Is mind distinct from matter? Could there be minds without bodies? Are there other minds in the universe? Can a computer be conscious? Is the mind nothing more than an elaborate computer, or is mentality the exclusive possession of biological organisms? Do we have distinct selves? Open to all majors, no specific background in a particular discipline is assumed.

PHIL 450C - Special Topics: Eastern Philosophy (3)

A survey of Eastern philosophical thought that will chart an Easterly course from the ancient Indus River valley

through Western Buddhist movements. Topics covered will include but will not be limited to pre-Hindu Indian philosophy, Buddhism, Confucianism, and Daoism.

PHIL 450D - Special Topic: Global Justice (3)

This course will familiarize students with some of the systematic approaches that moral and political philosophers have developed for addressing some of the difficult and practically urgent questions of international ethics and global justice. Such questions may include the following: Are the high levels of poverty and extreme inequalities that characterize our world ethically defensible? If they are not defensible, then who is obliged to do something about them? Should universal environmental standards bind all countries? If so, then who is responsible for ensuring that all countries can meet them at reasonable cost? Are sovereign states outdated artifacts, or should they remain an important mode of political organization?

PHIL 450E - Special Topic: Philosophy of Emotions (3)

This course explores current philosophical thinking on emotion through the reading of both philosophical and empirical works. We will ask such questions as what is the nature, value, and justifiability of emotion? How do emotions relate to other types of mental states? To what extent are emotions dependent on social influences? Are emotions in the brain or are they forms of behavior? Are emotions guided by reason or are they beyond the control of reason? Readings will be selected from a diverse group of writers, such as Plato, Aristotle, Darwin, James, Dewey, Freud, Ekman, Frijda, Damasio, and Nussbaum.

PHIL 450F - Special Topics: Philosophy of Psychiatry (3)

We will discuss the interrelated metaphysical, epistemological, ethical, and social issues that arise in trying to understand and treat mental illness. The metaphysical issues include the unity of the self and freedom of the will. Epistemological issues include the diagnosis of mental disorder and knowing when people are competent to understand the moral and legal consequences of their actions. Ethical issues include the rights of people with mental disorders to get treatment or to refuse it. Finally, social issues include the medicalization of deviant behavior and the effects of the mental health profession on society. Throughout the course, we will compare popular

thought about mental illness with what the experts say, as a way of gaining a critical perspective on both.

PHIL 450G - Special Topic: Philosophy of Social Science (3)

In this course we will examine the methods, foundations, assumptions, and purposes of the social sciences. Topics may include: The similarities and differences between the social and natural sciences, the role of values in social scientific inquiry, the processes of explanation and theory confirmation in the social sciences, and various conceptions of interpretation and meaning in the social science.

PHIL 450H - Special Topic: Philosophy of Literature (3)

In this course we will read and discuss issues in the specialty area of aesthetics known as philosophy of literature. Some of the questions characteristic of this enterprise include: What counts as a work of literature? Are there objective standards of evaluation? Do fictional characters exist? How do we make sense of claims about fiction? Why do we have emotional responses to literature? Do the intentions of the author matter or should interpretation be left up to the reader?

PHIL 450I - St: Philosophy of Psychology (3)

The philosophy of psychology, whose topics often overlap with those of philosophy of mind, focuses on the activity of cognition and the explanation of human behavior. In this course we will address such questions as: How does cognition take place? What sort of representations does it involve? What is the best theory of the mind? What is folk psychology and how does it develop? How are mental states and emotions represented in the brain?

PHIL 450J - Special Topics: Philosophy of Language (3)

Philosophy of language is an attempt to understand the nature of language and its relationship with speakers, their thoughts, and the world. Philosophers of language ask and attempt to answer abstract questions such as: What is language? What is meaning? How do we understand one another? What is the connection between names and the objects to which they refer? Is the truth and falsehood of

our statements determined by the world or by our linguistic conventions? Do we have an innate linguistic faculty or do we learn to speak by observing the behavior of other speakers? Attempts to answer such questions serve as the sources for various philosophical theories about language.

PHIL 450K - Special Topics: Existentialism (3)

This course is an introduction to existentialism, one of the most influential intellectual currents of the 20th century. The existentialists' characteristic preoccupations arise from what they see as threats to human freedom arising from such diverse forces as religious conformity, cultural homogenization, unfeeling rationality and mass society. In this course, we will explore the existentialists' philosophical responses to these threats, beginning with the roots of the movement in the 19th century.

PHIL 450L - ST: Philosophy of Science (3)

This course provides an introduction to foundational issues in philosophy of science. No background in philosophy of science or science is presupposed. Questions addressed may include: What is science, and how does it differ from pseudoscience? What does scientific objectivity and rationality really consist in? What is a law of nature? What role do natural laws play in scientific reasoning? What is a scientific explanation? Does scientific progress depend on our ability to reduce more complex theories into simpler ones?

PHIL 450M - ST: Philosophical Theology (3)

Philosophical theology is the endeavor to apply the tools of rigorous, analytic philosophical thought to the methods, practices, and topics of theology. Among the topics covered are the nature of revelation, the analysis of divine attributes, the problem of evil, and the intelligibility of specific theological doctrines. The primary focus will be on the philosophical study and analysis of theological issues, rather than studying these topics from the perspective of theology proper

PHIL 450N - ST: Advanced Logic (3)

This class will study some advanced issues in the study of logic including aspects of metalogic, modal logic, deontic logic, temporal logic, among other topics.

PHIL 450O - ST: Pol.Phil.: Rawls & His Critics (3)

John Rawls is undoubtedly the most important political philosopher of the 20th century. In this course, we will explore the arguments and ideals that define his domestic political theory by engaging in an examination of his final work, *Justice as Fairness: A Restatement*. Then, we will move to look at some of the most important lines of criticism that have been pressed against his ideas, asking whether his work can withstand these concerns.

PHIL 450P - ST: Scl Rsp, Ethics, & Nut Transition (3)

This class and trip will provide learning opportunities and experiences in international development, international business, global justice, and nutrition in the specific context of a nutrition transition in the developing world. Such a transition is marked by a significant change in dietary patterns; specifically, we are interested in the trend in developing countries in which people are moving away from a plant-based diet to one high in processed foods, refined sugars and animal products due to relatively new, though hugely influential, social, economic, and environmental issues plaguing these regions. This transition is causing the rate of chronic diseases to increase in these impoverished areas. In particular, this class will focus on the current and on-going nutrition transition in Guatemala. After the students have been introduced to the issues at hand they will use the lens of their own discipline, and collaborate with the other disciplines in the class, to develop sustainable (economically, environmentally, ethically, and socially) methods of addressing the problems causing and caused by this transition.

PHIL 450Q - ST: Death and Dying (3)

This course is a study of philosophical issues surrounding death and dying. Topics covered may include: the metaphysical arguments for and against the existence of a soul and life after bodily death, ethical arguments for and against suicide and active euthanasia, our moral responsibilities to the dying and the dead, existential inquiries into the meaning of life and the meaning of death, and questions such as whether death is bad for the person who dies and whether extended life or immortality would be a good thing.

PHIL 450R - ST in Bus Ethics: Social Responsibility (3)

In this course we will look primarily at the obligations that corporations and managers have with regard to the environment by considering the case of fracking. Students will examine these obligations through the study of theoretical work in both business and philosophy, and they will explore this obligation by constructing and analyzing an original case study. The culminating project of the course will be a team presentation of the original case study/analysis at two separate business ethics competitions.

PHIL 450S - ST: Moral and Legal Rights (3)

This course examines contemporary debates concerning what it might mean to have a legal right as compared to a moral right through the use of both philosophical and legal research. We will explore what having certain rights means for debates in contemporary ethics and legal discourse. Possible areas of discussion include the Doctrine of Double Effect, self-defense, euthanasia, and the right to life.

PHIL 450T - ST: Intergenerational Justice (3)

In this class, we will discuss our moral obligations to past and future generations. We will consider these questions from both a theoretical point of view, and from within the context of issues that necessarily concern questions of intergenerational justice (e.g. global climate change, environmental sustainability, national fiscal responsibility, and the like).

Prerequisite: Take PHIL 113.

PHIL 450U - ST: Ethics of Human Reproduction (3)

This course will examine various ethical issues connected with human reproduction and genetics, including the ethics of abortion, human embryo research, genetic design and disability, and genetic enhancement of human beings.

PHIL 450V - ST: Race, Class, & Gender (3)

This course will be a critical examination of the social constructions of race, class, gender, and sexuality in U.S. culture and the injustices and inequalities that arise from them. We will also examine strategies, policies, and procedures for change.

PHIL 450W - ST: The Nature of Religious Experience (3)

In this class, students will embark on a study of religious experiences. Among the topics that we will consider are: (1) What are the essential features of religious experiences? (2) What practices have different cultures and religions followed that accompany religious experiences? (3) Can religious experiences provide an adequate basis to justify one's religious beliefs? (4) What do neuroscience and psychology have to say about religious experiences, and do they pose a threat to the genuineness of religious experiences?

PHIL 450X - ST: Business Ethics: Employee Rights? And Privacy (3)

In this course students will explore the major theories of Business Ethics, and will consider the applicability of these theories as they apply to concerns about employee rights and privacy in the workplace. Students will study primary texts in both Philosophy and Business to examine the financial, ethical, and legal implications of the issue, prepare a presentation of their analysis, and ultimately respond to several case studies on the topic at two Business Ethics competitions. Prerequisite: PHIL-113

Prerequisite: Take PHIL 113;.

PHIL 450Y - ST: Social Ethics (3)

This course will investigate significant controversial moral issues that are prevalent in today's society. Using the tools of philosophy, the goal will be to appreciate and understand various aspects of each problem as well as to present reasonable answers to these problems that conform to the principles of logic and moral intuitions. In many cases the class will consider separately the moral permissibility and the legal permissibility of the controversial kinds of actions under consideration. Some topics may include the death penalty, sex outside traditional marriage, pornography, recreational drug use, interrogational torture, affirmative action, immigration, among others. Prerequisite: PHIL-113

Prerequisite: Take PHIL 113;.

PHIL 450Z - Deciding for Others in Healthcare (3)

This course investigates the ethics of making healthcare decisions for incompetent patients, including minors, the elderly, the mentally ill, and the severely brain-damaged. We will examine the concept of competence and how we morally ought to make decisions for others when they lack decision-making competence. We will also explore differences between various disorders of consciousness resulting from brain damage and how we morally ought to treat individuals in these different cases.

PHIL 451 - Seminar in Philosophy (0)

A select group of students will study a philosopher, a specific philosophical school, question, or problem in depth.

Prerequisite: PHIL 113.

PHIL 452 - Philosophy of Law (3)

A critical study of the many justifications of law and their implications for the social order.

PHIL 460 - Philosophy of Psychology (3)

The philosophy of psychology, whose topics often overlap with those of philosophy of mind, focuses on the activity of cognition and the explanation of human behavior. In this course we will address such questions as: How does cognition take place? What sort of representations does it involve? What is the best theory of the mind? What is folk psychology and how does it develop? How are mental states and emotions represented in the brain?

PHIL 465 - Special Topics in Bioethics (3)

This course will cover special topics in bioethics not available in the current philosophy curriculum when significant interest among students and faculty arises. The focus of the course will vary each time offered.

Prerequisite: PHIL 113.

PHIL 477A - Honors Research Internship (3)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's

current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

PHIL 477B - Honors Research Internship (3)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

PHIL 477C - Honors Research Internship (3)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

PHIL 478A - Honors Thesis (1.5)

The aim is to explore a significant part of the student's major field and the student's philosophical studies to enable her or him to use the work done in it as a base for the honors senior thesis. Prerequisite: Permission of Director of the Honors Program required

PHIL 478B - Honors Thesis (1.5)

PHIL 499 - Independent Study (3)

Involves student initiated, faculty directed study and research in accordance with College and department guidelines.

Prerequisite: PHIL 113 and Permission of Department Chair Required.

PHIL H404 - Biomedical Ethics (3)

A study of concepts, principles, and human values bearing

on ethical issues and problems raised by contemporary science, especially the biological sciences.

Prerequisite: Permission of Director of the Honors Program required.

PHIL H410 - Philosophy of Emotion (3)

This course explores current philosophical thinking on emotion through the reading of both philosophical and empirical works. We will ask such questions as what is the nature, value, and justifiability of emotion? How do emotions relate to other types of mental states? To what extent are emotions dependent on social influences? Are emotions in the brain or are they forms of behavior? Are emotions guided by reason or are they beyond the control of reason? Readings will be selected from a diverse group of writers, such as Plato, Aristotle, Darwin, James, Dewey, Freud, Ekman, Frijda, Damasio, and Nussbaum.

PHIL H415 - Climate Justice (3)

This class will examine the problem of climate change from a philosophical perspective. As such, we will discuss the issues of uncertainty, distributive justice, rectificatory justice, and intergenerational justice as they arise in the context of climate change.

Prerequisite: PHIL 113.

PHIL H416 - Feminist Philosophy (3)

Analysis of the nature, meaning, and role of women in society, including such issues as rights, equality, and leadership.

Prerequisite: Permission of Director of the Honors Program required.

PHIL H427 - Business Ethics (3)

Major contemporary moral issues facing the business community analyzed through the use of cases drawn from a variety of business activities.

Prerequisite: Permission of Director of the Honors Program required.

PHIL H450AA - ST: Food, Envrn, Glbl Clmt Chnge (3)

This course will address the multifaceted connections and concerns of justice that exist between food and agricultural systems, the environment, and global climate change.

PHIL H450Y - ST: Social Ethics (3)

This course will investigate significant controversial moral issues that are prevalent in today's society. Using the tools of philosophy, the goal will be to appreciate and understand various aspects of each problem as well as to present reasonable answers to these problems that conform to the principles of logic and moral intuitions. In many cases the class will consider separately the moral permissibility and the legal permissibility of the controversial kinds of actions under consideration. Some topics may include the death penalty, sex outside traditional marriage, pornography, recreational drug use, interrogational torture, affirmative action, immigration, among others. Prerequisite: PHIL-113

Prerequisite: Take PHIL 113,;

PHIL H451 - Seminar in Philosophy (3)

A select group of students will study a philosopher, a specific philosophical school, question, or problem in depth.

Prerequisite: Permission of Director of the Honors Program required.

PHIL H478 - Honors Senior Thesis (3)

Designed for students writing their honor thesis in philosophy or on a topic carrying major philosophical impact.

Prerequisite: Permission of Director of the Honors Program required.

PHIL H499 - Independent Study (3)

Students with a 3.25 QPA, who are active in the Honors Program, may be granted permission to do independent study in a philosophical area that is not offered in any departmental course offerings.

Prerequisite: PHIL 113 Permission of Honors Director and Department Chair Required.

PHYS-Physics**PHYS 112 - Introduction to Astronomy (3)**

An introduction to astronomy. Topics include basic motions of the sun, moon, and planets; history of astronomy from Copernicus to Newton; properties of telescopes; interaction between light and matter; classification of stars; stellar evolution; black holes and neutron stars; properties of galaxies. Emphasizes the scientific method. Includes use of the Marywood Celestron 8 telescope and computer modeling. The mathematics involved uses only formulas, no trigonometry or beyond. For all majors. Satisfies the science core requirement. Three hours lecture.

PHYS 112L - Introduction to Astronomy Lab (1)

A study of the history and evolution of the cosmos. Topics include basic motions of the sun, moon, and planets; telescopes; classification of stars; and stellar evolution. Emphasizes the scientific method. Includes night observing sessions with a large telescope. Lab data collected involves computer modeling, use of telescope, and Internet resources. The course is designed for students with limited mathematical application. Three hours lecture, 2 hours lab. Science and non-science majors.

PHYS 140 - Physics for Architects (3)

Introduction to the fundamental principles of physics as they relate to architecture, including forces and vectors, statics, stress and strain. Also covers heat and thermodynamics, electricity, light and optics, and acoustics. Three hours lecture. Architecture majors only. Normally offered in Spring semester only.

Prerequisite: Take MATH 150 or MATH 160 OR MATH 201. Offered: Spring.

PHYS H112 - Honors Intro to Astronomy (3)

A study of the history and evolution of the cosmos. Topics include basic motions of the sun, moon, and planets; telescopes; classification of stars; and stellar evolution. Emphasizes the scientific method. Includes night observing

sessions with a large telescope. Lab data collected involves computer modeling, use of telescope, and Internet resources. The course is designed for students with limited mathematical application. Three hours lecture, 2 hours lab. Science and non-science majors.

Prerequisite: Permission of Director of the Honors Program required.

PHYS 210 - Physical Science (3)

A study of basic concepts related to matter, energy, force, motion, and machines. General features of planet earth and the origin, structure, and evolution of the universe are discussed. Three hours lecture; demonstrations. Elementary Education and non-science majors. Normally offered in Spring semester only.

Offered: Spring.

PHYS H210 - Physical Science Honors (3)

A study of basic concepts related to matter, energy, force, motion, and machines. General features of planet earth and the origin, structure, and evolution of the universe are discussed. Three hours lecture; demonstrations. Elementary Education and non-science majors.

Prerequisite: Permission of Director of the Honors Program required.

PHYS H213 - General Physics (3)

This course provides an introduction to mechanics, fluids and waves. Three hours lecture, two hours lab. Science and Mathematics majors.

Prerequisite: Permission of Director of the Honors Program required.

PHYS 303 - General Physics I (3)

This course provides an introduction to mechanics, fluids and waves. Three hours lecture, two hours lab. Science and Mathematics majors. Normally offered Fall semester only.

Prerequisite: Complete MATH 170 or MATH 211. This course is for Science and Math majors only. Corequisite: Take PHYS 303L. Offered: Fall.

PHYS 303L - General Physics I Lab (1)

This course provides an introduction to mechanics, fluids and waves. Three hours lecture, two hours lab. Science and Mathematics majors. Normally offered Fall semester only.

Prerequisite: Complete MATH 170 or MATH 211. For Science and Math majors only. Corequisite: Take PHYS 303. Offered: Fall.

PHYS 304 - General Physics II (3)

Offers lectures and experiments in mechanics, heat, light, sound, magnetism, electricity and modern physics. Involves three hours of lecture and two hours of laboratory. Science and Mathematics majors. Prerequisites: PHYS 213, 213L. Normally offered in Spring semester only.

Corequisite: Take PHYS 304L, Take PHYS 303;. Offered: Spring.

PHYS 304L - General Physics II Laboratory (1)

Offers lectures and experiments in mechanics, heat, light, sound, magnetism, electricity and modern physics. Involves three hours of lecture and two hours of laboratory. Science and Mathematics majors. Prerequisites: PHYS 213, 213L. Normally offered in Spring semester only.

Corequisite: Take PHYS 304. Offered: Spring.

PHYS H303 - General Physics I (3)

This course provides an introduction to mechanics, fluids and waves. Three hours lecture, two hours lab. Science and Mathematics majors. Normally offered Fall semester only.

Prerequisite: Complete MATH 170 or MATH 201. This course is for Science and Math majors only. Corequisite: Take PHYS 303L. Offered: Fall.

PHYS 499 - Independent Study (4)

Arranged only with special permission of department chairperson

PHYS H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity under faculty supervision.

Prerequisite: Permission of Director of the Honors Program required.

PL-Pre Law**PL 200 - Introduction to Law (3)**

Provides an overview of the basic areas of law and mechanics of legal research. The case study method is used.

PL 210 - Legal Reasoning (3)

Focus is on the analytical methods courts use to solve legal problems. The interaction of these methods and legal research is demonstrated.

Prerequisite: PL 200.

PL 499 - Independent Study and Research (3)

Involves faculty directed, student initiated study, and research on a topic relevant to student interest.

PS-Political Science**PS 210 - American Government and Politics (3)**

Deals with the constitutional basis of the American system, the structure and function of this system, and the role of the people and political parties in its operation.

PS 211 - State and Local Government (3)

Examines the interrelationship between the state government and its political subdivisions, thoroughly analyzing the function, structure, and the operation of each. Special focus on the history and government of Pennsylvania. Normally offered in Spring semester only.

Offered: Spring.

PS H210 - Honors American Government and Politics (3)

Deals with the constitutional basis of the American system, the structure and function of this system, and the role of the people and political parties in its operation.

Prerequisite: Permission of Director of Honors Program required.

PS 300 - Pennsylvania History and Government (3)

Explores the history and government of the Commonwealth of Pennsylvania from the founding of the colony by Penn to the present day. Includes economic, political, social and cultural developments that have shaped its history and affected American history.

PS 305 - People Power and Protest: Social Movements Around the World (3)

This course provides an overview of the history, theory and politics of social movements around the world, with an emphasis on the 20th century to the present day. Topics include the social, structural, and political dimensions of movements and the processes of interaction, mobilization, and communication that shape collective action in a variety of global contexts. (Global)

PS 312 - International Relations (3)

Studies terms, theories, issues, events, and policies that are inherent in the international relations between and amongst nations.

PS 314 - American Political Thought (3)

The course examines key turning points in American history and considers the competing perspectives on the role of government in American society. Also, a comparative perspective is studied that places American thought in the context of the Western political tradition.

PS 314A - American Political Thought I (3)

The course examines key turning points in American

history and considers the competing perspectives on the role of government in American Society. Also, a comparative perspective is studied that places American thought in the context of the Western political tradition. Prerequisite: PS 210

PS 314B - American Political Thought II (3)

Focuses on contemporary constitutional-political issues such as anti-terrorism policies, the imperial presidency and political correctness.

PS 315 - Constitutional Law I (3)

As the first of a two-semester sequence in United States Constitutional Law, deals with Supreme Court decisions on separation of powers, federalism, and powers of Congress and the president. Gives particular emphasis to the court's interpretation of the contract clause, state and federal exercise of the commerce power and other provisions of the main body of the Constitution.

PS 316 - Constitutional Law II (3)

As the second part of a two-semester sequence on United States Constitutional Law, deals with the Supreme Court's interpretation of the substantive rights of the First Amendment to the Constitution: speech, press, petition, assembly, and religion. Also emphasizes the rights of persons accused of crime, as outlined in the Fourth, Fifth, Sixth, and Fourteenth Amendments. Deals with minority rights, as protected under the Fifth and Fourteenth Amendments.

PS 319 - Criminal Law and Procedure (3)

Introduces the criminal justice system and the study of law and procedures dealing with criminal offenses. Normally offered in Spring semester only.

Offered: Spring.

PS 321 - Voting, Elections and Political Parties (3)

Considers determinants of individual voting behavior as well as historical and contemporary partisan preferences of the electorate and their impact on public policy making.

PS 325 - The American Presidency (3)

Examines the nature of presidential power; considers the historical development of the office in the context of the relation of presidential elections to the process of governing. Current issues will be considered from the vantage point of the resources available to the presidency for leadership.

PS 327 - The United States and Contemporary Geopolitics (3)

This course focuses on competing views of the U.S. role in the contemporary world and its affairs.

PS 350 - International Security Studies (3)

This course will address some of the challenging issues that the global community faces as it seeks to adjust to the emerging international reality of the twenty-first century. It will examine, from the perspective of a morally informed debate and dialogue, the choices that confront the international community as it struggles to deal with such issues as: religion and identity, international migration and refugees, humanitarian intervention, human rights and the use of force. Case studies will be used to illuminate and apply moral norms to these and other issues and problems in international relations.

PS H305 - People Power and Protest: Social Movements Around the World (3)

This course provides an overview of the history, theory and politics of social movements around the world, with an emphasis on the 20th century to the present day. Topics include the social, structural, and political dimensions of movements and the processes of interaction, mobilization, and communication that shape collective action in a variety of global contexts. (Global)

PS H314 - American Political Thought (3)

The course examines key turning points in American history and considers the competing perspectives on the role of government in American society. Also, a comparative perspective is studied that places American thought in the context of the Western political tradition.

Prerequisite: Permission of Director of Honors Program required.

PS H315 - Constitutional Law I (3)

As the first of a two-semester sequence in United States Constitutional Law, deals with Supreme Court decisions on separation of powers, federalism, and powers of Congress and the president. Gives particular emphasis to the court's interpretation of the contract clause, state and federal exercise of the commerce power and other provisions of the main body of the Constitution.

Prerequisite: Permission of Director of Honors Program required.

PS H325 - The American Presidency (3)

Examines the nature of presidential power; considers the historical development of the office in the context of the relation of presidential elections to the process of governing. Current issues will be considered from the vantage point of the resources available to the presidency for leadership.

PS H351 - Ethics and Issues in Global Politics (3)

This course will address some of the challenging issues that the global community faces as it seeks to adjust to the emerging international reality of the 21st century. It will examine, from the perspective of a morally informed debate and dialogue, the choices that confront the international community as it struggles to deal with such issues as: Religion Identity, International migration and refugees, Humanitarian intervention, Human rights, and the use of force. Case studies will be used to illuminate and apply moral norms to these, and other issues and problems in international relations.

Prerequisite: Permission of Director of Honors Program required.

PS 400 - Comparative Governments (3)

This course studies selected countries in Europe, the Middle East, Africa, Asia, and Latin America and their patterns of political organization and behavior with particular attention to governmental institutions, political parties, elections, and political participation, as well as the

influence of social and cultural factors on their respective governments.

PS 410 - Spc. Topics in Political Sci (3)

Focuses on selected topical areas of importance to political science and includes student-driven initiatives, independent studies, off-campus and study abroad experiences and internships

PS 425 - Seminar in American Government (3)

This capstone course will bring together contemporary topics as they relate to the health of the American republic, including presidential powers, civil liberties, and the state of the political culture.

PS 460 - Political Science Internship (3)

Student obtains valuable first hand experience in the political process by interning in congressional offices, state and local organizations and non-governmental agencies. Weekly logs and a culminating research paper are submitted to the supervising faculty member.

PS 499 - Independent Study (3)

Involves faculty directed, student initiated study, and research on a topic relevant to student interest.

Prerequisite: Permission of the Department Chair Required.

PS H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity under faculty supervision.

Prerequisite: Permission of Director of Honors Program required.

PSYC-Psychology

PSYC 211 - General Psychology (3)

Offers broad-based investigation of the nature of behavior, stressing general scientific principles, the complexity of

human motivation, and the potential of psychology for the student's self realization. (Prerequisite for all other courses.)

PSYC 214 - Child Development (3)

Presents an overview of human development from birth through adolescence, including all aspects of personality. Emphasizes interaction of societal expectations with processes of growth and development. Carefully examines major theoretical viewpoints.

Prerequisite: Take PSYC 211;.

PSYC 251 - Developmental Psychology (3)

Presents an overview of human development throughout the life span, including all aspects of personality. Emphasizes interaction of societal expectations with processes of growth and development. Carefully examines major theoretical viewpoints

Prerequisite: PSYC 211.

PSYC 252 - Psychology of Adolescence (3)

Explores the psychological characteristics of contemporary adolescents, including cognitive development, peer relations, sexuality, and identity issues.

Prerequisite: PSYC 211.

PSYC 253 - Psychology of Adult Development and Aging (3)

Investigates goals, expectations, and processes related to transitions in adult life, including work, marriage, parenting, and other personal relationships. Examines the aging process and the needs of the elderly in society.

Prerequisite: PSYC 211.

PSYC 270 - Psychological Applications of Statistics (3)

The use of descriptive and inferential statistics in solving actual behavioral research problems. Emphasizes conceptual understanding of descriptive and inferential statistics such as correlation, Z-scores, t-test, and analysis of variance. Normally offered in Spring semester only.

Prerequisite: PSYC 211. Offered: Spring.

PSYC 280 - Special Topics (3)

PSYC 280D - ST: Introduction to Black Psychology (3)

This course will provide an overview of Black psychology and psychologists, both historic and contemporary, and their contributions to psychology. We will utilize various tools (e.g., media, discussions, interactive activities) to explore a range of topics that pertain to the psychological experiences of Black/African Americans such as racism and discrimination, achievement and schooling, racial identity, and mental health and wellness. Past contributions will be celebrated and used to highlight issues that continue to be addressed by contemporary research.

PSYC H211 - General Psychology (3)

Offers broad-based investigation of the nature of behavior, stressing general scientific principles, the complexity of human motivation, and the potential of psychology for the student's self realization. (Prerequisite for all other courses.)

Prerequisite: Permission of Director of the Honors Program required.

PSYC H214 - Child Development (3)

Presents an overview of human development from birth through adolescence, including all aspects of personality. Emphasizes interaction of societal expectations with processes of growth and development. Carefully examines major theoretical viewpoints.

Prerequisite: Take PSYC 211;.

PSYC H251 - Developmental Psychology (3)

Presents an overview of human development throughout the life span, including all aspects of personality. Emphasizes interaction of societal expectations with processes of growth and development. Carefully examines major theoretical viewpoints

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H252 - Psychology of Adolescence (3)

Explores the psychological characteristics of contemporary adolescents, including cognitive development, peer relations, sexuality, and identity issues.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H280 - Special Topics (3)

Prerequisite: PSYC 211;

PSYC 310 - Research Apprenticeship (3)

Involves student collaboration with faculty in research. Student involvement would include all phases of the research process from literature review to data collection, analysis, and possible presentation or publication of results. Faculty mentors and students are paired, based on availability and shared interests.

Prerequisite: PSYC 211.

PSYC 310A - Research Apprenticeship (3)**PSYC 310B - Research Apprenticeship (3)****PSYC 310C - Research Apprenticeship (3)****PSYC 310D - Research Apprenticeship (3)****PSYC 312 - Fundamental Neuroscience (3)**

Examines basic concepts in neuroscience including: neurons, glial cells, the action potential, and mechanisms of neurotransmitter action. Neuroanatomy will be examined and specific functions of brain regions will be explored in terms of learning and memory, language, behavioral neuroendocrinology, and neurological and psychiatric disorders. Methods used by neuroscientists and neurologists will be discussed throughout the course.

Prerequisite: PSYC 211.

PSYC 314 - Physiological Psychology (3)

Survey of the anatomical, physiological, and chemical correlates of behavior. Emphasis on psychopharmacology, sensation, motivation, emotion, learning, and memory. Integrates experimental and clinical research methodologies. Normally offered in Fall semester only.

Prerequisite: PSYC 211. Offered: Fall.

PSYC 315 - Contemporary Approaches to Learning (3)

Presents a survey and critical examination of prominent contemporary theoretical approaches to learning. Emphasizes issues, research support, and applicability of selected theories to human situations. Normally offered in Fall semester only.

Prerequisite: PSYC 211. Offered: Fall.

PSYC 316 - Principles and Practices in Behavioral Modification (3)

Investigates the current theory, range of support for modern behavioral and cognitive-behavioral intervention approaches. Ethical issues in the practice of behavior modification. Normally offered in Fall semester only.

Prerequisite: PSYC 211. Offered: Fall.

PSYC 317 - Psychology of Assessment (3)

Examines the theory and principles of psychological assessment. Major approaches to be covered include: self-report, objective assessment, computerized assessment, projective methods, and behavioral observations.

Prerequisite: PSYC 211.

PSYC 318 - Industrial Psychology (3)

Presents an introduction to industrial psychology. Focuses on the application of psychological concepts and methods to personnel selection and training, employee motivation and productivity, human engineering, and work effectiveness.

Prerequisite: PSYC 211.

PSYC 319 - Health Psychology (3)

An introduction to the links between physical health, psychological factors, and emotional well being. Considers theory and research related to optimizing physical and psychological functioning along with risk factors related to illness and psychological dysfunction. Provides an overview of professional issues in this emerging area of psychology.

Prerequisite: PSYC 211.

PSYC 321 - I/O Seminar in Special Topics (3)

These seminars are designed to provide the I/O major an in-depth study and practice of theories and systems implemented by I/O psychologists within organizational settings. Different seminar topics include Work Motivation and Job Satisfaction, Training and Development, Employee Selection, Organizational Career Development, and Survey Design and Needs Analysis.

Prerequisite: PSYC 211.

PSYC 325 - Sensation and Perception (3)

The study of human sensory and perceptual processes and phenomena, as well as the scientific methods used to discover this information. Includes study of the visual auditory, gustatory, olfactory, tactile, and proprioceptive senses.

Prerequisite: PSYC 211.

PSYC 335 - Teaching Apprenticeship (3)

Provides students with didactic and experiential opportunities related to the process of teaching in general and psychology in particular. Student participation will include tutorial work, literature reviews related to teaching, course syllabus construction, course preparation and delivery activities, and processes related to student evaluation. Faculty mentors and students will be matched based on faculty availability and student career objectives. Limited to senior Psychology majors.

Prerequisite: PSYC 211.

PSYC 340 - Positive Psychology (3)

Across and within disciplines there have been many diverse hypotheses about what people need to do to thrive, to feel a sense of well-being, and to be happy. In this course, these diverse ideas will be explored in depth and examined through the lens of positive psychology in order to understand which hypotheses have empirical support. Students will be asked to take what they learn through the readings and presentations and do two things: (1) deeply engage in reflections and discussions about these ideas and (2) put them into practice.

Prerequisite: PSYC 211.

PSYC 341 - Psychology in Film (3)

This course is designed to develop students understanding of foundational knowledge in Psychology through the analysis of both classic and contemporary films and to explore the effect popular cinema has on audience attitudes and perceptions. Fulfills Fine Arts Requirement of the University core curriculum.

Prerequisite: Take PSYC 211.

PSYC 342 - Psychology of Hitchcock (3)

This course is designed to develop students understanding of foundational knowledge in Psychology through the analysis of films by Alfred Hitchcock and the role played by Hitchcock own life experiences and the psychological dynamics in his film-making. Fulfills Fine Arts requirement of the University core curriculum.

Prerequisite: Take PSYC 211.

PSYC 345 - Human Factors (3)

Introduction to the human capabilities and limitations to the design of workplace (and play) systems, human-computer interaction, human information processing, and human performance. Effects of environmental stressors, sociotechnical implications, team performance and perception are surveyed. Prerequisite Psych 211. Cross listed with Business 345.

Prerequisite: PSYC 211.

PSYC 350 - I/O Apprenticeship (3)

Provides Psychology majors in the I/O track with mentoring opportunities to participate in work and consulting activities performed by professional I/O psychologists, such as corporate training, employee selection procedures, conflict resolution activities, organizational surveys, etc.

Prerequisite: PSYC 211.

PSYC 388 - Psychological Profiles in Literature (3)

Investigation of psychological characteristics and behavior patterns of major figures in world literature. Students will be expected to undertake independent research relative to specific literary characters.

Prerequisite: PSYC 211.

PSYC 390 - Psychology of Religion (3)

An overview of theoretical and empirical investigations of the study of religion in psychology. A variety of representative research methods, content areas, and religious traditions will be sampled, including objective laboratory approaches and subjective and phenomenological approaches.

Prerequisite: PSYC 211.

PSYC 399 - Research Proposal (0)

Directed readings course involving preparation for honors-level research in Psychology (Psychology 452 or H478). Identification of a topic of interest and preliminary review of existing literature. Development of research proposal and formulation of the design of an original study.

Prerequisite: PSYC 211.

PSYC H314 - Physiological Psychology (3)

Survey of the anatomical, physiological, and chemical correlates of behavior. Emphasis on psychopharmacology, sensation, motivation, emotion, learning, and memory. Integrates experimental and clinical research methodologies.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H315 - Contemporary Approaches to Learning (3)

Presents a survey and critical examination of prominent contemporary theoretical approaches to learning. Emphasizes issues, research support, and applicability of selected theories to human situations.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H319 - Health Psychology (3)

An introduction to the links between physical health, psychological factors, and emotional well being. Considers theory and research related to optimizing physical and psychological functioning along with risk factors related to illness and psychological dysfunction. Provides an overview of professional issues in this emerging area of psychology.

Prerequisite: PSYC 211.

PSYC H325 - Sensation and Perception (3)

Prerequisite: PSYC 211. Permission of Honors Director Required.

PSYC H341 - Psychology in Film (3)

This course is designed to develop students understanding of foundational knowledge in Psychology through the analysis of both classic and contemporary films and to explore the effect popular cinema has on audience attitudes and perceptions.

PSYC H388 - Psychological Profiles in Literature (3)

Investigation of psychological characteristics and behavior patterns of major figures in world literature. Students will be expected to undertake independent research relative to specific literary characters.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H390 - Psychology of Religion (3)

An overview of theoretical and empirical investigations of the study of religion in psychology. A variety of representative research methods, content areas, and religious traditions will be sampled, including objective laboratory approaches and subjective and phenomenological approaches.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC 401W - Literary and Psychological Approaches to Rhetoric (honors) (3)

Course is interdisciplinary and approaches the study of persuasion from perspectives of English and Psychology. Course covers the techniques of argumentation by reading treatises of classical, medieval and Renaissance rhetoric, then studying contemporary rhetoric, including but not limited to, speeches and congressional elections. Course also considers the psychological aspects for persuasion, including how attitudes are shaped, formed, and changed, principles of person perception, and the variables that affect compliance, obedience, and conformity. Course also explores the ethics of persuasion and the right usages of argumentation.

PSYC 410 - Social Psychology (3)

Deals with foundations of modern social psychology; discusses effects on social interaction by intrapersonal factors and processes, other individuals, groups, and group processes, physical environment; presents theoretical and practical perspectives. Normally offered in Spring semester only.

Prerequisite: PSYC 211. Offered: Spring.

PSYC 412 - Psychology of Friendship and Peer Relations (3)

Examines the meaning of friendship and the development of concepts of friendship with age. Includes adult relationships, attraction, and affiliation.

Prerequisite: PSYC 211.

PSYC 415 - Cognitive Psychology (3)

Presents an overview of new areas of research in cognition, including information processing, perception, memory, imagery, and language.

Prerequisite: PSYC 211.

PSYC 416 - Introduction to Behavioral Medicine (3)

Examines the application of psychological intervention techniques to the prevention, treatment, and rehabilitation of illness. Consideration of topics including biofeedback, relaxation methods, pain management, cognitive and behavioral interventions in rehabilitation, and improving the communication between physicians and patients.

Prerequisite: PSYC 211.

PSYC 420 - Drugs and Behavior (3)

An overview of the effects of psychoactive drugs on behavior. Examination of clinical applications in anxiety, mood disorders, and schizophrenia. Nonclinical drug use and abuse is also analyzed.

Prerequisite: PSYC 211.

PSYC 421 - Experimental Psychology I (3)

Designed to help the student understand and apply the research tools of the behavioral sciences. Emphasizes a conceptual understanding of statistics and experimental design. Involves the development of an original research proposal by each student. Normally offered in Fall semester only.

Prerequisite: PSYC 211. Offered: Fall.

PSYC 422 - Experimental Psychology II (3)

Applies principles of PSY 421 in a laboratory context. Coordinates lectures with experiments. Includes psychophysics, sensation, perception, learning, memory, and individual differences, as well as other research topics. Normally offered in Spring semester only.

Prerequisite: PSYC 211. Offered: Spring.

PSYC 425 - Conflict and Dispute Resolution (3)

This class explores the theories of justice, analyzes the causes and consequences of conflict, and develops skills for conflict resolution, with emphasis on cooperative communication and mediation. Students will be required to analyze conflict, negotiate settlements, and mediate agreements.

Prerequisite: PSYC 211.

PSYC 429 - Psychology of the Exceptional Individual (3)

Discusses etiology, characteristics, diagnosis and prognosis of varied exceptionalities, as well as services and educational prescriptions for individuals with variations of exceptionality covering a full range of human functioning. (Recommended background for a variety of potential internship settings.)

Prerequisite: PSYC 211.

PSYC 431 - Abnormal Psychology (3)

Introduces the study of maladaptive behavior from a number of theoretical perspectives - e.g., psychoanalytic, behavioral, and biological. Reviews current research concerning the etiology, diagnosis, treatment, and prevention of disturbing behavior. Covers major DSMIV adult diagnoses. (Recommended background for certain internship settings.)

Prerequisite: PSYC 211.

PSYC 432 - Abnormal Behavior in Children and Adolescents (3)

Investigates maladaptive patterns occurring in childhood and adolescence. Integrates experimental and clinical data concerning etiology, evaluation, and treatment. (Recommended background for certain internship settings.) Normally offered in Spring semester only.

Prerequisite: PSYC 211. Offered: Fall.

PSYC 433 - Clinical I: Clinical Psychology (3)

Introduction to the scientific and professional aspects of clinical psychology. Examination of multiple roles of clinical psychologists and relationships with other mental health disciplines. Coverage of clinical assessment, treatment, and research, including laboratory experiences in each of these areas. Use of videotape observations, role playing, and analysis of case studies. Normally offered in Fall semester only.

Prerequisite: PSYC 211. Offered: Fall.

PSYC 434 - Clinical II: Strategies and Techniques (3)

Designed to develop practitioner skills through theory presentation and discussion, examination of clinical issues and experimental applications of appropriate clinical strategies and techniques. Includes role playing, modeling, and audiotape and videotape experiences. Normally offered in Spring semester only.

Prerequisite: PSYC 211, PSYC 433. Offered: Spring.

PSYC 435 - Stress, Coping and the Self-Concept (3)

Provides direct experience in research, assessment, and treatment issues concerning stress, coping, and the self-concept. Emphasis on in-depth consideration of cognitive and phenomenological theory and research. Students will gain experience with self-monitoring, psychophysiological measures, questionnaire, and experiential methods of assessment. Treatment focuses on cognitive, behavioral, and experiential strategies. Course format will involve lecture, discussion, laboratory, and seminar components.

Prerequisite: PSYC 211.

PSYC 436 - Human Relations Training (3)

Designed to afford the student an opportunity to promote personal and interpersonal development through voluntary participation in an ongoing growth group and experiential exercises. Human relations concepts and group process issues complemented by readings, audiotapes, lectures, and group discussion.

Prerequisite: PSYC 211.

PSYC 438 - Psychology of Gender (3)

Examines gender differences and similarities in

socialization, abilities, psychological disorders, and roles in contemporary society. Provides analyses of the historical treatment of women in scientific psychology and potential gender biases in research. Includes films, videotapes, and guest lecturers.

Prerequisite: PSYC 211.

PSYC 439 - Introduction to Sports Psychology (3)

This course will introduce students to concepts relevant to the competitive sport process. Variables which affect motivation, aggression, skill acquisition, and confidence will be explored. Particular attention will be paid to those psychological techniques applied to speed recovery from injury and interventions utilized to enhance performance.

Prerequisite: PSYC 211.

PSYC 440 - Forensic Psychology (3)

Examines the nature of forensic evaluations, reports, and expert witness testimony and the professional and ethical responsibility involved. Surveys the primary areas of law including: family law, mental health law, criminal law, child abuse and juvenile law, and personal injury law. Evaluation and treatment of accused persons and working effectively with the criminal justice system.

Prerequisite: PSYC 211.

PSYC 450 - Personality Psychology (3)

Presents analysis of major theoretical approaches: psychoanalytic, behavioral, cognitive, biological, phenomenological/existential. Also, presents major areas of personality research - e.g., anxiety, aggression, dominance, self-esteem.

Prerequisite: PSYC 211.

PSYC 451 - Internship (3)

Involves experiential opportunity to integrate didactic and applied learning; acquire and demonstrate basic skills; provides opportunity to interact with supervisory and professional personnel and to evaluate career goals. Varied placement settings relative to personal career objectives.

PSYC 451A - Clinical Internship (3)

Involves experiential opportunity to integrate didactic and applied methods and to acquire and demonstrate basic skills. Provides opportunity to interact with supervisory and professional personnel and to evaluate career goals. Varied placement settings relative to personal career objectives.

Prerequisite: PSYC 211.

PSYC 451B - Industrial Organizational Internship (3)

Involves experiential opportunity to integrate didactic and applied learning, acquire and demonstrate basic skills; also provides opportunity to interact with supervisory and professional personnel and to evaluate career goals. Varied placement settings relative to personal career objectives. Permission of instructor required.

Prerequisite: PSYC 211.

PSYC 452 - Honors Thesis in Psychology (6)

Involves opportunity for students to do independent research in psychology under the supervision of a faculty mentor. Requires execution and presentation of an empirical research study. Honors thesis analyzes the results of the study in relation to existing literature and examines ways in which the study enhances knowledge in this area.

Prerequisite: PSYC 211.

PSYC 455 - Mediation Practicum (3)

This course is for those who want to improve their mediation skills for mediating complex cases or to become practicing mediators. In class, participants will engage in role playing that presents challenging situations in a variety of disputes such as business, consumer, intergovernmental, neighborhood, landlord/tenant, multiparty, cross cultural, divorce and family, and school-based peer mediation programs.

Prerequisite: PSYC 211.

PSYC 477A - Honors Research Internship (1)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

PSYC 477B - Honors Research Internship (1)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

PSYC 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in Psychology under faculty supervision. (Requires permission of honors director.)

PSYC 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in Psychology under faculty supervision. (Requires permission of honors director.)

PSYC 478C - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in Psychology under faculty supervision. (Requires permission of honors director.)

PSYC 490 - Senior Seminar (3)

Seminar designed to be a capstone experience in the undergraduate psychology curriculum. Purpose of the course is for students to demonstrate an integration of their learning and mastery of issues in contemporary psychology. Completion of semester-long project that involves student research on a topic of interest, analysis of an internship or service learning experience. Presentation of the results of the senior project would take place in written and oral presentation formats. To be completed in senior year.

Prerequisite: PSYC 211.

PSYC 499 - Independent Study (3)

For qualified upperclass students, granted permission to do intensive, independent study in an area of interest. Requires supervision by a faculty member.

Prerequisite: PSYC 211.

PSYC H400 - Spirituality and Leadership (3)

Reviews the theoretical advances and empirical evidence about the effectiveness of spiritual principles and practices in leadership and management. Examines the relationship between leaders' values and ethical systems to organizational results and applies spiritual leadership visioning and mastery to business, educational and government systems.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H410 - Social Psychology (3)

Deals with foundations of modern social psychology; discusses effects on social interaction by intrapersonal factors and processes, other individuals, groups, and group processes, physical environment; presents theoretical and practical perspectives.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H412 - Psychology of Friendship (3)

Examines the meaning of friendship and the development of concepts of friendship with age. Includes adult relationships, attraction, and affiliation.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H415 - Cognitive Psychology (3)

Presents an overview of new areas of research in cognition, including information processing, perception, memory, imagery, and language.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H421 - Experimental Psychology I (3)

Designed to help the student understand and apply the research tools of the behavioral sciences. Emphasizes a conceptual understanding of statistics and experimental design. Involves the development of an original research proposal by each student.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H422 - Experimental Psychology II (3)

Applies principles of PSY 421 in a laboratory context. Coordinates lectures with experiments. Includes psychophysics, sensation, perception, learning, memory, and individual differences, as well as other research topics. Normally offered in Spring semester only.

Prerequisite: PSYC 211. Offered: Spring.

PSYC H425 - Conflict and Dispute Resolution (3)

This class explores the theories of justice, analyzes the causes and consequences of conflict, and develops skills for conflict resolution, with emphasis on cooperative communication and mediation. Students will be required to analyze conflict, negotiate settlements, and mediate agreements.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H432 - Abnormal Behavior in Children and Adolescents (3)

Investigates maladaptive patterns occurring in childhood and adolescence. Integrates experimental and clinical data concerning etiology, evaluation, and treatment. (Recommended background for certain internship settings.)

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H434 - Clinical II: Strategies and Techniques (3)

Designed to develop practitioner skills through theory presentation and discussion, examination of clinical issues and experimental applications of appropriate clinical strategies and techniques. Includes role playing, modeling, and audiotape and videotape experiences. Normally offered in Spring semester only.

Prerequisite: PSYC 211, PSYC 433. Offered: Spring.

PSYC H435 - Stress, Coping and the Self-Concept (3)

Provides direct experience in research, assessment, and treatment issues concerning stress, coping, and the self-concept. Emphasis on in-depth consideration of cognitive and phenomenological theory and research. Students will gain experience with self-monitoring, psychophysiological measures, questionnaire, and experiential methods of assessment. Treatment focuses on cognitive, behavioral, and experiential strategies. Course format will involve lecture, discussion, laboratory, and seminar components.

PSYC H438 - Psychology of Gender (3)

Examines gender differences and similarities in socialization, abilities, psychological disorders, and roles in contemporary society. Provides analyses of the historical treatment of women in scientific psychology and potential gender biases in research. Includes films, videotapes, and guest lecturers.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H450 - Theories of Personality (3)

Presents analysis of major theoretical approaches: psychoanalytic, behavioral, cognitive, biological, phenomenological/existential. Also, presents major areas of personality research - e.g., anxiety, aggression, dominance, self-esteem.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in Psychology under faculty supervision. (Requires permission of honors director.)

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSYC H499 - Independent Study (3)

Involves scholarly integration of psychology research and theory in a particular area of student interest. Analysis of psychology research and theory may be linked to broad issues of cultural concern in the liberal arts tradition. Formulation of a proposal for empirical research which would enhance current understanding of the topic area.

Prerequisite: PSYC 211. Permission of Director of the Honors Program required.

PSY-Psychology

PSY 280 - ST: Human Factors/CRM (3)

Introduction to the human capabilities and limitations to the design of workplace (and play) systems, human-computer interaction, human information processing, and human performance. Effects of environmental stressors, sociotechnical implications, team performance, and perception are surveyed.

PSY H325 - Sensation and Perception (3)

PUB-Public Administration

PUB 401 - Dimensions of Public Administration (3)

Provides an overview of the field of public administration in its economic, political and social dimensions, and an orientation to public administration as a profession.

PUB 402 - Problem-Solving Techniques for Modern Management (3)

Defines and develops managerial concepts, analytical techniques and basic skill required of an administrator. Utilizes the dynamics of group problem-solving.

PUB 418 - Policy and Program Analysis (3)

Explores the policy-making processes important to an administrator. Develops skills necessary for formulation and analysis of policy problems and the implementation of public policies.

PUB 420 - Introduction to Health Services Administration (3)

Provides a background on the United States health care system in areas of administration, history and philosophy of public health politics, health policy and planning, finance, evaluation and assessment of medical care and delivery of services.

PUB 471 - Public Administration Internship (6)

Twelve weeks of full-time employment or its equivalent in a public, human or health service agency.

PUB 499 - Independent Study and Research (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

PUB H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

Prerequisite: Permission of the Director of the Honors Program required.

RED-Reading Education

RED 426 - Teaching Content Area Reading (3)

This course acquaints students with the recent theories regarding the reading process and extends their knowledge on how children read to learn. Emphasis is placed upon the psycholinguistic theory of reading, the place of metacognition in the reading act, and the relationship that exists between teacher, student, and text. Instructional strategies are presented to enable the teacher to make a practical application of the theories and models presented.

All Clearances required.

RESP-Respiratory Therapy

RESP 325 - Research Methods in Respiratory Therapy (3)

Interpretation of statistical procedures and research designs commonly used in respiratory therapy research. Prepares students to conduct research projects related to the field of respiratory therapy.

RESP 350 - Leadership and Management in Healthcare (3)

Covers the techniques and responsibilities involved in respiratory care management to include quality control, productivity and budgeting. Students will learn how Medicare/Medicaid and private insurance affect healthcare management. Evidence based medicine is also covered in this course.

RESP 410 - Educational Principles in Healthcare (3)

Covers the techniques and responsibilities involved in peer education as well as patient education. Students will learn how to create an in-service program, write behavioral learning objectives, and examination questions. The fundamentals of the cognitive, affective and psychomotor domains will be explored.

RST-Religious Studies

RST 112 - Modern Belief (3)

An introduction to religious belief in general and Christian belief in particular. Topics explored are religious experience and knowledge, the impact of contemporary society upon belief, personal and communal belief, the developmental nature of belief, doubt, approaches to God, basic Christian beliefs regarding God, Jesus, Church, the Bible, prayer and sacraments, and other religions.

RST H112 - Modern Belief (3)

An introduction to religious belief in general and Christian belief in particular. Topics explored are religious

experience and knowledge, the impact of contemporary society upon belief, personal and communal belief, the developmental nature of belief, doubt, approaches to God, basic Christian beliefs regarding God, Jesus, Church, the Bible, prayer and sacraments, and other religions. An honors approach to R ST 112 Modern Belief. Description appears above.

Prerequisite: Permission of Honors Director Required.

RST 201 - Introduction to the Bible (3)

Involves readings of selected books of the Bible in the context of their religious, literary, and historical setting, utilizing the tools of modern biblical scholarship, with an eye to ascertaining their meaning for people of today.

Prerequisite: RST 112

Prerequisite: RST 112.

RST 203 - Biblical Themes (3)

A study and discussion of select themes as they appear in the Hebrew and Christian Scriptures. Themes for consideration are revelation, religious history, creation, covenant, Passover, love, and sin.

Prerequisite: RST 112.

RST 204 - Jesus and the Gospels (3)

A critical study of the Gospels, stressing their similarities and differences; authorship, structure and major concerns; and the portrait of the Jewish Jesus of Palestine revealed therein.

Prerequisite: RST 112.

RST 206 - Paul: Apostle of Jesus Christ (3)

An introduction to the apostle Paul and the letters he wrote to the earliest Christian communities. The thought of this rabbi from Tarsus will be studied in the light of the times in which he lived.

RST 207 - The Parables of Jesus (3)

An historical-critical study of Jesus' parables, their setting in his ministry and in the theologies of the synoptic writers,

with reference to their relevance for believers today.

Prerequisite: RST 112

Prerequisite: RST 112.

RST 213 - Jesus in Contemporary Perspective (3)

A many faceted look at Jesus the Christ under the light of contemporary biblical and theological scholarship. Issues examined include, among others, his divinity, human consciousness, connection with the Essenes, death and resurrection, redemptive work, and place within the Trinity. Prerequisite: RST 112

Prerequisite: RST 112.

RST 214 - The Church Today (3)

An analysis of the meaning of Church-its biblical beginnings, its new self-understanding in terms of Vatican II, its post-conciliar development. Major issues which both help and hinder community life will be discussed.

Prerequisite: RST 112. Offered: Spring.

RST 215 - Foundations of Christian Morality (3)

Intended to established the foundations for moral decision-making within a Christian context and emphasize such core concepts as the Commandments, ethical imperative, conscience, law, ethics of Jesus, and social justice.

Prerequisite: RST 112

Prerequisite: RST 112. Offered: Fall.

RST 216 - Social Morality: National Issues (3)

Involves a critical look at current social conditions in the U.S.A. and their justice implications. Issues such as poverty, the penal system, immigration, homelessness, and urban/rural problems will be addressed. Prerequisite: RST 112

Prerequisite: RST 112. Offered: Fall.

RST 217 - Introduction to Eastern Religions (3)

A study of Islam, Hinduism, and Buddhism, focusing on the lives of their founders (where applicable), major

scriptures, beliefs, duties and ethical ideals, characteristic features, and concepts of salvation and means thereto.

Prerequisite: RST 112. Offered: Spring.

RST 218 - Contemporary Judaism (3)

Includes an analysis of Judaism's major theological and ethical concepts, and a survey of its basic religious practices and customs.

Prerequisite: RST 112.

RST 219 - Contemporary Protestantism (3)

An introduction to the theology of some contemporary Protestant theologians; a discussion of Protestant worship, baptism, and ordination; an exploration of selected ethical issues.

Prerequisite: RST 112.

RST 221 - Christian Marriage (3)

An exploration of marriage as covenant, sacrament, and commitment, including such topics as communication, responsible parenthood, and contemporary challenges to marriage.

Prerequisite: RST 112. Offered: Spring.

RST 225 - Sacraments in Practice (3)

Focuses on the history and experience of the sacraments of baptism, confirmation, Eucharist, reconciliation, and anointing of the sick, with particular emphasis on post-Vatican II sacramental theology.

Prerequisite: RST 112. Offered: Fall.

RST 226 - Christian Spirituality (3)

A study of the meaning of Christian spirituality as the essential way of life for a people called to union with God, self, others, and the earth. Attention will be given to key themes, such as discipleship, solitude, solidarity, and relationships of love and service. Prerequisite: RST 112

Prerequisite: RST 112.

RST 230 - Political & Liberation Theolog (3)

Explores the theological implications of a world structured with acute divisions of wealth and power around the globe. National and international viewpoints of both privileged and oppressed groups will be considered. The spirituality of hope is also studied.

Prerequisite: Take RST 112;.

RST 233 - Christian Social Morality: A Global?Perspective (3)

Designed to help students analyze and propose moral considerations for the construction of a just and peaceful relationship among nations today. Concepts stressed include global village, justice, development, trade aid, economic order, and life styles.

Prerequisite: RST 112. Offered: Spring.

RST 234 - Women and Religion (3)

An examination of the impact of various religions on women - her self-image, her development, her "place" in secular and religious society. Special attention will be given to how the Judeo-Christian tradition affects the image of women. Prerequisite: RST 112

Prerequisite: RST 112. Offered: Fall.

RST 235 - Death and Afterlife (3)

An examination of the human quest for immortality as it has emerged in various cultures and in different historical periods. Special emphasis is placed on the Christian mysteries of death and afterlife, and their impact upon present belief and practice. Prerequisite: RST 112

Prerequisite: RST 112.

RST 240 - Sprt/Ntre: Rlgs Dmnsns of Envr (3)

The world's religions offer a variety of models of relationship between human beings and the Divine, but how do these models translate into everyday relationships with the natural world? This course will examine the intersection of the world's religions with their local

ecologies as well as their developing response to modern and contemporary environmental degradation, science, activism, and social justice. Other topics will include deep ecology, nature and gender, and spiritualities of resistance.

Prerequisite: Take RST 112.

RST 250A - ST:Peacemaking in Judaism, Christianity? and Islam (3)

This course will explore peace - shalom, pax, and salaam - as one of the primary spiritual and socio-political goals of all three religions. The course will begin by examining the spiritual practices that cultivate peace and the scriptural and theological foundations behind them. We will then look critically at how these ideas and practices have developed and been implemented over their shared Jewish, Christian, and Muslim history. Finally, we will turn toward contemporary interfaith efforts and organizations that are on the global forefront of peace activism looking at such topics as spiritual techniques toward peace, women's peace initiatives, nonviolent active resistance, and conflict resolution.

Prerequisite: Take RST 112;.

RST 250B - ST: Health and Healing (3)

This course will examine notions of spiritual, mental, social, and physical health and wellness as found in several of the world's religious traditions. We will then explore alternative modes of healing and complementary and integrative medicine in terms of their religious roots. Finally the course will look closely at the ways in which religious healing and notions of wellness are appearing in American communities from neighborhoods to hospitals.

Prerequisite: Take RST 112;.

RST 250C - ST: Topics in Christian Feminist?Spiratuality (3)

Among the significant issues feminism addresses are power, oppression, body, and identity. This course will investigate Christian feminist responses to these issues in varied historical and cultural settings.

Prerequisite: Take RST 112;.

RST 250D - ST: Exploring Asian Religions (3)

Asian religions have become increasingly popular on a global scale. This course will begin by exploring the Asian roots of Hinduism, Buddhism, and Taoism - their rituals, texts, beliefs, ethics, and institutional structures and how life is experienced by their participants. It will then examine the contemporary manifestations of each religion in Asia and around the globe with a particular focus on the United States. The course will also address lesser known Asian religions such as Jainism, Sikhism, Shintoism, Confucianism, and indigenous shamanistic practice.

Prerequisite: RST-112

Prerequisite: Take RST 112;.

RST 250E - ST: Sacred Journeys: El Camino de Santiago (3)

Study Abroad: Hundreds of millions of pilgrims journey every year to destinations like Jerusalem, Mecca, the River Ganges to name only a few. The Way of St. James, or El Camino de Santiago, is one of these sacred journeys located in northwestern Spain. A pilgrimage since the 9th century, the Camino in recent decades has become a popular pilgrimage route for Christians and non-Christians alike. This course will examine pilgrimage through the narratives and journals of the pilgrims themselves. We will discover their motivations for making these arduous journeys - healing, penance, adventure - and share in what they discovered in the natural, cultural, and architectural landscape along their routes. This course will include 5 weeks of classes during the Spring semester in preparation for making a pilgrimage to El Camino de Santiago in northwestern Spain. In the final phase of the course students will walk the last seven stages of El Camino.

RST 250F - ST: Ppl, Brdrs, Wlls: Immgrnts/ScI Jst? and Islam (3)

Against the backdrop of current conversations regarding immigration, this course will explore the movement of people across borders. Through a systematic study of the theological underpinnings of ethics in Judaism, Christianity, and Islam the course will examine the dimensions of immigration in the United States and throughout the world. This study will include a comparative analysis of these three traditions and their perspectives which shape rhetoric regarding immigration,

including asylum seekers, refugees, and immigrants. Participants will be provided with a framework for addressing philosophical and theological issues related to the rights of passage, including an interdisciplinary examination of the legal, economic, and political aspects of movement across borders. The course will include a service learning component in partnership with community organizations working with immigrant communities.

Prerequisite: Take RST 112;.

RST 250G - ST: Sprt/Ntr: Rlgs Dmnsns of Envrnmt (3)

The world's religions offer a variety of models of relationship between human beings and the sacred, but how do these models translate into everyday relationships with nature? This course will examine the intersection of the world's religions, ecological degradation and restoration, and social justice. Other topics will include deep ecology, nature and gender, and spiritualities of resistance.

Prerequisite: Take RST 112.

RST 250H - ST: Sexual Ethics (3)

This course is an introduction to the academic study of sexual ethics. Through a systematic study of philosophy and theology in an interdisciplinary setting, the course will examine the dimensions of sexual ethics and its contemporary issues. Participants will be provided with a framework for addressing philosophical and theological problems with the body, gender, and sexuality, which includes discussions of issues such as justice/sex, marriage/family, sexual violence, and HIV/AIDS. Conceptual foundations will be analyzed, and cases discussed. The first part of the course will explore various philosophical and theological principles and theories linked the cultural and historical developments of sexual ethics. The second part of the course will present various applications and issues on which sexual ethics may focus and where this discourse may head in the future.

Prerequisite: Take RST 112.

RST 250I - ST Bioethics: Gndr, Rlg, Ethcs (3)

This Special Topics in Bioethics course will investigate the intersection of gender, religion, and health care, in themselves and as applies to global health delivery.

Students will investigate how religious doctrines and ethics, particularly those of Roman Catholicism, intersect with the lived experiences of persons around the prevention, diagnosis, and treatment of health conditions. Primary attention given to vulnerable communities in the U.S. and around the globe including: women and girls, pregnant women, and the LGBTQ community. The course will analyze classical methods of bioethics alongside feminist and intersectional approaches, and compare health care approaches across international communities and in the work of global health delivery.

Prerequisite: Take RST 112.

RST 250J - ST: Islam Past and Present (3)

This course will be a journey in Islam from the Prophet Muhammad's revelation of the Qur'an in 7th century Arabia to Islam's diverse contemporary expressions around the world. Particular attention will be given to the sacred texts and their interpretations in the theological, legal, ritual, social, and mystical dimensions.

RST 250K - ST: Racism and the Church (3)

This course explores the relationship between Catholicism and racism on a global perspective, but special attention will be paid to the context of the church in the United States. Issues to be studied include slavery, religious life, Black Lives Matter, the civil rights movement, among others.

Prerequisite: RST 112.

RST H201 - Introduction to the Bible (3)

Involves readings of selected books of the Bible in the context of their religious, literary, and historical setting, utilizing the tools of modern biblical scholarship, with an eye to ascertaining their meaning for people of today.

Prerequisite: Permission of Director of the Honors Program required.

RST H203 - Biblical Themes (3)

A study and discussion of select themes as they appear in the Hebrew and Christian Scriptures. Themes for consideration are revelation, religious history, creation,

covenant, Passover, love, and sin.

Prerequisite: Permission of Director of the Honors Program required.

RST H204 - New Testament Studies (3)

A critical study of the Gospels, stressing their similarities and differences; authorship, structure and major concerns; and the portrait of the Jewish Jesus of Palestine revealed therein.

Prerequisite: Permission of Director of the Honors Program required.

RST H205 - Seminar: Readings in the Theology of Radical Human Existence (3)

A reading and discussion course dealing with fundamental issues of human existence, including the reality of God, faith, suffering, compassion, death, abortion, capital punishment, poverty, aging, sanctity, love, prayer, sin, racism, war, conscience, the will of God, heaven and hell.

Prerequisite: Permission of Director of the Honors Program required.

RST H207 - The Parables of Jesus (3)

An historical-critical study of Jesus' parables, their setting in his ministry and in the theologies of the synoptic writers, with reference to their relevance for believers today.

Prerequisite: Permission of Director of the Honors Program required.

RST H213 - Jesus in Contemporary Perspective (3)

A many faceted look at Jesus the Christ under the light of contemporary biblical and theological scholarship. Issues examined include, among others, his divinity, human consciousness, connection with the Essenes, death and resurrection, redemptive work, and place within the Trinity.

Prerequisite: Permission of Director of the Honors Program required.

RST H214 - The Church Today (3)

An analysis of the meaning of Church-its biblical beginnings, its new self-understanding in terms of Vatican II, its post-conciliar development. Major issues which both help and hinder community life will be discussed.

Prerequisite: Permission of Director of the Honors Program required.

RST H215 - Foundations of Christian Morality (3)

Intended to established the foundations for moral decision-making within a Christian context and emphasize such core concepts as the Commandments, ethical imperative, conscience, law, ethics of Jesus, and social justice. An honors approach to R ST 215 Foundations of Christian Morality. Description appears above.

Prerequisite: RST 112 Permission of Honors Director Required.

RST H217 - Introduction to Eastern Religions (3)

A study of Islam, Hinduism, and Buddhism, focusing on the lives of their founders (where applicable), major scriptures, beliefs, duties and ethical ideals, characteristic features, and concepts of salvation and means thereto.

Prerequisite: RST 112.

RST H230 - Political & Liberation Theology (3)

Explores the theological implications of a world structured with acute divisions of wealth and power around the globe. National and international viewpoints of both privileged and oppressed groups will be considered. The spirituality of hope is also studied.

RST H234 - Women and Religion (3)

An examination of the impact of various religions on women - her self-image, her development, her "place" in secular and religious society. Special attention will be given to how the Judeo-Christian tradition affects the image of women. Prerequisite: RST 112

RST H250K - ST: Racism and the Church (3)

This course explores the relationship between Catholicism

and racism on a global perspective, but special attention will be paid to the context of the church in the United States. Issues to be studied include slavery, religious life, Black Lives Matter, the civil rights movement, among others.

Prerequisite: RST 112.

RST 322 - Religious Thought in America (3)

An examination of key theories on the role of religion and a discussion of some major religions in America and how they continue to influence American life. Course is offered in spring semesters.

RST 327 - Churches in Dialogue (3)

An examination of the Christian Unity Movement - its meaning, its direction and the specific problems it faces. Touches upon the relationship of Christianity to the religions of the world.

RST 330 - Historical Survey of the Church (3)

An overview of some key events, movements, ideas and personalities within the history of the Church from the New Testament Era to the present, with special attention being given to the history of the Catholic Church as it has developed in the United States.

RST 331 - Prayer in Theory/Prayer in Practice (3)

Will focus on the major personal and communal prayer practices of four great religious traditions, namely, Judaism, Christianity, Buddhism and Islam. The how, why, when and where of prayer will be explored in both theoretical and practical ways.

RST 338 - National/Local Service Program (3)

The program offers students the opportunity to observe and participate in service to the poor and needy on the national and local levels; preceded and followed by a period of reflection and research. Requires approval of chairperson.

Prerequisite: RST 112.

RST 339 - International Service Program (3)

The program offers students the opportunity to observe and participate in the culture and Church of a Third World country; preceded and followed by a period of reflection and research. Requires approval of chairperson.

Prerequisite: RST 112.

RST 340 - Seminar: Religion and Education (3)

Intended to help students formulate, through readings, presentations, and discussions, a theory of and an approach to religious education best fitted to meet the needs of today's Christian community. Prerequisite: RST 112

Prerequisite: RST 112.

RST 342 - Seminar: Church Ministry (3)

Intended to help students develop an understanding of church ministry and explore select forms of ministry, including those of youth minister, director of religious education and teacher of religion. Prerequisites: RST 112 and one 200-level course. Requires approval of chairperson.

Prerequisite: RST 112, a 200 level Philosophy course and the permission of the Department Chair required.

**RST H313 - The Catholic Experience:
Some Contemporary Expressions (3)**

A course intended to further discussion of the "Catholic identity" in the post-Vatican II era. Special appeal will be made to the discernings of the poet, the artist, the theologian and to representative voices of the community.

Prerequisite: Permission of Director of the Honors Program required.

RST H331 - Prayer in Theory/Prayer in Practice (3)

Will focus on the major personal and communal prayer practices of four great religious traditions, namely, Judaism, Christianity, Buddhism and Islam. The how, why, when and where of prayer will be explored in both theoretical and practical ways.

Prerequisite: Permission of Director of the Honors Program required.

RST H339 - International Service Program (3)

The program offers students the opportunity to observe and participate in the culture and Church of a Third World country; preceded and followed by a period of reflection and research. Requires approval of chairperson.

Prerequisite: RST 112.

**RST 436 - Seminar: Religious Experience
in Autobiographical Literature (3)**

Involves reading and discussion of autobiographical works by twentieth century notables, including Mohandas Gandhi, Thomas Merton, Black Elk, Dorothy Day and Martin Luther King.

RST 441 - Practicum in Religious Education (3)

Designed to provide an opportunity for observation and supervised teaching experience during the spring semester of a student's senior year.

RST 443 - Directed Field Experience (3)

Affords students an opportunity to observe, study, and work in a specific area of church ministry during the senior year. May involve local transportation and malpractice insurance for which the student is responsible.

Prerequisite: RST 112 and RST 340 or RST 342.

RST 444 - Senior Research (3)

Involves researching a selected topic and producing a paper under the guidance of a faculty director. Finished work to be discussed with a panel of Religious Studies faculty.

Prerequisite: RST 112.

RST 445 - Curriculum and Resources (3)

Intended to familiarize prospective teachers with religious

education curricula as stated in diocesan guidelines and implemented in school and parish programs; also to familiarize them with textbooks and other support materials.

RST 446 - Biblical Study Tour (3)

An academically oriented two-week study program in the lands of the Bible, preceded and followed by a period of reflection and research. Requires approval of chairperson.

RST 450 - Special Topics: Christ Through His?Church (3)

This course is an introduction to the Orthodox Christian Church, designed primarily for those who are coming out of a Western Christian background. It will explore the history, theology, spirituality, and worship of the Orthodox Church, especially as it lives in America.

RST 450A - Spirituality of Service in Tanzania (3)

This is a service learning course that includes service in Tanzania. It will cover the spirituality of service, approaches to tutoring for English, and background on the people of Tanzania.

RST 450B - ST: Religion and Ecology: Natre/Scrd (3)

The world's religions offer a variety of models of relationships between human beings and the sacred, but how do these models translate into everyday relationships with nature? This course will examine the intersection of the world's religions, ecological degradation and restoration, and social justice. Other topics will include deep ecology, nature and gender, and spiritualities of resistance. Prerequisite: RST 112

RST 450C - ST: Abrahamic Relations in Dialogue (3)

This course will explore the theological and experiential dimensions of interfaith dialogue in the Jewish, Christian, and Islamic traditions. The first half of the course will explore early theological writings, autobiographies, and spiritual practices that emerged from Jewish, Christian, and Muslim encounters. The second half of the course will focus on interfaith dialogue as theorized and practiced among Jews, Christians, and Muslims in the twentieth and

twenty-first centuries.

RST 450D - ST: Catholic Social Teaching (3)

This course teaches both ancient and modern sources of the principles of Catholic Social Teaching. It also explores practices that help one analyze concrete social situations and the application of social justice to dilemmas that arise from this analysis today. Emphasis will be placed on questions of justice that can arise in students' major areas of study. Prerequisite: RST 112

Prerequisite: Take RST 112;.

RST 450E - ST: Exploring Asian Religions (3)

Asian religions have become increasingly popular on a global scale. This course will begin by exploring the Asian roots of Hinduism, Buddhism, and Taoism - their rituals, texts, beliefs, ethics, and institutional structures and how life is experienced by their participants. It will then examine the contemporary manifestations of each religion in Asia and around the globe with a particular focus on the United States. The course will also address lesser known Asian religions such as Jainism, Sikhism, Shintoism, Confucianism, and indigenous shamanistic practice. Prerequisite: RST-112

Prerequisite: Take RST 112;.

RST 450F - ST: Peacemaking in Judaism, Christianity?And Islam (3)

This course will explore peace - shalom, pax, and salaam - as one of the primary spiritual and socio-political goals of all three religions. The course will begin by examining the spiritual practices that cultivate peace and the scriptural and theological foundations behind them. We will then look critically at how these ideas and practices have developed and been implemented over their shared Jewish, Christian, and Muslim history. Finally, we will turn toward contemporary interfaith efforts and organizations that are on the global forefront of peace activism looking at such topics as spiritual techniques toward peace, women's peace initiatives, nonviolent active resistance, and conflict resolution. Prerequisite: RST-112

Prerequisite: RST 112.

RST 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in Religious Studies under faculty supervision. Requires approval of the chairperson and Honors Program director.

RST 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in Religious Studies under faculty supervision. Requires approval of the chairperson and Honors Program director.

RST 499 - Independent Study (1)

Involves student initiated, faculty directed study and research in accordance with University and department guidelines. Requires approval of chairperson

Prerequisite: RST 112 and Permission of Department Chair Required.

RST H444 - Senior Research (3)

Involves researching a selected topic and producing a paper under the guidance of a faculty director. Finished work to be discussed with a panel of Religious Studies faculty.

Prerequisite: Permission of Director of the Honors Program required.

RST H448 - National/Local Service Program (3)

The program offers students the opportunity to observe and participate in service to the poor and disenfranchised on the national and local levels; preceded and followed by a period of reflection and research. Requires approval of department chairperson.

Prerequisite: Permission of Director of the Honors Program required.

RST H450D - ST: Catholic Social Teaching (3)

This course teaches both ancient and modern sources of the principles of Catholic Social Teaching. It also explores practices that help one analyze concrete social situations

and the application of social justice to dilemmas that arise from this analysis today. Emphasis will be placed on questions of justice that can arise in students' major areas of study. Prerequisite: RST 112

RST H450E - ST: Exploring Asian Religions (3)

Asian religions have become increasingly popular on a global scale. This course will begin by exploring the Asian roots of Hinduism, Buddhism, and Taoism - their rituals, texts, beliefs, ethics, and institutional structures and how life is experienced by their participants. It will then examine the contemporary manifestations of each religion in Asia and around the globe with a particular focus on the United States. The course will also address lesser known Asian religions such as Jainism, Sikhism, Shintoism, Confucianism, and indigenous shamanistic practice. Prerequisite: RST-112

Prerequisite: Take RST 112;

RST H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in Religious Studies under faculty supervision. Requires approval of the chairperson and Honors Program director.

Prerequisite: RST 112, Permission of Director of the Honors Program and the Department Chairperson required.

RST H499 - Independent Study (3)

For students who are active in the Honors Program. Involves student initiated, faculty directed study and research in accordance with University and department guidelines. Requires approval of the chairperson and Honors Program director.

Prerequisite: RST 112, Permission of Director of the Honors Program and the Department Chairperson required.

SOC-Sociology

SOC 202 - Quantitative Reasoning (3)

Basic introduction to research and statistics in criminal justice settings. Emphasis on measurement, descriptive, and inferential statistical methods used to analyze data. Prerequisite: MATH 155

Prerequisite: MATH 155.

SOC 211 - Introductory Sociology (3)

Introduces fundamental sociological concepts and interpretations of human behavior. Explores the social dimensions of culture, social structure, and the relationship of human personality to society. Includes the topics of childhood socialization, sex roles, deviance, social classes, social institutions, and social change.

SOC 212 - Violence and Peace (3)

Explores the nature and scope of human violence today and in our distant past; identifies mechanisms that promote peace.

SOC 214 - Social Problems (3)

Considers the causes, consequences, and "social construction" of various social problems in the U.S.: inequalities of race, class, gender, crime in the streets and suites; drug use and sexual deviance; and global issues of environmental destruction and political/religious terrorism.

SOC 215 - Media and Society (3)

Examines the powerful role played by the media in American and world societies. Topics include the economic and social organization of the media industry, historical and contemporary trends in the production and consumption of mass media, and the connections between media and public perception.

SOC 218 - Anthropology (3)

Introduces the discipline of anthropology and its subfields. Gives major attention to human evolution and the social and cultural characteristics of non-industrial societies. Emphasizes the diversity of human sociocultural responses to a shared experience. Fulfills core curriculum global requirement. Normally offered in Spring semester only.

Offered: Spring.

SOC 219 - Drugs in American Society (3)

Considers the causes and consequences of recreational use and misuse of psychoactive substances: narcotics, alcohol, psychedelics, and "club drugs." Analyzes current legal/correctional and treatment approaches to America's problem with drugs in comparative, historical, and cross-cultural perspectives.

SOC H211 - Introductory Sociology (3)

Introduces fundamental sociological concepts and interpretations of human behavior. Explores the social dimensions of culture, social structure, and the relationship of human personality to society. Includes the topics of childhood socialization, sex roles, deviance, social classes, social institutions, and social change.

Prerequisite: Permission of Director of the Honors Program required.

SOC H212 - Violence and Peace (3)

Explores the nature and scope of human violence today and in our distant past; identifies mechanisms that promote peace.

SOC H214 - Social Problems (3)

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problem with drugs in comparative, historical, and cross-cultural perspectives.

SOC 301 - Women, Gender and Feminism in the World (3)

The course provides an interdisciplinary look at gender theory and the development of gender norms across times. It also explores Feminist theories and interpretations in a number of different social and historical contexts. (global)

SOC 303 - Criminology (3)

Focuses on crime and delinquency as a major social problem in the United States. Evaluates theories of crime and delinquency in terms of current evidence for their support. Normally offered in Fall semester only.

Offered: Fall.

SOC 304 - Soc Networks of Crime, Health, & Society (3)

This class examines how social networks can be used to understand crime, health, and other factors in society. Students explore the social networks of mobs, drug cartels, and terrorists organizations. Other topics include how diseases travel through interaction networks and how social networks are used in business and music to produce fads, trends, and viral "hits."

SOC 305 - People Power and Protest: Social Movements Around the World (3)

This course provides an overview of the history, theory and politics of social movements around the world, with an emphasis on the 20th century to the present day. Topics include the social, structural, and political dimensions of movements and the processes of interaction, mobilization, and communication that shape collective action in a variety of global contexts. (Global)

SOC 315 - Studies in Urbanization (3)

Examines the worldwide process of urbanization and critically analyzes its impact on human beings and their institutions. Normally offered in Fall semester only.

Offered: Fall.

SOC 318 - Social Theory (3)

Examines the ideas that have been important in the development of sociology as a modern science. Through readings from both primary and secondary sources, provides insight into the creation of social theory.

SOC 319 - Social Change (3)

Discusses classical and modern theories of social change, the processes and factors influencing change and modernization and institutional adjustment. Introduces the study of the future.

SOC 323 - Sociology of Sports (3)

This course is designed to introduce students to the sociology of sports, specifically in North America. Organized sports play a large role in our society and have wide-ranging impact on our daily lives, economy, society, and culture. This course will examine sports as a social institution, including the roles that gender, race, ethnicity, violence, and our educational system play in our society.

SOC 350 - Medical Sociology (3)

Examines American health care institutions. Studies social definitions of disease and health, the nature of patient and caregiver roles, and the organization of health care delivery systems. May include the topics of access to primary care among the poor and physician responses to incurable disease.

SOC 351 - Social Research (3)

Focuses on principles of methodology and techniques of research; the relationship between theory and research design; concept formation, measurement, data collection, and data analysis. Normally offered in Spring semester only.

Prerequisite: Take MATH 155. Offered: Spring.

SOC 399 - Special Topics (3)

This course provides an in-depth analysis of a topic from a sociological perspective.

SOC H305 - Soc Mvnts, Collective Behv & Disasters (3)

This course provides an overview of theory and research on social movements, with an emphasis on the 20th century to the present day. Topics include the social and structural dimensions of movement activity and the processes of interaction, mobilization, and communication that shape collective action in a variety of social settings.

SOC H315 - Studies in Urbanization (3)

Examines the worldwide process of urbanization and critically analyzes its impact on human beings and their institutions.

SOC 400 - Aging and Society (3)

The study of aging in American society. Considers the biology of aging, the psychology of aging, sexuality and aging, friendship and family relationships, changes in status and power. Particular attention is given to the development and management of long term care centers.

SOC 402 - Sociology of Dying and Death (3)

Introduces thanatology, the study of dying and death, from a psychological and sociological perspective. Considers American attitudes toward death with particular emphasis on the development of the hospice movement as an aspect of the health care system in America.

SOC 405 - Deviant Behavior in Society (3)

Examines deviant behavior as a major phenomenon in modern society. Considers functions and dysfunctions of deviance in society. Gives particular emphasis to the process whereby individuals learn deviant lifestyles and support and justify these lifestyles within social groups. Cross listed w/CJ 405 01.

SOC 410 - Race, Crime, and Poverty in America (3)

This course examines the relationships among minority status, crime and poverty. The effects of family structure,

weak formal and informal social controls, restricted opportunities (including education and employment), and substance abuse on crime are examined. The mutual responses of the criminal justice system and minority status to each other are also examined.

SOC 411 - The Family (3)

Examines the family as a social institution-its composition, organization, duration and functions in contemporary America. Involves cross-cultural and multigenerational analyses.

SOC 413 - Ethnic Pride and Protest (3)

Analyzes the social organization of a multiracial and ethnically diverse society, the cultural and political problems in racial and ethnic relations, and the internal organization of minority communities in different settings.

SOC 419 - Studies in Class, Status and Power (3)

Examines the distribution of wealth, power, and prestige in human societies and the impact of that distribution on individual lives and social processes. Pays special attention to social class in America, including the problems of underprivileged Americans.

SOC 425 - Religion in Social Context (3)

Explores the social dimensions of religious belief, religious group structures, and the social characteristics of communities of coreligionists. Draws upon nineteenth and twentieth century sociological theories of religiosity, secularization, and religious change to understand religion in contemporary industrial societies, especially that of the United States.

SOC 433 - The American Prison (3)

This course focuses upon the role of the prison in corrections. It reviews the historical development of the prison, major features of inmate culture(s), the structure of staff/prisoner relationships, and its "success" as a site of reform and resocialization. Special topics may include cross-cultural comparisons, prison violence (including riots), prisoner health care (including AIDS, substance abuse, pregnancy, etc.), and the structure of careers in

corrections.

SOC 435 - Comparative Studies in Poverty (3)

Compares and contrasts characteristics of poverty as it exists in various societies. Places special emphasis on the United States and other developed countries.

SOC 451 - Social Research (3)

Focuses on principles of methodology and techniques of research, the relationship between theory and research design, concept formation, measurement, data collection and data analysis.

SOC 453 - The Sociology of Wellness (3)

This course examines the social bases of illness and wellness. The impact of factors such as social class, gender roles, style of life are examined. Particular attention is devoted to social epidemiology and techniques of health promotion/disease prevention.

SOC 454 - Computer Applications in Social Research (3)

The structure of data files is described and the commands, required to generate descriptive statistics, frequency distributions, cross tabulations, correlations and several multivariate statistical procedures are reviewed. Prior experience with computers is not required. Normally offered in Fall semester only.

Offered: Fall.

SOC 460 - Internship in Applied Sociology (3)

Involves the student in a field experience in a community, organizational, or industrial setting. Through this experiential setting, gives opportunity to integrate and apply classroom based materials.

Prerequisite: Permission of Department Chair Required.

SOC 461 - Administrative Practicum in Health Care?Systems (3)

Involves the student in several field visits to facilities within the health care system. Also involves discussion in seminar of the organization and planning for each of the facilities visited. Involves the preparation of final seminar paper on a specific health care facility by each student in the course.

SOC 465 - Senior Seminar in Sociology (3)

Interdisciplinary seminar in the Social Sciences with special emphasis on the presentations of student research projects in the area of sociology. Cross listed with CJ 465 and SSCI 465. Normally offered in Spring semester only.

Corequisite: Take Soc 351. Offered: Spring.

SOC 470 - Special Topics (3)

SOC 470A - ST: Data Analysis (3)

The course introduces statistical software and quantitative research methods. The course will teach students how to: 1) code and input data, 2) analyze data for descriptive and inferential purposes, 3) present data in tabular and graphical formats.

SOC 470B - Environmental Crime & Justice (3)

This specialized course overviews a key area of contemporary criminology, central to public debates about economic growth, equality, justice, and environmental sustainability. The course introduces students to the interdisciplinary nature of environmental crime, the environmental laws and regulations created to control it, and the rise of the environmental justice movement. The course also exposes students to (1) the historical and contemporary scope rate of various environmental crimes, (2) the environmental policy process and enforcement case history, and (3) special topics like human exposure to industrial pollution, climate change, and the unequal distribution of environmental crime and harm by region, occupation, race/ethnicity, gender and class. This course is cross listed with CJ 470G and CJ 598L.

SOC 470D - Race, Ethnicity, and Criminal Justice (3)

The over-representation of racial and ethnic minorities in criminal justice processes has been noted for well over 100

years, yet the explanation for it remains unclear. This seminar will explore the extent of these disparities and the possible reasons for them.

SOC 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in sociology under faculty supervision.

SOC 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in sociology under faculty supervision.

SOC 499 - Independent Study (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Prerequisite: Permission of Department Chair Required.

SOC H410 - Race, crime and Poverty in America?(honors) (3)

This course examines the relationships among minority status, crime and poverty. The effects of family structure, weak formal and informal social controls, restricted opportunities (including education and employment), and substance abuse on crime are examined. The mutual responses of the criminal justice system and minority status to each other are also examined.

Prerequisite: Permission of Director of the Honors Program required.

SOC H411 - The Family (honors) (3)

Examines the family as a social institution-its composition, organization, duration and functions in contemporary America. Involves cross-cultural and multigenerational analyses.

Prerequisite: Permission of Director of the Honors Program required.

SOC H470 - Special Topics (3)

SOC H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

Prerequisite: Permission of Director of the Honors Program required.

SOC H499 - Independent Study (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Prerequisite: Permission of Director of the Honors Program required.

SPAN-Spanish

SPAN 101 - Elementary Spanish I (3)

Designed to enable students with no prior study of Spanish or whose placement test indicates beginning at this level of study to develop the communicative skills of understanding, reading, writing, and speaking Spanish. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments.

Offered: Fall.

SPAN 101L - Elementary Spanish Lab (0)

Designed to enable students with no prior study of Spanish to develop the communicative skills of understanding, reading, writing, and speaking Spanish. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments.

SPAN 102 - Elementary Spanish II (3)

Designed to enable students with no prior study of Spanish to develop the communicative skills of understanding, reading, writing, and speaking Spanish. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments. Normally offered in Spring semester only.

Corequisite: SPAN 101.

SPAN 102L - Elementary Spanish Lab (0)

Designed to enable students with no prior study of Spanish to develop the communicative skills of understanding, reading, writing, and speaking Spanish. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments.

SPAN 103 - Advanced Elementary Spanish I (3)

Designed for students with one year of high school Spanish or equivalent. (Exceptions must have written approval from foreign language chair.) Reviews pronunciation and grammar beginning with an intensive review of present tense and basic thematic vocabulary. Attention also given to the development of writing skills and reading comprehension within a cultural framework. Normally offered in Fall semester only.

Offered: Fall.

SPAN 104 - Advanced Elementary Spanish II (3)

Designed for students whose placement test indicates beginning study at this level. Reviews pronunciation and grammar beginning with an intensive review of present tense and basic thematic vocabulary. Attention also given to the development of writing skills and reading comprehension within a cultural framework.

Corequisite: SPAN 103.

SPAN H101 - Honors Elementary Spanish (3)

Designed to enable students with no prior study of Spanish to develop the communicative skills of understanding, reading, writing, and speaking Spanish. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments.

Prerequisite: Permission of Director of the Honors Program required.

SPAN H102 - Elementary Spanish II (3)

Prerequisite: Permission of Director of the Honors Program required.

SPAN H110 - The Latino Culture in the Us (3)

This Honors course will explore the main issues that concern the Spanish-speaking population living in the United States. We will investigate how their identity is shaped, how the media represents Latinos, the problems with borders and immigration, the Chicano literature, "Spanglish", bilingualism in the US, gender issues, and the questions of assimilation. In this class, the instructor will present the questions, and the class as a whole will proceed to discuss possible answers and solutions.

Prerequisite: Permission of Director of the Honors Program required.

SPAN 201 - Spanish for the Social and Public?Service Professional I (3)

Designed for students with two years of high school Spanish or equivalent with majors dealing with the increasing Hispanic population in the United States. Reviews basic Spanish pronunciation and grammar in the context of specialized professional vocabulary. Attention given to conversational role?-play, written expres?ion, and issues of cultural sensitivity. Follow up course for students wishing to continue study in Spanish 209.

SPAN 202 - Spanish for the Social and Public?Service Professional II (3)

Designed for students with two years of high school Spanish or equivalent with majors dealing with the increasing Hispanic population in the United States. Reviews basic Spanish pronunciation and grammar in the context of specialized professional vocabulary. Attention given to conversational role?-play, written expres?ion, and issues of cultural sensitivity. Follow up course for students wishing to continue study in Spanish 209.

Prerequisite: SPAN 201.

SPAN 207 - Spanish for the Health Professionals (3)

Designed for students with two years of high school Spanish or equivalent with majors in health related fields including nurses, dieticians, physicians, and physician assistants. Reviews basic Spanish pronunciation and grammar in the context of specialized professional vocabulary. Attention given to conversational role-play,

written expression, and issues of cultural sensitivity. Follow up course for students wishing to continue study in Spanish 217.

SPAN 208 - Spanish for the Health Professionals (3)

Designed for students with two years of high school Spanish or equivalent with majors in health related fields including nurses, dieticians, physicians, and physician assistants. Reviews basic Spanish pronunciation and grammar in the context of specialized professional vocabulary. Attention given to conversational role-play, written expression, and issues of cultural sensitivity. Follow up course for students wishing to continue study in Spanish 217.

Prerequisite: SPAN 207.

SPAN 209 - Conversational Spanish for the Public?Service Professional (3)

Designed for students with three years of high school Spanish or equivalent with majors in service related fields. Follow up course for Spanish 206 and 208. Designed to further develop speaking and writing skills with emphasis on dealing with issues concerning the increasing Hispanic population in the United States.

SPAN 211 - Intermediate Spanish I (3)

Designed for students with two to three years of high school Spanish or whose placement test indicates beginning study at this level. equivalent. Emphasizes the acquisition of communicative skills within a culturally significant context. Reviews the basics of Spanish grammar. Uses readings to give an understanding of Spanish and Spanish-American culture and lifestyles. Provides opportunities for practice in conversation

Offered: Fall.

SPAN 211L - Intermediate Spanish Lab (0)

Designed for students with two to three years of high school Spanish or equivalent. Emphasizes the acquisition of communicative skills within a culturally significant context. Reviews the basics of Spanish grammar. Uses readings to give an understanding of Spanish and Spanish-American culture and lifestyles. Provides opportunities for

practice in conversation.

SPAN 212 - Intermediate Spanish II (3)

Designed for students who have completed Spanish 211 or whose placement test indicates beginning study at this level. Emphasizes the acquisition of communicative skills within a culturally significant context. Reviews the basics of Spanish grammar. Uses readings to give an understanding of Spanish and Spanish-American culture and lifestyles. Provides opportunities for practice in conversation.

Offered: Spring.

SPAN 212L - Intermediate Spanish Lab (0)

Designed for students with two to three years of high school Spanish or equivalent. Emphasizes the acquisition of communicative skills within a culturally significant context. Reviews the basics of Spanish grammar. Uses readings to give an understanding of Spanish and Spanish-American culture and lifestyles. Provides opportunities for practice in conversation.

SPAN 223 - Spanish for Reading and Review (3)

Designed for students with four or more years of high school Spanish or whose placement test indicates beginning study at this level. Emphasizes reading and writing strategies so that students may continue studying Spanish at the advanced level. Fundamental grammar structures will be reviewed in the context of reading. Conversational practice through class discussions and oral presentations.

SPAN 275 - Conversational Spanish I (3)

Follow up course for Spanish 223. Seeks primarily to increase the level of student communication skills in Spanish. Designed to stimulate the spontaneous use of spoken Spanish.

Offered: Fall.

SPAN 275L - Conversational Spanish Lab (0)

Follow up course for Spanish 223. Seeks primarily to

increase the level of student communication skills in Spanish. Designed to stimulate the spontaneous use of spoken Spanish.

SPAN 276 - Conversational Spanish II (3)

Seeks primarily to increase the level of student communication skills in Spanish. Designed to stimulate the spontaneous use of spoken Spanish.

Offered: Spring.

SPAN 276L - Conversational Spanish Lab (0)

Seeks primarily to increase the level of student communication skills in Spanish. Designed to stimulate the spontaneous use of spoken Spanish.

SPAN 280 - Contemporary Cultural Trends in Spanish-Speaking Films (3)

Explores the culture, social issues, art, and ideologies of Spanish-speaking countries through award-winning films. Promotes further development of conversational as well as critical thinking skills in Spanish. All films discussed have been created by Spanish and Hispanic directors, and all will be shown in the original language.

SPAN 281 - Contemporary Cultural Trends in Spanish-Speaking Films (3)

This course explores the culture, social issues, art and ideologies of Spanish-speaking countries through award-winning films. The course objectives involve the further development of conversational as well as critical thinking skills in Spanish. All the films discussed have been created by Spanish and Hispanic directors, and all will be shown in the original language.

SPAN 285 - Images of the Caribbean (3)

Images of the Caribbean will offer students the option of studying a trajectory of Caribbean literary productions from the 19th - 21st centuries. In this survey course, students will analyze Caribbean literary works within their historical, cultural, and political contexts. The objective is to become acquainted with the major authors, themes, and literary movements that have emerged in the Caribbean--

while critically approaching the history, culture, and geography that have made it a complex area of inquiry. In all of these discussions, we will explore the concept of "caribeñidad" (caribbeanness) as it is constructed and articulated throughout the area.

SPAN 290 - Visions of Spain Th Art and Architecture (3)

This course will trace the historical, political, religious and artistic past of Spain through the works of master artists such as El Greco, Velasquez, Goya, Picasso, Dali, Unamuno, Garcia, Lorca and Banuel, among others.

SPAN 295 - Gndrs Sxltly Lt Am/Crbbn (3)

Genders and Sexualities in Latin America and the Caribbean introduces students to the study of gender and sexual expressions in Latin America and the Caribbean. The course will study various historical processes such as empire and colonialism, slavery and emancipation, revolutionary movements, and citizenship/sovereignty. Students will explore these themes through literature, film, music, and mass media produced by and for women, feminist audiences, queer/cuir authors and activists, as well as those who engage in expressions of alternative masculinities. The course is grounded in the fact that gender and sexual politics were fundamental in the production of postcolonial and modern nation-states and continue to inform/fundamentally shape Latin American and Caribbean societies today.

SPAN H207 - Honors Spanish for the Health Professionals (3)

Designed for students with two years of high school Spanish or equivalent with majors in health related fields including nurses, dieticians, physicians, and physician assistants. Reviews basic Spanish pronunciation and grammar in the context of specialized professional vocabulary. Attention given to conversational role-play, written expression, and issues of cultural sensitivity. Follow up course for students wishing to continue study in Spanish 217.

Prerequisite: Permission of Director of the Honors Program required.

SPAN H208 - Spanish for the Health Professionals (3)

SPAN H212 - Honors Intermediate Spanish (3)

Designed for students with two to three years of high school Spanish or equivalent. Emphasizes the acquisition of communicative skills within a culturally significant context. Reviews the basics of Spanish grammar. Uses readings to give an understanding of Spanish and Spanish-American culture and lifestyles. Provides opportunities for practice in conversation.

Prerequisite: Permission of Director of the Honors Program required.

SPAN H275 - Conversational Spanish I (3)

Follow up course for Spanish 223. Seeks primarily to increase the level of student communication skills in Spanish. Designed to stimulate the spontaneous use of spoken Spanish.

SPAN H280 - Contemporary Cultural Trends in Spanish-Speaking Films (3)

Explores the culture, social issues, art, and ideologies of Spanish-speaking countries through award-winning films. Promotes further development of conversational as well as critical thinking skills in Spanish. All films discussed have been created by Spanish and Hispanic directors, and all will be shown in the original language.

Prerequisite: Permission of Director of the Honors Program required.

SPAN 300 - Intensive Grammar Review (3)

A review and in-depth study of the most common issues in Spanish grammar: ser and estar, por and para, subjunctive, imperfect and preterite, pronouns, etc. Written and oral reinforcement exercises will complement this active learning course.

SPAN 302 - Introduction to Spanish Literature I (3)

An introductory course treating major works in fiction, poetry, and drama from Spain and Latin America: involves the study of primary historical, artistic, and literary currents, with readings and analysis of each point.

SPAN 303 - Introduction to Spanish Literature II (3)

An introductory course treating major works in fiction, poetry, and drama from Spain and Latin America: involves the study of primary historical, artistic, and literary currents, with readings and analysis of each point.

SPAN 304 - Hispanic Short Story I (3)

Offers students the opportunity to improve their communication skills through the study of literary selections and exposes them to the rich and exciting literature of the Hispanic world.

SPAN 305 - Hispanic Short Story II (3)

Offers students the opportunity to improve their communication skills through the study of literary selections, and exposes them to the rich and exciting literature of the Hispanic world.

SPAN 306 - Spanish for Professionals (3)

Designed for students whose major is a service related field and who are nearing completion of the Spanish for the Professional minor. The course focuses on essential elements of Hispanic culture and values to reinforce students' comprehension of and respect for people of different Hispanic backgrounds with whom they will work. Topics such as geography, ethnicity and race, gender roles, the family, the role of religion, current economic status and emerging opportunities for Spanish-speakers will be considered. Throughout the semester students will work independently on a culminating project directly related to their fields

SPAN 307 - Medical Spanish (3)

Designed for students with majors in health related fields including nurses, dieticians, physicians and physician assistants. Reviews Spanish pronunciation and grammar in the context of specialized professional vocabulary. Attention given to conversational role-play, written expression and issues of cultural sensitivity. Prerequisite: Spanish 223

Prerequisite: Take SPAN 223.

SPAN 310 - Contemporary Hispanic Issues (3)

Offers an in-depth look at the recent trends, issues, and changes in the Spanish-speaking world, related to such areas as culture, business, education, politics, and history.

SPAN 311 - Contemporary Hispanic Issues (3)

Offers an in-depth look at the recent trends, issues and changes in Spanish-speaking world, related to such areas as culture, business, education, politics and history.

SPAN 312 - Introduction to Latinx Studies (3)

Introduction to Latinx Studies offers the skills and information for students interested in careers in health, education, law, media, business, and politics. It offers an interdisciplinary and practical approach to the study of Mexican-American (Chicana/o, Chicana, Xicana), Puerto Rican, Cuban-American, Dominican-American, Central American-American, and other Latinx communities in the United States. Students will understand not only the interconnections among these diverse communities, but also the critical differences that inform cultural, social, and creative analyses. Apart from studying these dynamic cultural systems, the course will also address the history of Ethnic Studies in the United States. Students will study the social protests that gave birth to Latinx Studies as a socially conscious and community-based branch of academia.

SPAN 321 - Literature of the Golden Age I (3)

Focuses on sixteenth and seventeenth century authors, with reading and analysis of their works. Especially emphasizes the great dramatists.

SPAN 322 - Literature of the Golden Age II (3)

Focuses on sixteenth and seventeenth century authors, with reading and analysis of their works. Especially emphasizes the great dramatists.

SPAN 325 - Latin American Culture & Civilization (3)

A study of the political, historical, economic, and cultural

development of Latin America from the pre-Columbian civilizations to the present.

SPAN 326 - Latino Writers in the U.S. (3)

This course offers extensive study of some of the most important works written by Latino authors in the United States. Through the study of works by authors such as Esmeralda Santiago, Sandra Cisneros, Cristina Garcia, Cristina Henriquez, Julia Alvarez, Rudolfo Anaya, Roberto Fernandez and Luis Valdez among others students will explore the cultural, social, historical and political realities related to the Hispanic immigrant experience. Prerequisite: Spanish 223 or above

SPAN 328 - The History of Latinos in the United States (3)

This course examines the experience of Latino immigrants in the United States by considering how "Spanish," "Hispanics," "Latinos," etc. have adjusted, integrated, assimilated, resisted, and adapted to the many forces that affect their lives in the U.S., while creating new ethnic, racial, and local identities in the process. By studying the experience of Latino immigrants with a focus toward patterns of second class citizenship, identity formation, ethnic culture, community maturation, labor struggles, and social mobility, the course maps out a heterogeneous mosaic of Latin American and Caribbean diasporas in the U.S.

SPAN 329 - Latino Popular Culture and the Arts (3)

This course introduces students to popular Latino culture and art and prepares them to critically analyze areas of popular Latino culture including: music, film, television, performance, sports, media, art, food, and varied subcultures. Key topics include the relationship of contemporary Latino artists to the mainstream art world; debates about visual art as a vehicle for the expression of cultural identity; the role of gender, sexuality, class, and ethnicity in creative expression; the diversity of the Latino community; and an examination of "Latinidad" as an affirmative cultural construction for people of Latin American descent in the United States. The course concentrates mainly on the period of the early 60s, with special emphasis on the contemporary times.

SPAN 330 - Advanced Spanish Composition and Conversation I (3)

Presents advanced grammar, with emphasis on the finer points of grammar and on idiomatic forms.

SPAN 331 - Advanced Spanish Composition and Conversation II (3)

Presents advanced grammar, with emphasis on the finer points of grammar and on idiomatic forms.

SPAN 332 - Hispanic Literature of Social Protest (3)

Focuses on Hispanic writers of fiction, poetry, essay and drama who have used their writings to challenge the cultural, social, and political realities of the day. Includes written and oral reports and readings of authors such as Sor Juana Inés de la Cruz, Ernesto Cardenal, Oscar Romero, García Lorca, Rigoberto Menchú.

SPAN 333 - Spanish Civilization (3)

A study of the political, historical, economic, social, and cultural development of Spain throughout the centuries. This course is devoted to the history and civilization of Spain up to the encounter of the peoples of Spanish America.

SPAN 334 - Spanish Civilization (3)

A study of the political, historical, economic, social, and cultural development of Spain throughout the centuries. This course is devoted to the history and civilization of Spain up to the encounter of the peoples of Spanish America.

SPAN 335 - The Generation of 1898 I (3)

Examines this movement in detail; studies the political, historical and social background. Includes written and oral reports on the works of Galdós, Unamuno, Azorín, etc.

SPAN 336 - The Generation of 1898 II (3)

Examines this movement in detail; studies the political, historical and social background. Includes written and oral reports on the works of Galdós, Unamuno, Azorín, etc.

SPAN 337 - Commercial Spanish I (3)

Designed for International Business Majors and related fields. Highlights professional business vocabulary, correspondence, and issues of cultural sensitivity when doing business in the Hispanic world.

SPAN 338 - Commercial Spanish II (3)

Especially recommended for non-education majors and business majors. Studies vocabulary and forms used in commerce.

SPAN 340 - Hispanic Women Writers (3)

This course provides students the opportunity to read and analyze various genres of literature written by Hispanic women from the Middle Ages to today. Narrative, poetic and theatrical texts are read along with critical essays treating the topic of women's writing with the goal of tracing the development of the female voice in Hispanic literature. The works of writers such as Santa Teresa de Jesús, Sor Juana Inés de la Cruz, Rosalía de Castro, Emilia Pardo Bazán, María Luisa Bombal, Rosario Castellanos, Luisa Valenzuela, Julia Álvarez, and Isabel Allende among others are considered.

SPAN 350 - The Latino Condition in the US (3)

This course will explore the main issues that concern the Spanish-speaking populations living in the United States. We will investigate how their bilingual and bicultural identities are shaped, how Latinos are represented in the media, the problems with borders and immigration, the Chicano literature, "Spanglish," bilingualism in the U.S., gender issues, political and economic ramifications, and the question of assimilation. Methodologically speaking, this course will use case studies, a problem-based approach, and the promotion of analytical and critical skills.

SPAN 399 - Special Topics (3)

Special Topics: An in-depth exploration of a specific

author, genre, theme, literary period, or rhetorical mode not regularly studied.

Prerequisite: SPAN 223.

SPAN 399A - ST: Intensive Elementary Spanish (6)

SPAN 399B - ST: Present Day Spain (3)

This three credit course includes a trip to Spain to visit several cities to appreciate the cultural and architecture treasures of Spain. This course is taught in English and does not fulfill the Foreign Language requirement. Restricted to Study Tour participants only.

SPAN 399C - Explorations in Afro-Latino Ctr'l Studies (3)

Who is "Afro-Latino"? Afro-Latinos are African-descended peoples from Latin America and the Caribbean who may also reside in the United States. In this course, a focus on Afro-Latinx voices and cultural expression allows us to study and question the history of racial categories in the Americas. Students will examine literary and cultural works across an array of Afro-Latinx experiences and diasporas, including Puerto Rico, the Dominican Republic, Haiti, and Cuba. We will situate these productions in historical and social contexts to analyze how race, gender, and sexuality complicate easy definitions of latinidad. By privileging the Black perspective, we will explore how the category "Latino" has been shaped by racial hierarchies and internal gaps/silences. In this way, students will explore how the relatively new category of "Afro-Latinx" allows us to occupy borders and examine a history that has been silenced within the broader categories of "Latinx", "Black," and "African American." Some of the topics to be discussed may include: identity formation and negotiation in terms of language, race, euro-centricity; diaspora and emigration; anti-racist, and anti-colonial activism; and activism through art. Note: While a few materials may be in English, class will be conducted strictly in Spanish.

SPAN 399D - ST: Contemp Span Lang/Cultr (3)

Spanish 399 is for students with little or no knowledge of Spain's language and culture, and prepares them for the required, embedded Spring Break portion of the course. Throughout the course students will be introduced to key Spanish social, historical and cultural issues, pragmatic

information for travelers, as well as essential basic Spanish grammar, vocabulary sets, phrases and pronunciation. Themes of cultural intelligence / sensitivity and proper behavior abroad will also be explored. Vocabulary sets will include travel (emphasis on public transportation), cuisine (caf? and restaurant settings), navigation (using maps, giving/receiving directions), and shopping (open air market and boutique settings). Accordingly, cultural lessons will deal with these topics as well as geography (including regional variations), history and safety. (Note: Restricted to student participants in Spring Break Trip to Spain; Taught in English as a free elective; does not fulfill the foreign language requirement)

SPAN H300 - Intensive Grammar Review (3)

SPAN H302 - Introduction to Spanish Literature I (3)

An introductory course treating major works in fiction, poetry, and drama from Spain and Latin America: involves the study of primary historical, artistic, and literary currents, with readings and analysis of each point.

SPAN H303 - Introduction to Spanish Literature II (3)

SPAN H304 - Hispanic Short Story (3)

Offers students the opportunity to improve their communication skills through the study of literary selections and exposes them to the rich and exciting literature of the Hispanic world.

Prerequisite: Permission of Director of the Honors Program required.

SPAN H305 - Short Story (3)

Offers students the opportunity to improve their communication skills through the study of literary selections, and exposes them to the rich and exciting literature of the Hispanic world.

Prerequisite: Permission of Director of the Honors Program required.

SPAN H326 - Latino Writers in the U.S. (3)

This course offers extensive study of some of the most important works written by Latino authors in the United States. Through the study of works by authors such as Esmeralda Santiago, Sandra Cisneros, Cristina Garcia, Cristina Henriquez, Julia Alvarez, Rudolfo Anaya, Roberto Fernandez and Luis Valdez among others students will explore the cultural, social, historical and political realities related to the Hispanic immigrant experience. Prerequisite: Spanish 223 or above

SPAN H330 - Honors Advanced Spanish Composition and Conversation I (3)

Presents advanced grammar, with emphasis on the finer points of grammar and on idiomatic forms.

Prerequisite: Permission of Director of the Honors Program required.

SPAN H333 - Spanish Civilization (3)

SPAN H399 - ST: Hispanic Women Writers (3)

An in-depth exploration of a specific author, genre, theme, literary period, or rhetorical mode not regularly offered.

SPAN 410 - Spanish Culture Through the Works of Federico Garcia Lorca (3)

This course provides students the opportunity to read and analyze essays, poems, and dramatic works by Federico Garcia Lorca as a means of exploring various fundamental aspects of Spanish history and culture. Among the key topics considered are: the social and artistic environment that inspired the artistry of Spain's famed Generation of 1927, flamenco music and dance, Gypsy life in Andalusian Spain, the tradition of the bullfight, gender roles, and the Spanish Civil War.

SPAN 411B - Teaching Spanish (3)

This course offers students the opportunity to learn how to teach Spanish language, culture, and literature to middle and high school students. Provides students guidance in the creation of appropriate lesson plans, developing assignments, and grading techniques. This course is required for all Spanish/Secondary Education majors and must be completed before student teaching. It is highly

recommended for Spanish majors completing an Education minor.

SPAN 421 - Modern Spanish Novel I (3)

Involves extensive study of some of the most important novels of Spanish literature. Includes written and oral reports and covers authors such as Ana Mar?a Mature, Camilo Jos? Cela, Carmen Mart?n Gait?e, Ram?n Sender, among others.

SPAN 422 - Modern Spanish Novel II (3)

Involves extensive as well as intensive study of some of the most important novels of Spanish literature.

SPAN 423 - The Latin American Novel I (3)

Involves extensive study of important novels of Latin American literature. Includes written and oral reports and covers authors such as Gabriel Garc?a M?rquez, Isabel Allende, Juan Rulfo, Carlos Fuentes, among others.

SPAN 424 - The Latin American Novel II (3)

Examines the aesthetic, cultural and social aspects of prose and fiction in Latin America in the past hundred years

SPAN 478A - Honors Senior Thesis (3)

Research and/or creative scholarly activity in Spanish under faculty supervision.

SPAN 478B - Honors Thesis (1.5)

SPAN 499 - Independent Study in Spanish (3)

Typically a student generated course designed around a topic of special interest. Motivates students to perform independent research. Requires permission of the Chairperson of the Foreign Languages Department.

Prerequisite: Permission of the Department Chair Required.

SPAN H423 - Spanish-American Novel I (3)

Prerequisite: Permission of Director of the Honors Program required.

SPAN H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

Prerequisite: Permission of Director of the Honors Program required.

SPAN H499 - Independent Study in Spanish (3)

Typically a student generated course designed around a topic of special interest. Motivates students to perform independent research. Requires permission of the Chairperson of the Foreign Languages Department.

Prerequisite: Permission of Director of the Honors Program required.

SPED-Special Education

SPED 100 - Characteristics of Students With Mild Disabilities (3)

Examination of etiology, characteristics, and educational interventions for those with mild disabilities. Required for the major and minor in Special Education.

Prerequisite: Required: Service Learning Clearance.

SPED H100 - Characteristics of Students With Mild Disabilities (3)

Examination of etiology, characteristics, and educational interventions for those with mild disabilities. Requires enrollment in EDUC 000 to complete necessary field experience, for which transportation is the candidate's responsibility. Required for the major and minor in Special Education.

Prerequisite: Permission of Director of the Honors Program required.

SPED 300 - Curriculum Adaptations (3)

This course provides the student with instructional strategies and educational procedures proven to be best practices for at-risk and special needs students.

Prerequisite: Clearances required.,Upper Level Education Screening Required.

SPED 350 - Assessment and Planning for Young Children (3)

Studies curriculum, methods, materials, and activities for preschool and primary level students with disabilities. Stresses formal and informal assessments for identification, programming, and evaluation. Emphasis on planning individualized learning experiences for young children. Emphasis on planning individualized learning environments for young children. Field experience in an early intervention setting is required. Normally offered Fall semester only.

Offered: Fall.

SPED 350A - Practicum I: Birth - Grade 3 (1)

Involves supervised practicum at early intervention/preschool levels of performance for children with disabilities. Education forms must be filed upon completion of competencies. Involves transportation, which is the student's responsibility. Taken concurrently with SPED 350. Normally offered Fall semester only.

Prerequisite: Clearances required. Offered: Fall.

SPED 352 - Diagnostic Evaluation/Prescriptive Teaching-Phase II (3)

Studies curriculum, methods, materials, and activities for elementary, middle, and secondary level students with disabilities, encompassing supportive, supplemental, or replacement intervention levels. Stresses formal and informal assessment, task analysis, monitoring devices, and individualized programming strategies. Normally offered Spring semester only.

Offered: Spring.

SPED 352B - Practicum II: Grades 4-6 (1)

Involves supervised practicum at elementary and middle level with students with disabilities. Education forms must be filed upon completion of competencies. Involves transportation, which is the student's responsibility. Must be taken concurrently with SPED 352. Normally offered Spring semester only.

Prerequisite: Required: Service Learning Clearance.
Offered: Spring.

SPED 362 - Secondary Programming and Career?Education (3)

Emphasizes teaching and curriculum strategies for the education of adolescents with disabilities. Discusses the relationship of adolescent development and psychology to career education theory and practice. Investigates program models and evaluation strategies. Normally offered in Fall semester only.

Offered: Fall.

SPED 362C - Practicum III: Grades 7-12 (1)

Involves supervised practicum at the secondary level with students with disabilities. Must be taken concurrently with S ED 362.

Prerequisite: Required: Service Learning Clearances.

SPED 367 - Behavior and Classroom Management (3)

Designed to train students in the functional use of terminology and techniques in the field of behavior and classroom management.

Prerequisite: Upper Level Education Screening Required.

SPED 382 - Autism (1)

Studies terminology, etiology, current program techniques and educational arrangements for autism.

SPED H300 - Curriculum Adaptations (3)

This course provides the student with instructional strategies and educational procedures proven to be best practices for at-risk and special needs students.

Prerequisite: Permission of Director of the Honors Program required.

SPED H350 - Assessment & Planning for Young Children (3)

Studies curriculum, methods, materials, and activities for preschool and primary level students with disabilities. Stresses formal and informal assessments for identification, programming, and evaluation. Emphasis on planning individualized learning experiences for young children. Emphasis on planning individualized learning environments for young children. Field experience in an early intervention setting is required.

Prerequisite: Permission of Director of the Honors Program required.

SPED H352 - Diagnostic Evaluation/Prescriptive?Teaching-Phase II (3)

Studies curriculum, methods, materials, and activities for elementary, middle, and secondary level students with disabilities, encompassing supportive, supplemental, or replacement intervention levels. Stresses formal and informal assessment, task analysis, monitoring devices, and individualized programming strategies.

Prerequisite: Permission of Director of the Honors Program required.

SPED H362 - Honors Secondary Programming and Career?Education (3)

Emphasizes teaching and curriculum strategies for the education of adolescents with disabilities. Discusses the relationship of adolescent development and psychology to career education theory and practice. Investigates program models and evaluation strategies.

Prerequisite: Permission of Director of the Honors Program required.

SPED H367 - Behavior and Classroom Management (3)

Designed to train students in the functional use of

terminology and techniques in the field of behavior and classroom management.

Prerequisite: Permission of Director of the Honors Program required.

SPED 400 - The Law and Special Education (3)

Presents litigation involving the rights to treatment, a fair classification, and education. Discusses student and teacher rights and responsibilities. Recommended only for candidates with senior standing.

Prerequisite: Required: Sophomore screening.

SPED 450 - Special Topics (3)

Special Topics in Education

SPED 450A - Special Topics (3)

Designed for general educators, special educators, counselors, supervisors, administrators, and related professionals this course examines characteristics of individuals with special needs and differentiated instruction in general education schools and classrooms. Participants review the legal foundations and requirements of special education in the US compared to other countries as well as the collaborative role of professionals in the implementation of individualized instructional/treatment programs. The course is online and accelerated 8-week format. This course requires service learning and is equivalent to SPED 100.

SPED 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

SPED 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

SPED 499 - Independent Study (3)

Allows a student to develop in-depth knowledge in a

personal interest area in Special Education. Must be directed by a faculty member, with permission of the department chairperson. Subject to University and department restrictions, including, but not limited to, minimum quality point average, faculty availability, and upperclass standing.

SPED H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in a student's major program under faculty supervision.

Prerequisite: Permission of Director of the Honors Program required.

SSCI-Social Science

SSCI 114 - History of Industrialism (3)

The study of the relationship between private enterprise and the public interest focusing on (a) the historical development, globally, of industrial society; (b) the legal and constitutional development of government as regulator and supporter of business and (c) case studies in some failures of big business to fulfill its social responsibilities to serve the public interest. (global, interdisciplinary)

SSCI 201 - Introduction to Social Sciences (3)

Designed to give students basic information in several social science disciplines. Introduces the perspective and methodology of the social sciences. Focuses on changes taking place in contemporary society. (interdisciplinary)

SSCI 202 - Quantitative Reasoning (3)

The course provides an introduction to data collection and measurement as well as descriptive and inferential statistics.

SSCI 351 - Social Research (3)

Focuses on principles of methodology and techniques of research, the relationship between theory and research design, concept formation, measurement, data collection, and data analysis. Normally offered in Spring semester only.

Prerequisite: MATH 155. Offered: Spring.

SSCI 360 - Women - Rules, Roles, Resistance (3)

Provides an interdisciplinary perspective of women and sex role socialization in contemporary society, including an analysis of several hypotheses on the nature of women, their family and work roles. Also studies social movement by which women have challenged the more traditional understandings of these roles. (interdisciplinary)

SSCI 399A - ST: Black Writers in Contemporary America (3)

This course critically examines selected writings from four of America's contemporary, influential Black authors, activists and intellectuals: Ta-Nehisi Coates, Emily Bernard, Kwame Anthony Appiah, and Alice Walker. Attention will be given to their views on the Black experience in the United States. The course material will provide the groundwork for accurate, insightful, and timely works from Black writers that speak to the current state of education, social relationships, and visions for future progress in America. The primary objective of the course is to actively engage students by presenting a range of topics (e.g., race, gender, media representation, cultural/political/social identities) for exploration, discussion, and evaluation. In an effort to challenge current beliefs and suppositions around racism and inequity in our society, students will be exposed to counter narratives, concepts and theories from scholars of color who represent a progressive force for the future of change in our society. Students will also participate in a one-day field experience to the Smithsonian National Museum of African American History and Culture in Washington, D.C.

SSCI 401 - Integrating Seminar (3)

SSCI 411 - Curriculum and Methods in Secondary Social Studies (3)

Introduces contemporary theories and approaches to teaching of social studies at the secondary level.

SSCI 425 - Children's Rights and Societal Responses (3)

Analyzes policies and services designed to meet a range of needs and problems experienced by children and their families. Specific areas of analysis include child abuse and neglect; juvenile justice; homelessness; foster care; adoptions; institutional vis-a-vis community strategies in response to particular problems; impacts of prejudice/discrimination on minority groups, children, and families; advocacy, and social change.

SSCI 430 - Aging: Issues and Perspectives (3)

Examines the biological, psychological, social, and cultural dimensions of aging. Analyzes roles and relationships of older persons and systems that make up their environment (e.g., family, friends, neighborhood, etc.). The contemporary continuum of care in the context of a strengths-based approach is explored. The course also focuses on ageism, stereotyping, advocacy, and social policy change. (Also listed as HSA 430 and SW 430.)

SSCI 440 - Dying and Death: Issues and Perspectives (3)

Examines dying and death from interacting biological, psychological, social, cultural, and religious dimensions. Contemporary resources and services are analyzed. Issues confronting the person, family and delivery of services are explored.

SSCI 452 - Health Care and the Helping Professional (3)

Introduces the student to the nature and scope of the contemporary health care system in the United States. Policy and services pertaining to health care delivery are examined. Interdisciplinary approaches, with particular reference to the social service professions, are analyzed.

SSCI 454 - Computer Applications in Social Research (3)

The structure of data files is described and the commands required to generate descriptive statistics, frequency distributions, cross tabulations, correlations, and several multivariate statistical procedures are reviewed. Normally offered in Fall semester only.

Prerequisite: SSCI 351. Offered: Fall.

SSCI 460 - Internship in Applied Social Science (3)

Involves the student in a field experience in a community, organizational or industrial setting. Through this experiential setting, gives opportunity to integrate and apply classroom based materials.

Prerequisite: SSCI 454.

SSCI 461 - Integrating Seminar (3)

This seminar is intended to assist the student to synthesize the concepts of the women's studies courses she/he has pursued and produce an original contribution to the field through a scholarly and artistic project.

SSCI 465 - Senior Seminar in Comprehensive Social Science (3)

Interdisciplinary seminar in the social sciences with special emphasis on the presentations of student research projects. Normally offered in Spring semester only.

Corequisite: Take SSCI 454 or CJ 454 or SOC 454.
Offered: Spring.

SSCI 499 - Independent Study (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Prerequisite: Permission of the Department Chair Required.

SSCI H411 - Curriculum and Methods in Secondary Social Studies (3)

Introduces contemporary theories and approaches to teaching of social studies at the secondary level.

Prerequisite: Permission of Director of the Honors Program required.

SSCI H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in Social Sciences under faculty supervision.

Prerequisite: Permission of Director of the Honors Program required.

SW-Social Work

SW 145 - Foundations of Social Work (3)

Introduces the student to social work as a profession in the context of the social welfare institution. Historical and philosophical roots of social work and social welfare are examined. Attributes of the social work role, knowledge-value-ethical-skill base, and fields of social work practice are introduced. Normally offered Fall semester only.

Offered: Fall.

SW 150 - Introductory Social Work Field Experience (1)

Provides the student with a beginning practical experience in community social agencies. Students visit numerous and diverse agencies throughout the semester. The class emphasizes the Social Work Mission and social worker roles within agencies. Normally offered in Spring semester only.

Offered: Spring.

SW 230 - Analysis of Social Welfare Policy (3)

Enables the student to analyze social welfare policy in American society. Focuses on the application of frameworks for analyzing social policies in the context of social and economic justice. Social policy, programs, and services are analyzed in terms of selected problems such as poverty, racism, ageism, sexism, and related issues. Social policy formulation and change are also emphasized. Normally offered in Fall semester only.

Offered: Fall.

SW 250 - Contemporary Social Work Practice (3)

Provides the student with a generalist model for engaging in social work practice. Analyzes the NASW (National Association of Social Workers) Code of Ethics and focuses on the development of helping skills which are essential in working with a variety of client systems. Particular emphasis is placed on the development of interviewing

skills through role play and analysis of video vignettes of professional situations. Normally offered in Spring semester only.

Offered: Spring.

SW H250 - Contemporary Social Work Practice (3)

Provides the student with a generalist model for engaging in social work practice. Analyzes the NASW (National Association of Social Workers) Code of Ethics and focuses on the development of helping skills which are essential in working with a variety of client systems. Particular emphasis is placed on the development of interviewing skills through role play and analysis of video vignettes of professional situations.

Prerequisite: Permission of Director of the Honors Program required.

SW 310 - Social Work Research I (3)

Focuses on quantitative social work research methods. Principles of research methodologies and designs for systematic evaluation of social work practice and social service programs are emphasized. Computer analysis of data is studied and applied. Implications for social work practice and knowledge building are integral outcomes. Normally offered in Fall semester only.

Offered: Fall.

SW 311 - Social Work Research II (3)

Enables the student to learn the connection between collecting and examining data through analysis of qualitative research articles. Qualitative methodologies of field research: sampling, interviewing, case studies, and single-subject design will be emphasized. Qualitative data methodology will give students opportunities to proceed from the specific to the general and learn how to begin creating a study for examination. Normally offered in Spring semester only.

Prerequisite: SW 310. Offered: Spring.

SW 345 - Junior Field Experience (1)

Provides the student with continued exposure to and increasing involvement in the field. The student spends a

minimum of 30 hours providing helping services related to the social work role. The field experience is complemented by a seminar that focuses on developing self awareness, basic human relation skills and understanding of social work and social welfare organizations. Normally offered in Fall semester only.

Offered: Fall.

SW 350 - Human Behavior and the Social?Environment (3)

Focuses on the interrelationships of biological, psychological, social, cultural, and spiritual dimensions of human behavior across the life span. Theoretical frameworks are presented to better understand human behavior in family, group, organization, and community as primary systems. Major influences on human behavior such as racism, sexism, ageism, and other structural factors are analyzed. Normally offered in Fall semester only.

Offered: Fall.

SW 360 - Family Issues (3)

Understanding the family, in its varied forms, in our society is beyond most individual personal experience. The interactions of systems and subsystems impacting the family and the family's responses and initiatives are rich issues for study by students who are preparing to work with and for families across systems. This course will give students relevant practical knowledge for understanding diverse family issues confronted by diverse family structures.

SW 399A - Special Topics - Ireland (3)

This is a spring break program in the rural Irish countryside. Students will have the opportunity to have hands-on learning related to the delivery of healthcare in the Republic of Ireland. An emphasis will be placed on practicing and studying inter-professional teamwork and communication. Pre and post trip experiences and exercises will facilitate learning of global healthcare issues and the implementation of collaboration between healthcare providers.

SW 399B - Explr SW Tpcs Thrh Bks/Film (3)

This is a special topics course that will use readings and films to explore various topics in social work and social justice. Areas to be explored consist of working with varying populations and topics (aging, Veterans, caregivers, Covid19, etc.) This will provide students with the opportunity to explore, more in depth, areas of social work that they could avail themselves.

SW H311 - Social Work Research II (3)

Enables the student to learn the connection between collecting and examining data through analysis of qualitative research articles. Qualitative methodologies of field research: sampling, interviewing, case studies, and single-subject design will be emphasized. Qualitative data methodology will give students opportunities to proceed from the specific to the general and learn how to begin creating a study for examination.

Prerequisite: Permission of Director of the Honors Program required.

SW 401 - Socl Wrk Wth Nghbrhds, Communities & Orgnztns: Thry & Prctce (3)

Builds on the generalist model presented in SW 250. Enables students to apply theories, develop practice skills, and employ a range of intervention strategies in working with neighborhoods, communities, and organizations. Social work influence and intervention at political system levels are emphasized. Prerequisites: SW 230, 250, 310, 350. Corequisites: SW 311, 402, and 403. Normally offered Spring semester only.

Offered: Spring.

SW 402 - Social Work With Groups: Theory and Practice (3)

Builds on the generalist model presented in SW 250. Enables students to apply theories, develop practice skills, and employ a range of intervention strategies in working with small groups. Group structure and process, stages of group development, and group work skills are emphasized. Prerequisites: SW 230, 250, 310, 350. Co-requisites: SW 311, 401, and 403. Normally offered in Spring semester only.

Prerequisite: SW 250 SW 310 SW 350. Corequisite: Take SW 311, SW 401 and SW 403. Offered: Spring.

SW 403 - Social Work With Individuals and Families: Theory & Practice (3)

Builds on the generalist model presented in SW 250. Enables students to apply theories, develop practice skills, and employ a range of intervention strategies in working with individual and family systems. Prerequisites: SW 230, 250, 310, 350. Co-requisites: SW 311, 401, and 402. Normally offered in Spring semester only.

Offered: Spring.

SW 425 - Children's Rights and Societal Responses (3)

Analyzes policies and services designed to meet a range of needs and problems experienced by children and their families. Specific areas of analysis include child abuse and neglect, juvenile justice, homelessness, foster care, adoptions, institutional vis-a-vis community strategies in response to particular problems, impacts of prejudice/discrimination on minority groups, children and families, advocacy, and social change. Normally offered in Spring semester only.

Offered: Spring.

SW 430 - Aging: Issues and Perspectives (3)

Examines the biological, psychological, social, spiritual, and cultural dimensions of aging. Analyzes roles and relationships of older persons and systems included in their environment (e.g., family, friends, neighborhood, community, etc.). The contemporary continuum of care in the context of a strengths based approach is explored. The course also focuses on ageism, stereotyping, advocacy, and social policy change.

SW 452 - Health Care and the Helping Professional (3)

Introduces the student to the nature and scope of the contemporary health care system in the United States. Policy and services pertaining to health care delivery are examined. Interdisciplinary approaches, with particular reference to the social service professions, are analyzed.

SW 478A - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in Social Work

under faculty supervision

SW 478B - Honors Senior Thesis (1.5)

Research and/or creative scholarly activity in Social Work under faculty supervision

SW 490 - Field Instruction (9)

A professional practice experience that enables the student to integrate and apply knowledge, values, ethics, and skills gained through the BSW curriculum. The student provides direct social work services in a community social agency under supervision of a professional social worker. This is a block field placement of 450 hours in which the student spends four days per week throughout the fall semester of senior year in the social agency. Prerequisites: SW 311, 401 402, 403. Co-requisites: SW 491, 495. In addition, students are required to maintain an overall QPA of 2.00 and a minimum of 2.33 in the major and give evidence of continued skill development and adherence to standards of conduct as contained in the NASW Code of Ethics. The student applies for SW 490 in the preceding spring semester. Normally offered in Fall semester only.

Prerequisite: SW 311 SW 401 SW 403. Corequisite: Take SW 491 and SW 495. Offered: Fall.

SW 491 - Integrative Seminar (3)

Student-instructor seminar, complements SW 490 and further enables the student to integrate and apply social work knowledge, values, ethics, and skills in the field experience. Prerequisites: SW 311, 401, 402, 403. Corequisites: SW 490, 495. Normally offered in Fall semester only.

Prerequisite: SW 311 SW 401 SW 403. Corequisite: Take SW 490 and SW 495. Offered: Fall.

SW 495 - Senior Seminar (1)

Student-instructor seminar which emphasizes specific preparation for entry into the social service workplace. Prerequisites: SW 311, 401, 402, 403. Co-requisites: SW 490, 491. Normally offered in Fall semester only.

Prerequisite: SW 311 SW 401 SW 403. Corequisite: Take SW 490 and SW 491.

SW 499 - Independent Study and Research (3)

Involves faculty-directed, student-initiated study and research on a topic relevant to student interest.

SW H401 - Socl Wrk Wth Nghbrhds, Communities &?Orgnztns: Thry & Prctce (3)

Builds on the generalist model presented in SW 250. Enables students to apply theories, develop practice skills, and employ a range of interventive strategies in working with neighborhoods, communities, and organizations. Social work influence and intervention at political system levels are emphasized. To be taken concurrently with SW 311, 402, and 403.

Prerequisite: Permission of Director of the Honors Program required.

SW H478 - Honors Senior Thesis (3)

Research and/or creative scholarly activity in Social Work under faculty supervision

Prerequisite: Permission of Director of the Honors Program required.

SW H499 - Independent Study (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Prerequisite: Permission of Director of the Honors Program required.

THEA-Theatre

THEA 113 - Introduction to Theatre (3)

Introduction to Theatre establishes a foundation for the study of theatre. A survey of topics include concepts and vocabulary used by theatre actors, directors, designers, technicians, and administrators. Because of its fundamental nature, the course is open to all students interested in the art of theatre.

Prerequisite: Required for all Theatre majors.

THEA 114 - Stagecraft (3)

An introduction to scenic and lighting technology for the stage. Students learn the basic principles and techniques for scenic construction and working with stage lighting instruments as well as important safety precautions when working with various stage technologies. Students work on in-class projects as well as contributing lab hours toward the construction of stage scenery as well as the hanging and focusing of stage lighting instruments.

THEA 130A - Theatre Lab (1)

Under supervision of the departmental faculty, and staff, involves students in the application of theory through practical experience in the various aspects of theater production. Requires 60 activity hours per academic credit.

Prerequisite: Additional times to be announced by the instructor.

THEA 130B - Theatre Lab (1)

Under supervision of the departmental faculty, and staff, involves students in the application of theory through practical experience in the various aspects of theater production. Requires 60 activity hours per academic credit.

THEA 230A - Theatre Lab (1)

Under supervision of the departmental faculty, and staff, involves students in the application of theory through practical experience in the various aspects of theater production. Requires 60 activity hours per academic credit.

THEA 230B - Theatre Lab (1)

Under supervision of the departmental faculty, and staff, involves students in the application of theory through practical experience in the various aspects of theater production. Requires 60 activity hours per academic credit.

THEA 241 - Fundamentals of Acting (3)

Introduces the vocabulary and concepts of acting that provide a foundation for discussion and the skills necessary to approach characterization: voice work, body work, and tools for play analysis. Admission with the permission of the instructor.

THEA 242 - Advanced Acting (3)

Uses workshop approach to apply fundamentals of acting in the development of a character.

THEA 243 - Stage Movement (3)

A study of improvisation, with accent on the physicality of the actor. Permission of the instructor required.

THEA 244A - Audition Workshop (0.5)

This course provides experience in preparing professional performance auditions for Dramatic and Musical Theatre. Musical theatre majors are required to take all four workshops. Permission of instructor required.

THEA 244B - Audition Workshop (0.5)

This course provides experience in preparing professional performance auditions for Dramatic and Musical Theatre. Musical theatre majors are required to take all four workshops. Permission of instructor required.

THEA 244C - Audition Workshop (0.5)

This course provides experience in preparing professional performance auditions for Dramatic and Musical Theatre. Musical theatre majors are required to take all four workshops. Permission of instructor required.

THEA 244D - Audition Workshop (0.5)

This course provides experience in preparing professional performance auditions for Dramatic and Musical Theatre. Musical theatre majors are required to take all four workshops. Permission of instructor required.

THEA 247 - Advanced Production (3)

Further exploration of techniques learned in THEA 247 A, B, C, or D.

Prerequisite: Take THEA 247A or THEA 247B or THEA 247C or THEA 247D;

THEA 247A - Stage Management (2)

Focuses on skills and competencies necessary to stage manage a theatre production. Admission only with permission of instructor.

THEA 247B - Scenic Design (2)

Focuses on the principles that govern the visualization of a piece of dramatic literature in terms of scenery, properties, and set decoration. Includes practical application of principles in the development of scenic elements for a main-stage production. Admission only with permission of instructor.

THEA 247C - Lighting and Sound Design (2)

Focuses on principles that govern the interpretation of dramatic literature in terms of lighting and sound. Includes training and practical application on lighting and sound equipment.

THEA 247D - Costuming and Make-Up (2)

Focuses primarily on principles that govern the design of a total "look" for characters in a play. Involves hands-on costume construction and make-up application.

THEA H241 - Fundamentals of Acting (3)

Introduces the vocabulary and concepts of acting that provide a foundation for discussion and the skills necessary to approach characterization: voice work, body work, and tools for play analysis. Admission with the permission of the instructor.

THEA 330A - Theatre Lab (1)

Under supervision of the departmental faculty, and staff, involves students in the application of theory through practical experience in the various aspects of theater production. Requires 60 activity hours per academic credit.

THEA 330B - Theatre Lab (1)

Under supervision of the departmental faculty, and staff, involves students in the application of theory through practical experience in the various aspects of theater production. Requires 60 activity hours per academic credit.

THEA 341 - Theatre History (2)

Examines the evolution of theatre arts from ancient Greece to the present. The study includes the development of the technical, performance, administrative, and literary elements of the theatre.

THEA 342A - Script Analysis (2)

Gives students a methodology for reading a play closely and theatrically. It provides students with the necessary insight and organic understanding of how a play functions so that the script can be translated into a live performance on the stage

THEA 342B - Survey of Dramatic Literature (2)

An introduction to world dramatic literature through study of the development of drama and its various genres, focusing on the cultural, literary, and political contexts of individual works by diverse playwrights

THEA 343 - Theatre Management (2)

Introduces the student to the economic and managerial aspects of the American theatre as they apply to professional, non-professional, and educational theatre organizations; review of operational policies and practices, including an examination of the legal implications of performance contracts, copyright and royalties, insurance and union requirements.

THEA 347 - Stage Directing (3)

Introduces students to principles of developing a production concept and articulating it to all members of a production ensemble. Includes fundamental techniques of play selection, auditioning, staging, and rehearsing a play.

THEA 348 - Advanced Stage Directing (3)

Uses workshop approach to apply fundamentals of play directing in the development of a complete scene for presentation to an audience.

Prerequisite: THEA 347.

THEA 399 - Introduction to Theatre Technology (3)

This course will introduce students to the various technical aspects of theatrical production, including types of venues, theatrical positions and relationships, stage management, scenic design, lighting design, sound design, costumes, and hair/makeup.

THEA H342B - Survey of Dramatic Literature (2)

This course introduces students to major works in the canon of world dramatic literature. Works studied will range from ancient Greece through modern American drama.

THEA 404 - Theatre As A Business (2)

Examines the nature of a theatre career from an economic, political, and psychological point of view; notes distinctions between the creative and business aspects of theatre; explores job opportunities in radio, television, motion pictures, and theatre. Prerequisites: Admission only with permission of instructor.

THEA 430A - Theatre Lab (1)

Under supervision of the departmental faculty, and staff, involves students in the application of theory through practical experience in the various aspects of theater production. Requires 60 activity hours per academic credit.

THEA 430B - Theatre Lab (1)

Under supervision of the departmental faculty, and staff, involves students in the application of theory through practical experience in the various aspects of theater production. Requires 60 activity hours per academic credit.

THEA 442 - Current Trends in Theatre (3)

Studies the present practices and future directions of theatre in its several aspects, including artistic, economic, and technical.

THEA 444 - Playwriting (3)

Uses workshop approach to the creation of drama for the theatre stage. Permission of the instructor required.

THEA 448 - Special Topics in Theatre (3)

Examines topics of current interest in theatre; focus of the course changes each time offered, according to the evolving directions in various professional areas.

THEA 450 - Internship (3)

Involves practical experience under the direction of qualified professionals at cooperating organizations and institutions in the field of theatre. Requires 45 training hours per academic credit. Prerequisites: minimum QPA of 2.50 in theatre courses and 2.00 in all other university work; approval of department chair. Generally open only to students majoring in theatre. An exception may be made with the permission of the department chairperson.

THEA 451 - Capstone Project (3)

Final project that synthesizes elements of the theatre curriculum; varies according to area of concentration: theatre arts and theatre education students produce and direct a theatre production; musical theatre majors present a showcase; arts administration students present a major theatre development proposal.

THEA 477A - Honors Research Internship (1)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

THEA 477B - Honors Research Internship (1)

Students will gain hands-on experience while learning about the techniques of research in their discipline by working directly with a faculty member on that person's current research project. Student and faculty will create a contract outlining the student's responsibilities. Requires forty-five hours per credit hour and a final paper outlining what the student has learned.

THEA 499 - Independent Study (3)

Involves options not available in regular courses, permitting maximum freedom to enhance a student's personal interests in academic pursuits, under the direction of department faculty. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA of 3.0 in theatre courses.

UNIV-University**UNIV 100 - Living Responsibly in an Interdependent World (1)**

A course intended to promote for new students a positive adjustment and assimilation into the University, and introduce them to the University's life, culture, mission, history and traditions.

UNIV 102 - Orientation/Intro to Technology (3)**VET-Veteran****VET 100 - Living Responsibly/Inter World/Veterans (1)**

A course intended to promote for student veterans a positive adjustment and assimilation into the University, and introduce them to the University's life, culture, mission, history and traditions.

