# TABLE OF CONTENTS

## UNIVERSITY OF SCRANTON
- 1994-1995 CALENDAR
- THE CAMPUS

## ACADEMIC PROGRAM
- SPECIAL PROGRAMS
  - HONORS PROGRAM
  - RUSSIAN AND EAST EUROPEAN STUDIES
  - HUMAN DEVELOPMENT
  - PEACE AND JUSTICE STUDIES PROGRAM
  - WOMEN'S STUDIES CONCENTRATION

## THE COLLEGE OF ARTS AND SCIENCES
- ART AND MUSIC
  - ART
  - ART HISTORY
  - MUSIC
- BIOLOGY
- CHEMISTRY
  - BIOCHEMISTRY
  - CHEMISTRY-BUSINESS
  - CHEMISTRY-COMPUTERS
- COMMUNICATION
- COMPUTING SCIENCES
  - COMPUTER INFORMATION SYSTEMS
- CRIMINAL JUSTICE
- ECONOMICS
- ELECTRONICS ENGINEERING
  - ELECTRONICS-BUSINESS
  - PRE-ENGINEERING
- ENGLISH
  - THEATRE
  - WRITING
- ENVIRONMENTAL SCIENCE
- FOREIGN LANGUAGE AND LITERATURES
  - MODERN LANGUAGES
    - FRENCH
    - INTERNATIONAL LANGUAGE-BUSINESS
    - GERMAN
    - HEBREW
    - ITALIAN
    - JAPANESE
    - PORTUGUESE
    - RUSSIAN
    - SPANISH
  - CLASSICAL LANGUAGES
    - LATIN
    - LINGUISTICS
    - LITERATURE
UNIVERSITY OF SCRANTON
1994-95

Where Potential Becomes Achievement in the Jesuit Tradition
Volume 79  June 1994
Scranton, Pennsylvania 18510-4699
The University of Scranton is a Catholic, Jesuit educational institution serving men and women, and is committed to affirmative action to assure equal opportunity for all persons, regardless of race, color, religion, national origin, ancestry, handicaps, sex or age.
### 1994-1995 CALENDAR

#### SEMESTERS

<table>
<thead>
<tr>
<th>FALL 1994</th>
<th>SPRING 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27-28 Undergraduate Day School Student Orientation</td>
<td>Jan. 28</td>
</tr>
<tr>
<td>Aug 25 Dexter Hanley College Student Orientation</td>
<td>Jan. 30</td>
</tr>
<tr>
<td>Aug 29 Classes Begin</td>
<td></td>
</tr>
<tr>
<td>Sept 5 Labor Day Holiday (no classes)</td>
<td></td>
</tr>
<tr>
<td>Sept 7 Last Day 100% Tuition Refund</td>
<td>Feb. 8</td>
</tr>
<tr>
<td>Sept 7 Last Day to Add</td>
<td>Feb. 8</td>
</tr>
<tr>
<td>Sept 9 Last Day to Declare Pass-Fail Option</td>
<td>Feb. 10</td>
</tr>
<tr>
<td>Sept 14 Last Day 75% Tuition Refund</td>
<td>Feb. 15</td>
</tr>
<tr>
<td>Sept 21 Last Day 50% Tuition Refund</td>
<td>Feb. 22</td>
</tr>
<tr>
<td>Sept 28 Last Day 25% Tuition Refund and Last Day to Drop Classes</td>
<td>March 1</td>
</tr>
<tr>
<td>Oct 8 Fall/Spring Break Begins</td>
<td>March 11</td>
</tr>
<tr>
<td>Oct 17 Classes Resume</td>
<td>March 20</td>
</tr>
<tr>
<td>Oct 21 Quarter Ends; Last Day Credit to Audit</td>
<td>March 24</td>
</tr>
<tr>
<td>Oct 21 Incompletes to Fs</td>
<td>March 24</td>
</tr>
<tr>
<td>Oct 26 Quarter Grades Due</td>
<td>March 29</td>
</tr>
<tr>
<td>Nov 14 Last Day to Process Class Withdrawals</td>
<td>April 14</td>
</tr>
<tr>
<td>Nov 24 Thanksgiving/Easter Holiday Begins</td>
<td>April 14</td>
</tr>
<tr>
<td>Nov 28 Classes Resume</td>
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<tr>
<td>Classes Resume on Monday at 4:30 p.m./Tuesday at 7:00 a.m.</td>
<td>April 17/18</td>
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<tr>
<td>Dec 6-12 Dead Week (No Exams)</td>
<td>May 8-12</td>
</tr>
<tr>
<td>Dec 13 Final Exams</td>
<td>May 14</td>
</tr>
<tr>
<td>Dec 19 Semester Ends</td>
<td>May 20</td>
</tr>
<tr>
<td>Dec 22 Grades Due by Noon</td>
<td>May 23</td>
</tr>
<tr>
<td></td>
<td>Commencement</td>
</tr>
</tbody>
</table>

#### SHORTSESSIONS

<table>
<thead>
<tr>
<th>Intersession</th>
<th>Summer Session 1</th>
<th>Summer Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 3 Classes Begin</td>
<td>June 5</td>
<td>July 10</td>
</tr>
<tr>
<td>Jan 4 Last Day to Drop/Add</td>
<td>June 6</td>
<td>July 11</td>
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<tr>
<td>Jan 4 Last Day 100% Tuition Refund</td>
<td>June 6</td>
<td>July 11</td>
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<tr>
<td>Jan 4 Last Day to Declare Pass-Fail Option</td>
<td>June 6</td>
<td>July 11</td>
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<tr>
<td>Jan 6 Last Day 50% Tuition Refund</td>
<td>June 8</td>
<td>July 13</td>
</tr>
<tr>
<td>Jan 13 Last Day Credit to Audit</td>
<td>June 16</td>
<td>July 21</td>
</tr>
<tr>
<td>Jan 20 Last Day to Withdraw</td>
<td>June 23</td>
<td>July 28</td>
</tr>
<tr>
<td>Jan 27 Final Exams Begin</td>
<td>June 30</td>
<td>Aug. 4</td>
</tr>
<tr>
<td>Jan 28 Session Ends</td>
<td>July 1</td>
<td>Aug. 5</td>
</tr>
<tr>
<td>Feb 1 Grades Due by Noon</td>
<td>July 6</td>
<td>Aug. 9</td>
</tr>
</tbody>
</table>

University of Scranton Day School Admissions Office (717) 941-7540
Scranton, PA 18510-4699 Dexter Hanley College Admissions Office (717) 941-7580
(717) 941-7400 Office of Financial Aid (717) 941-7700
Office of the Registrar (717) 941-7720

Rev. J.A. Panuska, S.J., Ph.D., President of the University
The University of Scranton was founded in 1888 by Bishop William O'Hara. Originally called St. Thomas College, the University received its present name in 1938 and welcomed the Jesuit fathers in 1942. After a period of unprecedented growth in both size and quality, the University celebrated its Centennial in 1988 and faces the future with pride and confidence.

Where Potential Becomes Achievement
The University of Scranton understands itself as a place “where potential becomes achievement in the Jesuit tradition.” This statement is here elaborated in terms of the University’s mission, its campus, its faculty, and its students.
STATEMENT OF MISSION

1. The University of Scranton is Catholic and Jesuit in both tradition and spirit. Committed to liberal arts education, the University has served primarily undergraduate men and women, but also serves graduate students, adult learners, and persons interested in continuing their professional education. Founded as St. Thomas College by the Bishop of Scranton in 1888, the institution moved to the administration of the Society of Jesus in 1942.

   The University of Scranton's chief concerns, as a university, are for learning and the truth. The University aspires to the kind of community for students and faculty in which learning will lead to personal growth and development. It strives to create the sort of environment in which the wisdom of past years can be preserved for the enlightenment of the future and in which the continuing search for truth can prosper. The University understands that freedom of inquiry and respect for the dignity and rights of all people must be protected for these hopes to be fulfilled.

2. Our Catholic tradition and spirit mean, first of all, that the University recognizes that the teaching and example of Jesus Christ are central sources of values and attitudes which should be reflected in the campus culture. Thus, Theology, as an intellectual effort to understand the data of divine revelation, is an important academic discipline at the University; and the University, although independently incorporated by the Commonwealth of Pennsylvania, stands firmly in the Catholic tradition and communicates this tradition in a systematic way. It also explores other traditions, for their intrinsic merit and for the contributions they can make to a better understanding of the Catholic tradition. The University thus does not intend to serve Roman Catholics in an exclusionary sense but rather to provide Catholic education in a properly ecumenical context for students from a variety of religious backgrounds and different value orientations.

3. Our Jesuit tradition and spirit mean that the life of the University is inspired with the vision contained in the Book of the Spiritual Exercises of St. Ignatius of Loyola, the founder (in 1540) of the Jesuit Order. This spirit is brought to the University not only by the Jesuits who live and work here, but, with ever increasing significance, also by their colleagues and students who may make their own this same vision through the personal experience of the Spiritual Exercises.

   Translated into an educational context, this vision manifests itself in respect for the individual student as a unique person and in an emphasis on service, an open communication, on freedom of choice, on commitment to the value system contained in the Gospel of Christ. As Jesuit education grew, these characteristics manifested themselves in more measurable educational terms like clarity of thought, care for fundamentals, excellence in written and oral expression, reflection on personal experience, respect for the best in past human experiences.

4. The University is committed to liberal arts education; the University also affirms its emphasis on professional and pre-professional education. Though these aims may seem to be in some tension, the University believes that there is a creative relationship between laying the broad foundation that liberal arts education provides, and striving to serve the career-oriented expectation of its students and the needs of society for humanistically trained professionals.

   In the Jesuit tradition, the liberal arts are defined in broad terms, comprising not only the humanities, but also science as well. (The breadth and richness of the Jesuit sense of the liberal arts is given one useful historical definition in the Society’s Constitutions, Part IV, Chapter 12. See also the end of paragraph 2 of Section 3 above.) It is our goal, therefore, to provide a common foundation in the liberal arts to all of the program of specialization in the undergraduate schools and colleges. In line with the emphasis attached to the liberal arts, attractive majors in the traditional disciplines will be provided, and special care will be taken to foster excellence of teaching and library support for these fields.

   The University’s strength in professional and pre-professional programs is expressed by a good range of career-oriented majors in the College of Arts and Sciences; the School of Management; the College of Health, Education, and Human Resources; and Dexter Hanley
College, as well as the Graduate School. The programs are designed to meet the standards of the appropriate professional fields, and also to develop students who have a clear sense of the ethical responsibilities which these fields demand of their successful practitioners.

5. **The University is committed to adult and non-traditional learners.** This commitment, fulfilled in the various credit and non-credit programs offered by Dexter Hanley College, is rooted in the institution’s Jesuit identity as well as its historical aim of service to the local community. This aspect of the University’s mission is expressed in full harmony with its goal of educational quality.

6. **The University is committed to excellent graduate education to the master’s level.** This commitment, affirmed first with the creation of the Graduate School in 1950, has been reaffirmed. In the reaffirmation, the University related its graduate mission not only to its community service role, but also to its desire to promote faculty and student scholarship and research. Programs offered by the Graduate School are not only intended to serve the appropriate professional needs of the community, they are also intended to provide a balanced array of studies, reflective of the range of the University’s resources in the humanities, the sciences, and the social sciences.

7. **The University serves not only the local community, but other communities as well.** The University is committed to serving students from a wide geographical region within and beyond the borders of the United States, while at the same time retaining its special commitment to the community of northeastern Pennsylvania where it has its historical roots. It intends to build its on-campus resident population while maintaining the presence of commuter students from the metropolitan area.

8. **The University is committed to academic excellence.** The pursuit of this goal touches all elements of the life of the University as outlined below. To excel is to move or to stand apart from a well-defined starting point. Our pursuit of academic excellence begins with an understanding of where we are and what we propose to do.

8. 1 **Students.** We begin with a respect for the varying capacities of the students, a characteristic Ignatius of Loyola insisted upon for his schools. The University will include in its student body only those who are capable of serious academic work, but, given that initial norm, the University wants heterogeneity in its student body with respect to race, sex, religion, and socio-economic background. Moreover, the University intends to do all it can to serve the poor and to keep itself accessible to the range of socioeconomic groups it has traditionally served. Excellence in the student body is measured in terms of development of academic potential, respecting in every case the unique characteristics and varying capacities of students.

8. 2 **Faculty.** We begin with the acknowledgement that the quality of the University depends essentially on the quality of the faculty. We also propose to be a university that emphasizes good teaching. The University, however, takes the position that teaching is enhanced by serious scholarship and ordinarily will not last without it. Hence, excellence in the University’s faculty is measured in terms of continued advancement in the quality, effectiveness, and vitality of classroom performance, as well as the continued application of faculty energy to research which advances human knowledge and may lead to publication for a scholarly audience beyond the University community. We regard teaching and research as complementary to, not in opposition to or competition with each other.

8. 3 **Administration.** The starting point from which administrators advance is manifold. It presupposes credentials appropriate for leadership and management in an educational environment, experience with the special problems of that environment, and knowledge of, as well as being known in, the academic community beyond the University. Excellence is then measured along lines of improved knowledge of the University as an institution and a community, service to the constituencies of the University, ability and responsiveness to the needs of the University community, management of academic and financial affairs, effectiveness of planning, decision making, communication of plans and decisions to the University community, and impact in the realm of ideas and influences in the metropolitan area or beyond.
9. **The University of Scranton is committed to the development of the student, including the individual’s moral development.** The student is at the center of everything the University does. Our governance, instruction, and all related services, especially counseling services and academic advising, respect the uniqueness of the individual. The individual is viewed, however, as a member of a campus community and of a larger human community. The educational approach of Christian personalism regards the individual as a person-in-community. Education at the University of Scranton aims to sensitize the student to societal obligations as well as to the student’s unique personal value. With total respect for an individual’s freedom of choice and conscience, the University provides opportunities for worship and spiritual growth. Provision is also made for social development in a community environment. The social and intellectual dimensions of the campus community are value oriented, designed to foster in every student principled judgments and actions that are free, responsible, and humanly valid.

10. **The University of Scranton is committed,** as one of the dominant institutions in northeastern Pennsylvania, to community service. The primary service rendered by the University to the area is the education of future leaders for the area’s professional, political, religious, cultural and business communities. The University recognizes its responsibility, within its capability, to render technical and cultural assistance to members of these communities. Accordingly, the University actively participates in the efforts to improve the region’s economic and social environment. In addition, the University provides students, as students, with experience of the dominant social and economic problems of this region. It does so in order to assist them in systematic analysis of the problems of contemporary life and motivate them to contribute in some ways after graduation to the solution of these human problems.

11. **The University acknowledges that being Jesuit in tradition and spirit means being experimental and innovative.** A Jesuit university belongs at the forefront of Catholic intellectual life, interpreting the Church to the world and the world to the Church. It is in the Jesuit style to do, in education or any other work, what others cannot or choose not to do. The University therefore commits itself to the fostering of these characteristics from its well-established institutional base. The educational apostolate under Jesuit auspices is a means for promoting the greater glory of God through the lives of human persons. Accordingly, the object of education is not only the intellect but also the will, and indeed the whole human person.

12. **The Statement of Mission is intended to give direction to all that the University does.** Progress toward these ends will be measured first by the ability of each academic department and administrative unit to choose, and announce the choice of goals and specific objectives pertaining to each division of this Mission Statement. Second, progress toward our goals will be measured by the actual achievement of the stated objectives. The objectives, clearly stated, quantified, and specified within a time frame, will be means to the ends spelled out in this Statement.
THE CAMPUS

Since 1956, a development program has added 30 buildings, including twelve residence halls. Principal among these campus structures are:

ALUMNI MEMORIAL HALL--Opened in 1960 as the Alumni Memorial Library, it was renovated in 1992-93 for instructional and administrative use. The Computing and Data Services Center, the Office of Instructional Development/Learning Resource Center, classrooms, offices for departments of Military Science, Institutional Research, and Psychology are located in this building.

SAINT THOMAS HALL--Located at the foot of the University Commons, this building is named for St. Thomas Aquinas and provides a symbolic historic link between the modern University of Scranton and its predecessor, St. Thomas College. It contains classrooms, language and communication laboratories, a small chapel, offices for the Registrar, Treasurer, Dean of the College of Arts and Sciences, Dean of the College of Health, Education, and Human Resources, Admissions, and Financial Aid. The HARPER-MCGINNIS WING, added in 1987, contains state-of-the-art equipment for the study of Physics, Electronics Engineering, Computing Sciences, and the Technology Center.

THE GALLERY--A multi-purpose academic building named in honor of former President Eugene Gallery, S.J., this houses Dexter Hanley College, a Media Resources Center with an audiovisual collection of more than 8,300 units, two large multi-media classrooms, the office of Career Services, the Counseling Center, a large quiet study area, and the University's art gallery.

JOHN J. LONG CENTER--Completed in 1968, and named for the former Jesuit President of the University, this three-level, multi-purpose structure has enabled the University to broaden its program of physical education. It includes a 22,820 square foot main floor area used for basketball, or convocations with a seating capacity of 4,400. It provides specialized facilities for such activities as wrestling, weight lifting, handball, tennis, and golf, as well as a physical therapy room and sauna.

LOYOLA HALL OF SCIENCE--Recently renovated and expanded, this structure houses highly specialized laboratories for the study of chemistry and biology.

O'HARA HALL--Named in honor of Frank J. O'Hara, who served the University for over half a century, this building on the corner of Jefferson and Linden Streets houses the School of Management, and the departments of Nursing, Counseling and Human Services, Health Administration and Human Resources, and Education.

GUNSTER MEMORIAL STUDENT ACTIVITIES CENTER--Expanded and renovated in 1993, the building includes expanded dining and kitchen facilities featuring the "Food Court" concept of dining. Also included are staff and student lounges, snack bar, game room, and the 400-seat Eagen Auditorium used for cultural events and dramatic productions. The building also houses the Offices of the Vice Presidents for Student Affairs and University Ministry, Student Government and Commuter Affairs.

JEFFERSON HALL--Houses both residence facilities and centers for special activities, radio and television studios, and a small auditorium. Offices, classrooms and laboratories for the Departments of Physical Therapy and Communications are located in this building.

UNIVERSITY COMMONS AND ROYAL WAY--Provides the University with a central campus environment. The Commons has a serpentine alignment with the area in front of the Gunster Memorial forming a focus for the campus. The area provides a major pedestrian link between Galvin Terrace, the University's outdoor sports center, the Gunster Memorial Student Activities Center, John Long Center, residence halls, and the heroic-sized sculpture of "Jacob and the Angel." The Royal Way links the University dormitories with the Gunster Student Center and the Commons. It is marked at the north end by a ceremonial gateway and on the south end by the Centennial Fountain and statue of Saint Ignatius Loyola.
ROCK HALL--This structure, with its ecclesiastical architecture, is located above the campus in the 400 block of Monroe Avenue. It houses the University's principal chapel, Madonna della Strada, and the Physical Plant Department. It is named after the late Joseph A. Rock, S.J., professor of history and academic vice president emeritus.

WILLIAM J. BYRON RECREATION COMPLEX--Named for the Jesuit educator, formerly president of the University of Scranton and now president of the Catholic University of America, this structure was completed in 1986. It contains a large swimming pool, racquetball courts and other athletic and meeting facilities.

ELM PARK--By arrangement with the Elm Park United Methodist Church, the University now occupies two floors of its spacious parish building. This facility houses the Department of Sociology and Criminal Justice, as well as classrooms and faculty and student activities offices.

HOULIHAN-MC LEAN CENTER--Named for two eminent School of Management faculty, this former church structure contains a large auditorium and offices and practice rooms for University bands and choirs.

SMURFIT ARTS CENTER--Another former ecclesiastical structure, located at the corner of Madison and Vine, this building houses offices and studios for the University's Fine Arts Department. It is named after a generous Irish benefactor, Michael Smurfit.

THE ESTATE--Former residence of the Scranton family, and more recently of the Jesuit community, this magnificent structure now contains the offices of the University Provost, the Graduate School, and Research Services.

SCRANTON HALL--The former carriage house to the Scranton mansion, erected in 1871, became the President's office in 1958 and was named for the Scranton family in 1964.

HILL HOUSE--Named after the Rev. William B. Hill, S.J., Professor of English and Academic Vice-President Emeritus, this faculty residence and meeting facility is located at the eastern end of the campus on the corner of Webster and Linden Streets.

CHAPMAN LAKE--The University's Conference and Retreat Center at Lakeside Pines provides 8 acres of recreation space only a 20 minute drive from campus in Montdale, Pa.

RESIDENCE HALLS--Designed to function according to small-group living principles, ten residence halls, centered about terraced quadrangles, are provided. A Jesuit counselor lives in most halls and there is a resident assistant on each floor.

To meet the increasing enrollment of resident students, the University has constructed two new dormitories. The first, opened in September 1985, is named Redington Hall to honor a generous benefactor, Francis E. Redington. The second, opened in August 1989 and functioning as a "residential college," is named Gavigan Hall after Vice President for Student Affairs Emeritus John R. Gavigan. The University also has recently acquired a series of houses and apartment buildings in the vicinity of campus and converted these to various types of student apartment complexes. Some of these are organized about academic interests and most feature optional kitchen arrangements. Finally, students in the upper classes are permitted to live off campus in non-university owned apartments.

LAVIS, MCCORMICK AND GANNON HALLS--Completed in 1991, this 210-bed residence hall complex includes one large lounge per wing and smaller lounges on each floor and an apartment for the Associate Director for Residence Life.

The standard plan for resident students includes living quarters, three meals on each class day, and brunch and dinner on weekends and mid-week holidays. The plan includes nursing service for emergency and short-term care in the infirmary. Further information is given in the section of the Bulletin which deals with expenses.

CAMPION HALL--Named for Edmund Campion, 16th Century Jesuit scholar and martyr, this residence was built by the Society of Jesus in 1987 for its members who serve the University.
HYLAND HALL--Completed in Fall 1988, this classroom building at the corner of Linden and Jefferson honors Kathryn and Bernard Hyland, parents of University alumnus and benefactor Bernard V. Hyland, M.D. This facility also houses the University bookstore.

ALUMNI HOUSE--circa 1928, headquarters of the University of Scranton National Alumni Society.

CENTENNIAL FOUNTAIN AND STATUE OF ST. IGNATIUS LOYOLA--The monument was constructed in 1988 in celebration of the 100th anniversary of the University and in recognition of the role of parents in education. Known as the “Celebration of Life,” it is the gift of Mrs. Francis E. Redington, a former University trustee.

HARRY AND JEANETTE WEINBERG MEMORIAL LIBRARY--Opened in 1992, this 80,000 square foot, five-story building is named for Harry and Jeanette Weinberg. Library holdings include 310,710 volumes, 2,059 periodical subscriptions, and 280,802 microforms. The facility includes group study rooms; quiet study areas; a twenty-four hour study room with a computer lab; a CD-ROM lab with approximately thirteen selected CD-ROM databases networked to allow as many as six to eight users simultaneous access, with additional CDs on stand-alone work stations; and the Heritage Room, a large reading room on the 5th Floor overlooking the campus and the community. The Heritage Room incorporates a motif reflecting the heritage of Scranton. The Media Resources collection, located in the Library building, holds 9,054 non-print items, including videocassettes, records, films, and filmstrips. The online public catalog displays Library/Media Resources collection holdings and availability of materials. Users may use terminals in the Library to access holdings in the online public catalog or dial in via a modem (941-7715).

The Library hours are posted on campus, on the online public catalog, and, on a recording (941-7525). It is open 95.5 hours per week, with extended hours during exam periods.

CENTER FOR EASTERN CHRISTIAN STUDIES--The Center for Eastern Christian Studies at the University of Scranton serves as the focal point of several activities--academic, pastoral and ecumenical--all designed to promote the knowledge and understanding of the Christian East. The Center houses a Byzantine Rite chapel, a library of 15,000 books and a Rare Book collection, staff offices and a lecture-social hall.

McDADE CENTER FOR LITERARY AND PERFORMING ARTS--Completed in September 1993, this facility includes a “black box” studio theatre and a 300-seat main theatre, classrooms, writing lab, and offices for the English Department.

WELLNESS CENTER--Acquired and renovated in 1993, this 6,000 square-foot structure, located at the northeast border of the campus, houses a precinct for the Scranton Police Department, Student Health Services, and the Drug and Alcohol Information Center.

All University buildings are networked to other facilities on campus, and each dormitory student room has access to a voice, video, and data outlet.

A FACULTY OF TEACHERS AND SCHOLARS
Over 250 faculty and administrators participate in the University's educational enterprise. They hold degrees from 135 different universities in 30 countries on five continents. Cambridge and the University of London in England; Louvain and the Gregorian on the Continent; the University of Calcutta in India, the Sophia University in Japan, Soochow University in China; Berkeley, Yale, MIT, Notre Dame and Georgetown in America--all are represented among the faculty.

By its nature and function, a university faculty constitutes the most cosmopolitan element in a community. Hindu and Muslim, Christian and Jew, ministers and rabbis--scholars and teachers all--are found on the University's faculty.

The Jesuit tradition is carried on at the University not only by the 25 Jesuits engaged in teaching or administration, but by the fact that almost half of the faculty hold at least one degree from a Jesuit college or university.
As indicated in the Statement of Mission, excellent teaching and scholarship are regarded as complementary at this institution. Evidence of the latter is seen in the fact that numerous faculty serve on editorial boards of national and international journals, and two have served as principal editors -- Prof. David Friedrichs, Legal Studies Forum; and Dr. John Norcross, Journal of Integrative and Eclectic Psychotherapy. Further, Fr. Richard Rousseau, S.J., is founding editor of Ridge Row Press, which in 1988 expanded to become the University of Scranton Press and which specializes in philosophical and theological publications.

The Directory at the conclusion of this Bulletin presents more detailed information about the faculty.

STUDENT DIVERSITY AND PARTICIPATION
As the faculty come from around the world, so do our students. Twenty-seven states and twenty foreign countries are represented in the University's student body of 5,000. In turn, through the Fulbright and Foreign Study programs, University of Scranton students matriculate at such foreign universities as Leuven, Madrid, Tubingen, Mainz, Oslo, Fribourg, Cologne, Berne, Strasbourg, the Sorbonne, and University College, Dublin. This interchange of students contributes to the diversity and intellectual life of the University.

Much of the work in this university community is accomplished through student input. Considerable scientific research at the University is done by undergraduate students in the laboratories and in the field. The University newspaper and yearbook are edited and managed by students. With faculty assistance, students publish articles and abstracts in national scholarly journals. Students work in the public relations and admissions offices, computer center, as resident assistants in the dormitories, as research assistants and interns for deans and the registrar. Similarly, they participate in the University's decision making. Seven students are elected by the student body to serve on the University Senate. Others serve with departmental chairpersons and faculty on the Conferences which recommend to the Deans changes in academic programs. Students also serve with other members of the University community on the various Search Committees which recommend candidates for the principal administrative posts from President to Dean.

INDICES OF ACHIEVEMENT
The recently published Volume Two of the National Science Foundation (NSF) Project Kaleidoscope lists the University of Scranton in the top 15% nationwide for both the absolute number and proportion of graduates receiving baccalaureates in mathematics and the natural sciences during 1987-89. The University is ranked 26th in this category for graduates as a whole and as 40th (tied with Stanford) for women graduates.

Working with dedicated faculty and staff to maximize their potential, students at the University of Scranton become achievers. Among over 26,000 alumni, the following might in particular be mentioned:

Patrick Cardinal O'Boyle ('16), Archbishop of Washington; Michael J. Eagen, Sr. ('27), Chief Justice of the Pennsylvania Supreme Court; Dr. Clarence Walton ('37), first lay president of the Catholic University of America; Dr. Lynn Lunney ('55), Chief of the Flight Director's Office for the National Aeronautics and Space Administration, lead flight director for historic moon flights of Apollo 11 through 15; Jason Miller ('61), winner of the 1973 Pulitzer Prize in Drama for That Championship Season and "Oscar" nominee for his role in The Exorcist; Paul Montrone ('62), president and managing director of the Henley Group, Inc., a Fortune 500 Company; Dr. Francis J. Castellino ('64), Dean of the College of Science, University of Notre Dame; Arthur W. Brown, Ph.D. ('37), former President of Mary Grove College and Adelphi University; Gerard R. Roche ('53), Chairman of the Board, Heidrick and Struggles, Inc.; and Robert F. Pugliese, Esq. ('54), Executive Vice President, Legal and Corporate Affairs, Westinghouse Electric Corporation.

BACCALAUREATE SOURCE OF Ph.D.s
Achievement is also recognized in a recent study of the Office of Institutional Research at Franklin and Marshall College which shows that over a 66-year period (1920-86), the University of Scranton ranked 90th out of 877 four-year, private, primarily undergraduate institutions as the baccalaureate source of Ph.D.s in all fields.

MEDICINE AND LAW
The similarly excellent record of Scranton alumni in gaining acceptance to professional schools—
including the nation’s most prestigious -- is documented in the Pre-Medical and Pre-Law sections
later in this catalog.

TRUMAN AND OTHER NATIONAL SCHOLARSHIPS
In recent years students from the University have won a number of highly competitive national
fellowships, including those offered by the Mellon Foundation, the Danforth Foundation, the
National Science Foundation, and the Harry S. Truman Memorial Foundation. Most remarkably,
two sisters, Maria Mascaro (1984) and Carla Mascaro (1987), both were awarded four-year
Truman scholarships. In 1988 Alice Batt, a double major in English and Philosophy, won a summer
study grant through the National Endowment for the Humanities

NATIONAL ALUMNI SOCIETY
The Alumni Society of the University of Scranton provides a way for graduates to continue their
participation in the life of the University after their student years. Its 18 regional alumni chapters
include over 26,000 members throughout the country. The Society, which is governed by elected
officers and a 28 member Board of Governors, fosters communication among alumni and
encourages continued dialogue between alumni and the University community. It hosts alumni
functions, including Reunions and Homecomings, and promotes the interests of the University by
identifying prospective students, assisting the placement of graduates, collecting and preserving
materials for University history, encouraging networking among its membership, providing
numerous services and benefits, performing community service projects, and honoring student,
faculty and alumni accomplishments

FULBRIGHT AND OTHER INTERNATIONAL FELLOWSHIPS
Achievement also is recognized in the number of prestigious international fellowships awarded to
graduates in recent years. In the last 23 years more than 80 Scranton students have been
awarded fellowships in the competitions administered by the Institute of International Education
(Fulbright) and International Rotary.

To date, four University students have been awarded Fulbright fellowships for the 1994-95
academic year, three of which are research fellowships. Margaret Mary Hricko, a biochemistry
major, will conduct research at the University of Oviedo in Spain. Brian Zarzecki, a double major in
history and political science, will spend the year in Windhoek, Namibia. Terrence Kossegi, who
double majored in history and political science, will spend the year as a Fulbright Fellow in
Islamabad, Pakistan. The fourth winner for 1994-1995 is Karis Lawlor, a triple major in German,
English, and Secondary Education, who will spend her year in Germany as a Fulbright Teaching
Assistant.

Seven members of the graduating class of 1993 also were awarded Fulbright fellowships. Timothy
Gallagher, a double major in history and philosophy, is spending the year at Victoria University in
Wellington, New Zealand. Jennifer Kelly, a double major in international studies and Spanish, is a
Fulbright fellow at the University of the Republic in Uruguay. Beth LiVolli, a nursing major, is
conducting research at the University of Padua in Italy. Jennifer Seva, a biology major, is
conducting her Fulbright research in Argentina. Colleen McNerney, an English major, is studying
Australian drama at the University of Sydney. Alan Landis, who majored in international studies
and Spanish, took up his Fulbright in Bogota, Colombia. Finally, Susan Kavalow, a secondary
education major, is a Fulbright Teaching Assistant in South Korea. A list of the University’s
international fellowship winners since 1980 follows on succeeding pages.

In recognition of Senator J. William Fulbright's contribution to international education through the
Fulbright Program, the University of Scranton on May 29, 1983 awarded him an honorary degree

Dr. Susan Trussler of the Economics/Finance department is the University’s Fulbright Program
advisor.

AWARDS FROM INSTITUTE OF INTERNATIONAL EDUCATION
FULBRIGHT PROGRAM AND INTERNATIONAL ROTARY, 1980-1994
1980 Veronica Cardiff Germany
      Stephen Carlin Chile
      Michael Corbley Switzerland
Maryann L. Heckman  Uruguay
Helen Hricko Haney  Germany

1981  Patrick Cumberland  Uruguay
Arlene Drack (ITT)  Norway
Deborah Krzywiec  Germany
Irene Mlodzinski  Switzerland
Mark Wisniewski  Switzerland
Brian Wynne  Germany

1982  Michael Kondracki  Peru
Bernadine Brennan-Moglia (ITT)  Finland
Kathleen Flanagan  Belgium
Joseph Piccirilli  Germany
Howard Sorensen  Uruguay
Elizabeth Veca  Switzerland
Leon Xavier Zawacki  Germany

1983  Erin Brennan  Germany
Patrick Davies (ITT)  Chile
Peter Regeski  France
Joseph Tuncavage  Switzerland
Christopher Wahren  Germany

1984  Robert Conforti  Switzerland
Kathleen Flanagan  France
Colette Mazzucelli  Switzerland

1985  John Beltrami  Switzerland
Michele Gieger  Germany
Marguerite Pedley  New Zealand
Louise Vogel  Germany

1986  Margaret Husosky  New Zealand
James Lavelle  Thailand
Christopher Montone  Honduras
Robert Rabecs  Philippines
Janet Schubert  Belgium
DeLoris Spegar  Singapore
Roy Whitman  Switzerland
Ann Marie Laskiewicz Ross  South Africa

1987  Susan Conway  Germany
Kathleen Gallagher  Nepal
Margaret Keen  France
Kevin Wright  Finland

1988  Michel Aboutanos  Switzerland
Jeffrey Gabello  Germany
Christine O’Brien  Kenya
Mary Yuen  Singapore

1989  Kim Marie Newak  Germany

1990  Caroline Parente  Uruguay

1991  Daniel Jurgelewicz  Finland
Thomas Spoto  Singapore

1992  Maureen Cronin  South Korea
Alissa Giancarlo  Germany
Thomas Kish (1993) 
Hungary

Jennifer Murphy

Neal Rightley (1992)

Salvatore Tirrito

Denise Udvarhely

1993

Timothy Gallagher (1993)

Susan Kavalow

Jennifer Kelly

Alan Landis

Beth LiVolsi

Colleen McInerney

Jennifer Seva

1994

Margaret Mary Hricko (1994)

Spain

Terrence Kossegi

Karis Lawlor

Brian Zarzecki

RECENT INTERNATIONAL FELLOWSHIP WINNERS

Beth LiVolsi (1993)

Italy

Alan Landis (1993)

Colombia

Colleen McInerney (1993)

Australia

Susan Kavalow (1993)

South Korea

Jennifer Kelly (1993)

Uruguay

Neal Rightley (1992)

Germany

Salvatore Tirrito (1992)

Finland

Jennifer Seva (1993)

Argentina

Timothy Gallagher (1993)

New Zealand
ACADEMIC PROGRAM

The University’s academic program for undergraduates is offered through three day schools, the College of Arts and Sciences, the School of Management, and the College of Health, Education, and Human Resources; and through its division for non-traditional students, Dexter Hanley College. The schools share a common General Education program and offer baccalaureate degrees in 48 fields.

DEGREE PROGRAMS

The University offers the following degree programs for the undergraduate student:

**BACHELOR OF ARTS**
- Classical Languages
- Communication
- English
- French
- German
- History
- Interdisciplinary Studies
- International Language Business
- Philosophy
- Spanish
- Theology and Religious Studies

**BACHELOR OF SCIENCE**
- Accounting
- Biochemistry
- Biology
- Biophysics
- Chemistry
- Chemistry-Business
- Chemistry-Computers
- Computer Information Systems
- Computer Science
- Criminal Justice
- Economics
- Elementary Education
- Environmental Science
- Finance
- Electronics Engineering
- Electronics-Business
- Gerontology
- Health Administration
- Human Services
- International Business
- International Studies
- Liberal Studies*
- Management
- Marketing
- Mathematics
- Medical Technology
- Neuroscience
- Nursing
- Occupational Therapy
- Physical Therapy
- Physics
- Political Science
- Production and Operations Management
- Psychology
- Public Administration and Public Affairs
- Secondary Education
- Sociology

**ASSOCIATE IN ARTS**

**ASSOCIATE IN SCIENCE**
- Business
- Computer Information Systems
- Criminal Justice
- Electronics Engineering
- Gerontology
- Health Administration
- Human Services
- Political Science
- Public Administration
- Sociology
Students entering the Physical Therapy program will earn a B.S. in Health Services after completing the first four years of a five-year program and a Master of Physical Therapy degree (M.P.T.) after completion of the fifth year.

THE SCRANTON PLAN
The product of a two-year study by a faculty-student-administration committee, the Scranton Plan seeks traditional Jesuit university educational objectives in the era of the knowledge explosion. In departing from a core curriculum of specifically required subjects, it acknowledges that there are today many more requirements for a liberally educated person than was formerly the case: disciplines, especially in the natural and social sciences, not known a century ago; foreign cultures thought insignificant only fifty years ago.

The University’s General Education Curriculum, in seeking to equip undergraduates with the ability to communicate their knowledge effectively, takes note that there are today many more ways to communicate than in the past. Computer and other quantitative languages, applied fine arts as aesthetic languages, writing and oral communication laboratories may develop the ability to communicate with others and carry on the University’s traditional emphasis on rhetoric as cogently as the study of Latin and Greek in the past, or even of modern foreign languages in today’s world of intensified international relations. Different students will have different communication interests and it is a virtue of the Scranton curriculum that its flexibility can accommodate and utilize that interest.

Finally, the Scranton Plan takes note that students have criticized the absence of a study of values on American university campuses, the failure of the universities to deal with philosophies of life which provide the means to evaluate the norms of national and personal actions. The Scranton curriculum provides a significant place for the study of philosophy, the theological tradition of the student, and comparative religions. This too continues a traditional emphasis in the University’s educational pattern but allows the student flexibility in choosing to meet third and fourth-year general education requirements through either theology or philosophy, in opening up more opportunities for the study of human values through related courses in psychology, sociology, environmental sciences, etc., and in making it more feasible to carry a double major in theology or philosophy along with the student’s primary major.

CURRICULAR OUTLINE
Major Field of Concentration 36 credits
Cognates Related to Major 24 credits
General Education 67 credits
Residency Requirements 63 credit minimum, including the last 30 credits

Major: 36 credits in the major field of concentration is the normal amount. Some departments require less, the minimum being 30 hours with the unallocated credits going into the other curricular areas. Several departments, especially in the physical science area, require more than 36 hours, the additional credits coming from the cognate area and/or as overloads beyond the normal 127 credits needed for graduation. The specific departmental curricular models on subsequent pages of the Bulletin should be consulted. Students desiring to shape an interdisciplinary major should consult their Academic Dean on their program.

Cognate: These are courses external to the major field of concentration, but which round out the student’s competence in his major through the study of related disciplines and subject matter, or through the acquisition of skills useful to his or her specific vocational goals. Normally the cognate area will consist of 24 credit hours, some of which may be specified by the department and others chosen by the student according to his or her particular interests or objectives.

General Education: Shunning a merely technical or pre-professional educational, the majority (67) of the student’s 127 credits toward the degree are devoted to a broad liberal education according to the following typical pattern.

A. Physical Education -- Four credits via .5 or 1.0 credit courses 4 credits
B. Distribution of remaining credits into broad areas of knowledge as indicated in the table

In some instances, departmental recommendations are made with respect to the general education courses; departmental curricular models should be consulted. In fulfilling the distribution requirement, students ought ordinarily to complete at least five two-course sequences to provide depth as well as breadth in their general education.

C. Communication Skills --Unlike many college curricula, the Scranton curriculum does not require specific courses in English grammar. Rather, because of its recognition that writing and speaking effectively are skills necessary for success in college and in one’s later professional life, the University of Scranton requires that students demonstrate basic competencies in written and oral communication before their junior year. Each of these competencies may be demonstrated by the students in one of the following ways:

1. An examination supervised by Communication department faculty (for COMM. 100) and by English department faculty (for ENGL. 107). These examinations may be taken only by Freshmen and Sophomores who have not taken the course in the same skills area.

2. Successful completion (a grade of C or higher) of courses set up to facilitate mastery of these skills: Communication 100 for oral communication; English 107 (or appropriate advanced standing course) for writing skills.

D. Non-Classroom Activities --With the approval of the Academic Dean and the department, the student is encouraged to petition beforehand that certain non-classroom activities such as internships, participation in artistic productions, sustained activity in political, social, or religious organizations, etc. be supervised, evaluated, and accepted for academic credit—normally in the Free Area of the General Education distribution.

SERVICE LEARNING - CHEHR

The College of Health, Education, and Human Resources, in keeping with the Mission Statement of this University, is committed to teaching students how to incorporate theory into practice. The College believes that the best way to encourage students to participate in the communities around them in a productive way, is to introduce them to the academic, social, and civic needs of diverse groups of people through volunteer work in the community. The focus on Service-Learning will engender in students an appreciation not only of local issues but also of national and global issues with which they will need to be conversant during their professional lives.

DOUBLE MAJOR PROGRAM

Students at the end of the first semester of freshman year or thereafter may elect to pursue a second field of concentration in addition to their first major. The permission of the appropriate Dean and the agreement of the two pertinent departmental chairpersons should be obtained in writing at this time and placed in the student's file. A second major will consist of all major and required cognate courses. Except for double majors involving Education and a content area, a second major will not be awarded for less than 18 credits in the second field which are not counted as part of the first major. The 67 credits in the General Education area need not, of course, be repeated. Students who wish to double major in any two of the majors in the History/Political Science department may not double count any of the credits required in the first major. Sixty-five students in the class of '91, sixty-eight students in the class of '92, and seventy-two students in the class of '93 graduated with double majors.

SECOND DEGREES

Persons with good scholastic records and a baccalaureate degree from a regionally accredited institution, who wish to earn a second baccalaureate degree, must apply to Dexter Hanley College. Requirements for a second degree are outlined on page 183.

MINORS

Minors, which require a minimum of 15 hours, are currently available in the following fields: Art History, Biology, Business, Chemistry, Biochemistry, Coaching, Communication, Computer Information Systems, Computer Science, Criminal Justice, English, Foreign Language,

Courses counted toward a major may not be counted toward a minor. However, courses counted toward a cognate or general education courses may be used to fulfill minor requirements.

SUMMER SCHOOL
The University of Scranton annually offers a Summer School of two sessions to allow students to accelerate their degree programs or to make up courses that may not have been completed during the regular semesters.

TRANSFERRING CREDITS FROM OTHER INSTITUTIONS
A matriculating student at the University of Scranton can transfer in no more than ten (10) percent of the total credits in the student’s program. A student transferring in from another institution will be limited to no more than ten (10) percent of the total credits remaining in the student’s program. All students must meet the residency requirements which states that 63 credits including the last 30 credits must be taken at the University of Scranton. University of Scranton students who have completed their sophomore year (60 credits) are permitted to take courses only at other four-year regionally accredited institutions. Those who have not completed their sophomore year may be approved for courses at two-year or four-year regionally accredited institutions. Grades below C received elsewhere are not transferrable to the University; no grades from other institutions are computed into the student’s grade point average. Permission to take courses at another institution is granted by the dean of the student’s college. Students must obtain written permission before registering at another institution. Exceptions to this policy can be made by the student's dean.

DISTRIBUTION TABLE

<table>
<thead>
<tr>
<th>Major Fields</th>
<th>Nat. Sci. ‡</th>
<th>HS</th>
<th>English</th>
<th>Philosophy</th>
<th>Commu-</th>
<th>Accounting</th>
<th>Elem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Areas</td>
<td>Math, Psych</td>
<td>HADM</td>
<td>History</td>
<td>Modern</td>
<td>Nation-</td>
<td>Interna-</td>
<td></td>
</tr>
<tr>
<td>Nursing ‡</td>
<td>Comp. Sci.</td>
<td>Sociology †</td>
<td>Theology</td>
<td>Interna-</td>
<td></td>
<td>tion</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy ‡</td>
<td>Nursing ‡</td>
<td>Pol. Science</td>
<td>Language</td>
<td>Business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapy ‡</td>
<td>Physical</td>
<td>Criminal</td>
<td>Sec. Educ</td>
<td>Management</td>
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<td></td>
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<tr>
<td>Therapy ‡</td>
<td>Therapies‡</td>
<td>Justice</td>
<td>Eng.</td>
<td>Marketing</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>


II Social and Behavioral Sciences (Sociology, HS, Economics, Pol. Sci., Geog., Psychology*, M.S. 301, 302, 401, 402, Education.) -- 12 12 6 6 12

III Communication (Speech, Writing, Elementary and Intermediate Languages**, 9 Studio Art**, CMPS 104, 108, 134, 144) 9 9 9 9 -- 9 9
### IV Humanities (History, English and Foreign Literature, Advanced Language**, Art History, Music)

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>English</td>
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<td>18</td>
</tr>
<tr>
<td>Foreign</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Literature</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Advanced</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Language**</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Art History</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Music</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

### V Philosophy and Theology***

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Theo./Religious Studies</td>
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<td>6</td>
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</table>

### Free Area****

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Social/Behavior Electives</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Communications Electives</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Phil. 120 or T/RS 121</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

### CREDITS

‡ Specific reductions in General Education hours are allowed in certain natural science and health professional fields.

Sociology allows 12 credits in Free Area, and requires 21 credits in Area IV, Humanities

* Psychology 210, 230, 231, and 235 are Area 1; all others are Area II

** If a student has completed AREA III, as many as two elementary language courses and two intermediate language courses (all in the same language) may be used in AREA IV. The same provision applies for studio art courses. (Students should note (see p. 95) that Elementary language courses in any language are not available to students who have taken 2 or more years of high school work in that language

*** Area V requires 6 credits in Theology (T/RS 121-122), 6 credits in Philosophy (Phil. 120 and Phil. 210), and 6 more in either field. Business majors also require Phil. 211

**** The number of Free Area credits for the Secondary Education majors varies from one concentration to another. Consult pages 169 through 178 for requirements

### FRESHMAN OPTION: GENERAL AREA STUDIES

Students not yet ready to declare a major have the option of selecting one of four General Areas of study (Humanities, Natural Science, Social Science, Business), with the particular major to be determined in consultation with the appropriate Dean’s office by the end of freshman year. Curriculum outlines for the General Areas are indicated below. Students in the General Areas of Study will participate in a Freshman Year advising seminar

#### General Area: Humanities*

<table>
<thead>
<tr>
<th>Major/</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two sequences from Hist. 110-111,</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Hist. 120-121, Engl. 140-164,</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Comm. 110-120, Lang. 211-212</td>
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<td>6</td>
</tr>
<tr>
<td>or 311-312</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Nat. Sci./Quant.</td>
<td>0-4</td>
<td>0-4</td>
</tr>
<tr>
<td>Social/Behavior</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Communications</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Phil. 120 or T/RS 121</td>
<td>0-3</td>
<td>0-3</td>
</tr>
<tr>
<td>Advising Seminar/Phys. Ed.</td>
<td>1</td>
<td>1</td>
</tr>
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</table>

#### General Area: Natural Science*

<table>
<thead>
<tr>
<th>Major/</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or three sequences from</td>
<td>81/2-13</td>
<td>81/2-13</td>
</tr>
<tr>
<td>Biol. 141-142, Chem. 112-113, Phys. 140-141, Math 103-114, (or 114-21), Math 142-114, CMPS 134-144*</td>
<td>81/2-13</td>
<td>81/2-13</td>
</tr>
<tr>
<td>Communications</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Humanities**</td>
<td>0-3</td>
<td>0-3</td>
</tr>
</tbody>
</table>
### General Area: Social Science*

<table>
<thead>
<tr>
<th>MAJOR/ COGNATE</th>
<th>General Area: Social Science*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil. 120 or T/RS 121</td>
<td>Two sequences from Psych 110-Elective,</td>
</tr>
<tr>
<td>Advising Seminar/Phys. Ed.</td>
<td>Two sequences from Psych 110-Elective,</td>
</tr>
<tr>
<td>Advising Seminar/Phys. Ed.</td>
<td>Two sequences from Psych 110-Elective,</td>
</tr>
<tr>
<td>Phys. Ed.</td>
<td>Two sequences from Psych 110-Elective,</td>
</tr>
<tr>
<td>Total</td>
<td>151/2/17 151/2/17</td>
</tr>
</tbody>
</table>

* Students in General Areas of Humanities, Natural Science, and Social Science will select courses in consultation with Dr. Mary Engel, Associate Dean of CAS, and the faculty advisors in the Academic Advising Center.

** Natural Science students who select only two MAJOR COGNATE sequences will take two Humanities courses in place of a third sequence. Students who select Phys. 140-141 must also take Math 114-221. Students who select CMPS 134-44 must also take Math 142-114

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### General Area: Business

<table>
<thead>
<tr>
<th>MAJOR/ COGNATE</th>
<th>General Area: Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ. 153-154</td>
<td>Econ. 153-154</td>
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<tr>
<td>Math</td>
<td>Math Option 3/4 3/4</td>
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<tr>
<td>Communications</td>
<td>Electives 3 3</td>
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<tr>
<td>Humanities</td>
<td>Electives 3 3</td>
</tr>
<tr>
<td>Phil. 120 or T/RS 121</td>
<td>Intro. to Phil-Theo. 3 3</td>
</tr>
<tr>
<td>Advising Seminar/Phys. Ed.</td>
<td>Advising Seminar/Phys. Ed. 1 1</td>
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<tr>
<td>Phys. Ed.</td>
<td>Phys. Ed. 1 1</td>
</tr>
<tr>
<td>Total</td>
<td>16/17 16/17</td>
</tr>
</tbody>
</table>

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* Students in General Areas of Humanities, Natural Science, and Social Science will select courses in consultation with Dr. Mary Engel, Associate Dean of CAS, and the faculty advisors in the Academic Advising Center.

** Natural Science students who select only two MAJOR COGNATE sequences will take two Humanities courses in place of a third sequence. Students who select Phys. 140-141 must also take Math 114-221. Students who select CMPS 134-44 must also take Math 142-114

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### Recommended Curriculum for Biology Majors

--The pre-medical advisor is Dr. Joseph Evans, Professor of Biology. He recommends the following structured curriculum for pre-professional students majoring in biology. Completion of this sequence of courses will satisfy all requirements for the biology major.

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### ACADEMIC REGULATIONS

#### DEGREE REQUIREMENTS

Students beginning the first term of their degree/certificate program (matriculating) at the University of Scranton in the 1994-95 academic year are thereafter governed by the curricular policies stated in this catalog. Requirements governing a student's major are those in effect at the time a major is formally declared and approved. If changes are made in subsequent editions of the catalog to either general requirements or major requirements, students may be permitted the option of following their original program or subsequent catalog version, but the University always reserves the right to determine which requirements apply.

If a student interrupts his/her education without a leave of absence, the catalog requirements in effect at the time of readmission will apply. Students on an approved leave of absence retain the same requirements they had when they matriculated, if their leaves do not extend beyond a year. In order to earn a bachelor's degree from the University of Scranton the student must complete all the courses prescribed in the curriculum table of the major. No student will be eligible for graduation who has not removed all failures in required courses or who has not earned the necessary minimum 2.00 (C average) Grade Point Average.
Students must maintain a 2.00 GPA in the major and required cognate courses; students who do not meet this standard may be placed by their dean in a “Goal Attainment” semester (for students determined to raise the GPA and remain in the major), and “Exploratory” semester (for students wanting to explore possible new majors), or allowed to change to a new major (if the department of the new major approves the requested change). Students must either meet the standard in the original major or change to a new major within two semesters (in the case of Dexter Hanley College, within 30 credits). Students who remain in the “Goal Attainment” and/or “Exploratory” semester program for more than two semesters will be subject to dismissal by their dean.

The University of Scranton provides the opportunity for students who have completed degree requirements to graduate at one of four points throughout the academic year: Summer graduation (graduation date: August 31), Fall graduation (graduation date: December 31), Intersession graduation (graduation date: January 31), and Spring graduation (graduation date is the actual date of the Commencement exercises, published in the academic calendar at the beginning of each academic year). Commencement exercises are held once in the academic year, following the completion of spring semester. Normally students who are certified for graduation for Summer, Fall, Intersession, or Spring graduation may participate in the Commencement exercises.

Certification of graduation, receipt of a degree, and permission to participate in the Commencement exercises is not automatic. Seniors expecting to complete degree requirements in time for Spring graduation must make formal application through the Registrar’s Office or Dexter Hanley College by February 15. Students who are expecting to complete degree requirements for Summer, Fall or Intersession graduation must make formal application a minimum of four weeks prior to the end of the appropriate term.

**GRADING SYSTEM**

Grade reports are mailed to all students at the end of each semester and these become part of the official record of the student. Freshmen receive mid-semester grades to inform them of their progress. Upperclass students receive notice at the quarter if they are “deficient” and in danger of failing the course at that time.

- **A, A-** Excellent (outstanding and/or original work)
- **B+, B, B-** Good
- **C+, C** Satisfactory
- **C-, D+, D** Passing but well below average
- **F** Failure (below minimum acceptable standards)
- **W** Withdrew officially; deadline is one month before the last day of classes for the semester.
- **I** Incomplete must be removed by mid-term of following semester
- **IP** In Progress must be removed by the last day of the following semester. (Normally for honors thesis classes only.)
- **S, P** Satisfactory, Pass-not figured in Grade Point Average
- **U** Unsatisfactory-equivalent to failure
- **Audit** Course not taken for credit

**AUDIT:** Entry of the audit grade, (AU), on a transcript assumes satisfactory attendance at class meetings. The student should consult with the instructor as to what constitutes satisfactory attendance. A change to audit can be made only by passing students and before the end of the first half of a semester.
INCOMPLETE: If a course has not been completed because of illness or some other serious reason, an Incomplete may be given. To remove this grade the student must satisfy all course requirements by the mid-term of the following semester. Any course not completed by this time will result in a grade of F.

REPEAT OF COURSE: Special permission is not needed to repeat courses. The recording of grades for repeated courses shall be governed by the following conditions: 1) Credit for a course will be granted only once; 2) Credit for the course will be lost if the course is repeated and failed; 3) The most recent credit and grade will count toward the GPA with this exception a "W" grade cannot replace another grade; 4) Each attempt to complete a course will be reported on the student’s transcript.

CHANGE OF GRADE: A student who believes the grade received for a course is unreasonable should first appeal the matter to the professor, whose decision is normally final. The student has the right, however, to appeal to the faculty member's chairperson, who will make a recommendation in writing to his or her Dean. The student may request the Dean to review the matter. The decision of the Dean is final. Ordinarily, no grade change will be considered unless it has been raised to the level of the Dean's office within one month from the time the original grade was mailed to the student.

COURSE NUMBERING SYSTEM
Courses appearing in this bulletin are numbered according to the system described below. The first digit of any course number indicates the level of the course; the second and third digits specify categories of courses. Levels at which courses are offered include the following:

- 100-199 introductory courses
- 200-299 lower division courses
- 300-399 upper division courses
- 400-499 advanced undergraduate courses
- 500 and above are graduate courses

In cases where no specific prerequisite is listed, courses at the 300 or 400 level assume Junior or Senior standing and appropriate background in the discipline of the course.

Categories in which courses are offered are indicated according to the following system:
- 00-09 General education courses not available for major credit
- 10-39 Courses which may apply either to major or general education requirements
- 40-79 Courses available for major (also minor and required cognate) credit
- 80-81 Practicum, Internship or Co-op courses
- 82-83 Independent study courses
- 84 Special topics
- 85-89 Honors Courses
- 90-91 Seminars
- 92-94 Service Learning
- 95-96 Travel courses
- 98-99 Thesis

Labs are indicated by an L following the number of the corresponding lecture courses. Courses in the Special Jesuit Liberal Arts Program are indicated by a J following the course number; those in the Honors Program are indicated by an H following the course number. Specific pre-requisites are listed, where applicable, preceding individual course descriptions in this bulletin.

GRADE POINT AVERAGE
A standard used in judging a student's performance is the Grade Point Average, determined as follows:
Each semester hour of credit with a grade of A is valued at 4 quality points; A- at 3.67 quality points; B+ at 3.33; B at 3.0; B- at 2.67; C+ at 2.33; C at 2.0; C- at 1.67; D+ at 1.33; D at 1.0. An F
yields no quality points. Thus, for example, a three-credit course with a grade A yields 12 quality points; a B yields 9; a C yields 6.

The Grade Point Average, commonly abbreviated GPA, is computed by dividing the total number of Quality Points earned by the total of grade point average credit hours. For example, 15 credit hours, all at C grade, would earn 30 Quality Points or a 2.0 GPA (30/15).

The total number of grade point average credit hours includes those courses with final grade F as well as A, B, etc.; CR, I, P, S, W, TC and U credit do not count toward the GPA. This Grade Point Average applies only to courses taken at the University of Scranton and is not affected by credit transferred from other colleges.

A Grade Point Average listing is made at the end of each semester. On the basis of his or her cumulative Grade Point Average, a student's rank in class and eligibility for honors at graduation are determined.

**GRADUATION HONORS**

To be eligible for graduation and for honors at commencement, a student must have completed a minimum of 63 credit hours of work at the University of Scranton.

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<thead>
<tr>
<th>Honor name</th>
<th>Minimum GPA required</th>
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<td>Summa cum laude</td>
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<tr>
<td>Magna cum laude</td>
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<tr>
<td>Cumm laude</td>
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</table>

**DEANS’ LIST**

To be eligible for the Deans’ List, College of Arts and Sciences, School of Management, and College of Health Education, and Human Resources students must earn 12 or more credit hours which count toward the semester GPA (credit hours of “P” and “S” grades are not counted toward this requirement). Dexter Hanley College students need to complete 6 or more credit hours which count toward the semester GPA to be eligible for the Deans’ List. Of the eligible students, those who earn a 3.50 or higher semester GPA and no grade of D, D+, F, I, NG, or U are named to the Deans’ List for that semester. Students placed on the Deans’ List will have this distinction indicated on their transcript. A student's GPA will be recalculated when the last temporary grade (I, IP, NG) is replaced by a final grade. If this new GPA meets the above standard, the student will be placed on the Deans’ List.

**PROBATION AND DISMISSAL**

One semester of probation is granted to students whose GPA falls below 2.0, or who otherwise are in danger of dismissal. A second semester of probation is not automatic; a student who does not remove himself or herself from probation after one semester is subject to dismissal, unless excepted by the appropriate dean. Students who receive an F while on probation are also subject to dismissal, as is any student who incurs two F's in one semester, or who has accumulated three F's which have not been successfully retaken. Probationary status may be removed through adequate achievement in summer school or January intersession at the University of Scranton.

Students on Academic Probation are allowed to take no more than 14 credits (in Dexter Hanley College, no more than 12 credits) during the fall or spring semesters without explicit written approval of the appropriate Dean. Students on academic probation are ineligible for participation in extra-curricular activities without the express written approval of the moderator, the student's academic advisor, and the student's dean.

A student placed on academic probation for a second semester may not participate in any extra-curricular activity until such time as he/she is formally removed from academic probation.

It is University policy in the case of a student dismissed from another institution or a college of the University itself that this student will not be allowed to register for courses in any of the colleges of the University in the semester following dismissal.

If a student who has been dismissed from the University wishes to apply for readmission to the University, he/she may do so no sooner than one full semester after the semester in which the dismissal took place. Readmission is not automatic; the student will need to demonstrate that the
conditions which led to his/her dismissal will not present a continuing problem. If a student is dismissed a second time from the University, he/she may not apply for readmission.

**ABSENCE FROM CLASS**
Freshmen are limited by University regulations to twice as many absences as class meetings are held per week in a particular course. Thus six cuts are allowed by freshmen in courses that meet three times a week, four cuts in courses that meet twice a week. Upperclassmen have unlimited absences unless the particular professor or the department promulgates in writing some other policy. However, the professor may not promulgate a policy that is stricter than the freshman policy on class absences.* In any event, students miss class at their own risk. Any student who exceeds the cut policy is subject to a failing grade in that course. These regulations cover all absences for whatever reasons.

*Exceptions to this restriction require the approval of the department chairpersons. In summer and intersession courses no student is allowed more than two cuts.

**PASS-FAIL OPTION**
Students whose GPA is 2.67 or better may elect to take some courses on a pass-fail basis. Students choosing the pass-fail grading option for a course must file the appropriate form in the Registrar’s Office by the end of the second week of the semester (or by the second day of an intersession or Summer session course). Specifically required courses, whether in general education or a major, MAY NOT be taken on a pass-fail basis; introductory courses available only for general education credit (i.e., those numbered 101-109) MAY NOT be taken on a pass-fail basis; courses in a student’s major, minor, or cognate MAY NOT be taken on a pass-fail basis. Students may not take more than one academic course at a time on a pass-fail basis; no more than one course per year, on average (other than internships, practice, or physical education courses), during their degree programs.

**READER COURSES (INDIVIDUAL STUDY)**
The primary purpose of a reader course is to enable a University of Scranton student to pursue a course of study not otherwise offered during the term the reader is taken. Readers may NOT ordinarily be used to fulfill general education requirements. Students may take no more than one reader per term, nor more than one reader per year, on average, during the course of their degree programs. Readers are to be taken for the same number of credits as are granted similar courses in the discipline in which the reader is offered. Readers may not ordinarily be used to repeat failed courses. Exceptions to these policies must be approved by the dean of the student’s college and by the dean of the school offering the course.

**DROPPING AND ADDING CLASSES**
Registered students may request their dean's permission to add classes until the last day for a 100% tuition refund. The last day to add classes and for a 100% tuition refund is usually the tenth calendar day from the first day of classes for a semester and the second calendar day from the first day of classes for intersession or summer session. (See the University Calendar, inside front cover of this catalog.)

Students who wish to drop one or more classes, but who plan to continue attendance in at least one other class during the term, need to secure their dean's permission to drop classes. Classes may be dropped until the last day for a tuition refund of any amount. (See Schedule of Refunds, p. 233.) The last day to drop courses is usually the thirty-first calendar day of a semester and the fourth calendar day of intersession and summer session. (See University calendar, inside front cover of this catalog.) A drop is treated as if the student never registered for the course.

**WITHDRAWAL FROM A COURSE**
A student wishing to withdraw from a course should first discuss the matter with the instructor. Withdrawal always entails financial loss. After the partial tuition refund period ends, dropped courses will be recorded on a student's academic record with a "W." Students who wish to withdraw from one or more courses, but who plan to continue to attend at least one course for the term, need to secure the teacher's signature(s) of any dropped course and the student's dean's approval.
Those students who wish to drop their last course(s) must complete the Withdrawal/Leave of Absence Form. The completed form must be taken to the Office of the Registrar or to Dexter Hanley College (D.H.C. students). Failure to withdraw from a course(s) may result in a failing grade(s).

The deadline for course withdrawal is indicated on the University academic calendar. This deadline is approximately 30 days before the last class day for the semester and a proportionate period of time for a short session.

WITHDRAWAL FROM THE UNIVERSITY
Students wishing to drop or withdraw from their last course(s), thereby discontinuing their enrollment, must secure their dean’s permission to withdraw from the University. Students should also discuss any questions with their advisor(s). The form for withdrawal may be obtained in the Registrar’s Office or the Dexter Hanley College office. University withdrawal is not official until all signatures required on the Withdrawal/Leave of Absence Form have been obtained and the form is delivered to the Registrar’s Office or Dexter Hanley College (D.H.C. students).

Any tuition refund will be determined by the official date of University withdrawal. No grades will be recorded on the student’s academic record, if the official University withdrawal date is on or before the last day for 25% tuition refund. “W’s” will be recorded for course work if the official University withdrawal date coincides with the course withdrawal period. Final grades will be recorded for course work, if the official withdrawal date is after the course withdrawal period for the term.

A student who fails to enroll for a semester and has not arranged for a leave of absence, must apply for readmission to the University and if accepted, will need to satisfy the catalog requirements in effect at the time of readmission.

LEAVE OF ABSENCE
Students may request their dean’s approval for a leave of absence by completing the Withdrawal/Leave of Absence Form. Graduation requirements in effect for the students at the time the leave begins will remain in effect for those students when enrollment is resumed at the end of the leave on the following conditions:

* students on a leave of absence may not take coursework at another institution without first securing written approval from their dean;

* the leave is limited to one semester, but may be renewed for one additional semester by the student’s dean (documentation may be requested by student’s dean);

* ordinarily the students must be in good academic and disciplinary standing at the University when the leave begins;

* students on leave must place their address and phone number on file in the Registrar’s Office and promptly report any address/phone number changes to that office or Dexter Hanley College (D.H.C. students);

* it is understood that this policy does not bind the University to offer the students’ curricula or major programs which may have been discontinued or substantially altered during their leave of absence.

GENERAL REGULATIONS
Ordinarily, all entering students - both freshmen and transfer students - are held to the requirements in the catalog of the year in which they enter.

The University reserves the right to change any of the rules and regulations in this catalog. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who are already matriculated in the University. However, curricular changes shall not become effective until published in the catalog unless specifically approved for an earlier implementation date by the appropriate body. If a change is approved for implementation prior to its publication in a catalog, the appropriate school, department, or program shall inform students affected by the change. Application of policies,
rules, and requirements, including changes thereto, may be appealed to the dean of the student's college.

The University reserves the right to take appropriate disciplinary action in the case of any student who conducts himself or herself contrary to the standards of the University. These standards (particularly in the area of Academic Integrity), are given clear expression in the faculty and student handbooks of the University. The University also reserves the right to modify admissions requirements, the right to change tuition and fees charges, and the right to change the semester schedule of courses.

HONOR SOCIETIES
Those National Honor Societies which are represented in the University of Scranton are listed below in order of the foundation of the local chapters. An asterisk (*) after the name indicates that this National Honor Society is a member of the Association of College Honor Societies.

ALPHA SIGMA NU*
The National Jesuit Honor Society founded in 1915 with chapters in 28 Jesuit universities throughout the United States. The Scranton chapter was founded in 1943, the oldest Honor Society in the University. It is the only Honor Society open to students and faculty in all disciplines and all colleges of the University. Its admission standards are the most rigorous. The Greek letters signify *adelphotes skolastikon nikephoron*—brotherhood of honor students. Juniors and Seniors who have distinguished themselves in scholarship, loyalty and service are eligible for membership. Appointment is made by the President of the University on the recommendation of the moderator and nomination by chapter members of the Society. From 1982-1985, Dr. William Parente, Professor of History and Political Science, served as national president of the 20,000 member organization.

The Society annually presents the Alpha Sigma Nu University award for teaching. The recipients of the Award:

1969 Prof. Lawrence Mann †
1970 Prof. Frank Brown †
1971 Prof. Thomas Garrett
1972 Prof. Michael DeMichele
1973 Prof. Bernard Williams
1974 Rev. Bernard Suppe, S.J.
1975 Rev. Edward Gannon, S.J. †
1976 Prof. Robert A. Sallavanti
1977 Prof. John P. McLean
1978 Prof. Charles J. Thoman
1979 Prof. Urban von Wahlde
1980 Prof. J. Brian Benestad
1982 Prof. Harold Baillie
1983 Prof. E. Springs Steele
1984 Prof. John Earl
1985 Prof. Michael C. Cann
1986 Prof. Joseph T. Evans
1987 Prof. Richard Klonoski
1989 Prof. Stephen Whittaker
1990 Prof. Brian W. Carpenter
1991 Prof. Susan Mathews
1992 Dr. Willis M. Conover
1993 Dr. Robert L. McKeage

PHI ALPHA THETA*
International Honor Society in History. Basic requirements: 12 credits in History; Grade Point Average -- General 3.0, 3.1 in History. The mu rho chapter was established at the University in 1967.

DELTA MU DELTA*
National Honor Society in Business founded in 1913. Basic requirements: a Grade Point Average of 3.35 with a major in Business or Accounting. The local omega chapter was established in 1968-69.

SIGMA PI SIGMA*
National Honor Society in Physics for undergraduate and graduate students founded in 1921. Its chapters are restricted to colleges and universities of recognized standing which offer a strong physics major. The local chapter was founded in February 1969.

OMICRON DELTA EPSILON*
National Honor Society in Economics. Basic requirements: 12 credit hours in Economics with a General GPA of 3.2 and a 3.0 average in Economics. The local xi chapter of Pennsylvania was founded in May 1969.

PSI CHI*
National Honor Society in Psychology, founded in 1931. This organization has established chapters in 759 colleges and universities in all 50 states. The local chapter was installed in May 1969. Minimum qualifications include a major or minor in psychology, rank in the top 35th percentile in general scholarship, and superior scholarship in psychology.

PHI DELTA KAPPA
International professional fraternity for men and women in education. Membership is limited to graduate students and teachers. Local chapter founded in 1970.

PI GAMMA MU*
International Honor Society in Social Science. Founded in 1924 to improve scholarship in the social sciences and to encourage inter-disciplinary study. Basic requirements: at least 60 hours of academic work, an overall GPA of at least 3.25, with at least 21 hours in the disciplines of economics, psychology, sociology, political science, and/or history with a GPA of at least 3.33.

ALPHA SIGMA LAMBDA
National Honor Society to encourage scholarship and leadership among adult students in continuing higher education. The alpha upsilon chapter was installed here in 1972.

ETA SIGMA PHI
National Honor Society for students of Classical Languages. The Scranton epsilon gamma chapter was founded in November 1972.

PI MU EPSILON
National Honor Society for Mathematics Majors in Junior or Senior year with a general Grade Point Average of 3.0 and a 3.0 average in Mathematics. The local Pennsylvania mu chapter was installed in February 1973.

ALPHA MU GAMMA
National Honor Society for students of Foreign Languages. Founded in 1931. The Greek letters signify *amphi mouse glosson* for the muse of languages. The Scranton chapter of theta iota was installed in May 1973.

DELTA SIGMA RHO-TAU KAPPA ALPHA*
National Honor Society in Forensics. Founded in 1963 through merger of societies founded in 1906 and 1908 respectively. The local chapter began in 1975.

DELTA TAU KAPPA
International Social Science Honor Society founded in 1961 is dedicated to high scholastic achievement. The Pennsylvania beta chapter was installed at the University of Scranton in October 1975. Requirement: GPA of 3.5 and 20 credits in social science.

PHI LAMBDA UPSILON
National Honorary Chemical Society established in 1899. The Scranton beta kappa chapter, one of 60 chapters nationwide, was installed in October 1975. For students with 24 credits in chemistry and a 3.0 GPA.

**ALPHA EPSILON DELTA**
The National Premedical Honor Society founded in 1926. The Pennsylvania iota chapter was installed at the University in May 1976.

**THETA ALPHA KAPPA**
National Honor Society in Theology and Religious Studies founded in 1976 at Manhattan College. The University of Scranton alpha nu chapter was installed on April 4, 1980. Twelve credits in theology with a 3.5 GPA are needed for membership.

**SIGMA TAU DELTA**
National Honor Society in English founded in 1924, this organization is for students who major or minor in English and rank in the top 35 percent of the class. The local mu omicron chapter first met on April 30, 1980.

**ALPHA EPSILON ALPHA**
An honor society founded April 30, 1980 at the University of Scranton to recognize scholarship in the general field of communications. For communication majors with a 3.3 GPA.

**ALPHA KAPPA DELTA**
International Honor Society for sociology students founded in 1920. Requirements include 18 credits in sociology with a GPA of 3.0 overall and in sociology. The Pennsylvania upsilon chapter was founded here on May 8, 1980.

**SIGMA XI**
International Honor Society in Scientific Research founded in 1886. The local club was chartered in 1968 and has been authorized since 1979 to induct as associate members undergraduate or graduate students showing outstanding promise in original research.

**PI SIGMA ALPHA**
National Honor Society in political science founded in 1920. The kappa iota chapter at the University of Scranton was installed on May 9, 1980. Membership limited to students with at least 10 credits in political science, a GPA of at least 3.0 in these courses, and overall rank in the upper third of the class.

**ALPHA PHI SIGMA**
The National Criminal Justice Honor Society founded in 1942. Our local epsilon zeta chapter was installed in May, 1982.

**PHI SIGMA TAU**
National Honor Society for students of philosophy. The Pennsylvania tau chapter was installed in May, 1982.

**UPSILON PI EPSILON**
National Computer Science Honor Society. The local gamma chapter was chartered in the spring of 1985.

**SIGMA THETA TAU**
International Honor Society in Nursing founded in 1922. Requirements: completion of one half of the curriculum, demonstrated ability in nursing, and a GPA of 3.0. Our Iota Omega Chapter was chartered in April, 1988.

**BETA BETA BETA**
National Honor Society for Biology founded in 1922. The Scranton Chapter established in 1994 is one of 372 chapters nationwide. The society encourages undergraduate biological research through presentations at conventions, publication in the journal BIOS, and research travel grants. Associate member: anyone interested in biology. Regular member: Junior or senior with 3.0
average in at least 3 biology courses (1 upper level) and in good academic standing at the university.
SPECIAL PROGRAMS

SPECIAL JESUIT LIBERAL ARTS PROGRAM
The University’s SJLA Program, available by invitation to incoming freshmen, provides an alternate way of fulfilling a student’s General Education requirements. Students not selected initially may apply for admission as second semester freshmen or as sophomores. Courses for SJLA program participants, who are drawn from all different majors, attempt to foster the following skills which our graduates have found particularly useful in law, medicine, business, and graduate school:

1. An understanding of key achievements in the literature, history, philosophy, theology and science of our Western classical and Christian heritage

2. An ability to apply logical, systematic, and critical reflection on any given intellectual problem.

3. An understanding of and sensitivity toward the contemporary problems of our day

4. An outstanding ability to communicate clearly and persuasively one’s ideas through both the spoken and written word (what Jesuits have historically referred to as "eloquentia perfecta").

Students are expected to become involved in the extracurricular and service activities on campus if they wish to remain in SJLA. Many participants also take advantage of the opportunities for foreign study, for earning a double major in philosophy, and for joining the Honors Program if invited during their sophomore year. Above all, participants are expected to seek out and interact with the professors and other students in this community of learning, which is under the direction of Rev. Ronald H. McKinney, S.J.

<table>
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<th>Dept. and No.</th>
<th>Fall Semester</th>
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<td>Theological Topics</td>
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TOTAL: 130-145 credits
SPECIAL PROGRAMS COURSE DESCRIPTIONS

PHIL120J  Introduction to Philosophy  Fr. McKinney  3 credits
The aim of this course is to awaken in the student an appreciation of the nature and method of philosophical inquiry through an examination of key texts which grapple with the central questions that have arisen in the history of philosophy.

PHIL210J  Ethics  Dr. Klonoski  3 credits
Through the presentation of a select history of moral philosophy, students are introduced to the philosophical discipline of ethics. Original texts of such thinkers as Plato, Aristotle, Epicurus, Epictetus, St. Augustine, Hobbes, Kant, Mill, and Nietzsche are enlisted to explore the most fundamental question in ethics, “What is the good life?”

PHIL311J  Metaphysics  Dr. Baillie  3 credits
A textual inquiry into the adequacy of philosophical responses to the fundamental question, “What Is?” Special attention will be given to Aristotle, Hume, Kant, and Nietzsche.

PHIL217J  The Trivium  Dr. Whittaker  3 credits
Via numerous writing projects and the analysis of select philosophical texts, this practicum in grammar, logic, and rhetoric will encourage the student to connect the basic elements of reason, discourse, and persuasion.

PHIL322J  Philosophy of Conscience  Dr. Black  3 credits
Studies the role of conscience in moral judgement and considers its metaphorical, narrative, and ironic elements. Explores the difference between clarity and community, truth and wisdom, mind and person, principle and prudence as we study possible links between conscience, reason, eros, imagination, and education in some of the works of Plato, Kant, Marx, Vico, and St. Augustine.

PHIL412J  Art and Metaphysics  Dr. Casey  3 credits
A rigorous exploration of 1) the end of metaphysics as it plays itself out in modern science and technology, and 2) the significance of art as a way of overcoming the nihilism inherent in this end. Contemporary works of imaginative literature as well as of philosophy will be read as means to reflect critically on the post-modern condition of nihilism. Special attention will be given to the thought of Martin Heidegger and Hannah Arendt.

PHIL413J  The End of Philosophy  Dr. Rowe  3 credits
The purpose of this course is to draw together into a meaningful whole the materials studied in SJLA philosophy courses thus far. The course concerns the end of philosophy in two senses: First, the course will seek to evoke a sense of the purpose of philosophy not only within the academy, but in public life, in personal development, and even in the evolution of Western and World culture. Second, the course will raise the question of philosophy's alleged “completion,” “exhaustion,” or “destruction” as discussed by certain twentieth century philosophers.

T/RS 121J  Theology I  Dr. Steele  3 credits
This introduction focuses on Bible and Tradition, studying key books and themes of the Old and New Testaments, as well as major developments in early Christian thought.

T/RS 122J  Theology II  Dr. Mathews  3 credits
This course focuses on the Christian Creed and Way of Life. The foundations of Christian doctrine and fundamental moral principles will be studied through the examination of major theological texts. Emphasis will be placed on a critical understanding of Tradition.

T/RS 231J
Social Ethics
Dr. Benestad
3 credits
This course will prepare students to recognize ethical dimensions of political, economic, and social issues through the study of classic works of political theory and contemporary writings on such issues as morality, foreign policy, and economic justice.

T/RS 319J
Theological Topics
Staff
3 credits
This SJLA senior capstone seminar will treat a number of theological issues of mutual interest to the students and designated professor.

HUM 311J-312J
Masterworks I-II
Prof. J. Benestad/Fr. McKinney
6 credits
In this team-taught, year-long seminar, students will read some of the great classics of world literature, learn how to facilitate their own discussions, write a comparative analytic paper, and be orally examined by a host of volunteer professors.

NSCI110J
Scientific Ideas
Dr. Dickneider
3 credits
A multidisciplinary examination of several current topics in Science designed to demonstrate the role of models, inquiry, and experimentation in the development of scientific concepts. The topics selected demonstrate how Science works when it works correctly and when it goes astray.

SS 110J
Social Science
Dr. Champney
3 credits
Introduction to the theories and methods of the social and behavioral sciences, contrasted with the humanities and the natural and life sciences. Special emphasis on the scientific method and its applicability to the study of human behavior, as well as an introduction to statistical analysis of such behavior. Consideration of current controversies such as sociobiology.

COMM100J
Public Speaking
Dr. Germeroth
3 credits
This is a performance class which emphasizes the theory, composition, delivery, and criticism of speeches.

Electives & Exemptions: The four electives (beyond the two-semester language requirement) are intended to be negotiated with the Director by students to ensure that deficiencies in their curriculum are addressed, e.g., humanities majors will be encouraged to take some math and/or natural and social science courses. Most will probably take a philosophy elective and some history electives or place an A.P. course here that does not fit into their cognate. There are always exemptions made to ensure that everyone takes at least 130 credits but no more than a credit-heavy major requires. Special exemptions may also be possible for those participating in foreign study, in Honors, or in a difficult double major or minor.
HONORS PROGRAM

The Honors Program provides selected students with greater depth and breadth in their education through seminars and directed independent work. Participants in the program take interdisciplinary courses and seminars as well as tutorials both in and out of their major field. They also complete and defend a project in their major.

Honors courses are designed to intensify the general education requirements. Offerings have included such courses as Victorian Studies, Social Science, and Elements of Natural Science. One course is required of each Honors student.

An Honors Tutorial is an exploration of a topic on an individually directed basis. The student meets with a mentor weekly throughout the semester. Three tutorials are required of each Honors Student— at least one in and one outside the major. A fourth and fifth tutorial may be taken if the student desires. These tutorials count toward major, minor, cognate, or general education requirements. In the Honors Seminars a small group of Honors Students meets weekly with the Director and Assistant Director. The Junior Seminar is based on an interdisciplinary reading list; the Senior Seminar is based on the Senior Honors Projects. Since these seminars are over and above ordinary graduation requirements, there is no tuition charge for them.

The Senior Honors Project involves an intensive exploration of a specialized topic. It can be either academic or professional in nature. The student defends the finished project before a board of three faculty members who judge whether it is of Honors caliber.

In their final semester, Honors students can receive a scholarship for up to two courses, provided they are over and above graduation requirements.

ADMISSION TO HONORS PROGRAM

Applications are accepted every fall from those students who have at least eighteen hours of college credit and who expect to graduate after three more years of work at the University. Applicants must ordinarily have at least a 3.3 GPA; a minimum of a 3.5 GPA (cum laude) is required for graduation in the Program. The number of spaces in the program is limited, and admission is based on the applicant's high school and college records, SAT scores, recommendations, application, and interviews. For further information contact Dr. Ellen Casey, Director of the Honors Program.

SCHEDULE

<table>
<thead>
<tr>
<th>Sophomore Year:</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td></td>
<td>Application</td>
<td>Hum. 286H or NS 286H</td>
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<tr>
<td>Junior Year:</td>
<td>1 or 2 tutorials</td>
<td>1 or 2 tutorials</td>
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<td></td>
<td>Honors Project</td>
<td>Honr. 387H: Junior Honors Seminar</td>
</tr>
<tr>
<td>Senior Year:</td>
<td>Honr. 489H: Senior Honors Seminar</td>
<td>Honors Project</td>
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<td></td>
<td>Defense of Project</td>
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</table>

HUM 286H Victorian Studies

This course uses literature to explore 19th century British social and intellectual history. Focusing on the period from 1832-1901, it examines Victorian attitudes toward industrialization, religion, art, and sexuality. (Area IV)

NSCI 286H Elements of Natural Science

This course presents an overview of the methods of the natural sciences. The applications of these methods in the solution of historical and modern problems will be discussed. Possible topics include: atmospheric and oceanic chemistry, relativity, quantum theory and chaos. (Area I)

Honr. 387H Junior Honors Seminar

Student-led discussions of contemporary non-fictional works chosen for their variety and their importance.

Honr. 489H Senior Honors Seminar
Student-led discussions of the content, rationale, and methodology of Senior Honors Projects

**Dept. 385H-389H Honors Tutorial**
An exploration of a topic on an individually directed basis

**Dept. 487H-489H Honors Project**
An independent project of academic or professional nature culminating in an oral defense before a board of three faculty members

No Honors Program coursework may be taken on a Pass-Fail Basis

**EASTERN CHRISTIAN STUDIES (ECS)**

**RUSSIAN AND EAST EUROPEAN STUDIES (REES)**

SR. JOAN L. ROCCASALVO, C.S.J., Coordinador

The Center for Eastern Christian Studies offers two areas of study, Eastern Christian Studies and Russian/ East European Studies. As our century draws to a close, a deeper understanding of other cultures has become a necessity in order to strengthen America's performance as a leader in global affairs. Ignorance of world cultures, especially of the Christian East, Russia and East Europe can weaken our ability to excel as a nation which must be immersed in international affairs. ECS and REES address this concern.

1. **Eastern Christian Studies (ECS)** links the legacy of the past to the present. ECS focuses on the traditions of the Byzantine, Slavic and Near East worlds and their contributions to contemporary society.

2. **Russian and East European Studies (REES)** focuses on the present and the future, i.e., historical, political and cultural issues in Russia, Ukraine, Poland, the Baltic countries, the Czech and Slovak Republics, and Hungary. Courses examine the interrelationship of contemporary issues as they affect these countries.

In addition to their major, students electing ECS or REES enjoy the opportunity for studies which include cultural history, political science, language, literature, philosophy, theology, art and music.

Students may choose either concentration but may not pursue both. ECS and REES are available to students: (a) with ethnic or national backgrounds included in ECS or REES. (b) with academic and professional interest in these cultures.

ECS and REES blend the values of Ignatian humanism with professional and career goals. The Ignatian theme “Men and Women for Others” stands as the centerpiece of these programs.

**EASTERN CHRISTIAN STUDIES**

(21 credits)

**Required:** 9 credits from Category I and 12 credits from Category II

**Category I. Three courses (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HIST 319</td>
<td>Byzantine Civilization I (IV)</td>
</tr>
<tr>
<td>REES 235</td>
<td>Russian and East European Culture (IV)</td>
</tr>
<tr>
<td>T/RS 225</td>
<td>Intro. to Theology of the Eastern Churches (V)</td>
</tr>
</tbody>
</table>

**Category II. Select four courses (12 credits) from the following groups with at least one course from each group:**

**CHURCH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>T/RS 226</td>
<td>Intro. to Eastern Liturgies (V)</td>
</tr>
<tr>
<td>T/RS 325</td>
<td>Eastern Christian Spirituality (V)</td>
</tr>
<tr>
<td>T/RS 310</td>
<td>Liturgical Theology of the Byzantine Churches (V)</td>
</tr>
<tr>
<td>T/RS 311</td>
<td>Introduction to Greek Fathers (V)</td>
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**STATE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HIST 225</td>
<td>Imperial Russia (IV)</td>
</tr>
<tr>
<td>HIST 226</td>
<td>Russian Revolution (IV) and Its Aftermath</td>
</tr>
<tr>
<td>HIST 227</td>
<td>Soviet Foreign Policy (IV)</td>
</tr>
<tr>
<td>HIST 320</td>
<td>Byzantine Civilization II (IV)</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>RUSS 101/102</td>
<td>Elementary Russian (III)</td>
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<tr>
<td>RUSS 211/212</td>
<td>Intermediate Russian (III)</td>
</tr>
<tr>
<td>GREEK 113/114</td>
<td>New Testament Greek (III)</td>
</tr>
<tr>
<td>ARTH 203</td>
<td>Early Christian &amp; Byzantine Art (IV)</td>
</tr>
<tr>
<td>REES 225</td>
<td>Russian and East European Literature (IV)</td>
</tr>
<tr>
<td>MUS 123</td>
<td>Russian and East European Music (IV)</td>
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RUSSIAN AND EAST EUROPEAN STUDIES

(21 credits)
Required: 6 credits from Category I and 15 credits from Category II

Category I: Two courses (6 credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>REES 140</td>
<td>Russian and East European Culture (IV)</td>
<td>3</td>
</tr>
<tr>
<td>REES 325</td>
<td>Senior Seminar in REES (IV)</td>
<td>3</td>
</tr>
</tbody>
</table>

Category II: Select five courses (15 credits) from at least two of the following groups:

RELIGION AND PHILOSOPHY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T/RS 225</td>
<td>Intro. to Theology of the Eastern Churches (V)</td>
<td>3</td>
</tr>
<tr>
<td>T/RS 226</td>
<td>Intro to Eastern Liturgies (V)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 217</td>
<td>Russian Philosophy (V)</td>
<td>3</td>
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STATE

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOG 134</td>
<td>World Regional Geography (II)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 225</td>
<td>Imperial Russia (IV)</td>
<td>3</td>
</tr>
<tr>
<td>H/PS 227</td>
<td>Soviet Foreign Policy (IV)</td>
<td>3</td>
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</table>

CULTURE

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUS 123</td>
<td>Russian and East European Music (IV)</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 205</td>
<td>The Icon in Russian and East European Art (IV)</td>
<td>3</td>
</tr>
<tr>
<td>RUSS 101/102</td>
<td>Elementary Russian (III)</td>
<td>3</td>
</tr>
<tr>
<td>RUSS 211/212</td>
<td>Intermediate Russian (III)</td>
<td>3</td>
</tr>
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</table>

REES 140 Russian and East European Culture

(Required of all students in REES program) A topical study of Russia and East Europe. Included among the lectures are the following: cultural history, literature, art, religious thought, music, and the role of the Society of Jesus in Russia and East Europe.

REES 225 Russian and East European Literature

This course will examine 19th- and 20th-century East European literature with the goal of exploring how various authors have depicted urban and rural environments, and upper-, middle-, and peasant-class life. Among the authors to be read and discussed are: Tolstoy, Chekhov, Babel, Aleichem, Reymont, Bashevis Singer.

REES 335 Senior Seminar in REES

(Required of all students in REES program) A summing up of the REES concentration in advanced level discussions on the part of the students. Students will engage in the following: (a) identify one problem related to Russia and East Europe, (b) choose a methodology suited to the problem, (c) after intense research, analyze and recommend a solution to the problem by means of a senior project or paper approved by the staff. Some projects or papers might lend themselves to publication. Course available only to seniors in REES.

PHIL 217 Russian Philosophy

This course will trace the evolution of Russian philosophical thought. The offering will concentrate on select nineteenth and twentieth-century authors and will also highlight several grand themes dear to Russian philosophers, including integral knowledge, the philosophy of history, Godmanhood, and Sophia. Consideration will be afforded both religious and non-religious thinkers.

ARTH 205 The Icon in Russian and East European Art

This course focuses on theology, image and artistic style in the making of the icon in Russia and East Europe. The icon will be studied in its historical and cultural context from medieval through modern times.
HUMAN DEVELOPMENT

DR. BUCHANAN, Director
This program offers all students, especially those majoring in the behavioral and social sciences, the opportunity to develop a multidisciplinary focus in human development. The academic aims of the concentration are to provide an understanding of: (1) both normal and exceptional development of humans as biological and psychological organisms; (2) the relationship between individuals and family/social environment; and (3) the means to enhance human development, including a field experience in a human development agency.

The 30-credit Human Development concentration is administered by an interdisciplinary board of full-time faculty from the Psychology, Sociology, and Human Resource departments. Students interested in careers and graduate programs in human development should contact the concentration director for more information on course choice and on integrating the concentration with various majors. Students who complete this concentration will have the achievement noted on their transcripts.

The Human Development concentration requires the following:
1) Childhood & Adolescence (Psych. 221)
2) Adulthood & Aging (Psych. 222) or Introduction to Gerontology (Gero. 110)
3) Abnormal Psychology (Psych. 225)
4) Case Management & Interviewing (HS 241)
5) Clinical Psychology (Psych. 360) or Counseling Theories (HS 242) or Introduction to Social Work (Soc. 115)
6) Anatomy & Physiology (Bio. 201) or ABC's of Genetics (Bio. 202) or Behavioral Neuroscience (Psych. 231) or General Biological Science (Bio. 101-102)
7) Three of the following courses with at least one course from the cultural diversity group of: Cultural Anthropology (Soc. 234), American Minority Groups (Soc. 224), Marriage and the Family (Soc. 210), Exceptional Child (HD 335), Family Development (HD 224), Multiculturalism in Human Services (HS333), Psychology of Women (Psych. 237), or Juvenile Delinquency (S/CJ 214), and at least one course from the applied skills group of: Educational Psychology Educ. 222), Early Childhood Education (Educ. 140), Child Welfare (Soc. 118), Group Dynamics (HS 341), Psychiatric Rehabilitation (HS323), Marital and Family Therapy (HD 234), Marital and Family Counseling (HS 334), or Behavior Modification (Psych. 284).
8) Field Experience in Clinical Psychology (Psych. 480) or Internship in Human Services (HS 380) or Internship in Social Work (Soc. 480)

HUMAN DEVELOPMENT COURSES

HD 224
Family Development
(Prerequisite: PSYCH 110) This course will explore the reciprocal interactions among children and parents as related to the development of all individuals in the family. Topics to be covered include the roles of family members, parenthood and marriage, parenting at specific developmental stages, families with single parents, families with exceptional children, and child abuse

Dr. Buchanan
Family Development
3 credits

HD 234
Marital and Family Therapy
(Prerequisite: Psych 110; recommended: Psych 225) An introduction to the theory, research, and practice of couples counseling and conjoint family therapy. Topics include family dysfunctions, assessment methods, treatment approaches, innovative techniques, and research findings. (Also listed as HS 234.)

Dr. Norcross
Marital and Family Therapy
3 credits
HD 335  Exceptional Child  Staff  3 credits
(Prerequisites: Psych 110 and Psych 225) This course will consider atypical social, emotional, and mental development during childhood and adolescence. Topics include mental retardation, intellectual giftedness, learning disabilities, psychopathology of childhood and adolescence, and conduct disorders.
PEACE AND JUSTICE STUDIES PROGRAM

DR. FREIN, Coordinator
The Peace and Justice Studies program seeks to contribute to the student's understanding of current social and economic issues and the psychological and political barriers to peace. The program's class activities, conferences and interdisciplinary research will strive to stimulate reflection on global and national peace and justice issues, and thereby, suggest solutions to some of the problems which hinder the establishment of peaceful and just societies.

A Peace and Justice concentration will be an attractive complement to the academic programs of students who are planning careers in law, international relations, human services, ministry and teaching -- to name only a few. It will also be attractive to all students who have a personal interest in the problems of peace and justice, regardless of their individual career goals.

The program offers a multi-disciplinary concentration of courses, eight (24 credits) of which are to be taken by the student in order to have “Peace and Justice Concentration” added to the transcript. It is open to majors from the four undergraduate schools of the University, and courses may be taken as part of the Cognate requirement (with permission of the Chairperson of the major) or as part of the General Education requirements.

Courses currently offered which would fit into this concentration are listed below:

A. Theology requirements: (any two of the following:)
   Church and Contemporary Social Issues (T/RS 326)
   Social Ethics (T/RS 231)
   John Paul II and Catholic Social Thought (T/RS 232)
   Politics: A Christian Perspective (T/RS 237)
   Faith and Justice (T/RS 236)
   Twentieth Century Peacemakers (T/RS 234)
   God and the Earth (T/RS 316)
   Jesus and the Moral Life (T/RS 338)
   Wealth and Poverty in the Biblical Tradition (T/RS 328)

B. Electives: (any five courses listed below can be counted; others may be included with approval from the program coordinator)
   Science and Society (Chem 104)
   The Ascent of Man (NSCI 103)
   Communication and Socialization (Comm 231)
   Political Communication (Comm 311)
   Law and Society (S/CJ 210)
   The Bill of Rights and Criminal Justice (S/CJ 314)
   Literature of Social Protest (Span 435)
   Geopolitics (Pol Sci 213)
   Global Peace and War (PS 215)
   World Politics (H/PS 214)
   Gender and the Workforce (H/PS 216)
   Ethnic and Racial Minorities in Northeastern Pennsylvania (H/PS 224)
   The Third World (H/PS 238)
   Cultural Geography (H/Geog 217)
   Multiculturalism in Human Services (HS333)
   Philosophy of Culture (Phil 410)
   Political Philosophy (Phil 227)
   Social Justice (Phil 318)
   Energy and the Environment (Phys 106)
   Social Psychology (Psych 220)
   Cultural Anthropology (Soc 234)
   Community Organization (Soc 116)
   American Minority Groups (Soc 224)
   Is Capitalism Christian? (Intd 101)
   Politics and Literature (Intd 102)
   Literature of American Minorities (Lit 207)
   Science and the Human Environment (NSCI 201)
   Feminism: Theory & Practice (Phil 218)
   Organizational Social Responsibility (Mgt 473)
   The Holocaust (INTD209)
   Urban and Regional Economics (ECO 462)
   Development Economics (ECO465)
   Responsibility in Communication (COMM 220)
   Environmental Ethics (PHIL 213)
   Women, Politics, and Policy (PS227)

C. Integrative Capstone Course: (required in Jr/Sr. year)
   Toward a Just and Peaceful World (TJP 310) 3 credits
This course will reflect on the various issues and problems raised by peace and justice study. It will consider the relationship of religion, moral philosophy and the sociopolitical concerns embraced in the quest for a human world order. Faculty from several disciplines will make presentations. Each student will write a paper from the perspective of his/her major area of concentration.
WOMEN"S STUDIES CONCENTRATION

DR. JEAN WAHL HARRIS, Director

The Women's Studies concentration consists of both interdisciplinary and single-discipline courses which examine women's experience and the ways gender-related issues affect human lives and cultures. Faculty and students analyze the ways gender roles and images, and assumptions about gender are reflected in art, business, literature, law, philosophy, public policy, religion, language, history, the sciences, and their own lives. At the same time many courses in the concentration will address issues of race, class, ethnicity, and age which intersect with gender-related issues.

The concentration seeks to promote critical thinking, intellectual growth, and a self-awareness useful to all students. It is an attractive academic supplement to the programs of students planning careers in government, law, business, human service, ministry, and teaching--to name but a few.

Courses for the Women's Studies Concentration are drawn from all the colleges at the University, and the concentration is open to students in all majors. The concentration consists of seven courses including an interdisciplinary integrated seminar normally taken during the junior or senior year. The remaining six courses are chosen across several departments by the student from cross-listed courses approved by the Women's Studies Committee. Many of the cross-listed women's studies courses also fulfill major, minor, cognate and/or general education requirements.

Students may seek permission from the Women's Studies Committee to take no more than one reader for women's studies credit, subject to the usual rules governing readers. Students may also petition to substitute no more than one course not cross-listed with women's studies, if the course has sufficient women's studies content and the student is able to do a significant project/assignment on a women's studies topic.

Women's Studies courses (a) focus on women's experiences in history, society, and culture, and examine their reactions to such experiences, (b) examine institutional structures/modes of authority/analyses of power, especially considering their implications for women, and (c) incorporate one or more feminist analyses/scholarly works (recognizing that there are multiple, and even conflicting, feminist perspectives).

WOMEN"S STUDIES COURSES

ENGL. 225: Writing Women
ENGL. 227: Frankenstein's Forebears
*FREN. 430: French Women Writers
PHIL 218: Feminism: Theory and Practice
PHIL 231: Philosophy of Women
PHIL 326: Advanced Topics in Feminist Theory
PS 227: Women, Politics, and Society
PHIL 231: Philosophy of Women
PSYCH 237: Psychology of Women
HIST. 238: History of American Women I
HIST. 239: History of American Women II
H/PS 216: Gender and the Work Force
LIT 207: Literature of American Minorities
MGT. 472: Women in Management
NURS 111: Women's Health
*SPAN 430: Hispanic Women Writers
T/RS 315: Women in Christianity
LIT 207: Literature of American Minorities
WOMN 490: Women's Studies Seminar
MGT. 472: Women in Management
NURS 111: Women's Health
ARTH 210: Women in the Visual Arts

WOMN490  Women's Studies Seminar  3 credits

The required Women's Studies Seminar is an interdisciplinary examination of a selected topic in women's studies. The topic will be selected on the basis of student and faculty interest. Examples of possible topics include: women and education, women and family, women and labor, women and the law. Students' individual research projects will culminate in both a research paper and an oral presentation to an appropriate group of faculty and students. Prerequisites: at least two completed women's studies courses or special permission from the instructor.

*taught in the original language: see departmental descriptions for prerequisites

OTHER SPECIAL PROGRAMS

THREE-YEAR BACHELOR "S DEGREE PROGRAM

The University of Scranton's Curriculum and 4-1-4 calendar allow qualified students to attain their bachelor's degree within three years--thus considerably reducing the overall cost of their...
undergraduate education and allowing the student to enter the marketplace or begin graduate and professional studies a year earlier. While Advanced Placement or College Level Examination Programs credits (see Index) are very useful for this, a student who does not bring these from high school may still complete the degree program in most majors within three years through the use of January Intersession courses and/or Summer School sessions. This presumes that minimum, normal academic progress is being made. Typically two Summer Schools (12 credits each) and two or three January Intersessions will suffice. Especially qualified students may be allowed overloads from the appropriate Dean to further reduce this-- as will Advanced Placement credits. The Dean should be contacted as early as possible in a student's career in order to facilitate the needed scheduling. Entering freshman students may want to use the Summer School immediately following their high school graduation to further this three-year program; the Dean of Admissions should be consulted with respect to this. Details on the special Scranton Prep/University Seven year (4-3) high school-college degree program are available from the Dean of Studies at Scranton Prep.

FIVE-YEAR BACHELOR-MASTER "S DEGREE PROGRAM
Developed in cooperation with the University's Graduate School, this program enables undergraduates to complete both the bachelor's and master's degree program within five years in the fields of English, Business, Chemistry, and Biochemistry. Students elect to enter the program after sophomore year. Ordinarily two summers of study or equivalent January intersessions are needed.

FOUR-YEAR BACHELOR-MASTER "S DEGREE PROGRAM
Qualified undergraduates in the department of history and chemistry have the option of pursuing a four-year program leading to simultaneous conferral of bachelor and master's degrees in history, chemistry or biochemistry. Summer work and the use of 12-13 graduate credits in place of undergraduate courses are involved. The department chairperson should be consulted for details.

FOREIGN STUDY PROGRAM
Students with above average (3.00 GPA) academic records are encouraged to participate in the University's Foreign Study Program. This ordinarily takes place in junior year. The University of Scranton is affiliated with the Loyola-Rome Center and other Jesuit-sponsored programs abroad. It also participates in the International Student Exchange (ISEP). During the past and present years University students have enrolled in the University of Seville, the University of Valencia, University College in Galway and Trinity College in Dublin, Beaver College programs in London, the University of Heidelberg, Marburg University, the University of Bonn, the University of Munich, the University of Salzburg, the Chinese University of Hong Kong, the University of Grenoble, Deakin University, Monash University, Curtin University and the University of New South Wales in Australia, and Kansai University in Japan. Interested students should contact Dr. Mary Engel, the Associate Dean of the College of Arts and Sciences, for more information.

JESUIT EXCHANGE PROGRAM
A variant of Foreign Study is the University's program in conjunction with the 28 Jesuit universities in America by which above-average (3.00 GPA) students may spend one or two semesters of their junior year at another Jesuit institution. These institutions are listed on page 277. In recent years the University of Scranton students have attended Boston College, Loyola University in New Orleans, Santa Clara University, and the University of San Francisco. Consult Dr. Mary Engel, the Associate Dean of the College of Arts and Sciences, for details on this program.

INTERNSHIP PROGRAMS
The University's commitment to internships as an integral part of the educational process is strong and growing. In 1987-88, almost 250 students in the College of Arts and Sciences were engaged in internships carrying academic credit related to their major or vocational goals. 165 of these were seniors -- one third of the class -- in twelve different majors.

Medical Technology majors spend their senior year in eleven different hospitals in New Jersey and Pennsylvania.

Students majoring in Physical Therapy select internships from some 245 regional and national health care facilities and agencies formally affiliated with the University of Scranton program.
Human Service majors select educational, health, welfare, correctional, rehabilitation, day care, and recreational agencies for their internship settings.

Health Administration majors serve internships in a variety of settings including hospitals, nursing homes, rehabilitation centers, and related health agencies.

Seniors majoring in accounting are eligible to participate in a 13-week on-the-job internship with both national and regional public accounting firms. This internship usually takes place in December-March of senior year. Selection is made on the basis of GPA rating (minimum 2.67) and on interviews by company representatives. In the most recent year, students worked for such firms as Coopers & Lybrand; Ernst & Young; KPMGPeat Marwick, Parente, Randolph, Orlando, Carey & Associates; and Prudential Asset Management Co., in New York, Philadelphia, and other cities. Students majoring in Finance, Management or Marketing are also eligible for internships, both in the Scranton region and in their home localities over the summer months.

Communication and English majors serve internships with academic credit in a number of newspaper and television situations as well as in public relations, campus journalism, theatre directing and related positions.

Political Science and History majors serve pre-law internships in private law firms as well as in the Public Defender's Office, District Magistrate offices, District Attorney's office in Scranton, Philadelphia, and a number of other cities.

Public Administration majors serve internships in their senior year in a public agency at the local, state, or federal level. Placements include the United States Social Security Administration, the Pennsylvania Bureau of Consumer Protection (State Attorney General's Office), and the Pennsylvania Department of Community Affairs.

Computing Sciences majors participate in the Commonwealth of Pennsylvania's Computer Systems Intern Program, serving 6-month internships (contiguously, or over two summers) in various state agencies in Harrisburg or Scranton. Students in this department also hold internships in a number of private companies in the Scranton area, in Binghamton, and in New York City.

Psychology majors in the clinical track complete a practicum during their junior or senior year at a variety of mental health, substance abuse, and social service agencies under individual supervision. Other Psychology majors opting for the business minor may elect to complete an internship in personnel psychology and receive direct supervision in a variety of personnel offices in the area.

FACULTY/STUDENT RESEARCH PROGRAM
The Faculty/Student Research Program (FSRP) gives students an opportunity to be involved in faculty research. Students in all fields (e.g. natural sciences, humanities, social sciences, business) can participate. They engage in a variety of activities ranging from relatively routine tasks to more sophisticated research.

There is no cost for the FSRP and the program is open to all students in good academic standing including incoming freshmen. While students do not receive academic credit, they do receive transcript recognition for their participation.

To participate in the program, students must identify a faculty sponsor with whom they want to work. This can be done by either talking to individual faculty members directly about their research interests or consulting the FSRP Directory. The Directory includes information on research projects and any student prerequisites. When a student and faculty member agree to work together, they complete a learning contract that outlines the nature of the research, the tasks involved and the hours to be worked.
For further information about this program, contact the Office of Research Services, Room 221, The Estate, (717) 941-6190.

**PRE-LAW PROGRAM**

The University is justly proud of its tradition in providing students seeking careers in the law with a solid preparation for the demands of legal study and practice, based on an undergraduate curriculum rooted in liberal education. Graduates of the University in all regions of the nation have achieved distinction in virtually every area of the law, including as local, state and federal judges. In Northeastern Pennsylvania, nearly half of the legal community hold undergraduate degrees from the University of Scranton.

The clearest measure of the strength of the University’s Pre-Law Program is the remarkable success its graduates have had in winning admittance to law school throughout the country. Since 1987 no less than 500 University graduates have received acceptances, well over half of these going directly into law school after graduation. The percentage of applicants accepted among members of the graduating classes has remained significantly higher than the rate of acceptance for all applicants nationwide. Recent graduates have been admitted into some of the most prestigious law schools in the country, such as Columbia, Cornell, Georgetown, Harvard, and the University of Pennsylvania, as well as more than thirty other public and private law schools across the nation, including American University, Boston College, Catholic University, Dickinson, Fordham, Notre Dame, Pittsburgh, Rutgers, Seton Hall, Temple, Villanova, Widener, and William & Mary.

**Pre-Law Curriculum** -- For admission to law school, no specific undergraduate major is required. In our last senior class, the department of history and political science produced the majority of the Scranton graduates admitted to law school. However, students in languages, business, English, education, sociology, communication, law enforcement and psychology also won admittance to law school. The single most important factor in admission is not, therefore, a specific major, but rather the degree of academic excellence manifested by the student in pursuing whatever major has been chosen as the particular field of competence.

**Skills and Courses** -- While pre-law students are free to choose their majors, they should give particular attention to the development of those skills which are important for success in the study and practice of law. The General Education program of the University is designed to enable pre-law students to acquire these skills.

**I. Comprehension and Proficiency in Oral and Written Communication:**
The University’s freshman courses in Oral Communication (Comm. 100) and Composition (Engl. 107) provide a foundation upon which pre-law students can build by taking electives such as:
Comm. 211 -- Debate and Argument  Wrtg. 210 -- Advanced Composition
Wrtg. 212 -- Writing for the Law

The student should also consider participating in the Noel Chabanel Debate Society; the *Aquinas*, the college newspaper; the yearbook; and *Esprit*, the student literary journal.

**II. A Critical Understanding of Human Institutions and Values:**
Here the University’s courses in the field of history and literature, philosophy and theology are most helpful. The curriculum allows students to use courses of interest as cognates to their major program and as part of the humanities area in the General Education program. British and American Constitutional History (H/PS 317-318, 331, 332) are especially recommended.

**III. Creative Power in Thinking:**
Legal studies and legal work demand the ability to think clearly, carefully and independently. It is important therefore that pre-law students cultivate skills in research, logic and critical analysis. Especially recommended are:
Phil. 215 -- Logic: The Art of Communication  Phil. 217J -- The Trivium
Phil. 319 -- Philosophy of Law  Phil. 227 -- Political Philosophy
Comm. 210 -- Logical and Rhetorical Analysis
Similarly, quantitative skills are needed. The General Education program allows each student the opportunity for some background in the natural and quantitative or social sciences. Especially recommended as electives or as cognates to the major program are:

- Acc. 253-254 -- Accounting
- Pol.Sci. 240-241 -- Social Science Statistics I-II
- C/CJ 200 -- Forensic Chemistry
- Math 101-102 -- Math Discovery

**Pre-Law Internships** -- Interested students with a Grade Point Average above 3.00 at the time of application may, with the approval of the Dean, receive academic credit for internships served in the offices of either private law firms or various legal agencies such as the District Attorney, Public Defender, or District Magistrate. Prior approval of the planned internship is necessary. A minimum of 150 hours work is required for internship credit in Pol. Sci. 280. Application forms for these internships are available from the Registrar's Office.

**Pre-Law Advisory Team** -- Continuing advice on course selection, career planning, and the procedures for law school application is provided by a Pre-Law Advisory Team, composed of Dr. Frank X. J. Homer and Dr. Robert Hueston of the History Department, along with the University's Office of Career Services. The Team is assisted by both the:

- **Pre-Law Advisory Board**, a group of regional lawyers which provides for close contact between the local legal community, a range of national law schools, and the University's pre-law program; and
- the **Pre-Law Society**, a student organization which provides a forum for speakers from the legal profession and sponsors trips to visit law schools.

**Law School Admission Test** -- Along with a student's undergraduate academic record, the LSAT score is a critical factor in the law school admission process. Ordinarily, pre-law students take the LSAT at the end of their junior year or early in their senior year. As a means of assisting University students to score up to their fullest potential on the LSAT, on-campus LSAT workshops are offered at least twice each year. These provide University students with an alternative to costly commercial test preparation services.

**PRE-MEDICAL PROGRAM**

The success of the University's pre-medical program has been outstanding. Notwithstanding the fact that the period 1983-84 through 1987-88 has been the most competitive in the history of American medical school admissions, the University of Scranton placed an average of over 50 students per year into American medical schools. For Fall 1991 the number admitted is 52.

The University offers pre-medical students the opportunity to participate in an undergraduate clinical medicine experience through its affiliation with the Scranton-Temple Residency Program. Students have the opportunity to accompany physicians at Scranton Mercy Hospital and Moses Taylor Hospital and to gain exposure to different clinical settings.

Further, graduates from the pre-professional program have been accepted into dental schools at a rate of 12 per year, and to schools of podiatry, optometry, and other health professions at a rate of 12 per year.

In the past five years, University of Scranton students received approximately 500 acceptances to medical or dental schools including many of the most prestigious in the country. Harvard, Georgetown, Cornell, Columbia, Johns Hopkins, Rutgers, University of Pennsylvania, Hershey, Thomas Jefferson, George Washington, Hahnemann, University of Pittsburgh, Temple, St. Louis University, Medical College of Pennsylvania, Case-Western Reserve, SUNY-Buffalo, Fairleigh Dickinson, the University of Washington at Seattle, the University of Chicago, the University of Oklahoma, and New York Medical College.

In addition, other students were admitted to schools of Osteopathic Medicine and Surgery, Podiatry, Pharmacy, Veterinary Medicine, and Graduate School programs in biology, chemistry, biochemistry, psychology, pharmacology and other health-related fields.

**Pre-Medical Curricula** -- Most pre-medical students major in biology. The pre-medical advisor's specific course recommendations for biology majors are listed on the next page. Students majoring in chemistry, biophysics, or biochemistry at the University are also regularly admitted to medical or dental schools. Entering pre-medical students may also select General Area Studies in
Natural Sciences described earlier in this catalog; they should enroll in the Biology and Chemistry sequences.

Biochemistry, biophysics and medical technology provide alternative majors in second, third, or fourth year for those pre-medical biology students who subsequently choose not to apply to medical school.

**Recommended Curriculum for Biology Majors** --Completion of this sequence of courses will satisfy all requirements for the biology major as indicated on page 50

### RECOMMENDED CURRICULUM FOR PRE-MEDICAL/PRE-PROFESSIONAL STUDENTS

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
<th>FRESHMAN</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td><strong>MAJOR</strong></td>
<td>Biol 141-142</td>
<td></td>
<td>General Biology I-II</td>
<td>41/2</td>
<td>41/2</td>
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<tr>
<td><strong>COGNATE</strong></td>
<td>Chem. 112-113</td>
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<td>General &amp; Analytical Chemistry</td>
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<td><strong>GE AREA III</strong></td>
<td>Communications</td>
<td></td>
<td>Electives</td>
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<tr>
<td><strong>GE AREA IV</strong></td>
<td>Humanities</td>
<td></td>
<td>Elective</td>
<td>3</td>
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</tr>
<tr>
<td><strong>GE AREA V</strong></td>
<td>Phil. 120</td>
<td></td>
<td>Introduction to Philosophy</td>
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<tr>
<td><strong>GE AREA V</strong></td>
<td>T/RS 121</td>
<td></td>
<td>Theology I</td>
<td>3</td>
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<tr>
<td><strong>PHYS EDUC</strong></td>
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<td></td>
<td>Physical Education</td>
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<td><strong>19</strong></td>
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<td><strong>SOPHOMORE</strong></td>
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<tr>
<td><strong>MAJOR</strong></td>
<td>Biol. 241-242 or 260</td>
<td></td>
<td>Comp. Vertebrate Anatomy or Genetics</td>
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<tr>
<td><strong>COGNATE</strong></td>
<td>Chem. 232-233</td>
<td></td>
<td>Organic Chemistry-I-II</td>
<td>41/2</td>
<td>41/2</td>
</tr>
<tr>
<td><strong>COGNATE</strong></td>
<td>Math. 103-114 or Math. 114-221</td>
<td></td>
<td>Pre-Calculus-Analysis I Analysis I-II</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>GE AREA III</strong></td>
<td>Communications</td>
<td></td>
<td>Elective</td>
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<td>Electives</td>
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<td>Physical Education</td>
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<td><strong>JUNIOR</strong></td>
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<td><strong>MAJOR</strong></td>
<td>Biol. 245, 250, 341, 350</td>
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<td>Biology Electives</td>
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<tr>
<td><strong>MAJOR</strong></td>
<td>Biol.**</td>
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<td>Population Course*</td>
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<td>Physics 120-121</td>
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<td>General Physics</td>
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<tr>
<td><strong>GE AREA II</strong></td>
<td>Social/Behavior</td>
<td></td>
<td>Elective</td>
<td>3</td>
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<tr>
<td><strong>GE AREA V</strong></td>
<td>Phil. 210-212</td>
<td></td>
<td>Ethics-Medical Ethics</td>
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<td><strong>GE AREA V</strong></td>
<td>T/RS 122</td>
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<td>Theology II</td>
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<td><strong>GE FREE</strong></td>
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<td>Electives</td>
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<td></td>
<td><strong>181/2</strong></td>
<td><strong>20</strong></td>
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<td><strong>SENIOR</strong></td>
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<tr>
<td><strong>MAJOR</strong></td>
<td>Biol. 343, 344, 352,361,362</td>
<td></td>
<td>Biology Electives</td>
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<tr>
<td><strong>GE AREA II</strong></td>
<td>Social/Behavior</td>
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<td>Electives</td>
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<tr>
<td><strong>GE AREA IV</strong></td>
<td>Humanities</td>
<td></td>
<td>Electives</td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>GE AREA V</strong></td>
<td>T/RS 330*</td>
<td></td>
<td>Biomedical Ethics</td>
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<td><strong>15</strong></td>
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</tbody>
</table>

**TOTAL: 1431/2 credits**

It is also recommended that pre-professional students take 6 credits of English literature in Area IV, and both Communication 100 and English 107 in Area III. Medical school candidates are urged to add Chem. 450, Biochemistry, in senior year.
* Phil. 212 and/or T/RS 330 are recommended as Area V electives

** See p. 50 for list of courses in the Population group
THE COLLEGE OF ARTS AND SCIENCES

Paul F. Fahey, Ph.D., Dean
The College of Arts and Sciences is the largest academic division of the University with more than 30 areas of studies. Its liberal arts programs serve students well in many different careers. CAS programs also lay the foundation for professional study in law, medicine, and dentistry, as well as for graduate study in various fields.
ART AND MUSIC

DR. DUNN, Chairperson

The Department of Art and Music offers three minors: Studio Art, Art History, and Music Literature. Each discipline aims to develop a student’s creative expression, to prompt aesthetic appreciation and judgment, to develop critical thinking, and to deepen understanding of the impulse to create with sound and with image.

Courses in Art and Music satisfy General Education requirements in FOUR ways:

a) studio art courses (all courses designated ART) satisfy requirements in GE AREA III - Communications, and/or in GE AREA IV - Humanities.

b) art history courses (all courses designated ARTH) satisfy requirements in GE AREA IV - Humanities.

c) music courses (all courses designated MUS) satisfy requirements in GE AREA IV - Humanities.

d) any course in Art and Music may be used as a free elective

MINORS IN ART AND MUSIC

A minor in studio art requires 18 credits, including ARTH 111, 112, ART 114, a choice of either ART 112 or 116, and two additional studio courses

A minor in art history requires 18 credits, including ARTH 110, 111, 112. Three additional courses in art history are required.

Students who pursue a double minor in Studio Art and Art History are required to apply to the chairperson for additional requirements

A minor in music literature requires 18 credits, including MUS. 111, 112, 235, 236, and two additional music courses numbered 110 or above
ART

ART 112  Staff  Color and Design  3 credits  
A foundation course introducing the elements and principles of two-dimensional design. Various materials are used to explore the organization of space and basic color theory.

ART 114  Prof. Colley  Three-Dimensional Design  3 credits  
A foundation course investigating basic materials and approaches in the creation of three-dimensional form. Hands-on involvement with diverse media, techniques, and tools of the sculptor’s craft is emphasized.

ART 116  Staff  Basic Drawing  3 credits  
A foundation course designed to develop skills in basic drawing and perception. Various media are employed in exercises involving the use of line and shading, shape and space and design and composition.

ART 120  Prof. Alexander  Painting I  3 credits  
A first-level painting course concerned with fundamentals such as composition, observation, basic color theory, and basic techniques. The class includes one museum trip and regular group critiques.

ART 122  Prof. Sampson  Watercolor I  3 credits  
An introduction to the materials and techniques of painting with watercolor. Emphasis will be placed on developing the skills required to create unique visual expressions.

ART 130  Prof. Sampson  Pastel I  3 credits  
This course introduces techniques of painting with the ancient medium of pastel. It also includes study of color and the history of pastel painting.

ART 214  Prof. Colley  Sculpture I  3 credits  
In-depth exploration of form, space, rhythm and color to develop technical and creative skills for production of relief sculpture and sculpture in the round. Materials include wood, plaster, metals, stone and clay. Prerequisite: Art 114, or equivalent.

ART 216  Staff  Drawing II  3 credits  
A continuation of Art 116, with experimental use of varied media. Individual directions and experimentation are encouraged and developed. Prerequisite: Art 116, or equivalent.

ART 220  Prof. Alexander  Painting II  3 credits  
A second-level painting course concerned with a more extensive look at composition, pictorial space and more advanced color theory. The class includes one museum trip and frequent group critiques. Prerequisite: Art 120, or equivalent.

ART 222  Prof. Sampson  Intermediate Watercolor  3 credits  
This course builds upon Art 122. Experimental use of the medium, and of other water-based media (casein, gouache) will be encouraged. Prerequisite: Art 122, or equivalent.

ART 320  Prof. Alexander  Painting III  3 credits  
The course focuses on individual approaches to painting. Content, style, and technique will be determined by each student.
ART 382-383  Staff
Guided Independent Study in Studio Art  3 credits each
Courses meet specific needs and interests of the student. Content and methodology vary

ART 384  Staff
Special Topics  3 credits
Selected topics in studio art will vary from year to year based on student faculty interest. Topics may include Printmaking, Portraiture, Figure Drawing
ART HISTORY

ARTH. 110  Dr. Dunn
Art and Ideas 3 credits
An introduction to the language, forms, and materials of art. The 3-credit course comprises one hour of slide lecture and two hours of demonstration. Topics to be explored include: Line, Color, Composition, Space, Light, etc.

ARTH. 111  Dr. Dunn
History of World Art 1 3 credits
A survey of the history of painting, sculpture, and architecture, from prehistoric times through the dawn of the Renaissance in 1400. The art of ancient eastern and western civilizations is studied in historical contexts of idea, style, and technique.

ARTH. 112  Dr. Farr
History of World Art II 3 credits
The course opens with the history of painting, sculpture, and architecture in Renaissance, Baroque, and eighteenth-century Europe. Introduced by Impressionism, Expressionism, and Cubism, the art of the modern world concludes with a survey of idea, style, and technique in twentieth-century art. Arth 111 not a prerequisite.

ARTH. 201  Dr. Dunn
Art of the Ancient World 3 credits
A survey of the art and architecture produced between 30,000 - 1250 B.C. The course opens in the painted caves of Prehistoric Europe, and continues through the contemporaneous civilizations of the Ancient Near East (Sumer, Babylon, Assyria, Persia) and Egypt.

ARTH. 202  Dr. Dunn
Art of Greece and Rome 3 credits
The course begins in the Aegean with the Minoan and Mycenaean cultures celebrated by Homer; surveys the art of classical Greece; and continues with the art of the Etruscans in ancient Italy. The course concludes with Roman art and architecture (3rd c. B.C. - 5th c. A.D.)

ARTH. 203  Dr. Dunn
Early Christian and Byzantine Art 3 credits
The art and architecture produced by the first Christians borrowed much from the forms and ideas of Roman art. The course surveys art produced in Rome, Ravenna, Milan, Greece, and Constantinople, 200-1400 A.D. Emphasis will be placed on the origin and symbolism of Christian imagery and architecture.

ARTH. 204  Dr. Dunn
Medieval Art: Romanesque and Gothic 3 credits
A survey of art and architecture in western Europe, 1100-1400. Medieval architecture, manuscripts, paintings, and decorative arts will be presented as mirrors of medieval thought and spirituality.

ARTH. 210  Dr. Farr
Women in the Visual Arts 3 credits
This course examines the history of women's achievements and struggles in the visual arts, and considers some of the varied ways of thinking and writing about women, art, and culture.

ARTH. 213  Dr. Farr
American Art 3 credits
A survey of American architecture, painting and sculpture from the earliest exploration days. The course will cover art of Native America, the colonial period, the Civil War era, and the twentieth-century.

ARTH. 220  Dr. Farr
History of Photography
The course explores the historical development of photography and considers the medium's aesthetic components as well as the theoretical and representational issues it raises.

ARTH. 295-296 (Travel Seminar)
Dr. Dunn, Dr. Farr
Short study trips to provide students with the opportunity to study works of painting, architecture, and sculpture on site. Trips will be designed as themes: i.e., the Art Museums of London and Paris, The Bible in Text and Image (Italy), Renaissance villas and palaces, Michelangelo, etc.

ARTH. 303
Dr. Dunn
Art of Baroque and Rococo Europe
A survey of the painting, sculpture, and architecture produced in Europe between 1600 and 1750. The course opens in Bernini's Rome of the Counter-Reformation and concludes in France at the royal courts of Louis XIV and XV.

ARTH. 304
Dr. Farr
Nineteenth-Century Art
An exploration of painting and sculpture from Neoclassicism to Symbolism. Special emphasis will be given to works by J.L. David, Goya, Delacroix, Courbet, Manet, Morisot, Rodin, and Van Gogh. In addition to developing skills of visual analysis, the course will focus on the interaction between artist and society.

ARTH. 305
Dr. Farr
Art of the Twentieth Century
Beginning with pre-World War I works by Matisse and Picasso, this course surveys the painting, sculpture, architecture and photography of the period known as modernism, ending with an exploration of the contemporary phenomenon of postmodernism. Through examination of both artworks and texts by artists and critics, considerations of style and technique will be integrated with an analysis of historical context.

ARTH. 310
Dr. Dunn
Renaissance Art and Architecture: 1250-1500
A survey of the art produced in Italy, 1250-1500, the course opens with Cimabue in Assisi of St. Francis; continues into the fourteenth century with the frescoes of Giotto and Duccio; and concludes with such fifteenth-century artists as Brunelleschi, Donatello, Botticelli, Leonardo da Vinci, and the young Michelangelo.

ARTH. 311
Dr. Dunn
The Renaissance in Northern Europe
Art produced in northern Europe (France, Germany, Belgium, and the Netherlands) differs remarkably from the art produced in Italy by Botticelli and Michelangelo. This course surveys painting north of the Alps by such artists as Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, and Albrecht D-rer.

ARTH. 312
Dr. Farr
Impressionism and Post-Impressionism
Impressionism, an artistic movement linked today with leisure and pleasure, developed out of conflict and challenged many standard European art practices. The course investigates the artistic goals and strategies of Manet, Monet, Degas, Renoir, Morisot, Cassatt and Pissarro, and considers how their works respond to important social issues of the day. Paintings by the Postimpressionists Cezanne, Seurat, Van Gogh and Gauguin will be examined as reactions to the aims of Impressionism.

ARTH. 315
Dr. Farr
Matisse and Picasso
This course examines the works of these two influential modern artists by considering the aesthetic and historical context for their paintings, sculptures, prints, and writings on art.
ARTH. 380  Prof. Miller-Lanning
Museum Methods  3 credits
Offered in cooperation with the Everhart Museum, this course introduces students to ideologies of arts administration and methods of curatorial research and procedure. On-site study at the Everhart Museum is supervised by the Curator of Art and by art history faculty.

ARTH. 382-383  Dr. Dunn, Dr. Farr
Guided Independent Study  3 credits
Courses meet specific needs, and content and methodology vary.

ARTH. 384, 484  Dr. Dunn, Dr. Farr
Special Topics  3 credits
Selected topics will vary from year to year based on student/faculty interest and available media resources. Topics may include Art of the Far East, History of Printmaking, etc. Discrete styles and individual artists may also be the focus of a selected topics course.

ARTH. 410  Dr. Dunn
Michelangelo and His World  3 credits
This course investigates the painting, sculpture, and architecture of Michelangelo. By considering the artistic traditions to which he fell heir as a Florentine artist, the traditional and the innovative aspects of Michelangelo’s work will be assessed. Readings from his letters and poetry, and from sixteenth-century biographies will furnish a rich context for the appreciation of his work and for understanding the society to which he belonged.

ARTH. 411  Dr. Dunn
Leonardo (Da Vinci)  3 credits
Artist, scientist, author and free-thinker, Leonardo left few paintings, many drawings, and copious notes attesting the wide range of his intellectual curiosity. This course focuses both on the fifteenth-century world to which the artist belonged and on his many writings in order to measure Leonardo’s greatness as prodigy and visionary.
### MUSIC

**MUS. 100**  
Understanding Music  
3 credits  
An examination of music representing a wide variety of styles, genres, historical periods, and geographical areas, with an emphasis on the development of perceptive listening skills. Folk, popular, rock, jazz, and classical music will be studied.

**MUS. 111**  
Music History I  
3 credits  
The history and literature of Western classical music from the medieval period to the eighteenth century, including Gregorian chant, the growth of polyphony, the rise of instrumental music and the birth and growth of opera.

**MUS. 112**  
Music History II  
3 credits  
The history and literature of Western classical music from the eighteenth century to the present, including the increasing importance of instrumental music and opera, the development of atonality and serial music and the recent avant-garde. Mus 111 is not a prerequisite.

**MUS. 211**  
Keyboard Music  
3 credits  
Music written for the piano, organ, harpsichord and clavichord from the Renaissance to the 20th century. The course focuses on the development of keyboard instruments and the forms and composers that dominate the literature.

**MUS. 213**  
Symphony  
3 credits  
Development of the symphony as an independent genre, from its origins in the mid-eighteenth century to the present day. Works by Haydn, Mozart, Beethoven, Brahms, Tchaikovsky, Mahler, Shostakovich and Stravinsky will be among those considered.

**MUS. 217**  
Opera  
3 credits  
The history of opera from its beginnings at the turn of the seventeenth century to the present with an emphasis on the nineteenth and twentieth centuries. Representative operas by Mozart, Verdi, Wagner and Puccini, among others, will be examined.

**MUS. 218**  
American Musical Theatre  
3 credits  
The development of musical theatre in America from the nineteenth century to the present, emphasizing works composed since the 1940s. Musicals by Jerome Kern, Rodgers and Hammerstein, Lerner and Loewe, Leonard Bernstein and Stephen Sondheim will be considered.

**MUS. 219**  
History of Jazz  
3 credits  
A detailed examination of a “truly American musical form.” Included will be discussions of major stylistic periods, compositions, and performers. Listening examples, as well as live performances, will contribute to an understanding of jazz from its origins to the present day.

**MUS. 221**  
From Bach to Rock  
3 credits  
The music of Western civilization from J.S. Bach and G.F. Handel to recent developments of the 20th century. Special attention to Haydn, Mozart and Beethoven.

**MUS. 224**  
Going for Baroque  
3 credits
A study of musical developments during the early, middle, and late Baroque period. Special attention will be paid to the Italian, English, and German Baroque, and to Jesuit contributions to sacred and secular music.

MUS. 226  Staff
**Romantic Music of the Nineteenth Century**
3 credits
A study of the major musical developments in the nineteenth century, the Romantic Period: the rise of piano literature, the art song, chamber and program music, and opera. Attention to nationalism.

MUS. 228  Staff
**Music of the Twentieth Century**
3 credits
A study of the history and literature of Western classical music in the twentieth century. The various “isms” of the period, including impressionism, ex-pressionism, neo-classicism, serialism, and min-imalism, will be examined. Music 112 recommended as prerequisite.

MUS. 231  Sr. Roccasalvo, C.S.J.
**Russian and East European Music**
3 credits
A survey of Russian and East European choral and instrumental music from the 10th century to the present. Includes music from Poland, Czechoslovakia, Hungary, Ukraine and Russia. Special focus on Chopin, Liszt, Smetana, Dvorak, Bartok, the “Mighty Five,” Tchaikovsky, Rachmaninoff, Stravinsky.

MUS. 232  Staff
**Music in Italy**
3 credits
A survey of music in Italy from the Renaissance to the present day. Focus on: the centers of musical activity (Florence, Venice, Rome, Bologna); and vocal and instrumental genres, especially the string repertoire and families who made string instruments (Amati, Guarneri, Stradivari).

MUS. 233  Staff
**Music in America**
3 credits
An overview of music in the United States from colonial times to the present, with an emphasis on the twentieth century. Classical, popular, and traditional musical styles are considered, including the symphony, the opera, the Broadway show, jazz, rock, hymnody, and folk music.

MUS. 235  Dr. Perry
**Music Theory I**
3 credits
The fundamental materials of tonal music: notes and rests, rhythm and meter, scales and modes, intervals, triads and seventh chords, melodic and harmonic organization, and an introduction to voice leading and part writing. Some knowledge of music notation helpful.

MUS. 236  Dr. Perry
**Music Theory II**
(Prerequisite: Mus. 235) Extension of the tonal vocabulary to include chromatic harmony, modulatory techniques, and the use of extended chords, as well as an overview of selected post-tonal procedures.

MUS. 280  Staff
**Liturgical Music**
3 credits
The role of music in the Roman Catholic Church. Emphasis on the practical rather than the historical. Recommended for any person, lay person or clergy, involved in developing church liturgy. No musical background required.

MUS. 323  Staff
**Bach**
3 credits
The music of Johann Sebastian Bach in the context of the musical forms, styles, and genres current in the first half of the eighteenth century. A survey of Bach’s life and works is followed by detailed study of selected vocal and instrumental compositions.

MUS. 324  Staff
**Mozart**
3 credits
An examination of Mozart's major works in the genres of symphony, concerto, chamber music, church music and opera, together with a brief biographical survey. The influence of late eighteenth-century culture and musical conventions on Mozart's work is considered.

MUS. 325  Sr. Roccasalvo, C.S.J.  Beethoven  3 credits
Study of a composer whose fiery personality drove him to express through music universal concepts in an age of revolution, i.e., freedom and the dignity of the person. Course traces the evolution of Beethoven's major works -- sonatas and concertos, symphonies and string quartets as well as Fidelio and the Missa Solemnis; and, the effect of his deafness on his view of life and on his later works.

MUS. 335  Staff  Introduction to Composition  3 credits
(Prerequisites: Mus. 235 and 236) Guided individual projects in original composition, together with the analysis of selected works from the classical repertory.

MUS. 382-383  Staff  Guided Independent Study in Music  3 credits
Courses meet specific needs and content and methodology will vary
BIOLOGY

DR. TOWNSEND, Chairperson

Courses in the Department of Biology are designed to achieve the following objectives: 1. to present the fundamental scientific facts and concepts which are needed for an understanding of the living world and people’s relation to it; 2. to prepare students for advanced study or work in other biological fields.

The Bachelor of Science in Biology Program supplies preprofessional preparation meeting all requirements and recommendations of professional schools (medicine, dentistry, veterinary medicine).

While the department’s record in the preparation of physicians is an impressive one as indicated earlier in the Pre-Medical section, its record as one of the baccalaureate sources of Ph.D’s in the biological sciences is equally prestigious. A 1988 study by the office of institutional research at Franklin and Marshall College shows that over the last 66 years, the University of Scranton ranked 48th out of 877 four-year, private, primarily undergraduate institutions.

The biology curriculum appears below. In selecting biology electives, all majors are required to take at least one course in each of the following 5 course groups (special exemption may be made by permission of the Chairperson):

**Cellular (C) -** Biol. 250, 344, 346, 348, 349, 350, 351, 352, 353, 358, 445, 450

**Molecular (M) -** Biol. 250, 344, 350, 351, 358, 361, 362, 363, 364; Chem. 350, 351, 360, 450, 451


**Genetics (G) -** Biol. 260, 362, 363, 375


The premedical advisor’s elective recommendations for preprofessional students are listed on page 44.

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Credits</th>
<th>Descriptive Title of Course</th>
<th>FRESHMAN</th>
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<tbody>
<tr>
<td>MAJOR</td>
<td>Biol. 141-142</td>
<td>General Biology I-II</td>
<td>4/1/2</td>
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<tr>
<td>COGNATE</td>
<td>Chem. 112-113</td>
<td>General &amp; Analytical Chem</td>
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<td>GE AREA III</td>
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<td>GE AREA IV</td>
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<tr>
<td>GE AREA V</td>
<td>Phil. 120</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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<tr>
<td>GE AREA V</td>
<td>T/RS 121</td>
<td>Theology I</td>
<td>3</td>
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<tr>
<td>PHYS EDUC</td>
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<td>Physical Education</td>
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<td><strong>Total</strong></td>
<td>16</td>
<td>19</td>
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| SOPHOMORE     | Biology Electives | 4 | 4 |
|               | Organic Chemistry I-II | 41/2 |
|               | Analysis I** - Cognate or Major Elective | 4/1/2 |
|               | Elective            | 3 |
|               | Electives           | 3 |
|               | Physical Education  | 1 |
|               | **Total**           | 191/2 | 191/2 |
### JUNIOR

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<th>MAJOR</th>
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<td>Social/Behavior</td>
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<td>GE AREA V</td>
<td>Phil. 210-Elective</td>
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<tr>
<td>GE AREA V</td>
<td>T/RS 122</td>
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<td></td>
<td>General Physics: 4 4</td>
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### SENIOR

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<td>GE AREA V</td>
<td>Phil.-T/RS</td>
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<td>Philosophy and/or Religious Studies: 3</td>
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<td>15 16</td>
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</table>

* General Education recommendations:

**TOTAL:** 143 credits
6 credits English literature in Area IV, Comm. 100 and English 107 for Area III

** Math 103 (taken before Math 114) if indicated by Math Placement Test results. Otherwise, credits may be taken in Math, Biology, Chemistry, or Physics

**MINOR:** To gain a minor in biology, a student must complete Biology 141-142 or Biol. 101-102, Biology 141-142 laboratory, and 15 additional credits of courses suitable for the biology major. Biology electives must be selected to fill at least 3 of the 5 established course groups, and must include at least three credits of advanced laboratory work. It is strongly suggested that a potential biology minor seek the advice of the Biology chairperson concerning the selection of electives suitable to his/her personal goals.

* Please note: Biology courses numbered 100 - 139 and 200 - 239 are not open to Biology majors. Courses with a title prefixed by an asterisk require concurrent enrollment in lecture and lab.

**BIOL. 100**

- **Modern Concepts of Biology**
  - Staff
  - 4 credits
  - Exploration of the practical impact which modern biological concepts have on our lives. Topics include cell function, genetics, plant and human biology, genetic engineering, cancer, AIDS and dying. Provides a framework for making informed ethical decisions as a citizen regarding pertinent biological issues. 3 hours lecture; 2 hours lab. Fall only

**BIOL. 101 & 102**

- **General Biological Science**
  - Dr. Sweeney
  - 6 credits
  - (Recommended Prerequisite for Biol. 102: Biol. 101) The nature of living organisms and general biological principles, as they affect man, are stressed in general terms

**BIOL. 103**

- **Social Biology**
  - Dr. M. Carey
  - 3 credits
  - A discussion of current advances and controversies in biology and medicine, their social and ethical implications, and public policy problems raised by them. Topics may include definitions of life and death, organ transplantation, population control, genetic engineering, environmental crises, evolution vs. creationism, and the nature of human nature

**BIOL. 110 & 111**

- **Structure and Function of the Human Body**
  - Staff
  - 8 credits
A general study of the anatomy and physiology of the human organism emphasizing the body's various coordinated functions from the cellular level to integrated organ systems. 3 hours lecture, 2 hours lab each semester.

**BIOL 112**  
**Perspectives in Anatomy and Physiology**  
Dr. Anderson  
2 credits  
Designed for the registered nurse student. Will explore recent physiological concepts to provide a foundation for further study. Topics may include cellular theory, cardiovascular physiology, neurophysiology, renal physiology, stress and immunity, infectious disease and the genetic basis of disease. Special attention given to the needs of the student; hence topics are expected to vary from year to year. Fall, as needed. (Course open to RN students only)

**BIOL 141 & 142**  
**General Biology**  
Staff  
9 credits  
A comprehensive study of the nature of living organisms, both plant and animal, their structure, function, development and relationships, including the problems of development, heredity and evolution. 3 hours lecture, 3 hours lab each semester

**BIOL. 195**  
**Tropical Biology (O, P)**  
Dr. Conway  
3 credits  
Study of tropical communities with emphasis on the coral reef. Introduction to a variety of other tropical areas, such as sandy beaches, turtle grass beds, mangrove swamps, tide pools, rocky shores, and rainforests. Approximately 2 weeks will be spent at a biological station in the American tropics. Swimming proficiency required. (Majors and GE Area I) Intersession only

**BIOL. 196 (O, P)**  
**African Photo Safari**  
Dr. Conway  
3 credits  
Natural history of Eastern Equatorial Africa with special emphasis on the delicate ecological balance between plant and animal communities. The savannah plains, tropical mountain forests, northern frontier and Great Rift Valley will be visited for first-hand study of the tremendous diversity of fauna and flora. (Majors and GE Area I) Intersession only

**BIOL. 201**  
**Anatomy & Physiology**  
Dr. Kwiecinski  
3 credits  
An introduction to the biochemical, cellular, tissue and organismal organization of selected body functions; structure in relation to function is emphasized

**BIOL. 202**  
**The ABC'S Of Genetics**  
Dr. McDermott  
3 credits  
Heredity for the non-science major, with emphasis on the human. Provides the background necessary for the non-scientist to understand his/her own hereditary background and to have informed opinions about societal issues related to genetics. Includes Mendelian, molecular, and population genetics, evolution, genetic diseases, genetic engineering, etc

**BIOL. 203**  
**Horticulture**  
Dr. Hardisky  
3 credits  
The basics of plant growth and propagation. Topics include photosynthesis, water relations, nutrition, hormones, propagation, pathology and basic cultivation techniques. The laboratory will include plant anatomy, propagation and cultivation of ornamental plants and basic physiological experimentation. 2 hours lecture, 2 hours lab. (GE Area I)

**BIOL. 204**  
**Everyday DNA**  
Dr. DelVecchio  
3 credits  
A comprehensive study of the nature and function of the genetic material and its relation to modern genetic engineering techniques, the application of these techniques, and their impact on modern life.

**BIOL. 210**  
**Introductory Medical Microbiology**  
Dr. McDermott  
3 credits
(Pre- or co-requisites: Biol. 110-111; Chem. 110-111) Fundamentals of microbiology, including structure, function, identification, pathogenesis, epidemiology and control of microorganisms with emphasis on human pathogens. 2 hours lecture, 2 hours lab; Fall only

**BIOL. 241 & 242**  
* Comparative Vertebrate Anatomy (O)  
(Prerequisite: Biol. 141-142) Structure and phylogeny of vertebrate organ-systems, emphasizing mammalian structure in relation to its function. Amphioxus, shark, and necturus are subjected to detailed laboratory study in first semester and the cat in the second semester. 2 hours lecture, 4 hours lab each semester.

**BIOL. 245**  
* General Physiology (O)  
(Prerequisites: Biol. 141-142, Chem. 112-113) Physiological processes underlying functioning of the animal organism. Study of irritability, excitation, conduction, contractility, cellular physiology, and functions of mammalian organ-systems. 3 hours lecture, 3 hours lab.

**BIOL. 250**  
* Microbiology (C, O, M)  
(Prerequisite: Biol. 141-142, Chem. 112-113) Structure, function, growth, reproduction, heredity and relationships of bacteria, yeasts, molds, virus; a brief survey of pathogens, life cycles of parasitic microzoa; introduction to disease and immunology. 3 hours lecture, 3 hours lab; not open to Nursing majors.

**BIOL. 260**  
* Genetics (G)  
(Prerequisite: Biology 141-142 or 101-102) Mendelian, cyto-, population and evolutionary, and basic molecular genetics; emphasis on eucaryotes. 3 hours lecture, 3 hours lab.

**BIOL. 270**  
* Biology of the Vascular Plants (O, P)  
(Prerequisite: Biology 141-142 or 101-102) A survey of the vascular plants with respect to anatomy, life history and reproduction, ecology and natural history, evolution and systematics. Emphasis will be on the flowering plants as the dominant plant group of terrestrial communities. Laboratory will focus on taxonomy, identification, and natural history of local plants and ecology of local plant communities. 3 hours lecture, 3 hours lab. Spring-odd years.

**BIOL. 341**  
* Embryology (O)  
(Prerequisite: Biol. 241) Comparative study of reproduction, gametogenesis, fertilization, cleavage, morphogenesis, development of organ systems in frog, chick and pig. 2 hours lecture, 4 hours lab.

**BIOL. 343**  
Parasitology (O)  
(Prerequisite: Biol. 141-142) Study of human, animal and plant parasites including host-parasite resistance, tolerance, immunity, and evolution. 3 hours lecture. Spring only.

**BIOL. 344**  
Principles of Immunology (C,O,M)  
(Strongly recommended prerequisite: Biol. 250) The basic molecular, cellular and organismal aspects of the immune response, emphasizing chemical and functional bases of antigens and immunoglobulins, cellular and humoral response, tolerance, immune deficiency, hypersensitivity, autoimmunity, blood groups, transplantation. 3 hours lecture, 3 hours lab; lecture and lab should be taken concurrently. Spring only.

**BIOL. 345**  
Comparative Animal Physiology (P,O)  
3 credits
(Prerequisite: Biol. 245) The physiological principles involved in adaptations of animals to their environment from a comparative viewpoint; osmotic control, temperature regulation, nerve and muscle physiology, sensory perception, etc. 3 hours lecture. Spring–odd years.

**BIOL. 346**

**Endocrinology and Reproduction (C,O)**

(Prerequisite: Biol. 245) The mammalian endocrine system; emphasis on molecular mechanisms of hormone action, feedback control of hormone production, integration with other physiological systems, and reproductive endocrinology. 3 hours lecture. Spring only.

Dr. J. Carey

3 credits

**BIOL. 347**

**Exercise Physiology (O)**

(Prerequisite: Biol. 245) Study of the anatomical and physiological effects of exercise, centering around control of physical performance by capacity to generate energy through aerobic and anaerobic pathways; include the effects of heredity, age, nutrition, training and environment on performance. Emphasizes the multidimensional role of exercise in weight control, cardiovascular fitness, stress management, fatigue, strength, etc. 3 hours lecture/demonstration. Alternate years.

Dr. Conway

3 credits

**BIOL. 348**

**Neurophysiology (C, O)**

(Prerequisite: Biol. 245, or, for Neuroscience majors, Psych. 231) Study of the organization and function of the neuron, neural circuits, and the major sensory and motor components of the central nervous system; bioelectric phenomena, synaptic transmission; the neural basis for higher functions such as cognition, memory, and learning. Three hours lecture; two hours lab.

Dr. Adams

4 credits

**BIOL. 349**

**Plant Physiology (C, O, P)**

(Prerequisite: Biol. 141 or 101 or permission of instructor) Functional anatomy and physiology of plants, including structure, photosynthesis, respiration, mineral nutrition, water relations, productivity, growth and differentiation, transport, stress physiology, and energy flow. 3 hours lecture, 3 hours lab. Spring only.

Dr. Hardisky

5 credits

**BIOL. 350**

**Cellular Biology (C, M)**

(Prerequisite: Biol. 141-142) Study of structure-function relationships in eukaryotic cells. Emphasis on cell membranes, cell organelles, cytoskeleton, and extracellular matrices. Regulation of cell proliferation, signaling, recognition/adhesion, and motility will be examined, particularly as they relate to malignancy. Labs focus on experimental studies of cellular structure and function using techniques of modern cell biology. 3 hours lecture, 3 hours lab. Fall only.

Dr. Greuel

5 credits

**BIOL. 351**

**Developmental Biology (C, O, M)**

(Prerequisite: Biol. 141-142; Strongly recommended prerequisite: Biol. 350) Development of vertebrates and invertebrates from gametogenesis through organogenesis. Emphasis on cellular and molecular mechanisms involved in differentiation, morphogenesis, and determination of the body plan. Labs focus on experimentation with living, developing organisms. 3 hours lecture, 3 hours lab. Spring only.

Dr. Greuel

5 credits

**BIOL. 352**

**Histology (C)**

(Prerequisite: Biol. 241) Microscopic structure and functional relationships of vertebrate tissues and organs with emphasis on the mammal. 2 hours lecture, 4 hours lab.

Dr. Evans

4 credits

**BIOL. 353**

**Histotechniques (C)**

(Prerequisites: Chem. 232-233, Biol. 352) Basic and standard histological procedures for histotechnologists, biology majors, pre-medical students, and research scientists. Lectures focus on basic theory/methodology. Labs focus on demonstration/practice of techniques. 2 hours lecture, 6 hours lab.

Dr. Kwiecinski

5 credits
<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>BIOL. 358</td>
<td>Dr. Adams</td>
</tr>
<tr>
<td>Cellular and Molecular Neurobiology (C, M)</td>
<td>3 credits</td>
</tr>
<tr>
<td>(Prerequisites: Biol. 141-142) Introduces biology and neuroscience majors to the cellular and molecular biology of the vertebrate nervous system. Includes ion channel structure and function, synthesis, packaging and release of neurotransmitters, receptor and transduction mechanisms, intracellular signalling, cell-to-cell communication, glial cell function, and neural growth and development. 3 hours lecture. Spring--odd years.</td>
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<tbody>
<tr>
<td>BIOL. 361</td>
<td>Dr. Dwyer</td>
</tr>
<tr>
<td>* Molecular Biology I (M)</td>
<td>5 credits</td>
</tr>
<tr>
<td>(Prerequisites: Biol. 141-142, Chem. 232-233) Structure and function of prokaryotic cells from a molecular viewpoint. Study of biomacromolecule structure and function; bacterial DNA replication, transcription, translation and how these processes are regulated. 3 hours lecture, 3 hours lab; Fall only.</td>
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<tr>
<td>BIOL. 362</td>
<td>Dr. Dwyer</td>
</tr>
<tr>
<td>Molecular Biology II (M, G)</td>
<td>3 credits</td>
</tr>
<tr>
<td>(Prerequisite: Biol. 361) The structure and function of eucaryotic cells and organisms from a molecular viewpoint. Study of eucaryotic gene organization, DNA packaging and replication, RNA transcription and splicing, translation into proteins and how these processes are regulated. Discussion of development, cancer and evolution on the molecular level. 3 hours lecture. Spring only.</td>
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<td>BIOL. 363</td>
<td>Dr. DelVecchio</td>
</tr>
<tr>
<td>* Genetic Engineering (M,G)</td>
<td>5 credits</td>
</tr>
<tr>
<td>Study of the nature and function of the gene with emphasis on the experimental evidence which gave rise to the present concepts of genetic engineering. Strong emphasis is placed on recombinant DNA techniques in both lecture and laboratory. 3 hours lecture, 3 hours lab; Spring only.</td>
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<td>BIOL. 364</td>
<td>Dr. Sulzinski</td>
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<tr>
<td>* Virology (M)</td>
<td>5 credits</td>
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<tr>
<td>(Prerequisites: Biol. 141-142; Chem. 232-233) A detailed survey of viruses important to animals and plants, including structure, replication, pathogenicity and diagnostic techniques. Strong emphasis is placed on the molecular biology of viruses in both lecture and lab. 3 hours lecture, 3 hours lab; Fall only.</td>
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<td>BIOL. 370</td>
<td>Dr. M. Carey</td>
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<tr>
<td>Animal Behavior (P, O)</td>
<td>4½ credits</td>
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<tr>
<td>(Prerequisite:Biol. 141-142 or 101-102)Classification of behavior types, development, functional advantages and evolution of behavior, and social and physiological aspects studied in lower and higher organisms. 3 hours lecture, 2 hours lab. Spring only</td>
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<td>BIOL. 371</td>
<td>Dr. Townsend</td>
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<tr>
<td>* Ecology (P)</td>
<td>5 credits</td>
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<tr>
<td>(Prerequisites: Biol. 141-142 or 101-102) Study of physical, chemical, and biological factors that influence the distribution and abundance of organisms and determine the relationships among organisms from the population to the ecosystem level. 3 hours lecture, 3 hours lab; Fall- odd years.</td>
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<td>BIOL. 372</td>
<td>Dr. Townsend</td>
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<tr>
<td>* Vertebrate Biology (O, P)</td>
<td>5 credits</td>
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<tr>
<td>(Prerequisite: Biol. 141-142 or 101-102) A survey of vertebrates, covering functional morphology, behavior, ecology, paleontology, and systematics using a comparative approach to vertebrate evolution and diversity. Laboratory will involve both study of preserved material and field experiences in behavior and ecology of local vertebrates. 3 hours lecture, 3 hours lab; Fall- even years.</td>
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<tr>
<td>BIOL. 375</td>
<td>Dr. M. Carey</td>
</tr>
<tr>
<td>Evolution (G, P)</td>
<td>3 credits</td>
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</tbody>
</table>
(Prerequisites: Biol. 141-142 or 101-102) A consideration of the theories of evolution and evidences for them in plants and animals. Population genetics and the adaptiveness of various organic traits will be discussed. Fall only.

**BIOL. 379**

**Biostatistics**

(Prerequisite: Math 103) Data analysis and statistical techniques in biology and medicine; probability and frequency distributions, descriptive statistics, hypothesis testing, and various parametric and nonparametric statistical tests. Course will involve use of one or more computerized statistical programs. Spring only.

**BIOL. 384**

**Special Topics in Biology**

Study of selected topics in biology, varying from year to year based on student/faculty interest and current research advances. May include such topics as sensory reception, membrane biology, population genetics, etc.

**BIOL. 393-394**

**Undergraduate Research**

Prerequisite: 12 credits in Biology) Individual problems for advanced students with sufficient background in biological and physical sciences. Subject time and credit arranged individually.

**BIOL. 445**

**Mammalian Physiology**

(Prerequisites: Biol. 245 and Chem. 232-233) Molecular, cellular, and tissue aspects of selected organ systems not normally covered in General Physiology, including calcium and skeletal homeostatic systems, integumentary system, gastrointestinal system, and aspects of nervous (e.g., sense organs), endocrine, reproductive, and lymphatic systems.

**BIOL. 450**

**Electron Microscopy**

(Prerequisites: Biol. 141-142) Introduction to the mechanics of the electron microscope with emphasis on standard laboratory techniques, including preparation of materials, sectioning, viewing and photographic analysis. 1 hour lecture, 6 hours lab; Spring--even years.

**BIOL. 471**

**Applied Ecology**

(Prerequisites: Biol. 371 and Chem. 340) The application of ecological principles and concepts to environmental problems; including consideration of their origins, effects on living systems, and potential solutions. Consideration of such issues as biodiversity, habitat degradation and loss, conservation biology, ecosystem management, wildlife ecology, agroecology, pollution, and global climate change. 3 hours lecture.

**BIOL. 472**

**Systems Ecology**

(Prerequisite: Biol. 371) The study of ecosystem dynamics and their relationship to the functioning of the biosphere. A quantitative approach to ecosystem structure and function emphasizing the use of simulation and conceptual models. The course will involve opportunities to construct and test simulation models. 3 hours lecture.

**BIOL. 473**

**Marine Biology**

(Prerequisites: Biol. 141 or 101 or permission of instructor) The ecology of marine and estuarine systems, including soil chemistry, halophyte physiology, tidal marsh ontogeny, ecosystem function and the consequences of human alteration of the coastal zone. Lab includes a mandatory weekend in Lewes, DE. 3 hours lecture, 3 hours lab. Fall only.
CHEMISTRY

DR. DREISBACH, Chairperson

The department offers five majors: Chemistry, Biochemistry, Chemistry-Business, Chemistry-Computers, and Medical Technology. The program in Chemistry is approved by the American Chemical Society, which means that graduates may be certified by the American Chemical Society if they meet the requirements. In addition, Chemistry and Biochemistry are offered in conjunction with the Graduate School in five-year B.S.-M.A. degree programs. The strength of the department is indicated by the fact that the University of Scranton has been one of the leading schools in the country in the number of master’s degrees awarded in chemistry.

The prestige of the department is also demonstrated by a recent study of the office of institutional research at Franklin and Marshall College which ranked the University of Scranton 34th out of 917 private, four-year, primarily undergraduate colleges as the baccalaureate source of those earning Ph.D.’s in chemistry between 1981 and 1990.

Recent graduates of the department have been admitted to doctoral programs at a number of major universities including Harvard, Cornell, Johns Hopkins and Pennsylvania. In addition some graduates have attended medical and dental schools and some have gone on to law school.

In both the Chemistry and Biochemistry programs, the departmental General Education Area recommendations are six credits of modern language from AREA III, Area IV, or FREE AREA

MINOR. The minor in Chemistry will include the following requirements: Organic chemistry (6 credits), Physical chemistry (6 credits), Chemistry Laboratory (3 credits).

CHEMISTRY

Dept. and No. Descriptive Title of Course

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- Chem. 390-391
- Chemical Literature-Seminar
- GE AREA II: Social/Behavior Electives
- GE AREA IV: Humanities Electives
- GE AREA IV: Phil. 210 Ethics
- GE FREE: Elective

**Senior**:
- Chem. 440-
- Adv. Inorganic
- Chem. 440L Inorg. Lab
- MAJOR: Chem. 493-494 Undergraduate Research
- Chem. Elective Chemistry Elective-
- 300 level or above
- GE AREA II: Social/Behavior Elective
- GE AREA IV: Humanities Electives
- GE FREE: Elective

**Total:** 143 1/2 credits

* Department recommends Comm. 100 and Engl. 107

N.B. For A.C.S. certification, Chemistry majors must complete Analysis III, Math 341, and two upper division chemistry electives.
BIOCHEMISTRY

The Bachelor of Science in Biochemistry Program parallels the B.S. in Medical Technology for the first two years so that opportunity is afforded the student to change from one program to the other.

MINOR. The minor in Biochemistry will include the following requirements: Organic chemistry (6 credits), Biochemistry (3 credits), Biophysical Chemistry (3 credits), Chemistry Laboratory (3 credits).

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TOTAL: 143 credits

* Department recommends Engl. 107, Comm. 100
N.B. for A.C.S. certification, Biochemistry majors must take Math 114, 221, 222, 341, Physics 140-141 in place of Physics 120-121, and Chem. 440 and 440L.
CHEMISTRY-BUSINESS

The Chemistry-Business major combines theoretical and technical instruction in Chemistry with management training in Business. Graduates of this program will be concerned not only with chemical research and technological development but also with management problems in science-related industries.

Most chemistry majors tend to be research-oriented although almost half of the approximately 100,000 chemists employed in American private industry are engaged in work other than research and development: management, marketing and sales. This combined degree was formulated to prepare chemists to assume these latter responsibilities.

From the point of view of the business student, almost one-third of all business graduates can expect to be employed in a chemistry related field: pharmaceuticals, plastics, petroleum, etc. Most business majors employed in such industries must develop, often on their own, the technical knowledge needed to understand their company's operations and products. A fundamental background in chemistry as provided in this concentration is a distinct advantage to individuals planning such a career.

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TOTAL: 139 credits

* Department recommends Comm. 100 and Engl. 107
CHEMISTRY-COMPUTERS

The program Chemistry-Computers is designed to provide a vehicle for preparing students in the area of intensive computer use in the field of chemistry. The use of computers has long been important in chemistry, but in recent years areas such as molecular modeling and design have become increasingly important. Drug companies use these techniques for the design of drugs for particular medical problems. In addition, most of the modern analytical instruments are highly enhanced by on-line computer processing of data. This program is designed to enable students to enter industry or graduate programs in areas such as computational chemistry, chemical information retrieval, or molecular design.

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TOTAL: 148 credits

* Department recommends Comm. 100 and Engl. 107

** Electives must be at 300 or 400 level
B.S. IN MEDICAL TECHNOLOGY

The Bachelor of Science in Medical Technology degree program, under the direction of Dr. Michael Cann, is designed to train and qualify students as medical technologists or clinical laboratory scientists serving hospitals, clinical laboratories, industrial or research institutions. The program meets and exceeds the requirements of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The program involves the satisfactory completion of the first three years of a curriculum of study (indicated below) at the University of Scranton and the fourth year of clinical education at a hospital having a School of Medical Technology approved by NAACLS. After completing the program, students take a national certification examination. To date the University has arranged affiliation with hospitals in the cities of Allentown, Bryn Mawr, Abington, Danville, Williamsport, Somerville, Wilkes-Barre, New Brunswick, Philadelphia, Scranton and Paterson. See affiliations at the end of this Bulletin.

The curriculum for the BSMT closely parallels the B.S. in Biochemistry program so that students have the option to change to the latter after two years, should their career goals change.

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>FRESHMAN</th>
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<td>MAJOR</td>
<td>Chem. 112-113</td>
<td>General Analytical</td>
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<td>COGNATE</td>
<td>Biol. 141-142</td>
<td>General Biology I-II</td>
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<td>GE AREA II</td>
<td>Social/Behavior</td>
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<td>GE AREA III</td>
<td>Engl. 107 - Comm. 100</td>
<td>Composition-Public Speaking</td>
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<td>GE AREA V</td>
<td>Phil. 120</td>
<td>Introduction to Philosophy</td>
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<td>Theology I</td>
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<td>MAJOR</td>
<td>Chem. 232-233</td>
<td>Physical Education</td>
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<td>MAJOR</td>
<td>Chem. 350-370</td>
<td>Intro Biochem I-Instru. Anal.</td>
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<td>MAJOR</td>
<td>Phys. 120-121</td>
<td>General Physics</td>
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<td>Biol. 344</td>
<td>Principles of Immunology</td>
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<td>Phil. 212; Phil.-T/RS</td>
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<td>Phil.-Theo. Elec.</td>
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<td>COGNATE</td>
<td>CMPS 134</td>
<td>Computer Science I</td>
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SENIOR

Clinical Education
Clinical Microbiology
Clinical Chemistry
Clinical Hematology/
Coagulation
Clinical Immunohematology
Clinical Immunology/Serology
Clinical Seminar
TOTAL: 144 credits

N.B. There is a $125 Clinical Year Fee charged for each semester of senior year to cover University administrative cost. The student is not, however, charged University tuition for the credits earned in senior year. Some hospitals may charge their own fees. The department has an outstanding record in having its students accepted into medical technology programs. It should be clear, however, that admission to clinical education is competitive and dependent on the student's academic record and success in the interview. The hospital is responsible for selection. A delay in beginning the clinical education may delay a student's graduation. Credits for senior year courses vary from 28 to 32 depending on the hospital. Course titles in that year may also vary.

C/CJ 200 Dr. Vinson
Forensic Science
3 credits
Designed for law enforcement majors as well as science majors, this is a study of the rules of evidence and the position of the expert scientific witness in law, followed by a review of the uses of scientific, and particularly chemical, evidence in various phases of the investigation and trial of criminal actions. (Area I).

CHEM. 100 Staff
Elements of Chemistry
3 credits
An elementary study of the field of chemistry for the non-science major; concepts of structure, states of matter, modern developments, implications of the field for modern society. 3 hours lecture. (GE Area I)

CHEM. 104 Staff
Science and Society
3 credits
A study of some current problems of a scientific and technological nature from the point of view of the non-science major. Scientific background will be provided to lead to greater understanding and possible solutions. Possible topics: energy, genetic engineering, narcotics, pesticides, etc. 3 hours lecture. (GE Area I).

CHEM. 110-111 Staff
Introductory Chemistry
6 credits
A study of the fundamental concepts of general chemistry, organic chemistry, and biochemistry. Laboratory work emphasizes skills and procedures relevant to the living system. 3 hours lecture each semester.

CHEM. 110L-111L Staff
Introductory Chemistry Laboratory
2 credits
(Lecture is required as pre- or corequisite; Chem. 110L is prerequisite for Chem. 111L) Experiments dealing with principles of general, organic and biological chemistry are performed. 2 hours laboratory each semester.

CHEM. 112-113 Staff
General and Analytical Chemistry
6 credits
A study of the laws, theories and principles of general chemistry together with qualitative and quantitative analysis. 3 hours lecture each semester.

CHEM. 112L-113L Staff
General and Analytical Chemistry Laboratory
3 credits
(Lecture is required as pre- or corequisite; Chem. 112L is prerequisite for Chem. 113L) Experiments involve semi-micro techniques for qualitative and quantitative analysis (gravimetric and volumetric analysis). 3 hours laboratory each semester.

CHEM. 114 Staff
General Analytical Chemistry Laboratory
2 credits
A special laboratory course for those students who are advanced in chemistry. The laboratory work covers semi-micro techniques of gravimetric and volumetric quantitative analysis. Admission to this course will be on the basis of a placement exam and the professor's permission. 4 hours.
CHEM. 232-233 Staff
Organic Chemistry 6 credits
(Prerequisites Chem. 112-113) An introduction to the chemistry of the principal aliphatic and aromatic compounds of carbon and their derivatives. 3 hours lecture each semester.

CHEM. 232L-233L Staff
Organic Chemistry Laboratory 3 credits
(Lecture is required as pre- or corequisite; Chem. 232L is prerequisite for Chem. 233L)
Investigation of the chemical preparations and syntheses of major organic functional groups. 3 hours laboratory each semester.

CHEM. 240 Dr. Marx
Inorganic Chemistry 3 credits
(Prerequisite Chem. 113) Descriptive chemistry of main group and selected transition elements and their compounds correlated with the periodic table, physical properties, atomic and molecular structure.

CHEM. 320-321 Dr. Dickneider
Industrial Chemistry 6 credits
A review of chemical operations and unit or batch processes common to the industry. Econometric analysis involving supply-demand, productivity, commodity prices and costing is an important area covered as are measures of productivity and patent activity. 3 hours lecture.

CHEM. 330 Drs. Cann, Dickneider
Organic Chemistry III 2 credits
(Prerequisites: Chem. 232-233) A continuation of Chemistry 232-233, emphasizing the study of the major types of organic mechanisms. 2 hours lecture.

CHEM. 330L Staff
Organic Chemistry III 1.5 - 3 credits
(Lecture is required as pre- or corequisite) Experiments involve advanced techniques in synthesis and characterization of organic compounds. 6 hours laboratory for chemistry majors and 3 hours laboratory for biochemistry majors.

CHEM. 340 Staff
Environmental Chemistry 3 credits
(Prerequisite:Chem. 232-233) A study of chemicals in the environment including their origin, transport, reactions, and toxicity in soil, water, air and living systems.

CHEM. 342 Staff
Environmental Toxicology 3 credits
(Prerequisite:Chem. 232-233, Biol. 141-142) This course will encompass several realms of environmental toxicology, including general toxicological theory, effects of contaminants on various biological systems, and discussion of environmental toxicological issues (i.e., specific case studies as well as the types of analyses used in these types of studies).

CHEM. 344 Staff
Environmental Geochemistry 3 credits
(Prerequisite:Chem. 232-233) A consideration of the natural cycles (Carbon, sulfur, oxygen, water, etc.) that govern the chemistry of our planet. Also considered will be the origins of the elements and the origin, paleohistory, and composition of the planet itself. The effect of man's activities in natural resource use, ozone depletion, greenhouse gas production, and fossil fuel production and use will be examined in detail, with particular attention to their effects on the state of the oceans and the atmosphere.

CHEM. 350 Drs. Dreisbach, Wasilewski
General Biochemistry I 3 credits
(Prerequisites: Chem. 233) An introduction to the study of biochemistry. A study of the chemical nature of lipids, carbohydrates, proteins, nucleic acids and enzymes including relationships among vitamins, hormones, and inorganic compounds. 3 hours lecture.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM. 351</td>
<td>General Biochemistry II</td>
<td>Drs. Dreisbach, Wasilewski</td>
<td>3</td>
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<tr>
<td></td>
<td>(Prerequisite: Chem. 350) An introduction to the study of the metabolism of carbohydrates, lipids, amino acids and proteins, including energy transformations and the role of enzyme systems in the above processes. 3 hours lecture.</td>
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<tr>
<td>CHEM. 352</td>
<td>Chemical Toxicology</td>
<td>Staff</td>
<td>3</td>
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<td></td>
<td>(Prerequisite: Chem. 233) The nature, mode of action and methods of counteracting substances which have an adverse effect on biological systems, especially human. Medical, industrial, and environmental forensic aspects will be discussed. 3 hours lecture.</td>
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<tr>
<td>CHEM. 360</td>
<td>Biophysical Chemistry I</td>
<td>Drs. Baumann, Hart</td>
<td>3</td>
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<td></td>
<td>(Prerequisite: Chemistry 232-233) An introduction to the application of physical-chemical principles to biological problems. This involves aqueous solutions, colloidal chemistry, thermodynamics, electro-chemistry, chemical kinetics and nuclear chemistry. 3 hours lecture.</td>
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<tr>
<td>CHEM. 361</td>
<td>Biophysical Chemistry II</td>
<td>Drs. Baumann, Hart</td>
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<td>(Prerequisite Chem. 360) A continuation of Biophysical Chemistry I involving a study of atomic and molecular structure, spectroscopy, photo-chemistry, and surface chemistry with applications to biological and biochemical phenomena. 3 hours lecture.</td>
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<tr>
<td>CHEM. 360L-361L</td>
<td>Biophysical Chemistry Laboratory</td>
<td>Staff</td>
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<td>(Lecture is required as pre- or corequisite; Chem. 360L is prerequisite for Chem. 361L) Experiments involve applications of physical-chemical techniques to biological problems. 3 hours laboratory each semester.</td>
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<tr>
<td>CHEM. 362-363</td>
<td>Physical Chemistry I - II</td>
<td>Drs. Baumann, Hart</td>
<td>6</td>
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<td>(Prerequisites: Chem. 113, Math 222) A study of the physical-chemical properties of matter and the dynamics of chemical reactions. 3 hours lecture each semester.</td>
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<tr>
<td>CHEM. 362L-363L</td>
<td>Physical Chemistry Laboratory</td>
<td>Staff</td>
<td>3</td>
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<td>(Lecture is pre- or corequisite; Chem. 362L is prerequisite for Chem. 363L) Experiments demonstrate physical-chemical properties of matter and reactions. 3 hours laboratory each semester.</td>
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<td>CHEM 370</td>
<td>Instrumental Analysis</td>
<td>Drs. Vinson, Sherman</td>
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<td>(Prerequisite: Chem. 360 or 362) Instrumental methods of analysis consisting of theory and application of such instrumental techniques as spectroscopy, polarography, and instrumental titrimetry. 2 hours lecture.</td>
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<tr>
<td>CHEM 370L</td>
<td>Instrumental Analysis Laboratory</td>
<td>Staff</td>
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<td>(Lecture is required as pre- or corequisite) Experiments involve application of modern chemical instrumentation and techniques to quantitative analysis. 6 hours laboratory.</td>
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<tr>
<td>CHEM 390</td>
<td>Chemical Literature and Writing</td>
<td>Dr. Cann</td>
<td>1</td>
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<td>A study of the published source material of chemical science and industry. The course includes practical instruction in library technique and in the written reporting of results. 1 hour lecture.</td>
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<td>CHEM. 391</td>
<td>Seminar</td>
<td>Staff</td>
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<td>Current topics in chemistry, biochemistry, and industrial chemistry are prepared and presented by the students.</td>
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<tr>
<td>CHEM. 440</td>
<td></td>
<td>Dr. Marx</td>
<td>1</td>
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</table>
Advanced Inorganic Chemistry
(Prerequisites: Chem. 362-363 or 360-361) Theoretical concepts and their application to the reactions and structure of inorganic compounds. Coordination chemistry and related topics, physical methods and reaction mechanisms. 3 hours lecture.

CHEM.440L
Advanced Inorganic Chemistry Laboratory
(Lecture is required as pre- or corequisite) Laboratory methods involving synthesis and characterization of inorganic compounds are developed. 3 hours laboratory.

CHEM. 450 Biochemistry I
(Pre or corequisites: Chem. 233 and 360 or 362) Structure-function relationships with emphasis on the organic and biophysical characteristics of proteins, lipids and carbohydrates are described. Enzyme mechanisms and kinetics and the thermodynamic basis of intermediary metabolism are major themes. 3 hours lecture. Chem. 450L Lab required of biochemistry majors.

CHEM. 450L Biochemistry Laboratory
(Lecture is required as pre- or corequisite) Experiments involve techniques used in characterization of biopolymers and study of enzyme kinetics.

CHEM. 451 Biochemistry II
(Prerequisite: Chem. 450) The discussion of intermediary metabolism is continued from Chem 450 with emphasis on lipid protein and nucleic acid metabolism. Chemical aspects of molecular biology, including DNA replication, gene regulation and protein biosynthesis are included. 3 hours lecture.

CHEM. 452 Enzymology
A course in the chemical nature of enzymes with relation to mechanism of enzyme action and kinetics, purification and identification of enzymes and isoenzymes, biochemical and physiological aspects of enzymes in living systems. 3 hours lecture.

CHEM. 460 Physical Chemistry III
(Prerequisite: Chem. 363) Quantum mechanics and quantum chemistry, including classical problems, perturbational theory, variational theory and specific applications of molecular orbital theory to organic molecules and spectroscopic applications.

CHEM. 464 Polymer Chemistry
(Co-requisites: Chem. 330; Chem. 361 or 363) Survey of preparative methods for polymers; characterization of polymers using physico-chemical methods, spectroscopy, and thermal analysis; structure-property relationships; and applications of polymers. 3 hours lecture.

CHEM. 464L Polymer Chemistry Laboratory
(Pre - or Co-requisite: Chem. 330; Chem. 464) Laboratory experiments investigate synthesis and characterization methods for polymers, structure-property effects, and thermal analysis of polymers. 3 hours laboratory.

CHEM. 493-494 Undergraduate Research
(Prerequisite: Chem. 233, 360 or 362, 390) Individual study and research in connection with a specific chemistry or biochemistry problem. Results must be written as a thesis and defended before the department. 1.5 credits each semester.

NSCI 103 The Ascent of Man
(GE Area I) Science and Technology from the ancient Greeks to the present will be discussed from the personal viewpoint of the scientists and inventors. Lectures will be supplemented by films, demonstrations, and field trips. 3 hours lecture.
COMMUNICATION

DR. SADOWSKI, Chairperson

The Department of Communication embraces the fields of broadcasting (radio and television), cable, film, journalism, advertising, public relations, and speech. Although the media are interrelated, students may concentrate in one of these fields. Some students, however, will seek a mixture or subspecialty which combines study in several Communication areas. The Department will adapt each student's curriculum to his or her goals, and for this reason individual student advising by the Communication faculty is a high priority.

Students who major in Communication become knowledgeable about the subject matter from both humanistic and scientific perspectives. They also have several opportunities to acquire on-the-job experiences through departmental internships, as well as individualized study available through faculty directed projects and theses. A Communication degree program prepares students for professional careers and advanced studies. In addition, courses are designed to serve students in other departments of the University by developing their oral and written communication skills.

A student wishing to earn a B.A. degree in Communication must satisfactorily complete a minimum of 36 semester hours from the Department of Communication course offerings. Included among these 36 hours are six core courses which are required for all Communication majors.

DEGREE OFFERINGS AND REQUIREMENTS

A minimum of 36 hours in Communication subjects, including the following six required core courses:

Comm 110 Human Communication
Comm 120 Mass Communication
Comm 210 Logical and Rhetorical Analysis
Comm 220 Responsibility in Communication
Comm 310 Mass Communication Law
Comm 410 Communication Theory and Research

Electives may be selected from the following courses without necessarily concentrating in one area:

Advertising/Public Relations
Comm 225 Advertising
Comm 226 Writing for Public Relations
Comm 227 Public Relations
Comm 312 Organizational Communication
Comm 325 Advertising Copywriting
Comm 327 Public Relations Cases
Comm 380 Advertising Practicum

Broadcasting/Film
Comm 232 Film History
Comm 331 Mass Media Management
Comm 332 Documentary Film
Comm 334 Broadcast Programming
Comm 425 Cable Television
Comm 426 International Broadcasting
Comm 427 International Film
Comm 432 Film Theory and Criticism
Comm 433 Television Criticism

Communication Studies
Comm 211 Argumentation and Debate
Comm 214 Small Group Communication
Comm 231 Communication and Socialization
Comm 311 Political Communication
### COMMUNICATION

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<th>Descriptive Title of Course</th>
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<td>Comm 110 Human Communication</td>
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<tr>
<td>MAJOR</td>
<td>Comm 120 Mass Communication</td>
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<td>Humanities Electives</td>
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<td>GE AREA V</td>
<td>Phil. 120 Introduction to Philosophy</td>
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<td>GE AREA V</td>
<td>T/RS 121-122 Theology I-II</td>
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<td>GE AREA III</td>
<td>Comm 100* Public Speaking*</td>
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<td>MAJOR</td>
<td>Comm. 210 Logical &amp; Rhetorical Analysis</td>
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<td>MAJOR</td>
<td>Comm. 220 Responsibility in Communication</td>
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<td>MAJOR</td>
<td>Comm. Electives</td>
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<td>Phil. 210 Ethics</td>
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<td>Ph.Ed. Phys. Educ.</td>
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<td>MAJOR</td>
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<td>MAJOR</td>
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</table>
TOTAL: 127 credits

* If student is exempted, no credits are required in Area III; 3 credits are added to Free Area

MINOR. A student wishing to minor in Communication must satisfactorily complete 18 hours to be selected with the approval of the Department Chair. Nine of these hours must come from the following three options:

1) either Comm 110 Human Communication or Comm 120 Mass Communication
2) either Comm 210 Logical and Rhetorical Analysis or Comm 220 Responsibility in Communication
3) either Comm 310 Mass Communication Law or Comm 410 Communication Theory and Research

COMM. 100 Staff
Public Speaking 3 credits
This is a performance class which emphasizes the theory, composition, delivery, and criticism of speeches. Successful completion of COMM100 (with a grade of C or better) fulfills the speech skills requirement of the University. (GE Area III)

COMM. 110 Staff
Human Communication 3 credits
An investigation and analysis of the process and nature of human communication and its intrapersonal and interpersonal attributes

COMM. 120 Staff
Mass Communication 3 credits
Historical survey of the nature, scope, and function of the print and electronic media in the United States. Economics, programming, and public control are some of the topics covered

COMM. 210 Staff
Logical and Rhetorical Analysis 3 credits
A study of the principles of logic and persuasion, analysis of fallacies, and critical examination of the principles of structure in written and oral communication. Practice in briefs and abstracts with an emphasis on precision and clarity. (GE Area III)

COMM. 211 Staff
Argumentation and Debate 3 credits
This course concentrates on the techniques of argumentation, persuasion, debate, and forensics. Focuses heavily on research, case construction, and formal analysis. (GE Area III)

COMM. 214 Staff
Small Group Communication 3 credits
An examination of research, techniques, and principles of small group communication. Topics include problem-solving, decision-making, conflict resolution, leadership theories, interaction strategies, and participant roles. (GE Area III)

COMM. 216 Staff
Psychology of Communication 3 credits
A study of what is specifically human in human communication by exploring those communication systems which are essential ingredients of human nature. An individualized exploration of these components describe elements which help or hinder one’s progress in the realization of the human potential.

COMM. 220 Staff
Responsibility in Communication 3 credits
(Prerequisites: Comm. 110 & Comm. 120) This course will consider the responsibilities of those in control of the mass media and the publics which are served. Different faculty may approach this course from various ethical-humanistic perspectives
COMM. 221 Staff
Radio Production 3 credits
An examination of the dynamic industry roles of the radio producer/director. Areas to be studied include production theory and techniques which apply to station and program promotions, advertising, news, and music formats. (GE Area III)

COMM. 222 Staff
Television Production 3 credits
Designed to provide both theoretical background and practical application of television production in and outside the studio. Various format types, production techniques, and artistic styles are studied. Opportunity for producing and directing television programs. (GE Area III)

COMM. 223 Staff
Radio Journalism 3 credits
(Prerequisite: Comm. 221 or Comm. 224 or Comm. 328) With a focus on gathering and preparing news for broadcast (concentrating especially on interviewing techniques), this class will investigate various news formats and styles. At the mid-semester point, the class will begin operating as a news team. (GE Area III)

COMM. 224 Staff
Newswriting 3 credits
Evaluating news, reporting and writing stories. Newsroom organization. Style and usage. Interviewing, feature writing. Students work at Macintosh computer terminals. Typing ability needed. (GE Area III)

COMM. 225 Staff
Advertising 3 credits
This course explores advertising as an institution in society, utilizing research, media planning, and creative strategies. Students will participate in the formulation of an advertising campaign plan for local businesses.

COMM. 226 Staff
Writing for Public Relations 3 credits
The study of the kinds of written communication used in the practice of public relations. This is a writing-intensive course that examines both print and broadcast media. Students work at terminals for written assignments.

COMM. 227 Staff
Public Relations 3 credits
This course introduces the principles, practices, and theory of public relations as communication management. Strategies that create public images for organizations and sustain cooperative relationships with their various publics will be examined.

COMM. 231 Staff
Communication and Socialization 3 credits
Study of the interactive impact of mass media upon society and society upon mass media. Topics include children and television, media violence, political campaigns, diffusion of innovations, and social learning.

COMM. 232 Staff
Film History 3 credits
This course will trace the evolution of filmmaking from its earliest experimental stages to the modern feature film of today. The course will concentrate on the American film industry, its audience impact as a mass medium, and the genres of films which have evoloves over the years. Selected screenings will reveal the transitions and refinements which characterize the medium of film. (GE Area III or IV).

COMM. 280 Staff
Advanced Public Speaking 3 credits
(Prerequisite: Comm. 100) Advanced principles and practices of speech construction, audience analysis, criticism, and delivery styles.
Mass Communication Law 3 credits
(Prerequisite: Comm. 110, 120, 210 & 220; Juniors and Seniors only) Analysis and examination of statutory laws, congressional legislation, and federal rules and regulations governing the mass media in the United States. Focus on the First Amendment, libel and slander, privacy, copyright, free press/fair trial, obscenity, advertising, antitrust and monopoly, taxation, and licensing

COMM. 311 Political Communication 3 credits
The study of rhetorical strategies used by the modern politician. Examination of American political rhetoric as well as rhetorical styles operative in foreign policy activities

COMM. 312 Organizational Communication 3 credits
The study of communication behaviors, patterns, and strategies in organizations. Topics include power and politics, organizational cultures, human resources, conflict management, and negotiation. Historical and contemporary theories of organizing are examined and critiqued from a communication perspective.

COMM. 313 Nonverbal Communication 3 credits
A study of the nonverbal aspects of human interaction. Topics include impression management, social influence, form and function in design, proxemics, kinesics, and the symbolic environment. (GEArea III)

COMM. 314 Legal Communication 3 credits
An examination of specific skills needed to promote effective and meaningful communication by the legal professional and the interface with clients, juries, judges, and the non-legal public

COMM. 315 Health Communication 3 credits
An examination of specific skills needed to promote effective and meaningful communication by the medical professional and the interface with patients, doctors, hospital administrators, and the non-medical public.

COMM. 321 Advanced Radio Production 3 credits
(Prerequisite: Comm. 221) Building upon the foundation acquired in Comm. 221, students generate specialized projects of their own design. Then, working with the instructor and professionals from the radio industry, students produce and direct complete programs for broadcast.

COMM. 322 Advanced Television Production 3 credits
(Prerequisite: Comm. 222) Building upon the foundation acquired in COMM. 222, students pursue specialized projects in producing and directing programs for broadcast or cable distribution. (GEArea III)

COMM. 323 Television Journalism 3 credits
(Prerequisite: Comm. 224 or Comm. 328) Broadcast journalism skills are refined through classroom and outside assignments. Production techniques, including tape editing, are explored. Television news formats are produced. (GEArea III)

COMM. 324 Advanced Newswriting 3 credits
(Prerequisite: Comm. 224) Intensive training and practice in techniques of reporting and writing news stories and in covering public affairs. Familiarity with journalistic basics, style, and computer terminal operations required.

COMM. 325 Advertising Copywriting 3 credits
An advanced seminar in which students develop two separate creative campaign strategies for hypothetical clients of their own choosing. For these large-budget accounts, students must create copy for newspapers, magazines, broadcast, and direct mail, all with a consistent campaign theme.

**COMM. 326**  
**Political Advertising**  
Staff  
3 credits  
Critical examination of rhetorical strategies used in twentieth century political campaigning. Case studies and student projects focus on the special uses of broadcast and print media in political advertising.

**COMM. 327**  
**Public Relations Cases**  
Staff  
3 credits  
(Prerequisite: Comm. 227) This course places the student in a managerial, decision-making role in planning and executing public relations programs. A case-method approach is the predominant mode of instruction. Final project requires the development of a public communication campaign.

**COMM. 328**  
**News Editing**  
Staff  
3 credits  

**COMM. 329**  
**Graphics**  
Staff  
3 credits  
(Prerequisite: Comm. 224) Visual aspects of print media. Typography, printing presses, handling photos and other art layout and design, introduction to desktop publishing. Familiarity with journalism basics, style, and computer terminal operations required.

**COMM. 331**  
**Mass Media Management**  
Staff  
3 credits  
(Prerequisite: Comm. 120 or Comm. 220) The multi-faceted roles of managers in the various communication industries are examined. Special attention is given to technical, conceptual and humanistic concerns. Specific areas of study include: Management of self and personal relations, unions and contracts, community relations, audience analysis and measurement.

**COMM. 332**  
**Documentary Film**  
Staff  
3 credits  
This course traces the growth, development and influence of American and foreign nonfiction films, particularly their various functions as propaganda, public service and promotion, education, entertainment, and art.

**COMM. 334**  
**Broadcast Programming**  
Staff  
3 credits  
Study of programming strategies, practices, and operations of commercial radio and television stations. Topics include audience research, program acquisitions, scheduling, formats, syndication, promotion, and network-affiliate relationships. (GE Area III)

**COMM. 380**  
**Advertising Practicum**  
Staff  
3 credits  
(Prerequisite: Comm. 225) Building upon the foundation acquired in Comm. 225, this course provides students with real-life experiences associated with operating a full-service advertising agency. The agency provides clients with a complete array of services ranging from campaign creation to implementation and evaluation.

**COMM. 410**  
**Communication Theory and Research**  
Staff  
3 credits  
(Prerequisites: Comm. 110, 120, 210, and 220; Seniors only) Critical study and analysis of various theoretical models of communication, behavioral science theories, and communication research paradigms. Topics include information theory, scientific method, balance and congruity theories, cognitive dissonance, perception, attitude change, semantic differential, group dynamics, persuasion, and statistical methods.

**COMM. 411**  
Staff
Persuasion and Propaganda 3 credits
An in-depth examination of the theoretical foundations and practical applications of those factors which influence the persuasibility of target audiences. Topics include attitudes, beliefs, values, behaviors, appeals, and reference groups.

COMM. 416 Staff
Philosophy of Communication 3 credits
A general study of the forces and dynamics which articulate the phenomenon of human communication by an examination of the human capacity to comprehend and realize fulfillment or wholeness through communication.

COMM. 422 Staff
Educational Television 3 credits
Instructional uses of the television medium by public television stations, schools, closed-circuit and cable systems. Types of educational programs are evaluated. Students work on preparing projects which may reflect their own pedagogical interests. (GE Area III)

COMM. 425 Staff
Cable Television 3 credits
A study of cable television and its development and current place in the telecommunications industry. Topics include programming strategies, formats, multiple system operators, independents, syndication, sales, satellite services, pay-per-view, audience ratings, management, and the franchising process. Students develop their own research proposals for establishing new cable channels, networks, and services.

COMM. 426 Staff
International Broadcasting 3 credits
Comparative analysis of national and international media systems throughout the world. Emphasis on their origin, development, and operation.

COMM. 427 Staff
International Film 3 credits
An investigation of the major contributions and movements of various nations in the development and evolution of film as a multi-national and global industry.

COMM. 432 Staff
Film Theory and Criticism 3 credits
Critical examination of the major theoretical and analytical explanations of film's effectiveness as an artistic form of communication. The work of classical, contemporary and experimental film scholars will be studied, and selected films depicting their observations will be screened. Film analysis and criticism projects will be designed by students. (GE Area III or IV)

COMM. 433 Staff
Television Criticism 3 credits
Analysis of radio and television programs and promotional strategies, including formats, scripts, talent, commercials, public service announcements, positioning, ratings, and network-affiliate relationships.

COMM. 480 Staff
Television Practicum 3 credits
Communication seniors undertake significant areas of study resulting in a broadcast-quality videotape or audiotape suitable for airing by commercial or non-commercial television stations, radio stations, or cable systems.

COMM. 481 Staff
Internship 3 credits
(Prerequisites: Junior or Senior standing, plus appropriate course work, and faculty approval.) Highly recommended for every major, although not required, this on-the-job experience is guided by practitioners in the communication field and supervised individually by a faculty member in consultation with the student's advisor and the department chair. An additional 3 credits can be earned--for a maximum of 6 credits--by petition to the Communication Department. (Internship credits cannot be used to fulfill requirements in the COMM. major, minor, or cognate; they can be used in the Free Area.) See Internship Director.
COMM. 482 Staff
Directed Independent Study 3 credits
(Prerequisite: Senior Standing) In consultation with the student's advisor and department chair, the communication senior undertakes a significant area of study resulting in a major research paper. Students select a communication professor whom they wish to direct the study. Usually taken to augment an area of the student's interest not substantially covered in available departmental courses.

COMM. 484 Staff
Special Topics 3 credits
In-depth departmental seminars on selected communication topics meeting the needs and interests of students. Topics vary from semester to semester.

COMM. 499 Staff
Senior Thesis 3 credits
(Prerequisites: Comm. 310 & Comm. 410) An optional research-based written project in which the serious communication senior, in consultation with the student's advisor and department chair, selects an issue or problem for scholarly study, undertakessignificant and meaningful research, and produces a major paper of publishable quality. Students select a communication professor whom they wish to direct their thesis. Strongly recommended for students who plan to attend graduate school.
COMPUTING SCIENCES

PROF. PLISHKA, Chairperson

The University of Scranton’s bachelor of science program in computer science dates from 1970—one of the oldest in the Commonwealth of Pennsylvania. The Computer Science Program is accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB), a specialized body recognized by the Council on Accreditation (COPA) and the U.S. Department of Education. The Computer Science Major provides an integrated introduction to Software Engineering along with the Mathematical skills needed in Computer Science. The program culminates in the senior year with the Computer Projects course. Research and internship opportunities are available.

COMPUTER SCIENCE  
Dept. and No. Descriptive Title of Course  
Credits

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<td>COGNATE Math 142-114</td>
<td>Discrete Structures-Analysis</td>
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SOPHOMORE

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TOTAL: 139 credits

* The four electives in the major must be chosen from CMPS 341, 354, 360, 362, 364, 370, 372, 374, 384, 393, 440, 480, and 481.

** COGNATE - Senior year electives must include one science course for science majors and either a science course at the 300 level or above, or a mathematics major course at the 200 level or above.

MINOR. The Minor in Computer Science must include CMPS 134, 144, and 240 and any three of the courses

COMPUTER INFORMATION SYSTEMS

This program investigates the analysis, design, development, implementation, evaluation and effective use of computer information systems in organizations. Since business and government are principal users of computers, Computer Information Systems majors will select cognates from the School of Management or from the Public Administration Program. This major is enhanced by the Computer Systems Intern Program in Pennsylvania State Government. Students are encouraged to participate in this or another internship.

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<td>Financial Acc./ Managerial Acc. 3 3</td>
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<td>or Pol. Sci. 110-111</td>
<td>or Pub. Admin. - Pub. Policy</td>
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<td>GE AREA III Wrtg. 211</td>
<td>Tech &amp; Business Writing 3</td>
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<td>MAJOR CMPS 340-341</td>
<td>File Processing-Database 4 3</td>
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<td>Ethics-Theology II 3 3</td>
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<td><strong>SENIOR</strong></td>
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<td>Electives 3 3</td>
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<td><strong>TOTAL: 134 credits</strong></td>
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Elective courses in the Computer Information Systems major must be CMPS courses numbered 200 or higher.
Pol Sci 110-111 should be taken if a student anticipates applying for the CSIP Internship (CMPS 480). Such students should reserve the senior year Area II electives to be taken in conjunction with the Internship. Otherwise, Psych. 110 is required.

School of Management Cognates—Mgt 351 and QMS 351 are required. Select one from the following: Eco. 364 or 365, Fin 351, Mkt 351, Mgt 352, 361, 471, POM 352 or 361.

Public Administration Cognates—Select three from the following: Pol Sci 210, 211, 324, 325, or 327.

MINOR. The Minor in Computer Information Systems must include CMPS 134, 144, 330, and 331, and any two of CMPS 104, 240, 340, or 341.

CMPS 102
Computer Literacy 3 credits
The computer is a tool that amplifies our intellectual ability and helps in problem solving. This course includes the presentation of issues in computing that impact on our personal lives and raise important societal concerns. Laboratory exercises introduce students to important computer-based problem-solving tools including word processors, electronic spreadsheets, and statistical and graphics software. 2 hours lecture and 2 hours laboratory; lecture and lab must be taken concurrently. (GE Area I; students who earn credit for CMPS 104 may not take CMPS 102)

CMPS 104
Computing for Business and Social Sciences 3 credits
This course focuses on computer applications and issues in business and social sciences as they relate to careers, personal lives and important societal concerns. Laboratory exercises introduce students to important computer-based problem-solving tools including word processors, electronic spreadsheets, and statistical and graphics software on various computer systems from Personal Computers through networking through mainframes. 2 hours lecture and 2 hours laboratory; lecture and lab must be taken concurrently. (GE Area III; students who earn credit for CMPS 102 may not take CMPS 104)

CMPS 108
COBOL Programming 3 credits
(Prerequisite: Previous use of a computer) An introduction to ANSI standard COBOL. Traditional business applications will be emphasized. Topics include internal data representation, data editing, calculations, one-level tables, search, sort, and reporting. (GE Area III)

CMPS 134
Computer Science I 3 credits
An introduction to programming concepts and methodology using the programming language Pascal. The course emphasizes a structured programming approach. Topics included are problem analysis, modularization, top-down design, and the elements of the programming language Pascal.

CMPS 144
Computer Science II 4 credits
(Prerequisite: CMPS 134 and MATH 142) A sequel to CMPS 134, continuing the development of structured programming concepts using the programming language Ada. The course emphasizes the use of data structures and modular programming.

CMPS 240
Data Structures 3 credits
(Prerequisite: CMPS 144) The representation and transformation of information. This course stresses the interrelation between data structure and program structure and the analysis of algorithms for efficiency.

CMPS 250
Machine Organization and Assembly Language Programming 3 credits
(Prerequisite: CMPS 144) An introduction to machine organization and architecture. Among the topics discussed will be machine organization, assembler programming, the representation of data, the assembler, input-output routines and the use of macros.

CMPS 260
Theoretical Foundations of Computer Science 3 credits
(Prerequisite; CMPS 240) An introduction to the theoretical foundations of computing. This course builds on topics from discrete mathematics and data structures, topics include computability, automata, languages, grammars, expressions, and analysis

CMPS 330 Information Systems 3 credits
(Prerequisite: CMPS 104 or CMPS 134) Introduction to concepts and practices of information processing. Computerized system requirements and techniques in providing appropriate decision-making information to management

CMPS 331 Systems Analysis and Design 3 credits
(Prerequisite: CMPS 330) A study of the system development methodology and the role played by the systems analyst in developing user-accepted information systems

CMPS 340 File Processing 4 credits
(Prerequisite: CMPS 144 required, CMPS 240 recommended.) File structures concepts and file processing applications using COBOL as an implementation language. Topics include file maintenance and storage management; file searching, sorting, and merging; cosequential processing; indexing and hashing methods; indexed sequential files

CMPS 341 Database Systems 3 credits
(Prerequisite: CMPS 340 required, CMPS 240 recommended) An introduction to database management systems, DBMS, with an emphasis on relational database design and applications. The primary software used is ORACLE DBMS

CMPS 344 Programming Languages 3 credits
(Prerequisite: CMPS 352) Practical and theoretical aspects of programming languages, compilers, and interpreters.

CMPS 350 Computer Architecture 3 credits
(Prerequisite: CMPS 250) A study of the logical structure of computer system organization including a survey of logic and design with an emphasis on functional components. Topics include instruction sets, hard-wired and micro-programmed control unit designs, memory systems (caches and virtual memory), I/O systems (interrupts, DMA, and channels). Overview and examples of alternative and advanced computer architectures (pipeline, array processors, multiprocessors)

CMPS 352 Operating Systems 3 credits
(Prerequisite: CMPS 240 and CMPS 250) The analysis and design of computer systems, including operating system design, memory management, scheduling, and the implementation of multiprogramming.

CMPS 354 Data Communications and Networks 3 credits
(Prerequisite: CMPS 352) A study of data communication and networking concepts, including distributed system architectures, electronic interfaces, data transmission, data link protocols, terminal networks, computer communication, public data networks, and local area networks

CMPS 360 Analysis of Algorithms 3 credits
(Prerequisite: CMPS 260) An investigation of algorithms and computability. Classic algorithms for sorting and graph theory as well as examples from current literature are examined. Computability, decidability, completeness, do-ability are possible additional topics

CMPS 362 Numerical Analysis 3 credits
(Prerequisite: CMPS 134 and MATH 222) A survey of computer-oriented techniques for integration, differentiation, matrix computation, solution of simultaneous equations, and analysis of errors.

**CMPS 364**  
Theory of Computation  
3 credits  
(Prerequisite: CMPS 260) The development of a theoretical notion of computability and its relationship to Turing computability and recursive functions; the study of the relationships between automata, formal languages, and grammars

**CMPS 370**  
Computer Graphics  
3 credits  
(Prerequisite: CMPS 240) Introduction to equipment and techniques used to generate graphical representations by computer. Description and use of vector-refresh, vector-storage, and raster-scan graphics plotter and CRT pseudographics

**CMPS 372**  
Artificial Intelligence  
3 credits  
(Prerequisite: CMPS 240) Problem solving using Expert Systems, heuristic programming techniques, tree speed-up techniques, and learning mechanisms

**CMPS 374**  
Fundamentals of Software Engineering  
3 credits  
(Prerequisite: CMPS 240) An introduction to the concepts of Software Engineering. Stress is placed upon formal models for the design and development of high-quality software. Topics include: project planning, requirements analysis, system design, program design, program implementation, program testing, system testing, system delivery, and maintenance. A group project will be included.

**CMPS 384**  
Special Topics  
3 credits each  
(Departmental permission required) Topics and prerequisites will be announced prior to preregistration.

**CMPS 393**  
Computer Research  
3 credits  
(Departmental permission required) A research project carried out by a student under the direction of a faculty member in the department. The results will be prepared in a form suitable for publication. Reader fee.

**CMPS 440**  
Compiler Design  
3 credits  
(Prerequisite: CMPS 344) Study of techniques and problems involved in constructing compilers. Lexical analysis, syntax analysis, semantic analysis, symbol table management, code generation, code optimization.

**CMPS 480**  
CSIP Internship  
3 credits  
(Departmental permission required) A six-month job experience in computing in a Pennsylvania State Government Agency. Applications are accepted during the Fall of the students sophomore year.

**CMPS 481**  
Computer Internship  
3 credits  
(Departmental permission required) An intensive job experience in computing which carries academic credit. Prior approval is required and an information booklet is available from the department. Reader fee.

**CMPS 490**  
Computer Projects  
3 credits  
(Departmental permission required) In this course students prepare and present individual computer projects to be evaluated by the instructor and their fellow students. Seniors only
CRIMINAL JUSTICE

PROF. PRYLE, Chairperson

The BS Degree program in Criminal Justice has the following objectives: 1. to prepare students for careers in law enforcement at the local, state or federal levels (FBI, Departments of Defense, Treasury, Justice); 2. to prepare students for careers in the field of correction and rehabilitation: parole, prisons, juvenile delinquency, etc.; 3. to provide students with academic preparation for advanced study in law, criminology, public administration and related fields. The Criminal Justice major is administered by the Department of Sociology/Criminal Justice, which also administers the Sociology and Gerontology degree programs. An Advisory Board of Community leaders working in the field of law enforcement and criminal justice has been established to work with University officials and faculty.

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<td>GE AREA IV</td>
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<td>GE FREE</td>
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TOTAL: 127 credits

Department Recommendations:
* In GE Area I, the department recommends Nursing 100, Family Health, Physics 102, 103, 106; C/CJ 200, Forensic Science. In GE AREA III, CMPS 104 and Wrtg. 212. Writing for the Law, are highly recommended. If the student has not otherwise satisfied the University's proficiency requirement, Engl. 107 and Comm. 100 must be taken. In GE AREA IV, the department recommends Hist. 110-111, History of the U.S.; HPS 317-318, American Constitutional and Legal History; in GE AREA V, T/RS 326, Church and Contemporary Social Issues.

** In the Free Area, the department strongly recommends Acc. 253, Financial Accounting; Acc. 254, Managerial Accounting; Mgt. 351, Principles of Management I

In the COGNATE, the department recommends Pol. Sci. 210, State and Local Government; Psych. 225, Abnormal Psychology; PSYCH. 224, Personality; Soc. 116, Community Organization; Soc. 118, Child Welfare; Soc. 231, Urban Sociology; Soc. 224, American Minority Groups; Soc. 228, Social Psychology.

MINOR. A minor in Criminal Justice will require eighteen credits. There are three required courses: Soc. 110: Introduction to Sociology; CJ 110: Introduction to Criminal Justice; and SCJ 213: Criminology. The following elective courses are strongly recommended by the department in the criminal justice sequence: S/CJ 212: Criminological Research; S/CJ 214: Juvenile Delinquency; S/CJ 210: Law and Society; and CJ 312: Criminal Law.

** CJ 110 Profs. Friedrichs, Baker, Dr. Wright **
Introduction to Criminal Justice
A foundation course examining problems in the study of crime and criminal justice, basic elements of criminal law and constitutional rights, and the functions of, as well as the relationship between, major components of the criminal justice system; agencies and role of law enforcement; prosecution; the legal process, and corrections.

** S/CJ 210 Prof. Friedrichs, Atty. Cimini **
Law and Society
The relationship between law and society, or the interaction of legal and social variables. Examines jurisprudential and social theories of law; development of law; the role of the legal profession; legal behavior and decision-making; and law and social change.

** S/CJ 212 Drs. Rielly, Wright **
Criminological Research
Survey of methods and techniques for achieving interpretable results in research in the criminal justice field; research design; data collection.

** S/CJ 213 Drs. Rielly, Wright **
Criminology
Crime as a form of deviant behavior; nature and extent of crime; past and present theories; evaluation of prevention, control and treatment programs.

** S/CJ 214 Drs. Rielly, Wright **
Juvenile Delinquency
Nature and extent of delinquency: competing explanatory models and theories; evaluation of prevention, control, and treatment programs.

** S/CJ 218 Atty. Cimini **
The American Court System
The court as a key component of the criminal justice system is examined. Philosophical, historical, comparative and typological perspectives are reviewed; the organization, structure and procedures of the court are analyzed, and roles of the major courtroom participants are explored. Court administration, planning and reform.

** S/CJ 220 Atty. Cimini, Drs. Wright, Rielly **
Penology: The American Correctional System
Nature and extent of delinquency: competing explanatory models and theories; evaluation of prevention, control, and treatment programs.
### Analysis and Evaluation of Contemporary Correctional Systems

Analysis and evaluation of contemporary correctional systems; theories of punishment; discussion of recent research concerning the correctional institution and the various field services; the history of corrections in Pennsylvania.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>S/CJ 221</td>
<td>Mr. Conlon, Dr. Wright</td>
<td>Probation and Parole</td>
<td>3</td>
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<td>Examination of community treatment in the correctional process; contemporary usage of presentence investigation, selection, supervision, release of probationers and parolees</td>
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<tr>
<th>Course Code</th>
<th>Instructor(s)</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>S/CJ 224</td>
<td>Prof. Friedrichs</td>
<td>Sociology of Deviance</td>
<td>3</td>
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<td>Critical examination of theories and empirical studies of social deviance, focusing upon the formulation and application of deviant labels, organizations relating to deviance, and deviant behavioral patterns. Special attention given to noncriminal forms of deviance</td>
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<td>S/CJ 225</td>
<td>Prof. Friedrichs</td>
<td>White Collar Crime</td>
<td>3</td>
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<td>A study of white collar crime, including corporate misdeeds, political corruption, occupational illegalities and upperworld deviance. This course will explore the causes, consequences, and criminal justice system response to white collar crime</td>
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<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>S/CJ 227</td>
<td>Prof. Baker</td>
<td>Organized Crime Patterns</td>
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<td>The national and international organizational structure of organized crime will be analyzed. Primary attention will be given to comparative theories and concepts. The various methods of prosecution, investigation, and control will be discussed</td>
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<th>Course Code</th>
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<td>CJ 230</td>
<td>Prof. Baker</td>
<td>Crime Prevention</td>
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<td>This course analyzes the basic theories of crime prevention and will examine current developments in criminal profiling and crime analysis. A review of crime prevention concepts utilized in the public and private sectors will focus on programs involving citizens, community and agency interrelationships.</td>
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<th>Course Code</th>
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<tr>
<td>S/CJ 232</td>
<td>Prof. Baker</td>
<td>Public Safety Administration</td>
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<td>An overview of the public safety field—its philosophy, disciplines and research. The course will focus on an examination of the police and governmental responses to disaster and accidents. A primary emphasis will be given to the various analytical approaches to the study of terrorism. Methods of planning, investigation and prevention will be discussed</td>
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<tr>
<td>S/CJ 234</td>
<td>Prof. Baker</td>
<td>Criminal Justice Management</td>
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<td>Basic principles and practices of administration and their application to law enforcement. Relationship of theoretical administrative concepts and practical police problems</td>
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<tr>
<td>CJ 237</td>
<td>Prof. Baker</td>
<td>The Investigative Process</td>
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<td>This course considers appropriate investigative procedures concerning major criminal investigations. An analysis of specific investigative theories and courtroom applications will be conducted through learning simulation. The homicide court problem will focus on the preservation and admission of evidence.</td>
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<th>Course Code</th>
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<tr>
<td>S/CJ 284</td>
<td>Staff</td>
<td>Special Topics in Criminal Justice</td>
<td>3</td>
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<td>Courses designed to meet specific needs of individual students or courses offered on a trial basis to determine the value of placing them into the regular curriculum. Prerequisite: consent of the Chairperson and the Instructor.</td>
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<th>Course Code</th>
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<tbody>
<tr>
<td>CJ 310</td>
<td>Atty. Cimini</td>
<td>Criminal Justice Process</td>
<td>3</td>
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</table>
A study of the law of criminal procedure, treating investigation and police practices, preliminary proceedings, and trial, as they relate to the development and structure of the American criminal justice system and as they affect offenders.

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<th>Course</th>
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<tr>
<td>CJ 312</td>
<td>Atty. Cimini</td>
</tr>
<tr>
<td>Criminal Law</td>
<td>3 credits</td>
</tr>
<tr>
<td>A study of substantive criminal law in view of its historical foundations, purpose, functions and limits; of crime and defenses generally; and of the elements which constitute certain specific crimes under state and federal statutes.</td>
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<tbody>
<tr>
<td>S/CJ 314</td>
<td>Atty. Cimini</td>
</tr>
<tr>
<td>The Bill of Rights &amp; C.J</td>
<td>3 credits</td>
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<tr>
<td>From the perspective of the criminal justice professional, this course addresses key principles enunciated in the first, fourth, fifth, sixth, eighth and fourteenth amendments to the Constitution of the United States.</td>
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<tr>
<td>S/CJ 316</td>
<td>Atty. Cimini</td>
</tr>
<tr>
<td>Principles of Evidence</td>
<td>3 credits</td>
</tr>
<tr>
<td>An examination of the law of evidence as it pertains to the trial of a criminal case. A discussion of the common law, pertinent statutes, judicial opinions, and rules, e.g., The Federal Rules of Evidence, as these relate to such concepts as direct and circumstantial evidence; opinion testimony, experts and exhibits; competence, relevance and materiality; privileges, hearsay and its exceptions.</td>
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<th>Instructor</th>
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<tbody>
<tr>
<td>S/CJ 317</td>
<td>Atty. Cimini</td>
</tr>
<tr>
<td>Trial, Jury and Counsel</td>
<td>3 credits</td>
</tr>
<tr>
<td>A consideration of the rights guaranteed by the Sixth Amendment to the Constitution of the United States, surveying constitutional provisions, statutes, court rules and cases concerning the fight of a criminal defendant to a speedy and public trial, to trial by jury, and to the assistance of counsel.</td>
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<th>Course</th>
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<tbody>
<tr>
<td>S/CJ 318</td>
<td>Atty. Cimini</td>
</tr>
<tr>
<td>Civil Liability</td>
<td>3 credits</td>
</tr>
<tr>
<td>An examination of the law enforcement officer or employee as a defendant in a civil suit arising from the scope of his employment. Liability based upon rights statutes is examined, along with a consideration of the typical defenses.</td>
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<tr>
<td>S/CJ 324</td>
<td>Prof. Friedrichs</td>
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<tr>
<td>Victimology</td>
<td>3 credits</td>
</tr>
<tr>
<td>An examination of the causes and consequences of crime victimization. The recent emergence of the study of the victim, the types and circumstances of victimization, and the nature of the criminal justice system’s response to crime victims are considered, along with the ethical and practical dimensions of crime victimization.</td>
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<tr>
<td>CJ 382-383</td>
<td>Staff</td>
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<tr>
<td>Independent Study in Criminal Justice</td>
<td>3 credits</td>
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<tr>
<td>Directed projects and surveys in criminal justice, law enforcement, and corrections designed to give the student academic flexibility. Prerequisite: consent of the Chairperson and the Instructor.</td>
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<tr>
<td>CJ 480-481</td>
<td>Prof. Baker, Dr. Rielly</td>
</tr>
<tr>
<td>Internship Experience</td>
<td>3 credits</td>
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<tr>
<td>Supervised experimental learning in an approved criminal justice setting taken preferably in junior and senior year. Prerequisite: permission of Instructor.</td>
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ECONOMICS

DR. SATYAJIT GHOSH, Chairperson

The Arts and Sciences major in Economics offers students a strong general liberal arts background and at the same time a thorough grounding in the most quantitative of the social sciences. Its major requirements parallel those of the school of Management Economics major (see p. 150), while its cognate provides background in the social sciences. This major is especially appropriate for students intending graduate studies in Economics, or careers in law or government service. Course descriptions for major courses begin on p. 151.

ECONOMICS

<table>
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<tr>
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<td>MAJOR Eco. 153, 154</td>
<td>Princ. of Micro.-Macro. Eco. 3 3</td>
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<td>Math. Option** 3/4 3/4</td>
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<td>GE IV Humanities</td>
<td>Electives: Hist 110, 111* 3 3</td>
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<td>Intro. to Philosophy</td>
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<td>SOPHOMORE</td>
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<tr>
<td>MAJOR Eco. 361, 362</td>
<td>Intermed. Economics I, II 3 3</td>
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<td>MAJOR QMS 253</td>
<td>Statistics for Economics 3</td>
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<td>COGNATE Acc. 253</td>
<td>Financial Accounting 3</td>
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<td>GE III CMPS 104</td>
<td>Computg. for Bus. &amp; Soc. Sci. 3</td>
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<td>GE IV Humanities</td>
<td>Elective, Electives 3 6</td>
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<td>GE V Phil. 210-T/RS 122</td>
<td>Ethics Theology II 3 3</td>
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<td>Physical Education 1 1</td>
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<tr>
<td>MAJOR Eco. 460, Eco. 351</td>
<td>Monetary and Fin. Eco., Environment of Intl. Bus. 3 3</td>
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<td>MAJOR Eco. Elective</td>
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<td>GE IV Humanities</td>
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<td>COGNATE FIN 351</td>
<td>Intro. to Finance 3</td>
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<td>MAJOR Eco. Ei., Eco. Sem</td>
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<td>GE V Phil. T/RS</td>
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<td>Electives 3 6</td>
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TOTAL: 127/129 credits

* Recommended by the department
** See the math options on page 144. The student majoring in economics will take the first two courses in one of these options.

*** Economic majors may apply up to six cognate credits toward a Math minor. Students taking the Math majors option are strongly urged to complete the calculus sequence by taking Math 222, particularly if they plan on pursuing graduate studies.

Economic majors registered in the College of Arts and Sciences will apply their elective cognate credits to the following areas (exceptions require the permission of the CAS Dean): Political Science, Psychology, Public Administration, Sociology. Nine of credits must be in the same field. Care must be taken to observe prerequisites.
ELECTRONICS ENGINEERING

DR. CONNOLLY, Director

Engineering is the profession in which a knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize, economically, the materials and forces of nature for the benefit of mankind. The Electronics Engineering major of the Department of Physics/EE prepares the student for the analysis and design of electronic systems and devices whose principal functions are the shaping and control of information.

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<th>Dept. and No.</th>
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<td>Math 114-221</td>
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<td>CMPS 134</td>
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</table>
TOTAL: 136 credits

* The department recommends Engl. 107 and Comm. 100

** An Advanced technical course approved by the department

*** The department recommends Eco. 210
ELECTRONICS-BUSINESS

The state of the business world today is such that a major portion of its administrative effort must be geared to the supervision of persons engaged in complex technological processes often involving applications of electronics. As a consequence, the ideal administrator is now one who is conversant with both good business practice and technological know-how. The Electronics-Business major provides a student with a program of carefully selected business and economics courses coupled with a series of coordinated physics and electronics engineering courses so as to provide preparation for an administrative career in an electronically oriented business enterprise. The program also provides sufficient preparation for further studies leading to the Master's in Business Administration.

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<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
<th>FRESHMAN</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>COGNATE Phys. 140-141</td>
<td>Elements of Physics I-II</td>
<td>4</td>
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</tr>
<tr>
<td>COGNATE Math 103-114 or Math 114-221</td>
<td>Pre-Calculus Math.-Analysis I or Analysis I-II</td>
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**TOTAL: 139 credits**

* Comm. 100 & Engl. 107 are recommended
PRE-ENGINEERING

The University provides a pre-engineering program which introduces the student to the highly technical training necessary for all phases of the engineering profession. This is a two-year course of study which enables the student to transfer to another school to complete his degree work.

Of special importance is the University of Scranton's association with the Cooperative Engineering Program at the University of Detroit Mercy, and its programs in chemical, civil, electrical, environmental, and mechanical engineering. For the student who has completed the pre-engineering curriculum at the University of Scranton, the Detroit Mercy three-year cooperative program offers alternate semesters of formal instruction and work experience in industry. A direct transfer program is available with Widener College, which may be either a Co-op program beginning in the summer preceding the Junior Year or a regular two-year program. In addition to the valuable experience gained from industry, many students have been able to pay the cost of their tuition from the remuneration received for their work. This amounts to a substantial equivalent scholarship grant.

Other schools into which University of Scranton students transfer include Lehigh, Bucknell, Penn State and Drexel.

Generally, different engineering programs have slightly different requirements which must be completed before starting the Junior year. These will vary from school to school. Therefore, students should, before beginning the Sophomore year, consult with an advisor at the institution at which they plan to complete their studies.

ENGINEERING TRANSFER PROGRAM

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description &amp; Title of Course</th>
<th>Credits</th>
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**SOPHOMORE**

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<td>MAJOR Engr. 250-252</td>
<td>Statics-Solid Sum Materials</td>
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**TOTAL: 71 credits**

* The Department recommends Engl 107, Composition, or if exempt, Wrtg 211, Technical and Business Writing.

ENGR. 250 Staff
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<td>ENGR. 251</td>
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<td>ENGR. 252</td>
<td>Solid State Materials Science</td>
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<td>Prof. Kalafut</td>
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<td>ENGR. 253</td>
<td>An Introduction to Computer Aided Design</td>
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<td>Dr. Connolly</td>
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<td>ENGR. 254</td>
<td>3D Computer Aided Design</td>
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<td>ENGR. 350</td>
<td>Applied and Engineering Mathematics</td>
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<td>Dr. Fahey</td>
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<td>ENGR. 352</td>
<td>Statistical and Engineering Thermodynamics</td>
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<td>Dr. Varonides</td>
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<td>EE 240</td>
<td>Introduction to Digital Circuits</td>
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<td>EE 241</td>
<td>Circuit Analysis</td>
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**Engineering Mechanics-Statics**

(Prerequisite: Physics 140; Pre or corequisite: Math 221) Various types of force systems; resultants and conditions of translational and rotational equilibrium; stress analysis of the parts of different types of structures by graphical, algebraic and vector methods; frictional forces; centroids and second moments of areas of solids. 3 hours lecture.

**ENGR. 251 Engineering Mechanics-Dynamics**

(Prerequisite: Engr. 250; Pre- or corequisite: Math 222) Kinematics of particles and rigid bodies which include linear, curvilinear, angular and relative motions; inertia forces, impulse, momentum, work, energy and power; mechanical vibrations. 3 hours lecture.

**ENGR. 252 Solid State Materials Science**

(Prerequisites: Physics 270, Math 222) The crystalline state of matter; multielectron atoms and the band theory of solids; quantum statistics; applications to p-n junction diodes including photodetectors, LEDs and photovoltaics; bipolar and field effect transistors; transistor modeling. 3 hours lecture.

**ENGR. 253 An Introduction to Computer Aided Design**

(Prerequisites: Math 114, Cmps. 134) This course is an introduction to the methods of drafting and design using computer aided techniques. Topics to be covered include plane geometry construction, projection theory, sectional views, dimensioning, tolerancing and the development of working drawings. Extensive use will be made of commercially available CAD software packages. 2 hours laboratory.

**ENGR. 254 3D Computer Aided Design**

(Prerequisite: Engr. 253) This course is an advanced computer aided design lab with emphasis on three-dimensional techniques. Topics to be covered include wireframe and solid modeling, rendering and boolean operations. A number of classes will be devoted to the use of a finite element program for mechanical analysis of CAD designs. Extensive use will be made of commercially available software packages. 2 hours laboratory.

**ENGR. 350 Applied and Engineering Mathematics**

(Prerequisite: Math. 222, Physics 141) First and second order differential equations with constant coefficients; Fourier series differential equations with constant coefficients; Fourier series and Fourier Transforms; partial differential equations and boundary value problems; special functions, e.g. Bessel functions and Legendre polynomials; elementary probability theory. (Also listed as Engr. 350.) 3 hours lecture.

**ENGR. 352 Statistical and Engineering Thermodynamics**

(Prerequisite: Phys. 270) Derivation of Thermo-dynamics from probability theory and atomic physics; Laws of Thermodynamics; Maxwell relations; chemical potential and phase changes; refrigerators and heat pumps; theory of gasses and theory of solids. Special topics dependent upon interests of majors represented. (Also listed as Physics 352.) 3 hours lecture.

**EE 240 Introduction to Digital Circuits**

Introduction to combinational and sequential digital logic circuits. Analysis and design techniques including Boolean Algebra and Karnaugh mapping. Use of the computer to simulate digital circuits. 3 hours lecture.

**EE 241 Circuit Analysis**

(Prerequisite: Physics 141, Pre- or corequisite: Math 222) Intermediate course treating Kirchhoffs Laws, resistive networks, systematic methods, network theorems, first and second order transients, and sinusoidal steady-state. Introduction to SPICE. 3 hours lecture and 2 hours laboratory.
EE 243L
Digital System Design Laboratory
(Formerly EE 345L) Introduction to the design, construction and testing of digital logic circuits. Most of the major components of a computer will be investigated. Use of computer program to draw circuits and designs. 3 hours laboratory.

EE 343
Electronic Circuits I
(Prerequisites: EE 241, Engr. 252) Analysis and design of analog electronic circuits using diodes, BJTs, and FETs. Emphasis is placed on amplifier circuits and their frequency dependence. 3 hours lecture.

EE 343L
Electronic Circuits ILab
(Corequisite: EE 343) Experiments with diodes, BJTs, JFETs, and MOSFETs. Some of the experiments are short projects to introduce the student to the application of design principles. 3 hours laboratory.

EE 344
Electronic Circuits II
(Prerequisite: EE 343, EE 343L) Laboratory oriented course designed to acquaint students with the operation and design of electronic instrumentation. Analysis of electronic instruments used in various applications and the design of special purpose instrumentation. Emphasis on use of operational amplifiers in design situations. 1 hour lecture and 3 hours laboratory.

EE 346
Digital Signal Processing
(Prerequisite: EE 342) A study of discrete-time signals and systems, convolution, z-transform, discrete Fourier transform, and FFT algorithms. Analysis and design techniques for digital filters and their realizations. Emphasis will be on the use of computer-aided interactive digital signal processing programs for several projects on signal analysis and filter design. 3 hours lecture.

EE 347
Electromagnetics I
(Prerequisites: Physics 270, Engr. 350) Analytic treatment of electrical and magnetic theory; vector calculus of electrostatic fields; dielectric materials; vector calculus of magnetic fields. (Also listed as PHYS 447). 3 hours lecture.

EE 348
Electromagnetics II
(Prerequisite: EE 447) Magnetic materials, electromagnetic induction, displacement currents, Maxwell's equations; radiation and waves; applications include transmission lines, wave guides, and antennas. (Also listed as PHYS 448). 3 hours lecture.

EE 348L
Electromagnetics Design Laboratory
(Corequisite: EE 448) Laboratory designed to emphasize and reinforce the experimental basis of electromagnetism. Multi-week projects require the student to perform experiments that measure fundamental electrical constants, the electrical and magnetic properties of matter, and the properties of electromagnetic waves. (Also listed as PHYS 448 L). 2 hours laboratory.

EE 349
Computer Interfacing
(Prerequisites: EE 344, EE 345, EE 346) Microprocessor programming and interfacing; data acquisition, manipulation and transmission; microprocessor support devices and common computer interfaces. 3 hours lecture and 4 hours laboratory.

EE 450
Control Systems
(Prerequisites: EE 342, EE 344, Engr. 350) Review of system modeling and Laplace Transforms; block diagram reduction and signal flow graphs; transient and steady-state control system characteristics; root locus and frequency response methods of analysis and compensation design; state variable methods. 3 hours lecture.
EE 451 Staff
Communication Systems 3 credits
(Prerequisites: EE 342, EE 344, Engr. 350) A study of the principles of communication theory with emphasis given to analog and digital communications. Modulation techniques such as AM, DSB, SSB, and FM are discussed in detail. Performance of these systems in the presence of noise is also studied. 3 hours lecture.

EE 452 Dr. DiStefano
Very Large Scale Integration Devices I 3 credits
(Prerequisites: EE 344, EE 345) Analysis of MOSFET and CMOS circuitry. Use of computer programs such as SPICE and OCTTOOLS to design and analyze student design projects involving tens of transistors. 1 hour lecture and 3 hours laboratory.

EE 453 Dr. DiStefano
Very Large Scale Integration Devices II 2 credits
(Prerequisite: EE 452) Continuation of EE 452. Student designs are part of a class project and may revolve hundreds of CMOS circuits. 2 hours laboratory.

EE 454 Staff
Senior Design Project and Professional Practice 3 credits
(Prerequisites: EE 449, EE 450) Students work with a faculty advisor or a practicing electronics engineer to consider realistic, generally unsolved problems from current technology. Projects involve creative conception, design, development and evaluation. The designs must consider economic constraints as well as factors such as reliability, safety, and societal impact. Written and oral presentation before a group of faculty. 1 hour lecture and 3 hours laboratory.

EE 484 Dr. Varonides
Superconductivity Devices and Circuits 3 credits
(Prerequisites: EE 447 and ENGR 252) A course designed for students with interest in superconductivity. Strong background in calculus, electromagnetics and solid state devices is necessary. Topics to be discussed are: (a) perfect conductivity, the classical model of superconductivity, and direct applications. (b) The quantum model of superconductivity, Josephson junctions and superconducting devices (SQUID’s). Homework problems routinely assigned. Group projects (literature search and brief presentations at the end of the term).
ENGLISH

DR. JORDAN, Chairperson

The English Department offers courses in literature, theatre, writing, film, pedagogy, and theory. Courses are designated as English (ENGL.), Theatre (THTR.), and Writing (WRTG.) and are described below under these groupings. In addition to the major in English, the department offers minors in English, in Theatre, and in Writing. English Majors may if they wish pursue either minors or tracks in Theatre and Writing. English majors pursuing tracks in Writing or Theatre may place these courses in either the elective or cognate area of the major. English majors pursuing minors in Writing or Theatre may place these courses in the cognate area of the major; courses used for a minor may not apply to requirements or electives within the major or within another minor.

ENGLISH MAJOR. The student majoring in English must take ENGL.140 (English Inquiry), and eleven other courses designated ENGL., THTR., or WRTG. Six of these courses must satisfy six area requirements:

A. British Literature: Medieval and Renaissance (ENGL. 134, 139, 164, 165, 219, 226, 323, 335)
B. British Literature: Restoration and Eighteenth Century (ENGL. 244, 245)
C. British Literature: Romantic and Victorian (ENGL. 264, 371, 372, HUM 286)
D. American Literature to 1865 (ENGL. 324, 325, 326, 330, 344)
E. Modern British Literature (ENGL. 334, 336, 364)
F. American Literature 1865-Present (ENGL. 331, 332, 424, 425, 426, 427, 444)

To satisfy this requirement, students must complete one course from each area. Students are urged to fill these area requirements sequentially. The English major may take Theatre and/or Writing courses in the cognate but a particular course may not be listed in both the major and the cognate.

THEATRE TRACK. Completion of this track will be noted on the English Major's transcript. The student must complete a minimum of 15 credits. Courses counted toward the track include any course designated with the THTR. prefix as well as WRTG. 215, 217, and 315, and ENGL. 134, 222, 223, 226, 245, 335, 384, and 427.

WRITING TRACK. Completion of this track will be noted on the English Major's transcript. The student must complete a minimum of 15 credits designated with the WRTG. prefix, including at least one course in Creative Writing (WRTG. 213, 214, 215, 216, 217, 313, 314, 315, 316) and one in Applied Writing (WRTG. 210, 211, 212).

ENGLISH MINOR. To minor in English the student must take a minimum of 18 credits. Two courses are required: 1) ENGL. 107 or WRTG. 210, and 2) ENGL. 102, 103, 104, 133, or 140. The remaining twelve credits must be taken in courses that would satisfy area or elective requirements in the English major. Students exempted from ENGL. 107 must substitute a course that would satisfy area or elective requirements in the English major.

THEATRE MINOR. To minor in Theatre the student must take a minimum of 18 credits. Three courses are required: 1) THTR. 110, 111, and THTR. 211 or 212. Elective courses counted toward the minor include any course designated with the THTR. prefix as well as WRTG. 215, 217, and 315. One elective may be ENGL. 104, 134, 222, 223, 226, 245, 335, 384, or 427.

WRITING MINOR. To minor in Writing the student must take a minimum of 18 credits in courses designated with the WRTG. prefix. At least one course is required in Creative Writing (WRTG. 213, 214, 215, 216, 217, 313, 314, 315, 316) and in Applied Writing (WRTG. 210, 211, 212).
**UNIVERSITY OF SCRANTON**

### ENGLISH

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<td>ENGL. 102</td>
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<td>Introduction to Fiction</td>
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<td>ENGL. 103</td>
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<tr>
<td>ENGL. 104</td>
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<td>Introduction to Drama</td>
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An exploration of the nature of prose fiction, poetry, and drama. The emphasis is critical rather than historical. The range of works and the specific selections may vary with the individual instructor.

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UNIVERSITY OF SCRANTON

GE FREE Elective Elective 3
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SENIOR
MAJOR English Area F American Literature 1865 - Present 3
COGNATE Electives Electives 3 3
GE AREA IV Humanities Electives Electives 3 3
GE FREE Electives Electives 3 3

TOTAL: 127 credits

* Any student declaring an English major who has already completed nine or more hours of courses which will count toward the major but who has not completed ENGL. 140 will substitute an additional 400-level course for ENGL. 140.

For Freshman COGNATE sequence, History 120-121 or foreign language is recommended. For G.E. Area III, if student does not otherwise satisfy the University's proficiency requirements, Engl. 107 and Comm. 100 are required.

ENGL. 105 Staff
Written Communication 3 credits
An introduction to non-expository forms of writing

ENGL. 107 Staff
Composition 3 credits
A study of expository and argumentative prose, and the processes and techniques effective writers use. Classical rhetorical strategies, a variety of grammatical and theoretical approaches, and (often) computer programs are employed to help students understand composition as a means of communication and as a mind-shaping discipline in the liberal arts tradition. (GE Area III)

ENGL. 119-120 Dr. Jordan
Masterworks of Western Civilization 6 credits
Study of masterpieces of literature from the Hebrew Old Testament and classic Greek to the modern European, illuminating the development of Western civilization

ENGL. 121 Dr. Jordan
Myth of the Hero 3 credits
Mythic materials are examined to discover the underlying heroic archetypal patterns. Then modern literature is examined in the light of the same mythic patterns

ENGL. 122 Dr. Gougeon
Classic American Stories 3 credits
As an introduction to the American short story, this course will examine representative examples of the genre from the 19th century to the present. Emphasis will be placed on the significance of individual works, but some consideration will be given to the evolving American milieu. Authors such as Hawthorne, Poe, Crane, Malamud, and Oates will be considered

ENGL. 124 Dr. McInerney
History of Cinema 3 Credits
A study of historical development of motion pictures. Practitioners in America and throughout the world are treated in this concise history of cinema. Film screening fee. (GE Area IV)

ENGL. 125 Dr. McInerney
The Art of Cinema 3 credits
The study of the artists, technicians and businessmen who make films. Taped interviews of internationally famous film makers, as well as an analytic scrutiny of modern films, develop students’ intelligent, active participation in the major art form in modern culture. Film screening fee. (GE Area IV)

ENGL. 126 Dr. McInerney
Film Genres 3 credits
A study of the popular film genres (i.e., the western, the thriller, the musical, the historical epic, the woman’s picture as they developed and changed in the U.S. and abroad.) Film screening fee. (GE Area IV)

ENGL. 127 Film Criticism 3 credits
Dr. McInerney
A study of the grammar, poetics, rhetoric, and aesthetic of film criticism constitutes the heart of this course. Film screening fee. (GE Area IV)

ENGL. 130 Children’s Literature 3 credits
Staff
A broad study of literature for children since 1800, with the emphasis on American works since 1950, including aesthetic consideration of the art and design of picture books. Works are considered for children up to the age of 12.

ENGL. 133 Introduction to Irish Culture 3 credits
Dr. Whittaker
An exploration of Irish culture by means of the island’s major works of mythology, history, religion, folk story, fairy tale, song, verse, drama, and fiction. All readings in English.

ENGL. 134 Shakespeare (A) 3 credits
Dr. Friedman
An introduction to the works of William Shakespeare, including forays into each of the major dramatic genres (comedy, tragedy, history, and romance). Consideration will be given to the biographical and cultural contexts which helped to determine the reception and impact of individual works. This course may be counted toward the Theatre Track or minor.

ENGL. 139 Milton & 17th Century Poetry (A) 3 credits
Staff
Studying the poetry of John Milton, “a major figure,” the Metaphysical poets, and the Cavalier poets ought to bring the student to a reputable understanding of late English renaissance. The 17th century is a vital era for those wishing to understand the results of the Elizabethan Age and the onrush of the Restoration and 18th century poets.

ENGL. 140 English Inquiry 3 credits
Drs. Casey, Rakauskas, and Engel
An exploration of fiction, poetry, and drama. The approach is inductive; the aims are a greater understanding of literature, and an introduction to techniques of literary scholarship, theory, and research.

ENGL. 164 British Literature: Medieval and Renaissance (A) 3 credits
Dr. Beal
A detailed study of representative works and authors from the Anglo-Saxons to the seventeenth century. Though the emphasis will be on an intensive study of major works in their literary and cultural context, consideration will be given to minor writers as well.

ENGL. 165 Literature in the Age of Chaucer (A) 3 credits
Dr. Beal
The course will explore fourteenth-century non-dramatic vernacular literature. Authors studied, in addition to Chaucer, may include Langland, Kempe, and the Pearl Poet.

ENGL. 202 English Literature 450-1800 3 credits
Staff
A study of English literature from Beowulf to the beginnings of the romantic movement. The emphasis is textual and critical.

ENGL. 203 English Literature 1800 to the Present Day 3 credits
Staff
A study of English literature from the romantic period to the twentieth century. The emphasis again is textual and critical.

ENGL. 205 American Literature through the Romantic Period 3 credits
Staff
A study of major figures in America's literature from the colonial period through the age of transcendentalism, including such figures as Edward Taylor, Jonathan Edwards, Hawthorne, Thoreau, Emerson, Melville, and Whitman.

ENGL. 206 American Literature to the Present Day 3 credits
A study of major figures in America's literature from the beginnings of realism to today's literature of revolt. Included will be such disparate authors as Twain, Dickinson, Dreiser, Lewis, Hemingway, Fitzgerald, Ginsberg.

ENGL. 219 Camelot Legend I (A) 3 credits
This course will examine the development of Arthurian legendtales of knights and ladies associated with the court of King Arthur from its early origins in Celtic and Latin medieval literature, through medieval romances and histories, culminating in Malory's *Morte Darthur*.

ENGL. 220 Camelot Legend II 3 credits
(Prerequisite: Engl. 219 or Instructor's permission.) The development and elaboration of the legend in twentieth century forms: novels, musicals, movies and the short story. Emphasis on writing and class discussion.

ENGL. 221 Modern Poetry 3 credits
Modern poets ranging from Yeats and Hopkins to Plath and Hughes are examined. Major emphasis is placed on close critical readings of representative works.

ENGL. 222 Modern Drama 3 credits
(Prerequisite: Student should have some previous study of drama.) A detailed introduction to the major trends and authors in 20th century British and American drama, with some Irish and Continental works included. Readings and assignments will focus on major figures such as Shaw, O'Neill, Miller, Williams. This course may be counted toward the Theatre Track or minor.

ENGL. 223 Dramatic Comedy 3 credits
Principles, modes, tactics used in dramatic comedy. The plays of writers ranging from Shakespeare to Neil Simon, as well as several films, will be analyzed as models. Opportunity for student writing of comedy. This course may be counted toward the Theatre Track or minor.

ENGL. 225 Writing Women 3 credits
In this course we will survey the issues raised in Virginia Woolf's *A Room of One's Own* and Carolyn G. Heilbrun's *Writing a Woman's Life*. We will discuss theoretical and practical essays incorporating British Marxist Feminism, French Psychoanalytic Feminism, and American Traditional Feminism. By the light of these approaches we will read short selections of fiction and poetry from Sappho to Willa Cather and Adrienne Rich.

ENGL. 226 Introduction to Late Medieval Drama (A) 3 credits
An introduction to the drama which flourished in the late fourteenth and fifteenth-century: the Corpus Christi cycle, morality plays such as *Everyman*, *Mankind*, and *Castle of Perseverance*, and the saint's play. (Individual plays studied will change from year to year). This course may be counted toward the Theatre Track or minor.

ENGL. 227 Frankenstein's Forebears 3 credits
An interdisciplinary exploration of the lives and works of one of England's most fascinating literary families. William Godwin was an anarchist philosopher and novelists; Mary Wollstonecraft was a feminist, memoirist, and novelist; their daughter, Mary Shelley, is best known as the author of *Frankenstein*, while her husband, Percy Bysshe Shelley, was a well-known poet and a political radical in his own right.
ENGL. 231  
Woody Allen  
Dr. Whittaker  
This course examines the films, the published screenplays, the volumes of short prose, and assorted interviews and articles. We will examine some of Woody Allen’s sources, such as Plato, Shakespeare, Joyce, and Bergman. Our approach will be historical and analytical.

ENGL. 244  
British Literature: The Restoration and Eighteenth Century (B)  
Dr. DeRitter  
3 credits

Study in depth of the major works of such authors as Dryden, Pope, Swift, Boswell, and Johnson, among others. Due attention will be given to critical analysis, literary research, and historical, social, and political background.

ENGL. 245  
Restoration and 18th-Century Drama (B)  
Dr. DeRitter  
3 credits

An examination of the major developments in comedy, tragedy, and experimental dramatic forms on the English public stage between 1660 and approximately 1775. Discussions will focus frequently on the social, political, and institutional changes which altered the ways in which theatre was produced during the period. The reading list will include works by Wycherley, Behn, Dryden, Otway, Congreve, Rowe, Addison, Steele, Gay, Lillo, Fielding, Goldsmith, and Sheridan. This course may be counted toward the Theatre Track or minor.

ENGL. 264  
British Literature: Romantic and Victorian Periods (C)  
Drs. Casey and Fraustino  
3 credits

A study of major literary works in nineteenth-century England: poetry, novels and non-fictional prose. The emphasis is threefold: critical analysis; literary history; social, intellectual and political background.

ENGL. 310  
Written Communication; Strategies for Teaching Writing  
Dr. Rakauskas  
3 credits

This course for English/Ed majors emphasizes strategies for taking students into, through, and beyond the writing process. Students have many opportunities to plan and to design writing assignments, to conduct writing sessions, and to evaluate written composition. (GE Area III)

ENGL. 311  
Magazine Editing  
Prof. Heaton  
3 credits

The process of editing is surveyed. Macro-editing (publishing for a defined audience and delighting, surprising, informing, and challenging it) is emphasized over micro-editing (grammar, punctuation, and so forth). Both are fit into the larger picture of promotion, fulfillment, circulation, advertising, production, and distribution.

ENGL. 317  
Race in Anglo-American Culture, 1600-1860  
Dr. DeRitter  
3 credits

This course will examine Anglo-American portrayals of African- and Native American peoples in the early modern era. We will study works from both high culture (poems, plays, and novels) and low culture (Indian captivity narratives, frontier biographies, and slave autobiographies). The reading list will include writers such as Richard Hakluyt, Mary Rowlandson, John Dryden, Aphra Behn, James Fenimore Cooper, Herman Melville, Henry Wadsworth Longfellow, Catherine Maria Sedgwick, and Harriet Beecher Stowe.

ENGL. 318  
Milton’s Paradise Lost  
Dr. DeRitter  
3 credits

Intensive study of Milton’s masterpiece. In addition to our reading and discussion of the text itself, we will examine its biographical and historical context and explore a variety of critical approaches to the poem.

ENGL. 319  
The English Novel: 18th & 19th Centuries  
Dr. Casey  
3 credits

The history of the English novel from its origins in the early 18th century until the end of the 19th century. The course focuses on such major figures as Defoe, Richardson, Fielding, Austen, Dickens and Eliot.

ENGL. 320  
Introduction to Satire  
Dr. Passon  
3 credits
An exploration of the historical, critical, and conceptual nature of satire, including established satirical conventions and techniques. Representative examples in fiction, drama, and poetry, from a variety of literary periods, will be considered. Special emphasis will, however, be placed on British literature of the Restoration and Eighteenth Century, the Age of Satire. Though the course will focus on satirical literature, examples of satire from other media will be sampled.

**ENGL. 321**
**Macabre Masterpieces**
Dr. Fraustino
3 credits
This course studies works of horror or Gothic fiction in England and America that best exemplify this mode of writing as a serious art form in its exploration of the human mind, particularly abnormal psychology. Works we will read may include: Mary Shelley's *Frankenstein*, Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*, Joseph Conrad's *Heart of Darkness*, Bram Stoker's *Dracula*, the works of Edgar Allan Poe, and others.

**ENGL. 322**
**British Imperial Fiction**
Prof. Hill
3 credits
The myths and meaning of the Imperial experience in the 19th and 20th centuries as represented in British fiction by Kipling, Conrad, Greene, Orwell and others.

**ENGL. 323**
**Renaissance Poetry and Prose (A)**
Staff
3 credits
Detailed study and discussion of several varieties of English literature written between the time of Sir Thomas More and John Milton. Lyric and narrative poetry, fictional and non-fictional prose, and drama will be included in course readings, discussions, and assignments. Typical authors covered include More, Surrey, Lyly, Spenser, Sir Philip and Mary Sidney, Donne, Webster, Jonson, Marvell, and Milton.

**ENGL. 324**
**American Romanticism (D)**
Dr. Gougeon
3 credits
This course will deal with representative short works of America’s six major Romantic authors: Emerson, Thoreau, Whitman, Hawthorne, Melville, and Poe.

**ENGL. 325**
**Major Works: American Romantics (D)**
Dr. Gougeon
3 credits

**ENGL. 326**
**Transcendentalists (D)**
Fr. Joseph Quinn
3 credits
Course transcends typical limits of this literary period to Emerson and Thoreaus major works. Thus, Orestes Brownson, Margaret Fuller, Ellery Channing, Theodore Parker are covered.

**ENGL. 329**
**Introduction to Jewish Literature**
Prof. Schaffer
3 credits
The course provides a broad literary overview of Jewish life from medieval times to the present, examining the poetry, fiction, memoirs, and drama of Jewish writers from a variety of cultures.

**ENGL. 330**
**Masters of Darkness (D)**
Dr. Gougeon
3 credits
This course will survey a significant sampling of the short works of three of America’s most famous “dark Romantic” writers: Melville, Hawthorne, and Poe. Consideration will be given to the historical milieu and the authors’ responses to the problems and promises of the American experience.

**ENGL. 331**
**Major Works of Twain and James (F)**
Fr. Joseph Quinn
3 credits
Works to be studied include Twain’s *Adventures of Huckleberry Finn* and *A Connecticut Yankee in King Arthur's Court;* James’ *The Portrait of a Lady* and *The Ambassadors*. These works will be examined both in terms of their historical context and by way of a comparative analysis of the two authors.

**ENGL. 332**
**Major Works of Hemingway and O’Hara (F)**
Fr. Joseph Quinn
3 credits
Works to be studied include Hemingway’s *The Sun Also Rises* and *For Whom the Bell Tolls;* O’Hara’s *Appointment in Samarra* and *From the Terrace*. These will be examined both in terms of their historical context and basic themes, and by way of a comparative analysis of the two authors.
There will also be some investigation as to how certain authors either become or do not become
academically and critically acceptable.

**ENGL. 333**  
*The Development of the American Novel*  
Dr. Gougeon  
3 credits  
This course will deal with representative novels produced in America from the late 18th to the 20th
century. The course will focus on the novel as representative of changing literary and cultural
values throughout the period. Authors considered will include Charles Brockden Brown, Nathaniel
Hawthorne, Mark Twain, Kate Chopin, John Steinbeck, and Kurt Vonnegut, Jr.

**ENGL. 334**  
*Irish Short Story (E)*  
Fr. J.J. Quinn  
3 credits  
Introduces American students to the variety and richness of the short story from the pens of such
masters as Yeats, Joyce, Frank O’Connor, Lavin, Kiely, F. O’Brien, McGovern, Jordan, Trevor,
Beckett and others. Serious craftsmen aware of the verbal tradition, shapers of the Literary
Revival, these masters of language forge a literature that affirms spiritual values in the midst of
material misery.

**ENGL. 335**  
*Shakespeare: Special Topics (A)*  
Dr. Friedman  
3 credits  
A detailed study of Shakespeare’s treatment of either a particular genre (comedy, tragedy, history,
romance) or a particular subject that occurs across genres. Special attention will be paid to the
meaning of plays in performance. This course may be counted toward the Theatre Track or minor.

**ENGL. 336**  
*Modern Irish Novel (E)*  
Fr. J.J. Quinn  
3 credits  
A selective introductory course to Ireland's renowned modern novelists: Francis Smart, John
McGahern, William Trevor, Nell Jordan, Brian Moore, Bernard MacLaverty, John Banville and
others. These literary artists capture the verve, flavor, and life illumination that distinguish today's
Irish novels.

**ENGL. 344**  
*American Literature to 1865 (D)*  
Fr. Joseph Quinn, Dr. Gougeon  
3 credits  
An in-depth study of a select group of major American authors from the Colonial Period to the Civil
War. Included are Bradford, Franklin, Irving, and Poe. Consideration given to the historical and
cultural milieu and development of major American themes and attitudes.

**ENGL. 351**  
*The Cross-Cultural Novella*  
Prof. Schaffer  
3 credits  
This course aims both to foster an understanding and appreciation of the novella as a distinct
literary form combining the short story's unique focus on character and closed plot structure with
the novel's broader treatment of time and place and to introduce the student to the literature of a
variety of continents and cultures. The course will deal with writers such as Tolstoy, Flaubert,
Kafka, Kawabata, Mann, and Gaines.

**ENGL. 364**  
*Modern British Literature (E)*  
Staff  
3 credits  
Selected modern and postmodern English poets, playwrights, and fiction writers: Hopkins, Eliot,
Hughes, Auden, Larkin, Spender, Osborne, Stoppard, Pinter, Greene, Waugh, Read, Lodge, Amis,
Spark, McEwan, and Chatwin.

**ENGL. 371**  
*Victorian Voices (C)*  
Dr. Casey  
3 credits  
The course will focus on three major Victorian authors: one non-fiction prose writer, one novelist,
and one poet. Possible authors include Carlyle, Arnold, Ruskin, Dickens, Eliot, Bronte, Tennyson,
Browning, Rossetti.

**ENGL. 372**  
*The English Romantic Poets (C)*  
Dr. Fraustino  
3 credits  
This course surveys the major British Romantic poets within their historical and intellectual
contexts. It proceeds chronologically, beginning with William Blake and concluding with John
Keats. Through close textual analysis and in-class discussion of major poems, students should
develop an appreciation and understanding of the literature of the period.

**ENGL. 382-383, 482-483**  
*Guided Independent Study*  
Staff  
variable credit
A tutorial program open to Junior and Senior students. Content determined by mentor

**ENGL. 395**  
**Staff**  
**Travel Seminar: Ireland**  
3 credits  
This is an artistic, cultural, literary tour. Students will study the people and places that contribute to Ireland’s distinct place in the World of Literary Art. (Intersession or Spring Break)

**ENGL. 419**  
**Dr. Engel**  
**Modern Novel**  
(Formerly Engl. 153) The evolution of the novel from modern to postmodern times. Major American and English writers are studied, moving from traditional narrative to self-conscious stylistic devices

**ENGL. 420**  
**Dr. Fraustino**  
**Comparative Romanticism**  
3 credits  
Major British and American Romantic writers will be studied in an effort to distinguish the forms Romanticism takes in the two countries and to determine possible relationships. Authors to be examined include Blake, Wordsworth, Coleridge, Shelley, Keats, Hawthorne, Poe, Emerson and Whitman.

**ENGL. 421**  
**Dr. Fraustino**  
**Literature of the Absurd**  
3 credits  
Focusing on literature from 1850 to the present, this course will examine works of fiction, drama, and to some extent poetry that reflect a general 19th and 20th century western sense of disintegrating values and lost religious beliefs. Readings will include works by Edgar Allan Poe, Lord Byron, Thomas Hardy, Robert Louis Stevenson, Joseph Conrad, Tennessee Williams, Ernest Hemingway, and Samuel Beckett

**ENGL. 424**  
**Fr. Joseph Quinn**  
**American Realists (F)**  
3 credits  
Study of representative figures in the post Civil War period, the period of the rise of American realism. Authors treated will be Mark Twain, Henry James, Stephen Crane and selected modern authors.

**ENGL. 425**  
**Dr. Gougeon**  
**Major Works: American Realists (F)**  
3 credits  
Twain’s *Huckleberry Finn*, Howell’s *The Rise of Silas Lapham*, James’ *The American*, Crane’s *The Red Badge of Courage*, Dreiser’s *Sister Carrie*, and others. Works are evaluated in their historical milieu and the development of American Realism, 1865-1900

**ENGL. 426**  
**Fr. J.J. Quinn**  
**Modern American Short Story (F)**  
3 credits  
An intensive study of representative modern American Masters of the short story form. The film version of many stories studied allows an enriching comparative experience

**ENGL. 427**  
**Staff**  
**American Drama: 1919-1939 (F)**  
3 credits  
A review of the first “golden age” of American drama, which includes biting masterpieces such as *The Hairy Ape, Awake and Sing*, and comic works such as *You Can’t Take It With You* and *The Time of Your Life*. This course may also be counted toward the Theatre Track or minor

**ENGL. 431**  
**Dr. Beal**  
**Dante’s Divine Comedy**  
3 credits  
A canto-by-canto study, in translation, of Dante’s dream vision of hell, purgatory, and heaven. Consideration given to the cultural milieu and to medieval art and thought as these affect the allegorical meaning and structure of the poem

**ENGL. 432**  
**Dr. Beal**  
**Chaucer**  
3 credits  
A study of Chaucer’s poetry in the context of medieval culture. Readings and assignments will concentrate on *The Canterbury Tales*, but will also cover the other major poems, such as the *Book of Duchess* and the *Parliament of Birds*.

**ENGL. 434**  
**Dr. Fraustino**  
**Keats: Death and Love**  
3 credits
Course will focus almost exclusively on one writer, John Keats, and explore the dynamic relationship in his poetry between death and love.

**ENGL. 436**  
*Poetry of G.M. Hopkins, S.J.*  
Fr. J.J. Quinn  
3 credits  
(Prerequisite: Engl. 140 or Engl. 103) Gerard Manley Hopkins, the only priest-poet in history to be honored with a place in Westminster Abbey’s Poets’ Corner, will be studied in his poetry and Jesuit background as a Nature, Victorian, Religious, Original, Theological, Meditative, and the first Modern, Poet.

**ENGL. 437**  
*Conrad’s Fiction*  
Prof. Hill  
3 credits  
A reading of major works by Conrad and survey of critical response to this quintessential modern Western writer.

**ENGL. 438**  
*Joyce*  
Dr. Whittaker  
3 credits  
This course explores the prose works of James Joyce, one of the lights of Anglo-Irish writing, and a major figure in twentieth century literature. We will read and discuss *Dubliners*, *A Portrait of the Artist as a Young Man*, and, with the help of various guides, the masterpiece, *Ulysses*. We will work to apprehend in Joyce both the universal and the peculiarly Irish.

**ENGL. 439**  
*Flannery O’Connor*  
Fr. J.J. Quinn  
3 credits  
A critical study of the short stories and novels of this modern American Christian writer.

**ENGL. 440**  
*Early English Novelists*  
Dr. DeRitter  
3 credits  
(Prerequisite: satisfaction of AreaB requirement for English major or permission of instructor) Detailed study of three or four English novelists whose primary works were published between 1680 and 1800. At least two novels by each author will be read, as well as relevant background texts and critical discussions. The specific content of the course will change each time it is offered, but the list of authors under consideration will always include at least two of the following: Behn, Defoe, Richardson, Henry Fielding, Sarah Fielding, Smollett, Sterne, Burney, Godwin, Wollstonecraft, and Austen.

**ENGL. 444**  
*American Literature, 1865-Present (F)*  
Drs. Whittaker and Gougeon  
3 credits  
Study of a select group of major American authors from the Civil War to the present. Included are Twain, Crane, Fitzgerald, and Vonnegut. The historical and cultural milieu and the development of major American themes and attitudes are reviewed.

**ENGL. 460**  
*Teaching Modern Grammars*  
Dr. Rakauskas  
3 credits  
This course is designed to provide an understanding of the English language and its grammar, based upon recent linguistic analysis of the language, and to assist the future teacher in his or her understanding of transformational/generative grammar and its place in the curriculum. Techniques for teaching these new grammars, and laboratory teaching experience in the freshman writing clinic will be presented. Students seeking certification as secondary school English teachers should also be advised that the usual teacher of Engl. 460, as well as 310, Dr. Wm. Rakauskas, supervises student teachers for the department. (GE Area III)

**ENGL. 464**  
*Literary Criticism and Theory*  
Drs. Whittaker and DeRitter  
3 credits  
This course analyzes the derivation and methodology of the theories underlying contemporary practice. For historical perspective, we turn to Plato and Aristotle, and then to a survey of other major classical, renaissance, enlightenment, and 19th-century sources. Thence we examine 20th-century critical theories, namely: psychoanalysis, marxism, feminism, formalism (new criticism), reader-response, structuralism, deconstruction, and cultural materialism (new historicism).

**ENGL. 480**  
*Internship*  
Staff  
variable credit  
English majors can receive internship credits for a variety of on-the-job work experiences. Approval, must be obtained beforehand from chairperson and dean.
THEATRE

See also WRTG. 215, 217, 315, and ENGL. 104, 134, 222, 223, 226, 245, 335, 427

THTR. 110 Dr. Robbins
Introduction to Theatre 3 credits
(Formerly Engl. 115) An introduction to the theories and practices of the theatre arts. Dramatic structure, dramatic literature, critical writing, acting, directing, design, practical stagecraft, and some theatre history will all be touched on in an effort to introduce students to the fullness and variety of the art of theatre.

THTR. 111 Staff
Introduction to Acting 3 credits
(Formerly Engl. 116) This first course of a three-course sequence focuses on the actor's work on himself. Basic acting exercises, short "contentless scenes," improvisations, and theatre "games" are employed to demonstrate and develop the fundamental elements of the actor's craft.

THTR. 112 Staff
Introduction to Technical Theatre 3 credits
(Formerly Engl. 117) A study of materials, equipment, and techniques used in the construction and finishing of scenery. Also includes principles of lighting and sound and special effects for the stage. Afternoon studio sessions and participation on a technical crew for a major University Players production will be required.

THTR. 113 Staff
Introduction to Design for Theatre 3 credits
(Formerly Engl. 118) An introduction to the various design and production elements in theatre. Scenery, lighting, costumes, projections, props and sound will be explored. Students participate in the design elements of the University productions.

THTR. 210 Staff
Intermediate Acting 3 credits
(Formerly Engl. 215; Prerequisite: THTR. 111 with a grade of B or higher.) This semester's study focuses on the actor's work on the role. Building on the fundamentals of the acting process, students are required to perform a variety of characters in scripted scenes. Stress is given to imagination, dramatic action, and characterization.

THTR. 211 Dr. Robbins
Theatre History I 3 credits
(Formerly Engl. 217) A chronological study of western theatre from ancient Greek drama to 17th century British drama. A selection of plays from representative playwrights will be read and discussed, with an emphasis on the social, cultural, and theatrical contexts within which these playwrights lived and worked.

THTR. 212 Dr. Robbins
Theatre History II 3 credits
(Formerly Engl. 218) A chronological study of western theatre from 17th century French and Spanish, through Restoration and 18th century British drama, up to 19th century German, Scandinavian, and Russian drama. A selection of plays from representative playwrights will be read and discussed, with an emphasis on the social, cultural, and theatrical contexts within which these playwrights lived and worked.

THTR. 213 Staff
Set Design for the Theatre 3 credits
(Formerly Engl. 228; Prerequisite: THTR. 113 with a grade of B or higher.) An exploration of the basic crafts of the theatrical set designer. Concentration on developing one's personal vision and interpretive skills through script analysis. Practice in sketching, drafting, painting, collage, model making and typical stage construction. Introduction to environmental theatre.

THTR. 214 Staff
Drama Practicum 3 credits
(Formerly Engl. 280; Prerequisite: any other course that may be counted in Theatre minor.) Work on one of the major aspects of producing a play: acting, costuming, set construction, lighting, publicity, and box office management.

THTR. 310 Theories of Theatre
(Formerly Engl. 316) Students will study the theories of theatre advanced in the writing of Diderot, Archer, Stanislavsky, Vakhtangov, Brecht, Copeau, Artaud, Grotowski, Brook, and Schechner

THTR. 370 Technical Theatre: Special Topics
Topic and prerequisites will be announced prior to preregistration

THTR. 371 Theatre Design: Special Topics
Topic and prerequisites will be announced prior to preregistration

THTR. 372 Dramatic Literature: Special Topics
Topic and prerequisites will be announced prior to preregistration

THTR. 373 Acting: Special Topics
Topic and prerequisites will be announced prior to preregistration

THTR. 382-3, 482-3 Independent Study in Theatre
A tutorial program open to Junior and Senior students who have completed appropriate lower-division coursework.

THTR. 410 Advanced Acting
(Formerly Engl 216; Prerequisite: THTR. 111 or 210 with a grade of B or higher.) This final semester in the acting sequence focuses on the problems of style, form, and period. Attention is given to voice and movement, the problems of verse, and the question of “style” in period plays. Students are required to perform scenes from both period and modern plays.

THTR. 411 Directing the Play
(Formerly Engl. 111 or Engl. 315; Prerequisite: THTR. 111 with a grade of B or higher or permission of instructor.) Students first learn the stage director’s approach to play analysis and the ways to arrive at a directorial concept for a particular play. The techniques of communicating concept to fellow theatre artists and audience are considered, followed by practical exercises in developing the scenic elements of production. The course culminates in a workshop of student-directed short plays open to the public.
# Writing

All Writing courses have ENGL. 107 (or equivalent) as prerequisite.

<table>
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<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRTG. 210</td>
<td>Dr. Rakauskas, Prof. Hill</td>
<td>Advanced Composition</td>
<td>3 credits</td>
<td>(Formerly Engl. 210) The purpose of this course is to review, practice and apply the principles of a rhetoric of order, stressing invention, disposition, style, tone and theme. (GE Area III)</td>
</tr>
<tr>
<td>WRTG. 211</td>
<td>Dr. Fraustino</td>
<td>Technical and Business Writing</td>
<td>3 credits</td>
<td>(Formerly Engl. 111) A course in scientific or technical writing designed to help students improve their writing skills in preparation for their professions. Specialized training is offered in writing of proposals, reports, instructions, letters, abstracts, resumes, etc. (GE Area III)</td>
</tr>
<tr>
<td>WRTG. 212</td>
<td>Dr. McInerney</td>
<td>Writing for the Law</td>
<td>3 credits</td>
<td>(Formerly Engl. 211) This course aims to help the student develop the writing skills that will be of particular value to prospective lawyers. Readings, exercises, and assignments stress precision and conciseness as well as careful argument. The course should also be valuable to any student who wants to improve his/her analytical ability and expressive capacity. (GE Area III)</td>
</tr>
<tr>
<td>WRTG. 213</td>
<td>Prof. Schaffer</td>
<td>Fiction Writing I</td>
<td>3 credits</td>
<td>(Formerly Engl. 213) Designed to increase students' skills in writing short prose fiction, this course augments frequent practice in the genre with attention both to theories of short story composition and to diverse examples. In a workshop atmosphere, students will read and discuss one another's work as well as fiction by well known authors. (GE Area III or IV)</td>
</tr>
<tr>
<td>WRTG. 214</td>
<td>Staff</td>
<td>Nonfiction Writing I</td>
<td>3 credits</td>
<td>(Formerly Engl. 212) Designed to develop skills in writing creative nonfiction prose, this course employs a workshop format and requires intensive reading and analysis of student work as well as work by noted practitioners such as Orwell, Baldwin, Didion, and Dillard. (GE Area III or IV)</td>
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<tr>
<td>WRTG. 215</td>
<td>Dr. Robbins</td>
<td>Play Writing</td>
<td>3 credits</td>
<td>(Formerly Engl. 414) Course is designed to teach student craft and technique of writing a play. The students will explore their own abilities through play writing and will be responsible for writing a full one act play or one act of a two or three act play. (GE Area III or IV; This course may be counted toward the Theatre Track or minor.)</td>
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<tr>
<td>WRTG. 216</td>
<td>Prof. Hill</td>
<td>Poetry Writing I</td>
<td>3 credits</td>
<td>(Formerly Engl. 214) Theory and practice of writing poetry with attention to modern and contemporary tradition and criticism. Opportunity for sustained, serious response to student work and practical advice on markets, publishing procedures, etc. The course employs a workshop format and encourages serious reading and discussion of poetry. (GE Area III or IV)</td>
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<tr>
<td>WRTG. 217</td>
<td>Staff</td>
<td>Scriptwriting</td>
<td>3 credits</td>
<td>(Formerly Engl. 413; Prerequisite:Engl. 107 or equivalent) Introduction to the film and television format for dramatic productions of varying lengths. Documentaries are also studied. Students not only master technique but also explore development of plot and character. Four major assignments and several short projects are required. (GE Area III or IV; This course may be counted toward the Theatre Track or minor.)</td>
</tr>
<tr>
<td>WRTG. 313</td>
<td>Prof. Schaffer</td>
<td>Fiction Writing II</td>
<td>3 credits</td>
<td>(Formerly Engl. 313; Prerequisite:WRTG. 213) Advanced workshop augments intensive student writing assignments with theory of fiction composition and diverse examples. (GE Area III or IV)</td>
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</table>
WRTG. 314  Nonfiction Writing II  Staff  3 credits
(Formerly Engl. 312; Prerequisite: WRTG. 214) Advanced workshop augments intensive student writing assignments with discussion and analysis of creative nonfiction by various hands. (GE Area III or IV)

WRTG. 315  Play Writing II  Dr. Robbins  3 credits
(Prerequisite: WRTG. 215) An advanced workshop in playwriting which will include intensive reading and writing, this course will build on skills acquired in Playwriting I, and encourage students to explore theatrical styles beyond realism. This course may be counted toward the Theatre Track or minor.

WRTG. 316  Poetry Writing II  Prof. Hill  3 credits
(Formerly Engl. 314; Prerequisite: WRTG. 216) Advanced workshop on practice and theory of writing poetry. The course encourages extensive reading and intensive writing. (GE Area III or IV)

WRTG. 382-383, 482-483  Guided Independent Study  Staff  Variable credit
A tutorial program open to Junior and Senior students who have completed appropriate lower-division coursework. Context determined by genre and mentor.
ENVIRONMENTAL SCIENCE

DR. MICHAEL CANN (Chemistry Department), DR. MICHAEL CAREY (Biology Department), 
Program Co-Directors

The Environmental Science major is an interdisciplinary program of the Biology and Chemistry Departments at the University of Scranton. The Environmental Science major has the following objectives: 1. to prepare students for entry-level positions (in the public or private sector) in the broad field of environmental analysis, compliance, and technology, 2. to prepare students for advanced study in environmental science, 3. to provide a sufficiently comprehensive science and liberal arts background to allow students to pursue advanced training or work in other fields that deal with environmental issues, e.g., environmental law, environmental health, and environmental regulation in business and industry.

The Environmental Science program provides a rigorous and comprehensive grounding in the biological, chemical, and physical aspects of the natural environment, and in the analytical and instrumental techniques used to investigate environmental problems. As upperclassmen, students may choose to focus more closely on either the chemical or biological aspects of environmental science, and must complete either an undergraduate research project or an internship in environmental science. The program also is designed to expose students to the social, political, regulatory, economic, and ethical concerns that are commensurate with defining and addressing environmental issues in today’s world.

The Environmental Science curriculum appears below:
I. Required courses in the major and cognate include courses in Biology, Chemistry, Environmental Science, Natural Science, Math, and Physics. Specific courses and the recommended sequence in which they should be taken are indicated on p. 93.

II. Electives in the major: the student must complete four courses from among the following; at least one course must be chosen from each group:

Group A:
CHEM. 342 Environmental Toxicology 3 credits
CHEM. 344 Environmental Geochemistry 3 credits
CHEM. 350 Biochemistry 3 credits

Group B:
BIOL. 195 Tropical Biology 3 credits
BIOL. 250 Microbiology 4.5 credits
BIOL. 270 Biology of Vascular Plants 4.5 credits
BIOL. 345 Comparative Animal Physiology 3 credits
BIOL. 349 Plant Physiology 5 credits
BIOL. 370 Animal Behavior 4.5 credits
BIOL. 372 Vertebrate Biology 5 credits
BIOL. 471 Applied Ecology 3 credits
BIOL. 472 Systems Ecology 3 credits
BIOL. 473 Marine Biology 5 credits

III. General Education courses: In fulfilling the G.E. requirements, students are strongly encouraged to enroll in:
PHIL. 213 Environmental Ethics 3 credits
POL.SCI. 230 Environmental Policy 3 credits
ECO. 300 Economics of Environmental Issues 3 credits

Most of the required and recommended courses in the Environmental Science major reside in other departments, and their descriptions can be found under the appropriate departmental listing. Three courses, specific to the Environmental Science program, are described below:

ESCI. 440-441 Topics in Environmental Science
Staff

2 credits
UNIVERSITY OF SCRANTON

(Prerequisite: senior status in ESCImajor or permission of instructor) One credit/semester. Discussions of current and significant environmental science issues

ESCI. 480-481 Staff
Internship in Environmental Science 3 credits
(Prerequisite: senior status in ESCImajor or permission of instructor) 1.5 credit/semester. Student to work with private firm, advocacy group, or governmental agency on an environmental issue or technique that involves application of scientific principles to monitor, test, or develop/implement solutions to environmental problems. Project and institutional sponsor subject to approval of the Environmental Science Committee; final project report required

ESCI. 493-494 Staff
Research in Environmental Science 3 credits
(Prerequisite: senior status in ESCImajor or permission of instructor) 1.5 credits/semester. Student to work with private firm, advocacy group, or governmental agency on an environmental issue or technique that involves application of scientific principles to monitor, test, or develop/implement solutions to environmental problems. Project and institutional sponsor subject to approval of the Environmental Science Committee; final project report required

ENVIRONMENTAL SCIENCE
The following is a recommended schedule of coursework

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<td>MAJOR Biol. 371</td>
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<td>Biostatistics</td>
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<td>MAJOR Chem. 340</td>
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CollegeSource© by Career Guidance Foundation
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<td>Major</td>
<td>ESCI. 480 or 493</td>
<td>Research or Internship in Environmental Science 1.5</td>
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<tr>
<td>Major</td>
<td>ESCI. 481 or 494</td>
<td>Research or Internship in Environmental Science 1.5</td>
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<td>Major</td>
<td>ESCI. 440-441</td>
<td>Topics in Environmental Science 1</td>
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<td>GE FREE</td>
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<td>Electives 6</td>
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</table>

TOTAL: 134-140 credits

* Students entering exempt from Math 103 may select one of three options: Computer Literacy (CMPS 102) or Computer Science I (CMPS 134) or Analysis II (MATH221)

** Or Elements of Physics I and II (Phys. 141-141)

There is NO Minor in Environmental Science.
FOREIGN LANGUAGE AND LITERATURES

DR. PARSONS, Chairperson

The program of the Foreign Language Department is designed to enable students to read, write, speak and comprehend one or more foreign languages; to think and express themselves logically, precisely and critically in one or more foreign languages; to acquire skills in literary criticism by reading representative foreign authors; to gain insight into the evolution of the culture and civilization of foreign peoples as reflected in their literature.

The Bachelor of Arts program in Classical Language gives students a solid foundation in Latin and Greek to engender an appreciation of the liberal aspects of Classical Studies. Classics majors are encouraged to take their junior year abroad at Loyola University's Rome Center of Liberal Arts with which the University of Scranton is affiliated.

Foreign language majors and students pursuing teaching certification must complete 36 credits in one language beginning with the intermediate level if it is modern, and the elementary level if it is classical. Modern language majors normally take at least 12 credits in a second language, either modern or classical, as their cognate. A double major may be pursued by taking 36 credits in one language beginning with the intermediate or elementary level, and by satisfying the major and cognate requirements of another department. The placement of students at a particular foreign language level is the responsibility of the chairperson.

The department urges students to study abroad during their junior year. In addition, it strongly recommends that students who spend the entire junior year abroad plan their studies carefully, so that they will be able to take at least one course per semester in their major language during the senior year.
MODERN LANGUAGES

*PLEASE NOTE: Foreign Languages and Literature courses with a title prefixed by an asterisk meet three hours per week in class and one hour per week independent language lab practice
FRENCH

FRENCH 101-102  Staff  * Elementary French  6 credits
Designed to impart a good basic foundation in comprehending, speaking, reading, and writing of the French language. Designed primarily for students with little or no background in the French language.

FRENCH 203  Dr. Bourcier  French Cultural Heritage  3 credits
This course aims to develop understanding of the culture, literature and civilization of France. Representative readings from different periods. Lectures, discussions, and readings in English.

FRENCH 205  Dr. Petrovic  French Masterpieces in Translation  3 credits
The study of selected major works from the leading French writers that have made an important contribution to the development of Western civilization. Such authors as Camus, Flaubert, Baudelaire, Gide, Proust, Malraux and Stendhal will be discussed.

FRENCH 211-212  Staff  * Intermediate French  6 credits
(Prerequisites: French 101-102, or equivalent, as determined by placement exam) Designed to give greater scope and depth to the student's knowledge of the grammar and style of the French language. Taught in French.

FRENCH 311-312  Staff  * Advanced French Composition and Conversation  6 credits
(Prerequisites: French 211-212, or equivalent, as determined by placement exam) An intensive course in French composition and conversation with emphasis on detailed study of advanced grammatical and stylistic usage of the French language. Taught in French.

FRENCH 313-314  Staff  Survey of French Literature  6 credits
(Prerequisites: French 311-312, or equivalent) A review of French literature from the chanson de geste to the contemporary period.

FRENCH 315-316  Staff  * Survey of French Culture and Civilization  6 credits
(Prerequisites: French 311-312, or equivalent) A review of the geography, history, art and other accomplishments that comprise the heritage of the French speaking people world-wide, from Roman times to the present.

FRENCH 319  Dr. Bourcier  * Business French  3 credits
(Prerequisites: French 311-312, or equivalent) Overview of the spoken and written language of the French business world. Formalities and conventions of letter writing, banking, import/export, and other commercial transactions. Analysis of terminology from business-related areas such as finance, insurance, and international commerce within a contemporary cultural setting.

FRENCH 320  Dr. Bourcier  Introduction to French Literature  3 credits
(Prerequisites: French 311-312, or equivalent) An introduction to the principal literary genres of poetry, novel, short story, essay, and drama, through analysis of representative works in the French tradition. Strongly recommended as a prerequisite for all upper-division literature courses in French.

FRENCH 321-322  Staff  * Advanced French Stylistics  6 credits
(Prerequisites: French 311-312, or equivalent) Designed to strengthen the speaking and writing skills while emphasizing the production of speech sounds and their transcription by the
International Phonetic Alphabet. Exercises in enunciation and phraseology, besides a refined usage of grammar and syntax.

**FRENCH 421**

**Medieval and Renaissance French Studies**

(Prerequisites: French 311-312, or equivalent) Selected literary works from the eleventh century to the late Renaissance.

**FOREIGN LANGUAGE**

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<td>Introduction to Philosophy</td>
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**SOPHOMORE**

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**JUNIOR**

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**SENIOR**

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<th>Credits</th>
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<tr>
<td>MAJOR Language</td>
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<tr>
<td>COGNATE Elective</td>
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<tr>
<td>GE AREA I Nat. Sci./Quant.</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td>GE AREA IV Humanities</td>
<td>Elective</td>
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<tr>
<td>GE AREA V Phil.-T/RS</td>
<td>Philosophy or Religious Studies Elective</td>
<td>3</td>
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<tr>
<td>GE FREE Electives</td>
<td>Electives</td>
<td>3</td>
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</table>

**TOTAL: 127 credits**

* Required for modern language majors seeking certification in secondary education; recommended for Modern Language majors. Language 215 may be substituted.

Students who begin language at the Advanced (311) level will take 6 credits less in the major and 6 credits more in the Cognate or FREE AREA in either Junior or Senior year.

**MINOR.** A minor in a foreign language, open to students in all disciplines, can be achieved by the completion of 18 credits beginning at the intermediate level if the language is modern, and at the elementary level if it is classical. Students who minor in two languages must complete a total of 24 credits distributed equally among the two languages.

Elementary courses in any language are not open to students who have studied two or more years of the same language in high school; exceptions to this policy must be approved by the Language department.
INTERNATIONAL LANGUAGE-BUSINESS

The major in International Language-Business is a professionally oriented program. Its purpose is to make language study a more career-structured discipline by providing students with the opportunity to acquire a liberal education while, at the same time, taking courses specifically relevant to the business enterprise.

In order to bridge the communication gap between multinational business and the lack of functional language skills often exhibited by the personnel representing them, specialized language courses focusing on the business terminology and cultural setting of the countries in question complement the regular language and business courses in this major.

The department urges students to study abroad during their junior year. In addition, it strongly recommends that students who spend the entire junior year abroad plan their studies carefully, so that they will be able to take at least one course per semester in their major language during the senior year. Students who pursue a business internship will earn credits in addition to the 130 credits stipulated for the program, unless there is room in the Free Area.

**Dept. and No. Credits**

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>FRESHMAN</th>
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<tr>
<td>MAJOR Language</td>
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<td>Intermediate or</td>
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<tr>
<td>COGNATE Lang. 101-102 or 211-212</td>
<td>Second Language</td>
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<td>GE AREA III Communications</td>
<td>Electives</td>
<td>3</td>
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<td>GE AREA V Phil. 120</td>
<td>Introduction to Philosophy</td>
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<td>GE AREA V T/RS 121</td>
<td>Theology I</td>
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**SOPHOMORE**

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<tr>
<td>MAJOR Lang. 311-312</td>
<td>Advanced Composition and Conversation</td>
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<tr>
<td>COGNATE Lang. 211-212 or 311-312</td>
<td>Second Language</td>
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<tr>
<td>MAJOR Acc. 253-254</td>
<td>Financial-Managerial Accounting</td>
<td>3</td>
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<td>GE AREA II/MAJOR Eco. 153-154</td>
<td>Principles of Micro-Macro Econ.</td>
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<td>GE AREA V Phil. 210</td>
<td>Ethics</td>
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<td>GE AREA V T/RS 122</td>
<td>Theology II</td>
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<tr>
<td>PHYS EDUC Ph. Ed.</td>
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**JUNIOR**

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<tbody>
<tr>
<td>MAJOR Lang. 321-322</td>
<td>Advanced Stylistics</td>
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<td>MAJOR Language</td>
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<td>MAJOR Mgt. 351</td>
<td>Prin. of Management I</td>
<td>3</td>
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<td>MAJOR Eco. 351</td>
<td>Environment of International Business Electives **</td>
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<tr>
<td>GE AREA II Social/Behavior</td>
<td>Computing for Business and Social Sciences</td>
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<td>GE AREA III Cmps. 104</td>
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<tr>
<td>GE AREA IV Humanities</td>
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<td>Elective</td>
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<tr>
<td>Intl. Elective</td>
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| GE Area I          | Nat. Sci./Quant. | Elective                  | 3       |
| GE Area IV         | Humanities      | Elective                  | 3       |
| GE Area V          | Phil.-T/RS      | Phil. or Religious Studies Elective | 3       |
| GE FREE            | Elective***     | Elective****              |         |

TOTAL: 130 credits

* Recommend Math 106-107 Quantitative Methods I-II

** Recommend Pol. Sci. 212 International Relations as one of these

*** Recommend Phil. 211 Business Ethics

**** Recommend Pol. Sci. 240 Political Science Statistics

† Students who begin language at the Advanced (311) level will take 6 credits less in the major and 6 credits more in the Cognate or FREE Area in either Junior or Senior year.

FRENCH 423 Dr. Petrovic
XVIIth Century French Studies
(Prerequisites: French 311-312, or equivalent) Literary, philosophical, and social expression from 1610 to 1715.

FRENCH 425 Dr. Petrovic
XVIIIth Century French Studies
(Prerequisites: French 311-312, or equivalent) The Enlightenment from 1715 to 1789.

FRENCH 427 Dr. Petrovic
XIXth Century French Novel
(Prerequisites: French 311-312, or equivalent) The development of prose narration as reflected in the literary movements of the age.

FRENCH 429 Dr. Petrovic
XIXth Century French Poetry
(Prerequisites: French 311-312, or equivalent) The development of poetic forms from the rOLantic to the symbolist movement inclusively.

FRENCH 430 Dr. Hanks
French Women Writers
(Prerequisites: French 311-312, or equivalent) Women's view of themselves and the world as reflected in their literary creations. Cross-listed with Woman's Studies Concentration (see p. 38).

FRENCH 431 Dr. Petrovic
XXth Century French Novel
(Prerequisites: French 311-312, or equivalent) The development of prose narration from the Dreyfus case to the present.

FRENCH 432 Dr. Hanks
French Short Story
(Prerequisites: French 311-312, or equivalent) Principal practitioners of the short story in France, including contemporary authors.
FRENCH 433  Dr. Petrovic
XXth Century French Drama  3 credits
(Prerequisites: French 311-312, or equivalent) The development of dramatic forms from the Theatre Libre to the present.

FRENCH 434  Dr. Hanks
French Novel Into Film  3 credits
(Prerequisites: French 311-312, or equivalent) Examination of the transformations effected in major French novels adapted for the screen, and exploration of alternative solutions to the problems posed.

FRENCH 435  Dr. Bourcier
The French Theater  3 credits
(Prerequisites: French 311-312, or equivalent) An inquiry into the various forms of the French Theater through a study of significant representative works from different periods.

FRENCH 436  Dr. Hanks
French Utopias  3 credits
(Prerequisites: French 311-312, or equivalent) An exploration of utopian literature in French, from the sixteenth through the twentieth centuries. Emphasis placed on the literary texts themselves, supplemented by some reading in utopian criticism.

FRENCH 482-483  Staff
Guided Independent Study  variable credit
(Prerequisites: French 311-312, or equivalent) A tutorial program open to juniors and seniors only. Content determined by mentor.
GERMAN

GERMAN 101-102  
* Elementary German  
(Prerequisite: none) A complete course in the fundamentals of the German language. Emphasis on reading of graded texts, with written, oral and aural exercises. Designed for student with little or no background in the German language.

GERMAN 211-212  
* Intermediate German  
(Prerequisites: German 101-102 or equivalent) Reading from modern authors of moderate difficulty. Oral and written exercise. Systematic review of German grammar.

GERMAN 213-214  
* Introduction to Business German  
(Prerequisites: German 101-102, or equivalent) Specialized intermediate-level course for students who wish to focus their skills on the language of the business world. Oral and written exercises. Systematic review of German grammar.

GERMAN 311-312  
* Advanced German Composition and Conversation  
(Prerequisites: German 211-212, or equivalent) Selected texts in prose and poetry. Advanced practice in conversation and composition. Survey of German grammar.

GERMAN 313-314  
Survey of German Literature and Culture  
(Prerequisites: German 311-312, or equivalent) A survey of German literature from the eleventh century to the contemporary period, with special emphasis on the main intellectual currents as well as the social and political developments.

GERMAN 319  
* Business German  
(Prerequisites: German 311-312, or equivalent) Overview of the spoken and written language of the German business world. Formalities and conventions of letter writing, banking, import, export, and other commercial transactions. Analysis of terminology from business-related areas such as finance, insurance, and international commerce within a contemporary cultural setting.

GERMAN 321-322  
* Advanced Stylistics  
(Prerequisites: German 311-312, or equivalent) Advanced study of syntax and semantics aimed at the development of stylistic sensitivity. Interdisciplinary textual analyses (business and commercial German, communications media, the sciences and humanities) for further practice in composition and conversation.

GERMAN 421  
German Classicism and Romanticism  
Prerequisites: German 311-312, or equivalent) A study of the literature of the 18th (Goethe, Schiller, Holderlin) and early 19th century (Kleist, Hoffmann, Novalis) in their Classical and Romantic contexts.

GERMAN 423  
Realism and Naturalism  
Prerequisites: German 311-312, or equivalent) A study of the works of late 19th century authors, such as Storm, Fontane, and Keller.

GERMAN 425  
German Literature up to 1945  
(Prerequisites: German 311-312, or equivalent) An in-depth study of such authors as Brecht, Mann, Kafka, and Rilke.

GERMAN 427  
* Business German  
(Prerequisites: German 311-312, or equivalent) Overview of the spoken and written language of the German business world. Formalities and conventions of letter writing, banking, import, export, and other commercial transactions. Analysis of terminology from business-related areas such as finance, insurance, and international commerce within a contemporary cultural setting.
Postwar German Literature 3 credits
(Prerequisites: German 311-312, or equivalent) Concentration on contemporary authors such as Frisch, Durrenmatt, Grass and Boll, as well as representative authors from East Germany.

GERMAN 482-483 Independent Study Staff Variable Credit
(Prerequisites: German 311-312, or equivalent) A tutorial program open to junior and senior students only. Content determined by mentor.
HEBREW

HEBREW 101-102
Biblical Hebrew
A systematic introduction to the fundamentals of Biblical Hebrew grammar and to certain aspects of ancient Semitic language and culture.

Note: Additional work in Italian, Japanese, Portuguese, and Russian is available by arranging independent study and/or foreign study.
ITALIAN

ITALIAN 101-102  Staff
* Elementary Italian  6 credits
Introduction to the Italian language. Designed for beginners

ITALIAN 211-212  Staff
* Intermediate Italian  6 credits
(Prerequisites: Italian 101-102, or equivalent) Grammatical review, written and oral composition with selected cultural readings of intermediate difficulty
JAPANESE

JAPANESE 101-102  Staff
* Elementary Japanese  6 credits
Development of the fundamental skills, listening, speaking, reading and writing, with emphasis on language performance. Emphasis on practical application of the basic skills for business related activities. Relevant cultural aspects are introduced. Designed primarily for students with no background in the Japanese language.

JAPANESE 211-212  Staff
* Intermediate Japanese  6 credits
(Prerequisites: Japanese 101-102, or equivalent) This course continues development of the four major skills: listening, speaking, reading, and writing. Upon completion of the course students will understand all the basic concepts of the structure of the language.
PORTUGUESE

PORTUGUESE 101-102  
* Elementary Portuguese  
6 credits  
Dr. Ledford-Miller  
A video-based introduction to Brazilian Portuguese, this course covers basic grammar and vocabulary needed for listening, speaking, reading, and writing Portuguese. Students will also develop some cultural understanding of Brazil and other Lusophone countries.

PORTUGUESE 211-212  
* Intermediate Portuguese  
6 credits  
(Prerequisites: Port. 101-102 or equivalent) A continuation of elementary Portuguese. Students will refine through oral and written activities, the skills learned in 101-102. Literary and other readings as well as films and off-satellite news programs will augment the text.
RUSSIAN

RUS 101-102  Staff  * Elementary Russian  6 credits
Primary emphasis on developing the skills of understanding, speaking, reading and writing of Great Russian. A thorough and continual study of the Cyrillic alphabet is an integral part of the course content.

RUS 211-212  Staff  * Intermediate Russian  6 credits
(Prerequisites: Rus. 101-102 or equivalent) This course continues development of the four major skills: listening, speaking, reading, and writing. It builds on the grammatical concepts learned in Russian 101 and 102 and provides a solid foundation for the student interested in visiting the Soviet Union and/or in reading the Russian Classics, contemporary literature, and newspapers.
**SPANISH**

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<th>Course</th>
<th>Title</th>
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<th>Staff or Prerequisites</th>
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<tr>
<td><strong>SPANISH 101-102</strong></td>
<td>* Elementary Spanish</td>
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<td><strong>Staff</strong></td>
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<td></td>
<td>* (Prerequisite: None) Fundamentals of grammar, pronunciation, conversation, suitable readings and written exercises. Designed primarily for students with little or no background in the Spanish language.</td>
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<tr>
<td><strong>SPANISH 211-212</strong></td>
<td>* Intermediate Spanish</td>
<td>6 credits</td>
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<td></td>
<td>* (Prerequisites: Spanish 101-102, or equivalent, as determined by placement exam) Grammatical review, written and oral composition with selected cultural readings of intermediate difficulty. Taught in Spanish.</td>
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<tr>
<td><strong>SPANISH 310</strong></td>
<td>* Medical Spanish</td>
<td>3 credits</td>
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<td>* (Prerequisites: Spanish 211-212, or equivalent) Designed for the student who plans to work in any area of health care, this course focuses on the needs and problems of Spanish-speaking patients. Students learn specialized vocabulary and improved communicative ability through conversation and composition. Through films and on-site hospital visits, students develop an increased awareness of health issues often of particular concern to Hispanics.</td>
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<tr>
<td><strong>SPANISH 311-312</strong></td>
<td>* Advanced Composition and Conversation</td>
<td>6 credits</td>
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<td><strong>Staff</strong></td>
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<td></td>
<td>* (Prerequisites: Spanish 211-212, or equivalent, as determined by placement exam) A thorough study of Spanish grammar, composition, oral and written, with the aim of developing ability to speak and write clear and fluent Spanish. Practice in oral composition. Taught in Spanish</td>
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<td><strong>SPANISH 313</strong></td>
<td>* Spanish Culture and Civilization</td>
<td>3 credits</td>
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<td>* (Prerequisites: Spanish 311-312, or equivalent) An overview of the diverse historical, political, religious, and artistic factors that have determined the cultural make-up of the peoples of the Iberian peninsula.</td>
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<tr>
<td><strong>SPANISH 314</strong></td>
<td>- Topics in Latin-American Culture and Civilization</td>
<td>3 credits</td>
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<td>- (Prerequisites: Spanish 311-312, or equivalent) The course examines the unique cultural and historical features of one specific region (the Andean countries, the Caribbean, Central America, Mexico, or the Southern Cone) and focuses, as well, on the cultural, linguistic, and religious traits shared with the other areas. Content will vary according to the cultural/geographic region examined, and course therefore may be repeated for credit</td>
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<tr>
<td><strong>SPANISH 319</strong></td>
<td>* Business Spanish</td>
<td>3 credits</td>
<td>Dr. Parsons</td>
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<td><strong>Dr. Parsons</strong></td>
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<td></td>
<td>* (Prerequisites: Spanish 311-312, or equivalent) Overview of the spoken and written language of the Spanish business world. Formalities and conventions of letter writing, banking, import/export, and other commercial transactions. Analysis of terminology from business-related areas such as finance, insurance, and international commerce within a contemporary cultural setting</td>
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<td><strong>SPANISH 320</strong></td>
<td>Introduction to Literature</td>
<td>3 credits</td>
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<td>* (Prerequisites: Spanish 311-312, or equivalent) An introduction to the principal genres of literature (poetry, short story, essay, drama and novel) through analysis of representative works in the Hispanic tradition. Required for all upper-division literature courses</td>
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<tr>
<td><strong>SPANISH 321-322</strong></td>
<td>* Advanced Stylistics</td>
<td>6 credits</td>
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<td>* (Prerequisites: Spanish 311-312, or equivalent) Designed to achieve more sophisticated use of Spanish, both verbally and in writing. Includes intensive examination of compositions and</td>
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translation exercises, as well as discussion of areas of particular difficulty for the non-native speaker (e.g. false cognates and unfamiliar structures.)

SPANISH 323  
* Contemporary Issues  
(Prerequisite: Spanish 311-312 or equivalent) A conversation-intensive course. Discussion and reports based on readings in a broad range of current periodicals and focusing on issues of relevance to the Hispanic world and to the particular career or interest areas of students.

SPANISH 330  
History of Spanish Literature  
(Prerequisite: Spanish 320) Study of Spanish literature from Cantar de Mio Cid to XXth century, with emphasis on main literary currents in each century.

SPANISH 331  
Survey of Spanish-American Literature  
(Prerequisite: Spanish 320) A survey of Spanish-American literature from the 16th century to the present, with representative readings from each of the principal cultural areas.

SPANISH 421  
XXth Century Spanish Drama  
(Prerequisite: Spanish 320) Peninsular drama of the XXth century including dramatic forms after Buero Vallejo and new directions of Spanish theater in post-Franco era.

SPANISH 422  
Spanish-American Drama  
(Prerequisite: Spanish 320) Spanish American drama from the late XIXth century to the present, with emphasis on contemporary trends.

SPANISH 425  
Hispanic Detective Fiction  
(Prerequisite: Spanish 320) An examination of the two schools of detective fiction (the hard-boiled and the puzzle) in Hispanic literature (short story and novel).

SPANISH 427  
Topics in Spanish Prose  
(Prerequisite: Spanish 320) Prose fiction of 19th and 20th century Spain. Content may vary and course may therefore be repeated for credit with consent of Department chair.

SPANISH 429  
Topics in Spanish-American Prose  
(Prerequisite: Spanish 320) Prose fiction of Spanish America. Content may vary and course may therefore be repeated for credit with consent of Department chair.

SPANISH 430  
Hispanic Women Writers  
(Prerequisite: Spanish 320) This course examines writing by Hispanic women, including prose, poetry, drama and essays, and investigates the social, political, aesthetic, and feminist contexts of their writing. Cross-listed with Women's Studies Concentration (see p. 38).

SPANISH 431  
Spanish American Short Story  
(Prerequisite: Spanish 320) The development of the short story as a literary genre in Spanish America from the beginning of the 19th century to the present.

SPANISH 432  
Introduction to Spanish Linguistics  
(Prerequisites: Spanish 321-322) An introductory approach to the grammatical structure (syntax), word formation patterns (morphology), sound and phoneme structure (phonetics), and the relationship between words and meaning (semantics) in the Spanish language.

SPANISH 433  
Hispanic Lyric Poetry  
(Prerequisites: Spanish 320)
The development of lyric poetry in the Spanish-speaking world. Examples of early poetry in Spain and Spanish America are studied to establish an awareness of the Hispanic lyric tradition, but the main focus of the course is on 20th century Spanish America and such figures as Gabriela Mistral, Pablo Neruda, and Cesar Vallejo.

**SPANISH 434**

**History of Spanish**

(Prerequisites: Spanish 321-322) The course will explore the evolution from Latin to Spanish from the earlier texts of the Middle Ages (10th century) to the 20th century. It will offer an approach to the development of the language from a syntactic, morphological, and phonetic point of view. It will also provide an overview of the different variants found in all Spanish-speaking countries today.

**SPANISH 435**

**The Literature of Social Protest**

(Prerequisite: Spanish 320) Serious social and political literature in Spain and Spanish America.

**SPANISH 436**

**The Hispanic Satirical Tradition**

(Prerequisite: Spanish 320) An examination of satirical writings beginning with Juan Ruiz, Quevedo, and Sor Juana Ines de la Cruz, and continuing through such modern masters as Pio Baroja, Garcia Marquez, and Juan Jose Arreola.

**SPANISH 482-483**

**Guided Independent Study**

(Prerequisites: Spanish 311-312, or equivalent) A tutorial program open to junior and senior students only. Content determined by mentor.
CLASSICAL LANGUAGES

GREEK

GREEK 111-112
Elementary Greek
An intensive course in the fundamentals of Classical Greek grammar

GREEK 113-114
New Testament Greek
A systematic introduction to the fundamentals of the grammar of Koine Greek as it is found in the New Testament.

GREEK 205
Legacy of Greece and Rome
Survey of the artistic and cultural treasures of classical Greece and Rome with a focus on their enduring legacy in our own civilization.

GREEK 207
Roots of Greek in English
The relationship of both Greek and English to the other languages of the Indo-European family; the Greek elements that have come into English are presented: e.g., bases, prefixes, numerals, hybrids, etc. A study of the 20-25% English words which come from Greek, particularly in scientific fields.

GREEK 211-212
Intermediate Greek
(Prerequisites: Greek 111-112 or equivalent) Review of fundamentals. Readings from Zenophon, Euripides, and the New Testament.

GREEK 213
Classical Greek Literature and Mythology
This course examines the role that mythology played in Greek literature, and examines the changing attitudes of the Greeks towards the Olympian gods from Homer to the 4th century B.C. All readings and lectures in English.

GREEK 220
Ancient Civilization: Greece
The political, constitutional, and cultural history of Greece from the earliest times to the death of Alexander the Great. All readings and lectures in English.

GREEK 311-312
Readings in Greek Literature
(Prerequisites: Greek 211-212 or equivalent) Selections from Greek writers to suit the students' special interests.

GREEK 482-483
Guided Independent Study
(Prerequisites: Greek 211-212 or equivalent) A tutorial program open to junior and senior students only. Content determined by mentor.
LATIN

LATIN 111-112
Elementary Latin 6 credits
An intensive course in the fundamentals of Latin. Reading and composition

LATIN 205
History of Latin Literature 3 credits
Fr. Young
A survey of Roman and post-Roman Latin Literature. The course is taught in English. No Latin prerequisite.

LATIN 207
Roots of Latin in English 3 credits
Fr. Young
The relationship of both Latin and English to the other languages of the Indo-European family; the Latin elements that have come into English are presented: bases, prefixes, numerals, hybrids, etc. Approximately 60-65% of English words come from Latin

LATIN 211-212
Intermediate Latin 6 credits
(Prerequisites: Latin 111-112 or equivalent) Review of fundamentals. Reading of selections from Caesar, Cicero and Virgil

LATIN 213
Classical Roman Literature and Mythology 3 credits
Dr. Wilson
The course examines the role that mythology played in Roman literature, and examines the changing attitudes of the Romans toward the divinities manifested in literature from Plautus to Apuleius. All readings and lectures in English

LATIN 220
Ancient Civilization: Rome 3 credits
Fr. Young
The political, constitutional, and cultural history of Rome from the earliest times to the end of the Western empire. All readings and lectures in English

LATIN 311-312
Readings in Latin Literature 3-6 credits
Dr. Wilson
(Prerequisites: Latin 211-212 or equivalent) Selections from Latin writers to suit the student’s special interests. Topics will vary from year to year; the course may, therefore, be repeated for credit.

LATIN 482-483
Guided Independent Study Variable Credit
Staff
(Prerequisites: Latin 211-212) A tutorial program open to junior and senior students only. Content determined by mentor.
LINGUISTICS

LANG. 215  
World of Language  
(No prerequisite) Designed to provide students with a broad overview of the nature and function of languages. Topics include theories on the origin of languages, evolution and change in language, the importance of language in human society, culture, contemporary politics, and the business world; and identifying successful approaches to language study.

Dr. Parsons
3 credits

LANG. 217  
Introduction to Linguistics  
(No prerequisite) Inquiry into the nature of language, its various systems manifested by the principal languages of the world. Principles of structural analysis. Open to language and non-language majors.

Dr. Bourcier
3 credits
LITERATURE

LIT 205  Modern Latin-American Literature in Translation  3 credits
A survey in English of 20th century Latin American writers, including Gabriel Garcia Marquez (Colombia), Jorge Luis Borges (Argentina), Rigoberta Menchu (Guatemala), Carlos Fuentes (Mexico), Joaquim Maria Machado de Assis (Brazil) and Isabel Allende (Chile). Introduction to major literary movements, such as the "Boom" and "magical realism," which have influenced writers in the US, Europe and elsewhere.

LIT 206  Travelers and Their Travels  3 credits
An examination of the history and literature of travel as expressed in a variety of both fictional and non-fictional accounts.

LIT 207  Literature of American Minorities  3 credits
(Formerly INTD 107) Examination of racial and ethnic groups from the settlement of America until present day. Examination of the historical context and current situation of Native Americans, Afro-Americans, Hispanic Americans, Asian Americans, Women-as-minority, and other marginalized groups. Readings from literature and other disciplines. Cross-listed with Women's Studies Concentration (see p. 38).

LIT 209  Masterworks of Russian and Slavic Literature  3 credits
(Formerly Slav. 207) A survey of major literary achievements of Slavic peoples. Dostoyevsky, Tolstoy, Cosic, Sienkiewicz and Solzhenitsyn will be read. No knowledge of Slavic languages is required. All readings and lectures are in English. (GE AREAIV)
HISTORY

DR. DeMICHELE, Chairperson

The department aims: 1. to train the student in solid historical methodology; 2. to present history as the study of interdependent human activities and concrete events which have social significance; 3. to engender an intelligent and critically sympathetic understanding of various civilizations and cultures.

The department offers a special program that enables qualified students to obtain both their Bachelor and Master’s degrees within four calendar years. The program utilizes Intersession or summer sessions and the use of four graduate courses as part of the undergraduate program. The chairperson of the department should be contacted for details of the program.

See the Pre-Law section earlier in the catalog for details of the department’s success in this area.

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Credits</th>
<th>Descriptive Title of Course</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>FALL</td>
<td>SPRING</td>
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<tr>
<td>MAJOR History 120-121</td>
<td>Europe: 1500 to Present</td>
<td>3 3</td>
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<tr>
<td>MAJOR History 110-111</td>
<td>United States History</td>
<td>3 3</td>
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<tr>
<td>COGNATE Electives</td>
<td>Electives</td>
<td>3 3</td>
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<tr>
<td>GE AREA III Communications</td>
<td>Electives *</td>
<td>3 3</td>
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<tr>
<td>GE AREA V Phil. 120</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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<tr>
<td>GE AREA V T/RS 121</td>
<td>Theology I</td>
<td>3</td>
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<tr>
<td>PHYS EDUC Ph. Ed.</td>
<td>Physical Education</td>
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| SOPHOMORE | |
|-----------|---------|-----------------------------|
| MAJOR History | Electives * | 3 3 |
| COGNATE Electives | Electives * | 3 3 |
| GE AREA I Nat. Sci./Quant. | Electives | 3 3 |
| GE AREA III Communications | Elective | 3 |
| GE AREA V Phil. 210 | Ethics | 3 |
| GE AREA V T/RS 122 | Theology II | 3 |
| GE FREE Elective | Elective | |
| PHYS EDUC Ph. Ed. | Physical Education | 1 1 |
|                | 16 16   |

| JUNIOR | |
|--------|---------|-----------------------------|
| MAJOR History | Electives | 3 3 |
| COGNATE Electives | Electives | 3 3 |
| GE AREA I Nat. Sci./Quant. | Elective | 3 |
| GE AREA II Social/Behavior | Electives | 6 3 |
| GE AREA V Phil-T/RS | Philosophy and/or Religious Studies | 3 3 |
| GE FREE Elective | Elective | 3 |
|                | 18 15   |

| SENIOR | |
|--------|---------|-----------------------------|
| MAJOR History# | Seminars/Electives | 6 6 |
| COGNATE Electives | Electives* | 3 3 |
| GE AREA II Social/Behavior | Elective | 3 |
| GE AREA IV Humanities | Electives | 3 3 |
| GE FREE Elective | Elective | 3 |
|                | 15 15   |

TOTAL: 127 credits
Students may use cognate electives to develop a second major

Unless exempted from the University requirements, students are to take Comm. 100 and Engl. 107.

Department recommends History 140, Research Methods, for sophomore History majors; students admitted to 4-year BA/MA Program are required to take History 500, Research Methods. No student should take both Research Methods courses.

Senior History majors are recommended to take Hist. 490 or Hist. 491

MINOR. A minor in History (18 credits) should include History 110, 111, 120 and 121 plus any two additional history courses.

DOUBLE MAJORS between History and any other major in the History/Political Science department require that none of the 36 credits in the first major be applied toward the major requirements of the second major.

HIST. 110-111 Staff
History of the United States 6 credits
The United States from the time of its European beginnings to the present with special emphasis on the history of Pennsylvania; colonial origins to Reconstruction; Gilded Age to the modern era

HIST. 120-121 Staff
Europe, 1500 to the Present 6 credits
European history with concentration upon the political aspects of European development. The rise of national monarchies; political, social, economic, and intellectual developments; industrialism, the new nationalism and liberalism.

HIST. 140 Dr. Homer
Research Methods: The Historian at Work 3 credits
Introduction to the techniques of historical research including the use of library and bibliographical materials, the use and interpretation of evidence, and the preparation of written papers. Course is designed to assist any student, regardless of major, who wishes to improve research and term paper skills.

HIST. 210 Dr. Homer
History as Biography 3 credits
An exploration of the nature of biography and its relationship to the study of the past. Biographies of several major figures from the modern era will be read and studied to exemplify different biographical techniques and their utility as means of historical inquiry.

HIST. 212 Dr. DeMichele
Rebels, Robbers, Rogues 3 credits
A sociological cross-cultural, and psychohistorical approach to those folk heroes, political “expropriators” and bandits whose spectacular exploits have been romanticized and preserved through the centuries. Figures such as Robin Hood, Cartouche, Pancho Villa, Jesse James, Che Guevara and others will be considered.

HIST. 213 Dr. DeMichele
Great Discoveries 3 credits
Historical analysis and assessment of the great scientific discoveries and technological developments of mankind from the Age of the Renaissance to the Space Age.

HIST 213 Staff
Modern Africa 3 credits
An introduction to the vast and diverse continent of Africa. Attention to the history, geography, ecology and culture of the various African states with a focus on understanding the political systems of Africa in a comparative perspective.

HIST 214 Dr. DeMichele
World Politics 3 credits
(See description under Political Science.)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST. 215</td>
<td>Modern Economic History</td>
<td>Prof. Buckley</td>
<td>3</td>
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<tr>
<td></td>
<td>A comparative approach to the historical economic development of Europe and America from early modern to modern times including a study of economic principles, theories and issues.</td>
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<tr>
<td>HIST 215</td>
<td>War and Modern Society</td>
<td>Dr. Homer</td>
<td>3</td>
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<tr>
<td></td>
<td>(See description under Political Science.)</td>
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<tr>
<td>HIST 216</td>
<td>Gender and the Work Force</td>
<td>Dr. Harris</td>
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<tr>
<td></td>
<td>(See description under Political Science.)</td>
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<tr>
<td>H/Geog 217</td>
<td>Cultural Geography</td>
<td>Dr. Conover</td>
<td>3</td>
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<td></td>
<td>Study of the influence of geography on the origin, structure, and spread of culture. Focuses on describing and analyzing the ways language, religion, economy, government and other cultural phenomena vary or remain consistent from place to place.</td>
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<tr>
<td>HIST. 218</td>
<td>Total War</td>
<td>Dr. Earl</td>
<td>3</td>
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<td></td>
<td>Examination of the tactics, strategy, and global significance of World War II. The logistics and scope of the conflict. Importance of propaganda, patriotism and the people. Film-seminar approach. Film fee.</td>
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<tr>
<td>HIST. 221</td>
<td>The American West</td>
<td>Dr. Conover</td>
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<td></td>
<td>A study of acquisition, settlement, and development of the Trans-Mississippi West, including the mining, cattleman’s and farmers’ frontiers; Indian removal, and Manifest Destiny in Texas and Oregon.</td>
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<tr>
<td>HIST. 222</td>
<td>History of American Presidential Elections</td>
<td>Dr. Champagne</td>
<td>3</td>
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<td></td>
<td>A study of the candidates, issues and campaigns in American Presidential elections from Washington to Kennedy. The course will also examine the evolution of the electoral process and the relationship between political parties.</td>
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<tr>
<td>HIST. 223</td>
<td>History of Modern Ireland</td>
<td>Dr. Buckley</td>
<td>3</td>
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<td></td>
<td>A critical introduction to modern Irish history covering Act of Union, the Great Famine, Home Rule, the Irish contribution to “Modernism” in literature and drama, and the politics of Disunion since 1921. Particular note of social and economic changes in relation to contemporary political movements.</td>
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<tr>
<td>HIST 224</td>
<td>Ethnic &amp; Racial Minorities in Northeastern Pennsylvania</td>
<td>Drs. Earl, DeMichele</td>
<td>3</td>
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<td></td>
<td>Film-seminar approach to study of various ethnic groupings in Northeastern Pennsylvania. Seeks to achieve better understanding of the immigrant’s problems and his accomplishments through use of documentary and feature films.</td>
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<tr>
<td>HIST. 225</td>
<td>Imperial Russia</td>
<td>Dr. Earl</td>
<td>3</td>
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<td></td>
<td>From the crystallization of political forms in the 9th century through the Kievan State, Mongolian Invasion, rise of Muscovy to the Eurasian Empire from the 17th to the end of the 19th century.</td>
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<td>HIST 226</td>
<td>Russian Revolution and Aftermath</td>
<td>Dr. Earl</td>
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<td></td>
<td>A study of the development of radical thought in 19th and 20th century Russia. Analysis of various factors and forces at work in revolutionary Russia. Lenin, War Communism, NEP, Stalin.</td>
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<td>HIST 227</td>
<td>Soviet Foreign Policy</td>
<td>Dr. Earl</td>
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<td>See description under Political Science.)</td>
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<td>Course Code</td>
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<tr>
<td>HIST. 228-229</td>
<td>Ancient History</td>
<td>Fr. Scott</td>
<td>6</td>
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<td></td>
<td>The rise of civilization in Mesopotamia, Egypt, the Indus Valley and the Mediterranean world; growth of civilization in China and India; the rise of Greece and Hellenism; Rome from Republic to Empire; the barbarians and the end of ancient culture; the origins of Christianity; pre-Colombian civilization in the New World.</td>
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<td>HIST. 230-231</td>
<td>Medieval History</td>
<td>Fr. Scott</td>
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<td></td>
<td>The civilization of medieval Christendom from the fall of the Roman Empire to the beginning of the fourteenth century; its religious, social, economic, cultural and political aspects; the relationship between church and society, belief and life style, ideal and reality; the interaction between Western Christendom, Byzantium and Islam.</td>
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<tr>
<td>HIST. 232</td>
<td>England, 1485 to 1714</td>
<td>Dr. DeMichele</td>
<td>3</td>
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<td>The end of the Wars of the Roses; Tudor Absolutism, Henry VIII and Reformation; Elizabeth I; Renaissance and Elizabethan Music and Literature; The Stuarts; Colonialism; Commonwealth; Restoration; the Revolution of 1688; Reign of Anne</td>
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<tr>
<td>HIST. 233</td>
<td>England, 1714 to Present</td>
<td>Dr. DeMichele</td>
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<td>Parliamentary rule; Cabinet government; Political parties; Industrial Revolution; 19th Century reforms; building of a British Empire; World War I; problems of readjustment; World War II; Britain and the world today.</td>
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<td>HIST. 234-235</td>
<td>Latin America History</td>
<td>Prof. Williams</td>
<td>6</td>
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<td></td>
<td>(Prerequisite: for Hist. 234, Hist. 120; for Hist. 235, 234) Pre-Colombian America; the Spanish and Portuguese Colonial area, developments to the early nineteenth century. The Latin American Republics, Castroism, The Alliance for Progress, with special stress on inter-American problems</td>
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<td>HIST. 236</td>
<td>Modern Germany: Unification &amp; Empire</td>
<td>Dr. Homer</td>
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<td>The 1815 Confederation; 1848 and the failure of liberalism; the Age of Bismarck; Wilhelm II and the “New Course,” World War I and the Collapse of the Empire</td>
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<td>HIST. 237</td>
<td>Modern Germany: the 20th Century</td>
<td>Dr. Homer</td>
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<td></td>
<td>The troubled birth of the Weimar Republic: the Ruhr Crisis; the Stressemann Era; economic collapse and the rise of Nazism; the Third Reich, and World War II; the two Germanies and the &quot;economic miracle.”</td>
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<tr>
<td>HIST. 238</td>
<td>History of American Women: From Colonization to Mid-19th Century</td>
<td>Dr. Poulson</td>
<td>3</td>
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<td></td>
<td>A study of American women from the colonial era to the mid-nineteenth century. Changes in the family, the workforce, women's participation in politics and reform movements, and Native-American and African-American women</td>
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<td>HIST 238</td>
<td>The Third World</td>
<td>Prof. Williams</td>
<td>3</td>
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<td>A study of the developing nations with the developed industrial nations in the contemporary world</td>
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<tr>
<td>HIST. 239</td>
<td>History of American Women: From Mid-19th Century to the Present</td>
<td>Dr. Poulson</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of American women since the mid-nineteenth century. The effects of industrialization on the family, women's participation in the workforce, the Depression and the family, women and war, the feminist movement, and the conservative response</td>
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<tr>
<td>HIST 295</td>
<td>Britain: Past and Present</td>
<td>Dr. DeMichele</td>
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<tr>
<td></td>
<td>Combines with travel experience in Great Britain to introduce the student to the major historical, cultural, political, economic and social events in Britain's past and present.</td>
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</tbody>
</table>
HIST. 310  Colonial America, 1607-1763  Dr. Champagne  3 credits
The European background of the Age of Discovery; the founding of the British-American colonies; their political, economic and cultural development; British colonial policy and administration; the development of an American civilization.

HIST. 311  American Revolution, 1763-1789  Dr. Champagne  3 credits
Background to the War for Independence; British imperial policy; the development of economic and ideological conflicts; the military contest; British ministerial policy and the parliamentary opposition; the Confederation; the formation of the Constitution.

HIST. 312  The Early National Period of American History, 1789-1824  Dr. Champagne  3 credits
Beginning of the New Government; Politics and diplomacy in the Federalist Era; Jeffersonian Democracy; the War of 1812; Nationalism and Sectionalism, Marshall and the rise of the Supreme Court.

HIST. 313  The Age of Andrew Jackson, 1824-1850  Dr. Champagne  3 credits
Politics and Society in the Jacksonian Era, Slavery and the Antislavery Crusade, American Expansion in the 1840's; the Mexican War; the Emergence of the Slavery Issue.

HIST. 314  Civil War & Reconstruction  Fr. Masterson  3 credits
Crisis Decade, disintegration of national bonds; The War: resources, leadership, strategy, politics, monetary policy, diplomacy; Reconstruction: realistic alternatives, Presidential and Congressional phases, effects in North and South.

HIST. 315  The Emergence of Modern America: 1900-1929  Dr. Kennedy  3 credits
A study of American development from 1900-1929. The focus will be on the rise of American economic power; the Progressive era; American entry into World War I; post-war diplomacy; and the “return to normalcy.”

HIST 316  From Depression to Cold War: 1929-1960  Dr. Poulson  3 credits
A study of American society from the Great Depression to the election of 1960. The course will focus on the New Deal; American entry into World War II; the origins of the Cold War; and America in the age of “consensus”.

HIST. 317  History of United States Immigration  Dr. Hueston  3 credits
(Prerequisites: Hist. 110 & 111) A study of immigration to the United States with emphasis on the period from the Revolution to the restrictive legislation of the twentieth century. Motives and characteristics of immigration. Experiences of newcomers.

HIST 317-318  American Constitutional and Legal History  Dr. Kocis  6 credits
(See description under Political Science.)

HIST. 318  A History of American Assimilation  Dr. Hueston  3 credits
(Prerequisites: Hist. 110 & 111) The history of assimilation (or adjustment) of immigrants to American life. Nativism from pre-Civil War days to the 1920s. The “Old Immigration” and the “New Immigration” considered in the social, political, economic, and religious contexts of their eras. Special problems of the second generation from the 1850's to the 1960's.

HIST. 319-320  Byzantine Civilization  Fr. Scott  6 credits
The Byzantine Empire from its origins in the Fourth century to its collapse in the 15th; the political and economic growth of the Empire with emphasis on its art and religion.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>H 319-320</td>
<td>American Diplomatic History</td>
<td>Dr. Hueston</td>
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<tr>
<td>HIST. 321-322</td>
<td>American Ideas and Culture</td>
<td>Dr. Hueston</td>
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<tr>
<td>HIST. 323-324</td>
<td>Renaissance and Reformation</td>
<td>Fr. Scott</td>
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<tr>
<td></td>
<td>Europe in transition from medieval to modern (from the beginning of the fourteenth century to the middle of the seventeenth century); the decline of medieval civilization; the Renaissance, the shattering of Christian unity in the Protestant Reformation; the Catholic response; the age of exploration; the struggle for empire.</td>
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<tr>
<td>HIST. 325</td>
<td>French Revolution to 1815</td>
<td>Prof. Williams</td>
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<td>(Prerequisite: History 120) Historical antecedents; the philosophies; the republicanism and the fall of the monarchy; Reign of Terror; the Directory; Napoleon; internal achievements; significance of the Spanish and Russian Campaigns; and War of Liberation.</td>
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<tr>
<td>H/PS 326</td>
<td>Modern China</td>
<td>Dr. Parente</td>
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<tr>
<td></td>
<td>Study of modern Chinese history and politics in the 19th and 20th centuries. Problem of modernization, Westernization, communism and contemporary political system in the People's Republic of China.</td>
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<tr>
<td>HIST. 326</td>
<td>Europe in the Age of Absolutism</td>
<td>Dr. Homer</td>
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<tr>
<td></td>
<td>(Recommended for Background: History 120) A study of the major political, social, economic and intellectual movements in Europe from the rise of royal absolutism until the outbreak of the French Revolution.</td>
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<tr>
<td>HIST. 327-328</td>
<td>France, 1814-1940</td>
<td>Fr. Scott</td>
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<td>France from the fall of Napoleon; the constitutional monarchies, the Second Republic, the Second Empire, and the Third Republic. The principal cultural movements of the period are covered, along with the political, social, and economic factors.</td>
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<tr>
<td>H/PS 327</td>
<td>Modern Japan</td>
<td>Dr. Parente</td>
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<td></td>
<td>(See description under Political Science)</td>
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<tr>
<td>HIST. 329</td>
<td>Europe, 1815-1875</td>
<td>Prof. Williams</td>
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<td></td>
<td>(Prerequisite: Hist. 121) The congress of Vienna and the European restoration; Industrialism, Liberalism, Socialism, and Nationalism; the revolutions of the 1840s; the unification of Italy and the German Empire; Russia and the Lesser States of Europe; the Third French Republic.</td>
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<tr>
<td>HIST. 330</td>
<td>Europe, 1875-1918</td>
<td>Prof. Williams</td>
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<td></td>
<td>(Prerequisite: Hist. 121) The domestic problems confronting France, Italy, Germany, Central and Eastern Europe, and Russia. Competition for colonies and markets; the growth of alliances; World War I and the Treaty of Versailles. The Russian Revolution and Communism.</td>
<td></td>
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HIST. 331  
Recent U.S. History: 1960 to the Present  
Dr. Poulson  
3 credits  
A study of American society since 1960. The course will focus on the New Frontier and Great Society; the Vietnam War; protest movements; Watergate; and the conservative response to these developments.

H/PS 331  
English Constitutional and Legal History to 1485  
Dr. DeMichele  
3 credits  
Anglo-Saxon basis; fusion of Anglo-Saxon and Norman political institutions; Angevin innovations; Magna Carta; concept of representation; beginnings of the Common Law; jury system; emergence of Parliament.

H/PS 332  
English Constitutional and Legal History, 1485 to Present  
Dr. DeMichele  
3 credits  
Tudor absolutism, struggle between royal prerogative and Parliament; rise of House of Commons; Parliamentary supremacy after 1688; development of Cabinet government; democratic reforms; Parliamentary Bill of 1911; extension of administrative law.

HIST. 332  
America in the Gilded Age  
Dr. Kennedy  
3 credits  
(Recommended for background: History 111) American society in the late nineteenth century with special attention to such topics as: the rise of big business and industrial conflict; immigration and growth in the cities; the Populist movement; and the Spanish-American War.

HIST. 333-334  
Twentieth Century Europe  
Dr. Earl  
6 credits  
World War I Treaty of Versailles; Russia becomes the USSR; the European struggle for security; Italian Fascism; Rise of Nazi Germany; Asia between the two wars. World War II, loss of colonial empires in Africa and Asia; development of the Cold War; Marshall Plan and NATO.

HIST. 335  
World War II, Cold War & Detente  
Prof. Williams  
3 credits  
The diplomacy of World War II; the development of the Cold War between the U.S. and the U.S.S.R. and the adoption of the policy of Detente.

HIST. 336  
History of American Law  
Atty. Rosenberg  
3 credits  
(Prerequisite: H110 and H111) Traces the history of ideas and concepts utilized by the courts, legislature, organized bar and administrative agencies to solve legal problems: and shows how American legal thought and reasoning developed from Colonial days to the present.

H/PS 338  
Politics of Islam  
Dr. Parente  
3 credits  
(See description under Political Science.)

HIST. 490  
Seminar in European History  
Staff  
3 credits  
(Restricted to Senior History Majors and 4-year BAMA History students) An analysis of selected topics in European history from the fifteenth to the twentieth century. Extensive readings. Historical research and writing stressed.

HIST. 491  
Seminar in American History  
Staff  
3 credits  
(Restricted to Senior History Majors and 4-year BAMA History students) An analysis of selected topics in American history from the Colonial era to the present. Extensive readings. Historical research and writing stressed.
MATHEMATICS

DR. PERDEW, Chairperson

The mathematics program balances algebra vs. analysis in its basic courses and pure vs. applied mathematics (including probability and statistics) in its advanced courses. Supporting courses balance traditional physics vs. contemporary computer science. Graduates have great flexibility: some continue study in mathematics or related fields, some teach, some become actuaries, and some work in jobs which vary from programming to management. A student chapter of the Mathematical Association of America encourages early professionalism.

Dept. and No. Descriptive Title of Course Credits

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<td>Discrete-Analysis 1</td>
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**SOPHOMORE**

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<td>MAJOR Math 351</td>
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<td>COGNATE Phys. 140-141</td>
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<td>MAJOR Math 448</td>
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**SENIOR**

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**TOTAL: 134/135 credits**

Electives for Mathematics majors: Major electives are selected from mathematics courses numbered above Math 300; also Phys 350, Phys 351, Cmps 362 or Cmps 364. A student must select as an elective at least one of the following: Math 314, 447, 460, 461, or 462. Additional courses numbered under Math 300 may be taken as free electives but not as major electives.
Cognate electives must be used to complete a minor, a concentration, a second major, secondary education certification, or a package of courses pre-approved by the department

**MINOR.** Mathematics minor must include Math 114, 221, 222, and 351 and two additional electives chosen from mathematics courses numbered over 300 or Phys 350

The results of the placement tests administered during freshman orientation assist students and their advisors in choosing the proper beginning level mathematics sequence and the proper entry level within that sequence. If a course is a prerequisite for a second course, directly or indirectly, and a student receives credit for the second course then that student will not be allowed to register for the prerequisite course.

**MATH 005**
Algebra 3 credits
A study of algebra including factoring, exponents, radicals, graphing, and linear and quadratic equations. Enrollment is restricted to Dexter Hanley College students who are limited in algebra skills. Permission of the Dean of the Dexter Hanley College is required in order to enroll in this course. Credits count only as free elective

**MATH 101-102**
Mathematics Discovery 3 credits each
Fundamental ideas of mathematics are used to encourage an appreciation of the influence of mathematics in our society. Topics exploring various aspects of mathematical reasoning and modeling are selected by the instructor in the effort to bring the excitement of contemporary mathematical thinking to the nonspecialist. Not open to students with credit for any mathematics course numbered above 102

**MATH 103**
Pre-Calculus Mathematics 4 credits
An intensified course covering the topics of algebra, trigonometry, and analytic geometry. Not open to students with credit for Math 109 or any calculus course

**MATH 104**
Mathematics for Elementary Teachers 3 credits
Development of the mathematical skills needed for teaching mathematics at the elementary level. Concepts, processes, and applications of elementary mathematics. Open only to elementary education majors

**MATH 106**
Quantitative Methods I 3 credits
Topics from algebra including exponents, radicals, linear and quadratic equations, graphing, functions (including quadratic, exponential and logarithmic) and linear inequalities. Not open to students with credit for Math 103 or Math 109

**MATH 107**
Quantitative Methods II 3 credits
(Prerequisite: Math 106 or equivalent) Topics from differential calculus including limits, derivatives, curve sketching, marginal cost functions, and maximum-minimum problems. Integration. Not open to students with credit for Math 114

**MATH 108**
Quantitative Methods III 3 credits
(Prerequisite: Math 107 or 114) Topics from integral calculus including the definite and indefinite integral, techniques of integration, and multivariable calculus. Not open to students with credit for Math 221

**MATH 109**
Quantitative Methods in the Behavioral Sciences 4 credits
The mathematics necessary for elementary statistics: algebraic rules, logic, equations, functions, area and linear regression. Particular attention paid to lines, parabolas, reciprocals, square roots, logarithms and exponentials. Intended for students from psychology and related disciplines. Not open to students with credit for Math 103
MATH 114
Analysis I
4 credits
(Prerequisite: Math 103 or equivalent) The beginning of a twelve credit sequence covering the topics of calculus and analytic geometry. Limits, differentials, integration. Fundamental Theorem. Prerequisite Math 103 or equivalent

MATH 142
Discrete Structures
4 credits
A study of symbolic logic, sets, combinatorics, mathematical induction, recursion, graph theory and trees. Intended for mathematics, computer science, and computer information systems majors, but open to other qualified students.

MATH 184-284-384-484
Special Topics
1-4 credits each
Topics, prerequisites, and amount of credit will be announced prior to preregistration.

MATH 202
History of Math
3 credits
Important mathematical discoveries in their historical context; the works of some prominent mathematicians and the practical significance of their accomplishments. (GE AREA I only)

MATH 204
Special Topics of Statistics
3 credits
Study of the computational aspects of statistics; hypothesis testing, goodness of fit; nonparametric tests; linear and quadratic regression, correlation and analysis of variance. (GE Area I only)

MATH 221
Analysis II
4 credits
(Prerequisite: Math 114) Topics include: applications of the definite integral, Transcendental functions, methods of integration, improper integral, parametric equations, polar coordinates, and indeterminate forms.

MATH 222
Analysis III
4 credits
(Prerequisite: Math 221) Topics include: infinite series, vectors, solid analytic geometry, multivariable calculus, and multiple integration.

MATH 312
Probability Theory
3 credits
(Prerequisite: Math 221) Basic concepts of probability theory, random variables and their distribution functions; limit theorems and Markov chains.

MATH 314
Statistics
3 credits
(Prerequisite: Math 312) Measure of central tendency, measure of dispersion, continuous random variables, expected value, moments, confidence intervals, hypothesis testing, regression, and correlation.

MATH 330
Actuarial Mathematics
3 credits
(Prerequisite: Math 221) Theory of interest, accumulation and discount, present value, future value, annuities, perpetuities, amortizations, sinking funds, and yield rates.

MATH 341
Differential Equations
4 credits
(Prerequisite: Math 222) Treatment of ordinary differential equations with applications.

MATH 345
Geometry
3 credits
Euclidean, non-Euclidean, and projective geometry. Transformations and invariants.

MATH 346
Number Theory
3 credits
UNIVERSITY OF SCRANTON

(Prerequisite: Math 114) Topics include divisibility, the Euclidean Algorithm, linear diophantine equations, prime factorization, linear congruences, some special congruences, Wilson's theorem, theorems of Fermat and Euler, Euler phi function and other multiplicative functions, the Mobius Inversion Formula.

MATH 351
Linear Algebra
(Corequisite: Math 222) Vector spaces, matrices, determinants, linear transformations, eigenvalues, eigenvectors, inner products, and orthogonality

MATH 430
History and Philosophy of Mathematics
(Prerequisite: Math 222 plus six credits of mathematics numbered 300 or above) A study of the history of mathematics with emphasis on twentieth century issues. Writing intensive

MATH 446
Real Analysis I
(Prerequisite: Math 222) Topics include: the algebra and topology of the real numbers, functions, sequences of numbers, limits, continuity, absolute and uniform continuity, and differentiation

MATH 447
Real Analysis II
(Prerequisite: Math 446) Selections from: integration theory, infinite series, sequences and infinite series of functions, and related topics

MATH 448
Modern Algebra
(Prerequisite: Math 351) Fundamental ideas and properties of groups, rings, fields, and polynomials over a field.

MATH 460
Topology
(Prerequisite: Math 446) Topological spaces: connectedness, compactness, separation axioms, and metric spaces.

MATH 461
Complex Variables
(Prerequisite: Math 222) The theory of complex variables: the calculus of functions of complex variables, transformations, conformal mappings, residues, and poles

MATH 462
Vector Calculus
(Prerequisites: Math 222 and 351) The calculus of scalar and vector fields and of functions defined on paths or surfaces. Implicit Function, Green's, Stokes; and Gauss' Theorems. Applications.

INTD 224
Science, Decision Making and Uncertainty
Dr. Dutko
A study of decision making as it relates to scientific and public policy matters. The course covers philosophical, mathematical, and psychological aspects of decision making in the face of uncertain evidence. Topics include the nature of scientific evidence; probabilistic evidence and the law; uncertainly and medicine; and other issues such as nuclear power, waste disposal, and strategic nuclear planning. Readings taken from contemporary sources. (GEAreas I, II, V)
MILITARY SCIENCE

(Army Reserve Officer Training Corps)

MAJ. STRIBRNY

The primary objective of the ROTC program is to develop leadership capabilities and to train future officers for both the active and reserve components of the United States Army.

Military Science instruction for University of Scranton students is offered on campus through the Military Science Department. Two-year and four-year programs are offered, both of which lead to a commission as an officer in the United States Army. To obtain this commission, qualified male or female students must pass an aptitude test and a physical examination and complete either the two- or four-year program of approved Military Science courses. While contracted in the Advanced Courses (Military Science III and IV), the student will receive $100 per month subsistence allowance. Uniforms, equipment, and textbooks required for Army ROTC classes will be supplied by the Army. Students may compete for Army ROTC scholarships while in high school (4-year awards), or during college (3-year awards). Nursing students are eligible to compete for 4, 3, and 2 year scholarships. Scholarships pay the greater of $8,000 or 80% of tuition, textbooks, lab, and other academic fees, plus a subsistence allowance of up to $1000 each school year.

Students qualify for entry into the advanced ROTC course (2-year program) in three ways:

1. On Campus Courses: Most students take introductory military science courses on campus during their freshmen and sophomore years. These courses allow them to learn about the Army and the opportunities and responsibilities of an officer without incurring an obligation. This “basic” program generally involves one course per school semester.

2. Summer Programs: Students may also qualify through a paid, six-week, no obligation summer “Camp Challenge” which provides intensive military training at Fort Knox, Kentucky.

3. Advanced Placement: Students with prior military service, members of the United States Army Reserve or National Guard, or Junior ROTC members may qualify for advanced placement into the advanced Army ROTC course with approval of the Department Chair.

TWO YEAR PROGRAM: Available to qualified full-time students (generally having a minimum of two academic years remaining to degree completion), who meet criteria set forth in paragraphs (2) or (3) above. Application for this program should be made prior to the end of the Spring Semester of the sophomore year for those not enrolled in previous Military Science instruction. Also available for accepted graduate students.

FOUR YEAR PROGRAM: Consists of all eight Military Science courses (commencing no later than the sophomore year). Enrollment in the first four courses of Military Science (MS I & II) is accomplished in the same manner as any other college course and carries no military obligation for non-scholarship students. Application to enroll in the Advanced Military Science courses (MS III & IV) must be made while enrolled in Military Science 202.

While enrolled in the Advanced Course, each student is required to complete a paid six-week Advanced Camp at Fort Bragg, North Carolina, normally after completing Military Science 302. Transportation, food, lodging, and medical and dental care are provided in addition to base pay.

**MS 111-112 Basic Course Lab**

0 credits

Required of all Basic Course students (MS I & II) each semester. Introduces students to tactics, leadership, marksmanship, first aid, and weapons. 2 hours.

**MS 101-102 Military Science I**

2 credits

Instruction designed to provide a fundamental understanding of the Army's organization, structure, and components. Examination of the formulation and implementation of national security policy will be made. The student will become acquainted with military theory and the military profession. Leadership will be stressed throughout the course of instruction. 1 hour for 2 semesters.
MS 131-132 Military Science Lab  
Required of an Advanced Course Students (MS III & MS IV) each semester. Stresses practical application of classroom theory and Army related subjects such as leadership, drill and ceremonies, weapons training, land navigation, first aid, mountaineering, and tactics. 2 hours

MS 201-202 Military Science II  
Introduction to land navigation, including use of the compass and topographic maps. First aid, to include CPR (certification available, depending on student interest). A survey of leadership theory to include leadership models and group dynamics is held. 2 hours for 2 semesters

MS 301 Military Science III  
(Prerequisite: MS 201-202, or equivalent) Military skills and professional knowledge subjects designed to instruct the cadet in the principles and techniques of applied leadership, advanced land navigation, and tactics. An introduction to the international agreements governing armed forces, operational planning, and the functions of command and staff. 2 hours. (GE Area II)

MS 302 Military Science III  
Instruction designed to prepare the student for the ROTC Advanced Camp. Emphasis on applied small unit leadership, physical conditioning, practical training on military equipment, tactics and unit drill. 2 hours. (GE Area II)

MS 401 Military Science IV  
An examination of mid-level management considerations in the Army. The course addresses the Army’s personnel, training and logistics management systems. The course provides the cadet with an introduction to the profession, its characteristics, roles, and responsibilities. Moreover, cadets at this level are expected to apply their acquired leadership and management skills to the training mission of the ROTC Battalion. (GE AREA II)

MS 402 Military Science IV  
The Army Officer in contemporary American Society. An introduction to professionalism and military ethics. An introduction to the profession, its characteristics, roles and responsibilities; a basic understanding of the professional soldier's responsibilities to the nation and the armed forces; an understanding of the needs for ethical conduct, sensitivity to ethical issues, and improved ethical decision making skills. In addition, the cadet is given an overview of the American Military Justice System, the Law of War, and both legal and practical considerations in connection with apprehension and search of personnel, seizure of contraband, and individual rights. The course also offers outside presentations in the banking and insurance fields. 2 hours. (GE Area II)

PHED138 Army Physical Fitness Training Program  
The army’s fitness program seeks to improve and/or maintain the components of physical fitness (Aerobics and running, strength and endurance training, flexibility and calisthenics, and diet and body composition) and motor fitness (Speed, agility, coordination, and balance) through technically sound, progressive, and appropriate training. Designed primarily for ROTC Advanced Course (MS III/IV) and Scholarship students to allow them to function effectively in physical and mental work, training, and lifetime recreation and still have energy to handle emergencies. This course is designed (but not required) to be counted toward the four credit PE requirement during the Junior and Senior years. This course may be audited (with permission from the Professor of Military Science) and is open to all students. Meets three times a week in the morning

NOTE: Candidates for an Army commission through Military/Science are required by regulation to complete academic courses in the areas of written communications skills, human behavior, military history, computer literacy, and math reasoning. Generally, this requirement will be met by satisfying the University General Education requirements. Additionally, scholarship cadets must complete one semester of study in a foreign language. Contact the Professor of Military Science for specific requirements.
NEUROSCIENCE

DR. J. TIMOTHY CANNON, Director

The foundation courses of this interdisciplinary curriculum are selected from the Biology, Psychology, and Chemistry departments. Depending upon the electives chosen, the program can prepare students for a variety of graduate programs within the field of neuroscience. Such graduate training may draw from a range of disciplines, including biology, psychology, anatomy, pharmacology, toxicology, biophysics, biochemistry, and medicine. Students have ample research opportunities in laboratories that can support a diversity of behavioral, biochemical, neurophysiological, and neuroanatomical investigations. The program is administered by an interdisciplinary committee and is listed in the current edition of Neuroscience Training Programs, published by the Society for Neuroscience.

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TOTAL: 1341/2 to 1431/2 credit

* Students must take 4 major elective courses, 2 each from Psychology and Biology. Psychology electives must be drawn from Psych 220, Psych 221, Psych 222, Psych 225, Psych 230, Psych 234, Psych 235, or, with permission of the director, Psych 284 or 384.
Biology electives must be drawn from those intended for Biology majors. With permission of the director, Special Topics in Neuroscience (Neur 384) may be used to fulfill one Psychology or Biology elective requirement.

** Unless the student is exempt from the University requirements, Engl. 107 and Comm. 100 are recommended in freshman year.

*** Students should consider their projected graduate program when choosing cognate electives from the areas of chemistry, mathematics, physics, and computer science.

**NEUR. 384 Special Topics in Neuroscience**  
(Formerly Neur. 170; Prerequisites: Biol. 141-142 and Psych. 231) Course topics are developed by individual faculty to provide in-depth coverage of a specific area in neuroscience. Some courses have required or elective laboratory components. Course titles and descriptions will be provided in advance of registration.

**NEUR. 493-494**  
Staff Undergraduate Research in Neuroscience  
(Formerly Neur. 160-161; Prerequisites: Biol. 141-142, Psych. 231, Psych. 330, and permission of professor) Individual study and research on a specific topic relevant to neuroscience under the supervision of a faculty member. It is strongly recommended that this research be initiated during the junior year, and it is expected that the research will extend over a two-semester period.
PHILOSOPHY

DR. CASEY, Chairperson

The basic objectives of the Philosophy Department may be stated as follows:
1) To inspire the student to come to grips with the basic philosophical problems implicit in the experience of the self, others and the universe, together with the question of their relations to ultimate transcendence (God and immortality);
2) To lead the student to develop habits of clear, critical thinking within the framework of both an adequate philosophical methodology and accepted norms of scholarship;
3) To introduce the student to reading critically the great philosophers, past and present;
4) Finally, through this entire process, to help the student to formulate for himself or herself a satisfactory philosophy of life or world-view. Hopefully, such a formulation will ground both one’s own search for fulfillment as a free person and one’s meaningful contribution to the world community. In this fashion, the Department exercises the specifically illuminating and unifying functions of philosophy as set forth in the basic objective of liberal education adopted by this University.

For the AB degree in Philosophy, the major must take 24 credits in Philosophy in addition to the six credits required of all students. As part of this 24 credits, the student is urged to take in senior year a seminar for philosophy majors. The remaining 21 credits must be distributed as follows: logic (3); history of philosophy (6); thematic or problem-centered courses (6); free (6). Classified as history of philosophy: Phil. 220, 221, 222, 223, 224, 225, 226, 227, 233, 234, 311, 320, 418, 425. Classified as thematic or problem-centered: Phil. 211, 212, 213, 214, 216, 227, 228, 229, 230, 231, 232, 233, 235, 236, 310, 311, 315, 316, 318, 319, 320, 321, 322, 410, 411, 418, 420, 425, 430, 431, 432, 433, 484.

Phil. 120, Introduction to Philosophy, is a prerequisite to any other philosophy course.

PHIL 120 Introduction to Philosophy
The purpose of this course is to awaken the beginning student to the basic questions and answers available in philosophy. Contemporary methods are used to understand both current and classical philosophical literature. While important professional texts are used, this course is kept flexible enough to allow the individual professor to develop his own approach to philosophical problems.

PHIL 210 Ethics
A critical examination of fundamental moral issues through close readings of seminal texts spanning the history of philosophy from ancient Greece to the present. The ethical theories of such philosophers as Plato, Aristotle, Augustine, Aquinas, Kant and Mill may be examined as major representatives of the Western philosophical tradition. Themes to be explored may include happiness, virtue, the nature of justice, free choice, conscience, natural law and obligation, God and morality.

PHIL 211 Business Ethics
(Prerequisite: Phil. 210) The personal and social ethics of the major areas of decision making in business principles and case work will receive equal stress. Recommended for business majors.

PHIL 212 Medical Ethics
(Prerequisite: Phil. 210) The ethical aspects of abortion, euthanasia and preservation of life, sterilization and contraception, artificial insemination, experimentation on human beings, hypnosis, electro-shock therapy and psycho-surgery. Recommended for premedical and nursing students.

PHIL 213 Environmental Ethics

CollegeSource© by Career Guidance Foundation
(Prerequisite: Phil. 210) An introduction to environmental philosophy and the various ethical responses to the ecological crisis of the late 20th century. Examines such issues as biocentrism vs. anthropocentrism, the relation between culture and nature, the environmental ethical debate.

**PHIL 214**  
**Computers and Ethics**  
(Prerequisite: Phil. 210) The computer revolution raises new ethical problems and presents novel aspects of traditional ethical issues. Ethical aspects of hacking, software piracy, computer aided decision making, protection of software by copyright, patent, trade secret laws, unauthorized use of computer resources, privacy and data-base security, program warrants and programmer responsibility, artificial intelligence, the interface between human and computer. Prerequisite: Phil. 210.

**PHIL 215**  
**Logic: The Art of Communication**  
An introduction to logic as the science of argument including the nature of arguments in ordinary language, deduction and induction, truth and validity, definition, informal fallacies, categorical propositions and syllogisms, disjunctive and hypothetical syllogisms, enthymemes, and dilemmas.

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<tr>
<th>PHILOSOPHY</th>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
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<tr>
<td>MAJOR</td>
<td>Phil. 120-210</td>
<td>Introduction-Ethics</td>
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<td>GE AREA I</td>
<td>Nat. Sci./Quant.</td>
<td>Elective</td>
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<td>GE AREA III</td>
<td>Communications</td>
<td>Electives</td>
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<td>GE AREA IV</td>
<td>Humanities</td>
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<td>GE AREA V</td>
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**FRESHMAN**  
**FALL**  
Introduction-Ethics 3  
Elective 3  
Foreign Language* 3  
Electives 3  
Electives 3  
Theology 1 3  
Physical Education 1 1

**SPRING**  
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**SOPHOMORE**  
Logic-Thematic Elective 3  
Hist. of Philosophy Elect. 3  
Electives 3  
Electives 3  
Theology II 3  
Physical Education 1 1

**JUNIOR**  
Thematic & Free Electives 3  
Hist. of Phil. Elect. 3  
Electives 6  
Electives 3  
Philosophy/Religious Studies Elective 3  
Elective 3

**SENIOR**  
Electives 3  
Electives 6  
Elective 3  
Electives 6  
Electives 3

**TOTAL: 127 credits**
* Foreign language is recommended by Department. Three credits may be placed in Area III (Communications) and three credits in Area IV (Humanities). ENGL 107 (Composition) and Comm. 100 (Public Speaking) are also recommended by the department for Area III.

In the Cognate area of 24 hours, the department requires that 12 credits be focused in one field. It should be noted that six credits not required by the department in the Major area are added to the Free Area in senior year. These may be taken in any field including philosophy.

MINOR. A minor in philosophy consists of 18 credits, i.e. the 6 credits required of all students and 12 additional credits to be chosen by the student.

PHIL 216 Dr. Whittaker
Logical and Rhetorical Analysis
3 credits
A study of the principles of logic and persuasion, an analysis of fallacies, the principles of structure in written and oral composition. Practice in briefs and abstracts with an emphasis on exactness and clearness. (GE Area III)

PHIL 218 Dr. Meagher
Feminism: Theory and Practice
3 credits
In this course we will explore the relationship between feminist analyses of sexism and political practices aimed at eliminating it. To this end we will examine divergent political traditions and show ways in which feminists have criticized, appropriated, and made use of them in their own work. Special attention will be paid to the interrelationship of gender, class and race. This course may be counted toward Women's Studies Concentration.

PHIL 220 Dr. Klonoski
Ancient Philosophy
3 credits
The Pre-Socratics, Plato, Aristotle and their immediate successors. Special emphasis on the Theory of Knowledge, the Metaphysics and philosophical anthropology of Plato and Aristotle.

PHIL 221 Dr. Rowe
Meval Philosophy
3 credits
This course is an overview of philosophy in the European Middle Ages. We will focus on the connections between Medieval philosophy and its classical and Christian sources, on questions concerning nature/grace, reason/faith, theology/philosophy, on the nature of scholasticism as a method in philosophy, and on representative documents from the scholastic period. Our method will be a lecture-based presentation, together with discussion, of this basic material.

PHIL 222 Dr. Nordberg
Modern Philosophy I
3 credits
Renaissance Background: Petrarch and the humanist movement; Galileo and the beginnings of modern science. Descartes: mathesis universalis; the difficulties of the Cartesian method; solution in the one substance of Spinoza. British Empiricism: Locke and the problem of substance, Berkeley’s ‘Esse est percipi”, culmination in Hume and the doctrine of perceptual atomism.

PHIL 223 Fr. Mohr
Modern Philosophy II
3 credits
The development of idealism in the thought of Kant, Fichte, Schelling, and Hegel, with its influence on Feuerbach, Marx, Engels, and Kierkegaard. Special consideration of dialectical thinking in its resolution of the antitheses of reality and appearance, freedom and necessity, infinite and finite, and faith and knowledge.

PHIL 224 Dr. Fairbanks
Foundations of 20th Century Philosophy
3 credits
A study of some of the key figures that have set the tone for the 20th Century philosophy. Buber, Marx, Kierkegaard, Hume, and Russell are studied in detail.

PHIL 225 Dr. Casey
Contemporary Philosophy
3 credits
(Prerequisite: Phil. 210) A survey of 20th Century schools of philosophy including pragmatism (William James), phenomenology (Heidegger), existentialism (Sartre), post-structuralism (Derrida), and analytic philosophy (Wittgenstein).
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<th>Course Code</th>
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<th>Instructor</th>
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<tr>
<td>PHIL 226</td>
<td>Oriental Philosophy</td>
<td>Dr. Roth</td>
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<td>This course will introduce the student to the classical and modern Chinese understanding. The core of the course will focus on the Taoist's teachings and vision, the modifications made to Taoism by Buddhism, and the thought of Confucius and the Neo-Confucians. Included in the course will be reflections, comparisons and contrasts with Western thought and some discussion of Japanese Buddhism. The topics of the course will be politics, ethics, social life, mysticism, religion and reality.</td>
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<td>PHIL 227</td>
<td>Political Philosophy</td>
<td>Dr. Baillie</td>
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<td></td>
<td>Philosophical and ethical analysis of the social nature of man with emphasis on modern social questions. Ethics of the family, of nation and of communities. International ethics</td>
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<td>PHIL 228</td>
<td>Philosophy of the Person</td>
<td>Dr. Fairbanks</td>
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<td>This course will deal with the basic questions that confront the human person. This will involve an analysis of the social situation, a discussion of the implications of this situation for the person as he/she relates to the world, and a search for the meaning of the whole person.</td>
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<td>PHIL 229</td>
<td>Philosophy of Religion</td>
<td>Fr. Mohr</td>
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<td>An investigation of the main topics which have emerged in philosophers' reflections on religion: arguments for the existence of God; the possibility of statements about God; assessment of religious experience; the notions of miracle, revelation, immortality and afterlife; the problem of evil; relations between religious faith and reason; religion and ethics. Selected reading from classical and contemporary authors.</td>
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<td>PHIL 230</td>
<td>Philosophy of History</td>
<td>Dr. Capestany</td>
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<td>This course considers three fundamental aspects. First, the ultimate causes of the historical facts (philosophy of history); second, the ultimate causes of the knowledge of those facts (philosophy of the science of history); and finally, a study of the unification of these two in man, reality, and theology.</td>
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<td>PHIL 231</td>
<td>Philosophy of Women</td>
<td>Dr. Roth</td>
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<td>This course reviews the philosophies of woman in western thought from Plato and Aristotle to Nietzsche, Schopenhauer, and Beauvoir. It concludes with an interdisciplinary selection of readings on women to be addressed philosophically in art, anthropology, literature, politics, theology, psychology, etc.</td>
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<td>PHIL 232</td>
<td>Idea of a University</td>
<td>Dr. Capestany</td>
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<td>PHIL 233</td>
<td>Language and the Existence of God</td>
<td>Fr. Mohr</td>
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<td>A study of methods of expressing God's existence in language, this course will examine the proofs for the existence of God in Anselm, Thomas Aquinas, and Descartes, analyze Kant's criticism and Hegel's reevaluation of such proofs, and reflect on modern theories of language about God.</td>
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<td>PHIL 234</td>
<td>Existentialism</td>
<td>Fr. Mohr</td>
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<td>A critical study of selected works of Kierkegaard, Jaspers, Marcel, and Sartre, with special emphasis on the existentialist themes of selfhood, freedom, dread, responsibility, temporality, body, limited and unlimited knowledge and reality, and fidelity to community.</td>
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<tr>
<td>PHIL 235</td>
<td>New Directions in Philosophy</td>
<td>Dr. Fairbanks</td>
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|             | The purpose of this course is to use very recent works that develop major philosophical concepts to explain current and possible future roles in human behavior. A course of this type must be
constantly updated. However, some of the following books will be used: *The Third Wave*, *Megatrends*, *The Fifth Generation*, *The Hidden Injuries of Class*, *The Tao Jones Averages*, *The Aquarian Conspiracy*, *The Tao of Physics* and *In Search of Excellence*.

**PHIL 236**

**Freud and Philosophy**

Dr. McGinley

Examination of overt and covert philosophical implications of Freud’s system of psychoanalysis. Emphasis on actual writings of Freud, particularly after 1920.

**PHIL 310**

**Epistemology**

Dr. Casey

An historical and analytical examination of the problem of knowledge within the context of the problem of truth. Areas of investigation are authentic and unauthentic thinking and verbalization; the relationship between thought and language; the relationship between thought and experiencing; the critical status of the fundamental positions on the problem of ultimate truth.

**PHIL 311**

**Metaphysics**

Drs. Baillie, McGinley

A textual inquiry into the adequacy of philosophers' answer to the fundamental question, “What is?” Special attention will be given to Plato, Aristotle, Aquinas, Kant’s critical philosophy, and the issues of nature and history.

**PHIL 312**

**Modern Philosophy III**

Dr. Rowe

An upper level historical course focusing on trends in nineteenth century European thought. The course is organized around key figures, texts and themes representing these trends. We will follow the method of a close reading of the assigned texts and will concentrate on such issues as the relation between philosophy and pre-philosophical knowledge, the place of philosophy in society, the resolution of conflict in life and thought, the crisis of “Man” in modern mass culture, and the simultaneous spread and decay of humanism in the nineteenth century. Our principal objective will be to understand in context the philosophical views under investigation.

**PHIL 313**

**Philosophy and Friendship**

Dr. Klonoski

This course will be a historical survey of primary texts which discuss friendship. It is the contention of the instructor that friendship is currently a much under-appreciated virtue and yet there is a rich tradition in literature which highlights its importance. Readings in the course will be taken from authors of the ancient, medieval, modern and contemporary periods in the History of Philosophy. Some of these authors whose works will be discussed are, Xenophon, Plato, Aristotle, Cicero, Augustine, de Montaigne, Bacon, Kant, Emerson, Nietzsche, Gray, Arendt and Sartre.

**PHIL 315**

**20th Century Political Philosophy**

Dr. Harold Baillie

This course is a survey of modern social contract theory, and its relation to capitalism, and of modern marxism. Issues raised will include obligation and consent, equality, freedom and self-determination, the role of markets, and the role of the state.

**PHIL 318**

**Social Justice**

Dr. Harold Baillie

The purpose of this course is to raise issues that involve obligations of the society to the individual and the individual to society. It will begin by questioning the relation between conceptions of justice and conceptions of rationality and then move to the examination of the claims of human dignity across traditions.

**PHIL 319**

**Philosophy of Law**

Dr. Capestany

A study of the various justifications of law and their implications. Special consideration will be given to the problems of civil disobedience and the force of law in private institutions.

**PHIL 320**

**Aesthetics**

Drs. Capestany, Black

3 credits
The main theories of the essential character of beauty or art, how they are judged, how they are related to the mind and the whole person, how they are created and how this creativity expresses a commitment to oneself and to the world.

**PHIL 321 Great Books**  
Dr. Nordberg  
3 credits  
Major thinkers in the Western philosophical, religious, political and literary traditions. This course emphasizes philosophical themes in literature.

**PHIL 322 Philosophy of Conscience**  
Dr. Black  
3 credits  
This course explores the mitigating ideals of cultural activity. Love, laughter, and rhetoric are examined both as the models of conscience and as imagination-based phenomena that generate the primary metaphors of a moral society. Special consideration will be given to theories of Kant, Marx, and Plato.

**PHIL 325 Literature and Ethics**  
Dr. Meagher  
3 credits  
This course examines that "old quarrel between philosophy and literature," the dispute between Plato and Ancient Athenian poets regarding the source of morality, and studies how this quarrel continues in contemporary moral discourse. The aims of this course are to: (1) gain a better understanding of issues in contemporary moral thinking, especially regarding so-called 'narrative approaches to ethics'; and (2) rethink the "old quarrel," as we examine contemporary philosophers' turns to literature in an attempt to reconstruct the concept of moral agency.

**PHIL 326 Advanced Topics in Feminist Philosophy**  
Dr. Meagher  
3 credits  
This course will explore a special topic in feminist philosophy. The topic will vary according to student and faculty interest. Possible topics might include: feminism and aesthetics, issues of equality, philosophy of women. Course might be repeated as topics vary. Prerequisite: Phil. 218, other women's studies courses, or permission of the instructor. This course may be counted toward Women's Studies Concentration.

**PHIL 327 Readings in the Later Plato**  
Dr. McGinley  
3 credits  
A survey and contextualization of the dialogues usually said to be "Later" in Plato's intellectual development will precede a textually based examination of those dialogues in which Plato's dialectic turns on the "concept" of difference. Thaetetus, Sophist, and Parmenides will be emphasized.

**PHIL 328 Philosophy of Literature**  
Dr. Meagher  
3 credits  
This course examines the nature of literature, and its relation to philosophy and political life. Students will study both classical texts on literature and contemporary Anglo-American examinations and appropriations of them, as well as recent European literary theory.

**PHIL 410 Philosophy of Culture**  
Dr. Black  
3 credits  
Examines the meaning of the term "culture." Explores the notions of civilization and barbarism, common principles in cultural development, and the interaction of such cultural forces as myth, magic, language, art, religion, science and technology. Special attention will be given to the question of "progress" and "regress" in culture.

**PHIL 411 Philosophy of Aquinas**  
Dr. Capestany  
3 credits  
Significance of Aquinas' incorporation of Aristotelianism into the Christian West in the 13th century. Importance of his synthesis of philosophy and theology. Examination of his metaphysics, anthropology and ethics. His relevance to the world.

**PHIL 414 Philosophy of Emmanuel Levinas**  
Dr. Rowe  
3 credits  
This course is a study of the twentieth century Jewish philosopher Emmanuel Levinas. Levinas' philosophy is a theory of ethical experience that draws its categories from both Greek and Hebrew
sources. Accordingly, Levinas seeks to reorganize the Western idea of the ethical around the themes of transcendence and metaphysical desire for the Other, both human and divine. By developing these themes Levinas has also enriched the dialogue between the Jewish and Christian traditions in philosophy. Our course will follow a close reading of Levinas texts and will aim at understanding in context this important and influential post-modern thinker.

PHIL 418 Dr. Klonoski
Phenomenology
An introduction to phenomenology, which is a critical methodological approach to human experience. This 20th century European movement will be examined through selected works of Husserl, Heidegger, Sartre, and Merleau-Ponty. The intent of the course is to explore phenomenology both as a theoretical approach to the study of human consciousness and the lived-world and as a unique philosophical method.

PHIL 420 Dr. Black
Philosophy of Rhetoric
A systematic and historical investigation of the form, meaning, and influence of rhetoric. Explores the relationships between topic and metaphor, logic and narration, ethos and logos, conscience and persuasion. Special attention is given to the natural and unnatural relationships between the rhetorician and the philosopher.

PHIL 425 Fr. McKinney
Postmodern Philosophy
An examination of the transition from modernist culture and thought to postmodernist culture and thought. Derrida’s method of deconstruction will serve as the paradigm example of postmodernism. Recommended for those interested especially in literature and fine arts.

PHIL 430 Dr. Meagher
Philosophy of the Social and Behavioral Sciences
The goal of the course is to encourage students to think philosophically about issues raised in social scientific studies, especially regarding the following: 1) the problem of cross-cultural understanding and interpretation, 2) the difficulties of research design and methodology, and 3) the relationship between social science, ethics, and policy making. Readings will be drawn from social scientific texts, “classic” debates in the philosophy of social science, and recent work in feminist epistemology and philosophy of the social sciences. Students interested in philosophy and/or the social sciences are encouraged to participate.

PHIL 431 Dr. Fairbanks
Philosophy of Science
An introduction to the history and philosophy of science. Selections from Darwin’s The Origins of Species (1859) and The Descent of Man (1871) and Popper, Feyerabend, Hanson, Stace, Quine, Frank, Rescher, Hempel and Baier.

PHIL 432 Dr. T. Casey
Technology and Culture
An examination of the cultural significance of modern technology from a variety of philosophical perspectives. Special emphasis will be placed on the technological character of ordinary existence, as well as on technology’s relation to and impact on science, art, religion, and politics.

PHIL 433 Dr. Fairbanks
Linguistic Philosophy
The purpose of this course is to introduce the student to some of the major writers who have influenced in a major way twentieth century analytic and linguistic philosophy. These philosophers include C.S. Pierce, G.E. Moore, B. Russell, Wittgenstein, Ayer, Ryle, Wisdom, Quine, and Austin.

PHIL 434 Dr. Baillie
Issues in Philosophy and Theology
This course will investigate certain modern and contemporary problems in the relationship between philosophy and theology. In particular, it will examine the ways in which philosophical discussions (both specific arguments and general positions) influence theological discussions, as evidence of the suggestion that philosophy “gives voice” to theology.
PHYSICS

DR. CONNOLLY, Chairperson

The department of Physics/EE offers majors in physics and biophysics, as well as the electronics engineering and electronics-business majors described earlier. The objectives of the department are to provide skills, understanding, and the methodology required to initiate active participation in the development of new knowledge about the material universe. The approach of the physicist, based as it is on the analysis of mathematical models dealing with matter and energy and their interactions, supplies a unique and important insight to the solution of problems in many disciplines.

A 1988 study by the office of institutional research at Franklin and Marshall College shows that over the last 66 years, the University of Scranton ranked 33rd out of 977 four-year, private, primarily undergraduate institutions as the baccalaureate origin of physics doctorates. In addition, the biophysics concentration in recent years has regularly produced students admitted to medical school.

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Dept. and No. | Descriptive Title of Course
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FRESHMAN FALL | SPRING
MAJOR | Phys. 140-141
COGNATE | Math 103-114
or Math 114-221
GE AREA II | Social/Behavior
GE AREA III | Communications
GE AREA V | Phil. 120 or T/RS 121
PHYS EDUC | Ph. Ed.

SOPHOMORE

MAJOR | Phys. 270-352
COGNATE | Math 221-222 or Math 222-341
GE AREA II | Social/Behavior
GE AREA III | Communications
GE AREA IV | Humanities
GE AREA V | T/RS 121 or Phil. 120
PHYS EDUC | Ph. Ed.

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JUNIOR

MAJOR | Phys. 447-448
MAJOR | Phys. 371-372
COGNATE | Math. 341 or 350
GE AREA IV | Humanities
GE AREA V | Phil. 210 or T/RS 122

SENIOR
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<td>MAJOR</td>
<td>Phys. 493</td>
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**TOTAL:** 128/127 credits

* The Department recommends Comm. 100, Engl. 107, and, in fall semester of sophomore year, CMPS 134 for GE AREA III.
BIOPHYSICS

The biophysics major is designed to prepare a student to apply the physical and mathematical sciences to problems arising in the life sciences and medicine. By choosing proper electives, the student can prepare to enter graduate study of biophysics, biology, biochemistry, medicine or dentistry.

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<td>MAJOR</td>
<td>Physics 140-141</td>
<td>Elements of Physics I and II (Fall) 4 (Spring) 4</td>
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<td>COGNATE</td>
<td>Math. 103-114 or Math. 114-221</td>
<td>Pre-Calculus Math-Analysis I (Fall) 4 (Spring) 4</td>
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<td>GE AREA III</td>
<td>Communications Electives*</td>
<td>Electives* (Fall) 6 (Spring) 3</td>
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<td>Physical Education (Fall) 1</td>
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**TOTAL: 144 credits**

* Department recommends Engl. 107, Comm. 100, and CMPS 134, for GE AREA III electives

**MINOR.** The minor in Physics includes Phys 140, Phys 141, Phys 270 (all with labs), Phys 352, Engr 252, and at least one of Phys 473, Phys 372 and/or Phys 371. Minimum credits required for minor: 21.

**PHYS 101 Modern Astronomy**

**Staff**

3 credits
An introductory course for non-science students. A review of the basics about the sun and planets based on the most recent Voyager and Pioneer probes. The observational basis for Astronomy. Basic ideas about the birth and death of stars, black holes, neutron starts, white dwarf star, star clusters and galaxies. Theory of the origin of the solar system and the universe.

**PHYS 102 Earth Science**  
Dr. Connolly, Staff  
3 credits  
Introductory level course for non-science majors. Selected topics from geology and meteorology; weather forecasting, ground and surface water, mountain building, volcanoes, earthquakes, plate tectonics and oceanography. Three hours lecture. No prerequisite.

**PHYS 103 Seeing the Light**  
Staff  
3 credits  
A one-semester course in the physics of light and vision. Includes topics such as-- physics of the human eye, the physics of telescopes, microscopes and cameras.

**PHYS 104 Electronics in Everyday Life**  
Dr. Zakzewski  
3 credits  
Every day we listen to the radio or compact disk recordings, watch TV, use photocopiers, and Fax machines without really knowing how they work. This course is designed for the non-science major to provide the scientific background to understand the operation of some of the common electronic equipment we encounter daily including television, VCR, and stereo. Students will use laboratory time to build basic electrical circuits including an audio amplifier. The course does not require previous training in electronics or college math. 2 hours lecture and 2 hours laboratory. (GE Area I).

**PHYS 106 Energy and the Environment**  
Prof. Kalafut  
3 credits  
A course for non-science majors that emphasizes the various aspects of man's use of energy and changes in the environment that accompany that use. Sources of energy; the nature of the present energy and environmental crises and possible solutions; energy requirements of the future; conservation and alternate energy sources. (GE Area I).

**PHYS 107 “Hands On” Physics**  
Dr. Spalletta  
3 credits  
An introduction to the scientific method with an emphasis on the physical reality around us. Students will participate in a series of experiments and discussions illustrating various physical phenomena. The object of this course is to provide the student with the scientific background to participate in the assessment of important social, political and scientific issues such as the environment, energy policy, the application of medical technology and space exploration. (GE Area I).

**PHYS 108 New York Times Physics**  
Dr. Spalletta  
3 credits  
Every day we are bombarded with information regarding the impact of technology on our lives. Using the backdrop of the headlines of the New York Times, students will explore the scientific and technological concepts that make up our modern world. Each week new topics will be introduced, first by reading the articles from the newspaper, and then by presentation and discussion. (GE Area I).

**PHYS 110 Meteorology**  
Dr. Connolly  
3 credits  
This course is an introductory level course for non-science majors. The purpose of the course is to familiarize the student with the basic physical and chemical phenomena involved in the determination of our climate and weather. Through an understanding of these phenomena, an individual will be in a position to comprehend daily weather events and patterns and weather forecasting. Topics include:atmosphere composition and structure, moisture and precipitation, cloud formation, pressure and wind, cyclones, circulation of atmosphere, air masses and fronts, and forecasting. (GE Area I).

**PHYS 120-121 General Physics**  
Staff  
8 credits
(Prerequisites: Mathematics 103-114) General college course for pre-medical, pre-dental and biology majors. Mechanics, heat, electricity and magnetism, sound, light and modern physics. Three hours lecture and recitation and two hours laboratory.

**PHYS 140-141**  
**Elements of Physics**  
(0rcorequisite: Mathematics 114-221) Calculus based introduction to the elements of Physics. Topics covered: mechanics, heat, sound, light and electricity and magnetism. Required of Physics, E.E., Mathematics, Computer Science and Chemistry majors. Three hours lecture and recitation and two hours laboratory.

**PHYS 270**  
**Elements of Modern Physics**  
(Prerequisites: Physics 141 and Math 114) Introductory Modern Physics course for physics and engineering majors; also recommended for other science majors. Review of classical physics; Special Theory of Relativity; atomic theory of hydrogen from Bohr to Schroedinger; multi-electron atoms and the periodic table; introduction to nuclear physics. Three hours lecture and two hours laboratory.

**PHYS 350**  
**Applied and Engineering Mathematics**  
(Prerequisite: Math 222, Physics 141) First and second order differential equations with constant coefficients; Fourier series differential equations with constant coefficients; Fourier series and Fourier Transforms; partial differential equations and boundary value problems; special functions, e.g. Bessel functions and Legendre polynomials; elementary probability theory. (Also listed as Engr. 350.) 3 hours lecture.

**PHYS 351**  
**Mathematical Physics II**  

**PHYS 352**  
**Statistical and Engineering Thermodynamics**  
(Prerequisite: Phys. 270) Derivation of Thermodynamics from probability theory and atomic physics; Laws of Thermodynamics; Maxwell relations; chemical potential and phase changes; refrigerators and heat pumps; theory of gasses and theory of solids. Special topics dependent upon interests of majors represented. (Also listed as Engr. 352). 3 hours lecture.

**PHYS 371**  
**Advanced Mechanics**  
(Prerequisite: Math 341) Comprehensive course in Newtonian dynamics, Variational principles, Lagrange's and Hamilton's equations; theory of small oscillations and specialized non-linear differential equations in mechanical systems.

**PHYS 372**  
**Atomic and LASER Physics**  
(Prerequisite: Physics 270 & Math 222) Intensive and quantitative treatment of modern atomic physics using the principles and techniques of quantum mechanics. The study of energy levels, pumping, feedback and transition rates in lasers. Required of physics majors and highly recommended elective for Electronics Engineers. Three hours lecture with optional laboratory.

**PHYS 447**  
**Electromagnetics I**  
(Prerequisites: Physics 270, Phys. 350) Analytic treatment of electrical and magnetic theory; vector calculus of electrostatic fields; dielectric materials; vector calculus of magnetic fields. (Also listed as EE 447). 3 hours lecture.

**PHYS 448**  
**Electromagnetics II**  
3 credits
(Corequisite: Phys. 447) Magnetic materials, electromagnetic induction, displacement currents, Maxwell’s equations; radiation and waves; applications include Transmission lines, wave guides and antennas. (Also listed as EE 448). 3 hours lecture

PHYS 448 L Dr. Zakzewski
Electromagnetics Design Laboratory 1 credit
(Corequisite: Phys. 448) Laboratory designed to emphasize and reinforce the experimental basis of electromagnetism. Multi-week projects require the student to perform experiments that measure fundamental electrical constants, the electrical and magnetic properties of matter, and the properties of electromagnetic waves. (Also listed as EE 448 L). 2 hour laboratory

PHYS 473 Dr. Connolly
Optics 3 credits
(Prerequisites: Physics 270, Math 341 or Physics 350) An introduction to the principles of geometrical, physical and quantum optics. Topics to be covered include ray and wave optics, superposition, diffraction, interference, polarization, Fourier methods, and coherence theory. Practical devices such as photodetectors and light sources will also be discussed. 3 hours lecture

PHYS 474 Dr. Fahey
Acoustics 3 credits
(Prerequisite: Phys. 350) This course covers the fundamentals of vibration as applied to one, two and three dimensional systems with varied boundary conditions. Transmission, absorption, attenuation, and radiation are covered. Resonators and waveguides and filters are studied along with the fundamentals of transducers. Acoustical issues in hearing are covered, time pertaining

PHYS 493 Dr. Spalletta and Staff
Undergraduate Physics Research Variable Credit
Recommended for senior physics students who pursue a specific physical research project to gain experience with research literature, techniques and equipment. Projects are recommended by members of the department and approved by the Chairperson. Written report required
POLITICAL SCIENCE

DR. DeMICHELE, Chairperson

The Bachelor of Science degree program in political science aims to accomplish the following objectives: 1. to give the student a thorough understanding of the nature and purposes of civil society; 2. to impart a sound knowledge of the philosophical basis of democracy; 3. to enable the student to appreciate the problems of his or her own government at work; and 4. to relate the American system to the governments of other states in the international community.

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<tr>
<th>Dept. and No.</th>
<th>Credits</th>
<th>Descriptive Title of Course</th>
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<td>MAJOR PS 130-131</td>
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<td>COGNATE Hist 110-111</td>
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<td>U.S. History</td>
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<td>COGNATE Hist 120-121</td>
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<td>GE AREA III Communications</td>
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<td>GEAREAV Phil. 120</td>
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<td>Intro. to Philosophy</td>
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<td>GEAREAV T/RS 121</td>
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SOPHOMORE

| MAJOR PS | 3 | Comparative/Internat*l Politics* |
| GEAREAI Math | 3/4 | Math (at appropriate level) |
| GE AREA III Communication | 3 | Elective* |
| GE AREA IV Humanities | 3 | Electives |
| GE AREA V Phil. 210 | 3 | Ethics |
| GE AREA V T/RS 122 | 3 | Theology II |
| GEFREE Electives | 3 | Free Electives |
| PHYS EDUC Ph. Ed. | 1 | Physical Education |
| | 16-17 | 16-17 |

JUNIOR

| MAJOR PS240-elective | 3 | Pol. Science Statistics *** |
| MAJOR PS 313-314-elec | 3 | Western Political Thought*** |
| MAJOR PS | 3 | Elective |
| COGNATE Area II | 3 | Social Science Electives |
| GE AREA I Nat. Sci./Quant. | 3 | Elective |
| GE AREA V Phil.-T/RS | 3 | Elective |
| GE FREE Electives | 3 | Free Electives |
| | 15 | 18 |

SENIOR

| MAJOR Pol. Sci. | 6 | Electives |
| COGNATE Electives | 3 | Electives |
| GE AREA IV Humanities | 6 | Electives |
| GE AREA V Phil.-T/RS | 3 | Elective |
| | 15 | 15 |

TOTAL: 127 credits

* Economics 210 and Geog. 134 are recommended as AREAII electives. As Communications electives in GEAREAIII, the department recommends Comm. 100 and English 107. For GEAREA IV Humanities electives, the department recommends HPS 317-318 and H/PS 331-332. In GEFREEAREA, the department recommends a modern foreign language in junior year with
subsequent language courses to follow in senior year as part of GEAREAIV (Humanities). The department advisor should be consulted.

** In addition to the American National Govt. sequence and the courses in statistics and political philosophy, the department requires that majors elect a minimum of one course in Comparative Politics (from among PS 217, 218, 221, 222, HPS 213, 238, 326, 327, 338) and a minimum of one course in International Relations (from among PS 212, 213, 215, HPS 214, 215, 227).

*** Political Science majors are required to take PS240 (Statistics I) and one semester of political philosophy (either 313 or 314); since two semesters of each are particularly useful for students planning graduate or law school, PS 241 and the alternative semester of the 313-314 sequence are strongly recommended as electives.

DOUBLEMAJORS between any two of the majors in the History/Political Science department require that none of the 36 credits in the first major be applied toward the major requirements of the second major.
PUBLIC ADMINISTRATION-PUBLIC AFFAIRS

Intended to improve society by providing professional training for men and women who seek careers as agency administrators, program directors, staff analysts in local, state or federal government or other public service organization, the public affairs/public administration major is also specially suited for those who wish to pursue graduate studies in law, political science, business, planning or development.

Analytical and quantitative skills are developed in combination with a firm background in the social and behavioral sciences in order to provide: 1. substantive knowledge of a range of societal problems, the unique political environment in which the problems exist, and management systems for achieving implementation of policy decisions; 2. management skills in the areas of motivation of leadership, organizational management, personnel management and program evaluation; 3. sensitivity to values of public interests, equal rights, economic, social, cultural and religious institutions.

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<tr>
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<th>Credits</th>
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<td>MAJOR Po1. Sci. 130-131 American National Government</td>
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<td>COGNATE Econ. 153-154 Prin. of Micro.-Macro. Eco.</td>
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<td>COGNATE Soc. 110, Elective Intro. to Sociology, Soc. Sci. Elective</td>
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<td>COGNATE Acc. 253-254 Financial &amp; Managerial Accounting</td>
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<td>MAJOR Po1. Sci. 324 Public Policy Analysis</td>
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<td>MAJOR Pol. Sci. 480 Public Admin. Internship</td>
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TOTAL: 127 credits
* Department recommends Comm. 100 & English 107 for AREA III Electives

* * Major electives to be selected in consultation with advisor

* * * Department recommends History 110-111 & History 120-121 for AREA IV Electives
INTERNATIONAL STUDIES

A major in International Studies seeks to provide the student with a full recognition and understanding of the multitudinous forces which shape the contemporary world—nationalism, wars, political and economic ideologies, cultural differentials, and modern technology. Such a broad knowledge and understanding of world affairs can be utilized in careers in teaching, international business, the legal profession, journalism, the Foreign Service of the United States, and other government agencies.

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<td>American National Government</td>
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<tr>
<td>MAJOR History</td>
<td>120-121</td>
<td>Europe: 1500 to Present</td>
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<td>MAJOR Pol. Sci.</td>
<td>212-213</td>
<td>Internatl. Rel.-Geopolitics</td>
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**TOTAL: 127 credits**

**MINORS**

A minor in Political Science (18 credits) should include Pol. Sci. 130 and 131, plus any four additional political science courses.

A minor in Public Administration (18 credits) should include P.S. 110, 111, 130 and 131 plus any two additional courses from the following: P.S. 210, P.S. 211, P.S. 310, P.S. 325, P.S. 323, 240, P.S. 327 and P.S. 324.


**POL SCI 110**

**Introduction to Public Administration**

Dr. Harris

3 credits

Introduction to the study of public bureaucracy. The growth of the administrative state, the role of bureaucracy in our democratic government, and the day-to-day operation of government bureaucracy are considered.

**POL SCI 111**

**Introduction to Public Policy**

Dr. Champney

3 credits

An analysis of public policy in the U.S., with an emphasis on the technical and political problems of policy formulation and implementation. Discussion of the impact of legislative, executive and judicial institutions and processes on the content of public policy.

**POL SCI 130-131**

**American National Government**

Staff

6 credits

Discussion of the principles and processes of democratic government in America. The Constitution, federalism, structure, operations and functions of the branches of government.

**POL SCI 210**

**State and Local Government**

Staff

3 credits

The national constitutional position of the states and the changing federal - state relationships. The types and evolution of local government; constitutional and statutory limitations, functions of divisions; structure and operation. Emphasis on Pennsylvania and actual problems of procedure and policy.

**POL SCI 212**

**International Relations**

Staff

3 credits

A survey of workings in the nation-state system; power politics; equilibrium mechanisms; organizational functionalism; Third World

**POL SCI 213**

**Geopolitics**

Prof. Williams

3 credits

(Recommended for background: GEOG. 134) A study of geographic factors in World History. Geographic factors in national power and international relations: an analysis of the role of “Geopolitics” with reference to the current world scene.

**POL SCI 215**

**Global Peace and War**

Staff

3 credits

A search for the causes of war focusing on the scientific approach to building a theory of war. An examination of possible paths to peace including traditional recommendations for peace, recent contributions of the field of peace studies, and conflict resolution.

**POL SCI 217**

Dr. Parente
Comparative Government
(The political and government institutions of Britain, France, Germany, Italy and other West European countries; elections, parties, interest groups, bureaucracies contrasted with the American model.

POL SCI 218 Dr. Parente
East European Politics
3 credits
The history and politics of East Europe from Poland to the Balkans and from Germany to the Ukraine during the 20th century; ethnic politics before and after the communist period. The economics of the new privatization and its problems.

POL SCI 221 Dr. Parente
Politics of South East Asia
3 credits
Domestic ethnic and religious politics of Southeast Asia and international politics affecting the region. The six ASEAN nations (Thailand, Indonesia, Malaysia, Philippines, Singapore, and Brunei) and Burma, the region’s only socialist country; the three communist states of Indochina: Vietnam, Laos, and Cambodia. The American, Soviet and Chinese spheres of influence. Capitalism versus state socialism as a lever of economic development.

POL SCI 222 Dr. Parente
Politics in Russia
3 credits
Russian politics and colonialism from the Revolution to contemporary economic efforts to move toward capitalism. The politics of the remnants of the Soviet empire are examined also. Stalin and the Bolshevik experiment.

POL SCI 227 Dr. Harris
Women, Politics and Policy
3 credits
A study of the role of women in politics and policy debates. Focuses on analyzing the increasing integration of women into politics and policy debates since their marginal participation in the 1960’s.

POL SCI 230 Dr. Champney
Environmental Policy
3 credits
Introduction to the study of environmental policy, including air pollution, water pollution, solid waste management, and the regulation of nuclear power. Emphasis on the role of legislative, executive, and judicial institutions in shaping the context of policy.

POL SCI 240 Dr. Champney
Political Science Statistics I
3 credits
Discussion of the principles, concepts and rationale which underlie the “scientific” approach to the study of political phenomena. Introduction to the quantitative and statistical research strategies which this approach has generated, including simple contingency table analysis, the chi squared statistic and the gamma statistic.

POL SCI 241 Dr. Champney
Political Science Statistics II
3 credits
(Prerequisite: P.S. 240) A detailed analysis of the quantitative and statistical research strategies which the “scientific” approach to the study of political phenomenon has generated, including simple correlation, partial correlation and multiple regression techniques.

POL SCI 280 Dr. Homer
Pre-Law Internship
3 credits

POL SCI 311 Staff
Introduction to American Law
3 credits
(An inquiry into the major theories of jurisprudence; development of American legal theory and practice; structure, functioning, and contemporary problems of the federal and state court systems.

POL SCI 313-314 Dr. Kocis
Western Political Thought
6 credits
The roles of the state and society, the auxiliary agencies and functions of government as viewed by political philosophers from Plato to Marx.
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>POL SCI 315</td>
<td>Modern Political Thought</td>
<td>Dr. Kocis</td>
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<tr>
<td></td>
<td>A study of theoretical foundations of</td>
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<td>the three major political idea-systems</td>
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<td>identified with the twentieth century:</td>
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<td>communism, fascism and democracy</td>
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<td>POL SCI 316</td>
<td>Jurisprudence</td>
<td>Dr. Kocis</td>
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<td>An examination of the differences</td>
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<td>between “the law” and “the laws”;</td>
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<td>the nature of legal systems;</td>
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<td>the nature and grounds of political,</td>
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<td>moral and legal obligations, and the</td>
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<td>controversy between the traditions</td>
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<td></td>
<td>of Natural Law and Positive Law</td>
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<td>POL SCI 322</td>
<td>Public Personnel</td>
<td>Dr. Harris</td>
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<td></td>
<td>(Prerequisites: P.S. 110, 130, 131,</td>
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<td>or permission of instructor) An</td>
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<td></td>
<td>examination of public personnel</td>
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<td>administration. Theories of</td>
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<td>organization, personnel policies,</td>
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<td>civil service history, and current</td>
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<td>issues in personnel administration</td>
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<td>POL SCI 324</td>
<td>Public Policy Analysis</td>
<td>Dr. Champney</td>
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<td>Analysis of the functions and methods</td>
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<td>of the public sector and a discussion</td>
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<td>activities on society and the economy</td>
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<td>of the United States. Particular</td>
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<td>emphasis is placed on “public</td>
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<td>problems vs. private problems” and</td>
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<td>on the desirable scope of governmental</td>
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<td>activities in a free society.</td>
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<td>POL SCI 325</td>
<td>Politics of the Budgetary Process</td>
<td>Dr. Harris</td>
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<td>(Prerequisites: P.S. 110, 130, 131,</td>
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<td>or permission of instructor) Public</td>
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<td>budgeting in theory and in practice</td>
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<td>is discussed. Historical reforms and</td>
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<td>the inevitable politics of the process</td>
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<td>are considered. Use of budget</td>
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<td>simulations allow for practical</td>
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<td>experience.</td>
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<td>POL SCI 380-381</td>
<td>Political Science Internship</td>
<td>Staff</td>
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<td>Designed to broaden the educational</td>
<td>3-6 credits</td>
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<td>experience of students by providing</td>
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<td>practical experience for them with</td>
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<td>various law firms, public agencies</td>
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<td>and institutions. Supervision by</td>
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<td>faculty member and agency supervisor.</td>
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<td>POL SCI 384</td>
<td>Special Topics in Political Science</td>
<td>Staff</td>
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<td>Study and analysis of selected</td>
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<td>topics in the field of Political</td>
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<td>topics will vary from year to year</td>
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<td>depending on the instructor and</td>
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<td>POL SCI 480</td>
<td>Public Administration Internship I</td>
<td>Dr. Champney</td>
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<td>Permission of faculty advisor and Dr.</td>
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<td>POL SCI 481</td>
<td>Public Administration Internship II</td>
<td>Dr. Champney</td>
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<td>Permission of faculty advisor and Dr.</td>
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<td>H/PS 213</td>
<td>Modern Africa</td>
<td>Staff</td>
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<td></td>
<td>An introduction to the vast and</td>
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<td>diverse continent of Africa. Attention</td>
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<td>to the history, geography, ecology</td>
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<td>and culture of the various African</td>
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<td>states with a focus on understanding</td>
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<td>the political systems of Africa</td>
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<td>in comparative perspective</td>
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<td>H/PS 214</td>
<td>World Politics</td>
<td>Dr. DeMichele</td>
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<td></td>
<td>Deals directly with the political,</td>
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<td>economic, and social issues that are</td>
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<td>current in international affairs</td>
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<td>including the future possibilities of</td>
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<td>world order and the crises of foreign</td>
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<td>policy-making</td>
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<td>H/PS 215</td>
<td>War and Modern Society</td>
<td>Dr. Homer</td>
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Role of military force in international relations; historical background focusing on wars, American and European, of 19th and 20th century; theories of function of war; arms control and deterrence of war.

**H/PS 216**  
*Gender and the Workforce*  
Dr. Harris  
3 credits

Historical, legal, and political perspectives of the movement of women into the workforce. The difficulties confronted by men and women on the job and in the family as women become a vital part of the workforce are discussed.

**H/PS 225**  
*Drs. Earl, DeMichele*  
*Ethnic & Racial Minorities in Northeastern Pennsylvania*  
3 credits

(See description under History.)

**H/PS 227**  
*Dr. Earl*  
*Soviet Foreign Policy*  
3 credits

Examination of the course of Soviet Foreign Policy from 1917 to present. Analysis of forces, factors and motives that have molded Soviet history and its relations with other nations.

**H/PS 295**  
*Dr. DeMichele*  
*Britain: Past and Present*  
3 credits

(See description under History.)

**H/PS 317-318**  
*Dr. Kocis*  
*American Constitutional and Legal History*  
6 credits

(Recommended for Background: History 110-111; HPS 317 is prerequisite for HPS 318) The judicial concepts of the colonial and revolutionary periods; backgrounds of the Federal Convention; the nature of the constitution, its interpretation by Marshall and Taney. The constitutional problems occasioned by the Civil War, the new amendments; the role of the States in a Federalist system. Key cases will be analyzed in detail and set in their proper historical perspective.

**H/PS 319-320**  
*Dr. Hueston*  
*American Diplomatic History*  
6 credits

(See description under History.)

**H/PS 326**  
*Dr. Parente*  
*Modern China*  
3 credits

(See description under History.)

**POL. SCI. 327**  
*Dr. Champney*  
*The U.S. Congress*  
3 credits

Historical development of the legislative branch of government; its prominence over the executive branch in the 19th century and decline in the 20th century. Emphasis on theories of representation and on the policy formulation process.

**H/PS 327**  
*Dr. Parente*  
*Modern Japan*  
3 credits

The history and politics of Japan. The period of the shoguns, the reforms of the modernizing Meiji era at the end of the 19th century. The Japanese effort to conquer Asia. The postwar political structure. Is Japan a democracy? The economic miracle of the present.

**POL. SCI. 329**  
*Prof. J. Benestad*  
*The American Presidency*  
3 credits

(Prerequisite: Pol. Sci. 131) This course will focus on the American Presidency--historical development, powers of the office, elections, models of the presidency and, to a lesser extent, the relations between the President and congress, and the President and the judiciary.

**H/PS 331**  
*Dr. DeMichele*  
*English Constitutional and Legal History to 1485 to present*  
3 credits

Anglo-Saxon basis, fusion of Anglo-Saxon and Norman political institutions; Angevin innovations; Magna Carta; concept of representation; beginnings of the Common Law; jury system; content for government; emergence of Parliament; the refinement of government.

**H/PS 332**  
*Dr. DeMichele*
English Constitutional and Legal History, 1485 to Present 3 credits
Tudor absolutism; struggle between royal prerogative and Parliament; rise of the House of Commons; Parliamentary supremacy after 1688; development of Cabinet government; democratic reforms; Parliamentary Bill of 1911; extension of administrative law

H/PS 338 Politics of Islam 3 credits
Dr. Parente
The political ideology of Islam; the political content of the Koran; the effort to establish theocracies in a number of states from Iran to Egypt to Malaysia and Indonesia; Islam as a political opposition in such countries as the Philippines, Russia, and China; Shiite versus Sunni sects; the politics of Israel and the Islamic states of the Middle East; OPEC; the Palestinian question; political terrorism; Islam as an expansionist ideology.

H/PS 390 Seminar in International Studies 3 credits
Prof. Williams
Required for International Studies majors. Other advanced undergraduates may take course with permission of the professor.

GEOG. 134 World Regional Geography 3 credits
Dr. Conover
Introduces the major concepts and skills of geography. A regional approach stressed the five themes of geography including location, place, human environment interaction, movement, and region.
PSYCHOLOGY

DR. JAMES BUCHANAN, Chairperson

Psychology provides a unique educational experience of quality, breadth, and flexibility. Our curriculum has been carefully designed to give students a balanced education in the discipline and the widest range of options, from baccalaureate entry-level positions to graduate training in prestigious universities. According to a recent independent study, the number of our graduates who have gone on to receive doctorates in psychology has placed us in the top 5% of over 900 comparable institutions nationally.

Psychology majors are required to take Psych. 110, Psych. 210, and Psych. 330 with lab. Students also take a minimum of 5 courses from the following list with at least one course in each group: Physiological Processes (230, 231), Learning Processes (234, 235), Social-Developmental Processes (220, 221), and Individual Processes (224, 225). Students are free to choose from any of these or the remaining psychology courses to fulfill the 4 additional course requirements in the major. Completion of two optional psychology laboratory courses constitutes an elective course. Students are encouraged to take Psych. 493-494, Undergraduate Research, in their junior or senior year.

The Psychology Department encourages students to tailor their programs to their own needs and interests. For example, students interested in marketing, personnel, or industrial-organizational psychology may elect a special Business Minor and recommended courses in psychology. Interdisciplinary programs, such as the Human Development Concentration, and dual majors are also available with a number of other departments.

The Clinical Track in psychology is a structured sequence of courses providing a synthesis of scientific knowledge, interpersonal development, and clinical experience. The track is designed for psychology majors seeking entry-level employment or graduate training in clinical, counseling, community, or school psychology. The required courses are: Psych. 225; HS 241; Psych. 360; Psych. 335; Psych. 480; and one from Psych. 284, Psych. 384, HS 421, HD 335, and HD 234.

The Biopsychology Track provides curricular direction and awards transcriptable recognition to psychology majors interested in the biological bases of behavior. The track requires: Psych. 221; Psych. 225; Psych. 231 with lab; two Psychology courses with labs; Biol. 140-141; and Chem. 112-113. Students are strongly encouraged to take Math 114 to meet the department's math requirement.

The Cognitive Track in psychology is designed for students interested in human cognition and cognitive science. The track encompasses the five traditional areas of Cognitive Science: Cognitive Psychology, Neuroscience, Computer Science, Philosophy, and Linguistics-and is designed for students seeking both entry-level employment and graduate training in cognitive psychology, human factors, or cognitive science. The required courses are: Psych. 234 and Psych. 234 lab; Psych. 230 and Psych. 230 lab; Psych. 231; CMPS 114; and Phil. 215. Additional recommended courses are Lang. 217, Psych. 221, and Psych. 284.

Consult your advisor and the Psychology Handbook for details on these programs.

Because of duplicate material covered in psychology courses, psychology majors should not take the following courses: HS 111, HS 242, HS 293, and HS 323.

MINOR. A minor in psychology consists of Psych. 110, Psych. 210 (or an equivalent statistics course), Psych. 330 lecture, one psychology elective, and one course from 3 of the following 4 groups: Physiological Processes (230, 231), Learning Processes (234, 235), Social-Developmental Processes (220, 221), and Individual Processes (224, 225). Total: 21 credits.

PSYCH. 110
Fundamentals of Psychology

Staff
3 credits
An introduction to the scientific study of behavior through a survey of psychology's principal methods, content areas, and applications. Course requirements include participation in psychological research or preparation of a short article review.

**PSYCH. 210 (Area I)**

**Psychological Statistics**

Drs. Baril, Dunstone, Hogan

An introduction to the basic statistics used in the behavioral sciences, including descriptive statistics, correlation, sampling, hypothesis testing, and inferential statistics. Fall and Intersession only.

**PSYCH. 220**

**Social Psychology**

Dr. Baril

(Prerequisite: Psych. 110) Social determinants of behavior from a psychological perspective. Topics include liking, love, conformity, persuasion, attitude change, and person perception. Spring only.

**PSYCH. 221**

**Childhood and Adolescence**

Dr. Buchanan

(Prerequisite: Psych. 110) Survey of psychological research dealing with the development and behavior of children from infancy to adolescence. The physical, cognitive, and social aspects of development, from infancy to adolescence, are considered.

**PSYCH. 222**

**Adulthood and Aging**

Dr. Buchanan

(Prerequisite: Psych. 110) Survey of psychological research dealing with the age-graded aspects of behavior in adulthood. Course will consider the physical, cognitive, and social aspects of the aging process from late adolescence to death. Topics include occupation selection, marriage, parenthood, middle age, retirement, and dying. Spring only.

**PSYCH. 224**

**Personality**

Staff

(Prerequisite: Psych. 110) A survey and critical evaluation of personality and its implications for assessment, psychotherapy, and research.

**PSYCHOLOGY**

Dept. and No.

Descriptive Title of Course

<table>
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<tr>
<th>Credits</th>
<th>MAJOR</th>
<th>Psych. 110-Elective</th>
<th>FRESHMAN</th>
<th>FALL</th>
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<td>COGNATE</td>
<td>Math 109</td>
<td>Fund. of Psych.-Psych. Elective</td>
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<td>GEAREAI</td>
<td>Soc. 110 *</td>
<td>Quantitative Methods Intro. to Sociology *</td>
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<td>GE AREA III</td>
<td>Communications Electives</td>
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<td>GE AREA IV</td>
<td>Humanities Electives</td>
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<td>GE AREA V</td>
<td>Phil. 120-T/RS 121 Intro. to Phil.-Theol. I</td>
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<td>Ph. Ed. Physical Education</td>
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**FRESHMAN**

**SOPHOMORE**

Statistics-Research Methods Psychology Electives Elective-Elective * * Technical & Business Writing * 3 1 1

|         | 16 | 15 |

**JUNIOR**

Psychology Electives Electives Elective * 3 6 3
| GE AREA IV | Humanities | Elective | 3 |
| GE AREA V | Phil. 210- | Ethics-Phil. of Social and Behavioral Science or Phil. of Science | 3 | 3 |
| | Phil. 430 or 431 | | 18 | 18 |

**SENIOR**

| MAJOR | Psychology | Elective | 3 |
| COGNATE | SSCI 490-SSCI 491 | History & Lit. of Psych. I-II | 2 | 1.5 |
| GE AREA II | Elective * | Elective * | 3 | 3 |
| GE AREA IV | Humanities | Electives | 3 | 6 |
| GE AREA V | T/RS 122-T/RS-Phil. | Electives | 3 | 3 |
| GE FREE | Electives | Electives | 6 | 3 |

**TOTAL: 133.5 credits**

* The Department recommends that students acquire a broad background in Area II by selecting courses from at least two departments in the social/behavioral sciences and that students strengthen their writing skills by completing a second writing course. The Psychology faculty strongly recommends Sociology 110, Wrtg. 211, and Phil. 430 or Phil. 431 in particular. Unless exempt from the University requirement, students must take Comm. 100 and Engl. 107.

** Combinations of Biol. 101 & 102, or Biol. 201 and another science elective from the Biology, Chemistry, and Physics departments are required

**PSYCH. 225**  
**Abnormal Psychology**  
Drs. Alford, Norcross  
(Prerequisite: Psych. 110) A comprehensive survey of mental and behavioral disorders from biological, psychological, and sociocultural perspectives. The course will consider diagnosis and labeling, overview of specific disorders, and various treatment approaches  
3 credits

**PSYCH. 230 (Area I)**  
**Sensation and Perception**  
Dr. O’Malley  
(Prerequisite: Psych. 110) Concerns the study of sensory mechanisms and perceptual phenomena. Optional lab entails supervised individual experimentation. Three credits lecture and optional one credit laboratory. Lab fee. Spring only  
3-4 credits

**PSYCH. 231 (Area I)**  
**Behavioral Neuroscience**  
Dr. Cannon  
(Prerequisite: Psych. 110 or Biol. 141-142) Introduction to the field of neuroscience examining the cellular bases of behavior, effects of drugs and behavior. Brain-body correlates of motivation and emotion, and neural changes accompanying pathology. Three hours lecture and optional 1.5 credit laboratory. Lab fee. Fall only  
3-4.5 credits

**PSYCH. 234**  
**Cognitive Psychology**  
Dr. Buchanan  
(Prerequisite: Psych. 110) Considers a number of approaches to the study of human cognitive processes with an emphasis on the information processing model. Topics include pattern recognition, attention, memory, imagery, concepts and categories, and problem solving. Three credits lecture and optional one credit laboratory. Lab fee. Fall only  
3-4 credits

**PSYCH. 235 (Area I)**  
**Conditioning and Learning**  
Dr. Dunstone  
(Prerequisite: Psych. 110) Concerns the experimental study of both classical and instrumental conditioning. Optional lab involves supervised animal and human experimentation. Three credits lecture and optional 1.5 credit laboratory. Lab fee. Spring only  
3-4.5 credits

**PSYCH. 236**  
**Industrial/Organizational Psychology**  
Dr. Baril  
3 credits
(Prerequisite: Psych. 110) The psychological study of people at work. Topics include personnel selection and training, motivation, leadership, the physical work environment, and computer applications. Fall only.

**PSYCH. 237**
Psychology of Women
Dr. Williams-Quinlan
3 credits
(Prerequisite: Psych. 110) Examines the biological, sociological, and cultural influences on the psychology of women. Topics include gender socialization, sex roles, and the impact of gender on personality, communication, achievement, and mental health. Fall only

* * *Special Topics in Psychology courses are developed by individual faculty to provide in-depth coverage of a specific area. Prerequisites are Psych. 110 and at least sophomore status. This course and Psych. 384 may only be used once to satisfy major elective requirements

**PSYCH. 284**
Special Topics: Behavior Modification
Drs. Norcross & Cannon
3 credits
**PSYCH. 284**
Special Topics: Sports Psychology
Dr. O’Malley
3 credits
**PSYCH. 284**
Special Topics: Psychology of Language
Dr. Waddill
3 credits
* * *PSYCH. 330
Research Methods in the Behavioral Sciences
Drs. Baril, Cannon
5 credits
(Prerequisites: Psych. 110 & 210) A survey of scientific method and research design in the behavioral sciences. Topics include single subject, survey, correlational and experimental research. Lecture and lab involve computerized data analyses. Lab also includes supervised research and scientific writing. Three credits lecture, two credits laboratory. Lab fee. Spring only

**PSYCH. 335**
Psychological Testing
Dr. Norcross
3 credits
(Prerequisites: Psych. 110 & 210) Provides a thorough grounding in principles of testing and a review of the major types of assessment, including intellectual, personality, and interest. Spring only.

**PSYCH. 360**
Clinical Psychology
Dr. Norcross
3 credits
(Prerequisites: Psych. 110 & 225) An overview of contemporary clinical psychology focusing on its practices, contributions, and directions. Topics include clinical research, psychological assessment, psychotherapy systems, community applications, and emerging specialties, such as health and forensic psychology. Fall only.

* * *Special Topics courses are developed by individual psychology faculty to provide in-depth coverage of a specific area. Prerequisites include Psych. 110, at least sophomore status, and other psychology courses determined by the instructor. This course and Psych. 284 may only be used once to satisfy major elective requirements

**PSYCH. 384**
Special Topics: Psychopharmacology
Dr. Cannon
3 credits
(Prerequisite: Psych. 231)
**PSYCH. 384**
Special Topics: Cognitive Psychotherapies
Dr. Alford
3 credits
(Prerequisite: Psych. 225)
**PSYCH. 384**
Special Topics: Multivariate Statistics
Dr. Hogan
3 credits
(Prerequisite: Psych. 210)

* * *PSYCH. 480
Field Experience in Clinical Psychology
Drs. Norcross, Alford
3 credits
UNIVERSITY OF SCRANTON

(Prerequisites: Psych. 360, HS 241, and permission of instructor) This course entails supervised field experience in a mental health or social service facility in the community. Students are required to spend 8 hours a week at their placement and 1.5 hours a week in a seminar throughout the semester. Limited to juniors and seniors.

**PSYCH. 481**
Field Experience in Personnel Psychology
3 credits
(Prerequisites: Psych. 236 & 335, Mgt. 361, and permission of the instructor) This course entails supervised field experience in a personnel office. Students are required to spend 10 hours a week at their placement and one hour periodically throughout the semester in a seminar. Limited to juniors and seniors.

**SSCI 490**
History and Literature of Psychology I
2 credits
(Prerequisites: Senior status; psychology major or minor) This lecture and discussion course will examine the history of modern psychology from pre-Socratic philosophers to contemporary perspectives. Emphasis will be placed on the influential works of various schools of thought that have shaped the emergence of psychology.

**SSCI 491**
History and Literature of Psychology II
1.5 credits
(Prerequisite: Social Science 490) This seminar, designed for students with a major or minor in psychology, will entail critical reading, analysis, and discussion of selections from the seminal literature in psychology, including selected works of William James, Sigmund Freud, and B.F. Skinner. Individual professors will choose additional readings on the basis of their interests and student preference.

**PSYCH. 493-494**
Undergraduate Research
3-6 credits
(Prerequisites: Psych. 330; average grade of B or better in Psych. 210, Psych. 330 lecture, and the Psychology course most relevant to research topics; and permission of professor) Individual study and research on a specific topic under the supervision of a faculty member. Students are expected to spend a minimum of 10 hours a week on research activities throughout the semester. Limited to juniors and seniors.
Courses in Sociology are designed to meet the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interaction with other people. In addition, the courses are designed to help the student interested in the field of Social Work, Human Services, Industrial Organization, Urban Planning, etc., to attain a pre-professional orientation to these fields.

Students interested in Urban Planning are advised to include Soc. 116, 224, and 231 in their planning; for Social Work, Soc. 234, 115, 116, 118, and 224; for Medical Services Administration, Soc. 216, Gero. 212, 216, 218, and 230; for Personnel Relations Administration, Soc 226, 227, and 228.

The Department of Sociology/Criminal Justice also administers the Criminal Justice major described earlier and the Gerontology major described on the next page.

### Department and No Descriptive Title of Course

<table>
<thead>
<tr>
<th>Dept. and No Descriptive Title of Course</th>
<th>Credits</th>
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<tr>
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### SOPHOMORE

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### JUNIOR

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<tr>
<td>MAJOR Soc. 211-Soc. Elective</td>
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<td>Methods of Social Research-Elective</td>
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<td>COGNATE Pol. Sci.</td>
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<td>GE AREA V Phil. T/RS</td>
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### SENIOR

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</table>
TOTAL: 127 credits

* Department Recommendation

In GEAREAI, the department recommends Biology 101 and 102, 103 and 196, Nursing 100, In GEAREAILII, the department recommends Comm. 100, Engl. 107, and CMPS 104. In the COGNATESocial Science Electives, the department recommends a mix of Human Services, Criminal Justice, Gerontology, and Psychology electives, especially Psych. 224; Personality; Pol. Sci. 240: Statistics I.
GERONTOLOGY

The degree program in Gerontology has the following objectives:

1. to understand the processes of aging;

2. to prepare for careers in agencies and institutions serving the older adult, such as Area
   Agencies on Aging, Family Services, Long Term Care facilities, Telespond Senior Services,
   etc;

3. to provide a liberal gerontology education with special emphasis on the development of the
   whole person;

4. to provide students with academic preparation for advanced study in gerontology, social
   work, public administration, social welfare, and related fields.

The Scranton area is especially suited to serve as a laboratory setting for gerontology education
with its high proportion of older adults and its many agencies and facilities for the same. The
department has established an Advisory Board in Gerontology composed of practitioners in the
field: health specialists, community leaders, and senior citizens. The Advisory Board will help to
ensure that the program curriculum is current.

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<th>Dept. and No.</th>
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<tr>
<td>MAJOR</td>
<td>Soc. 110-Gero. 110</td>
<td>Intro. to Sociology</td>
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<td>MAJOR</td>
<td>Gero. 230</td>
<td>Social Policy and Aging</td>
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<td>MAJOR</td>
<td>Gero. 232</td>
<td>Aging and Death</td>
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<td>Psych. 222</td>
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</table>
### Bachelor of Arts in Gerontology

**MAJOR**  
- Gero. 480, 481 */Elecs.  
- Internship/Elective: 3 3

**MAJOR**  
- Gerontology  
- Electives: 3 3

**COGNATE**  
- Electives: 3 3

**GE AREA IV**  
- Humanities  
- Electives: 3 3

**GE FREE**  
- Electives  
- Electives: 3 3

**TOTAL: 127 credits**

* Department Recommendation–The Gerontology Internship may be taken in either the junior or senior years, or both (not to exceed a maximum of six credits of internship)

In GE AREA I, the department recommends Biol. 101, 102, 103, 196, 201, 202 and NURS. 100: Family Health. In GE AREA III, the department recommends Comm. 100 and Engl. 107. In the COGNATE as Social Science Electives, the department recommends HS 321, HADM 311; Sociology 112, 115, 116, 216.

### MINORS


**GERONTOLOGY:** A minor in Gerontology will require eighteen credits. There are three required courses: Soc. 110: Introduction to Sociology; Gero. 110: Introduction to Gerontology; and Gero. 230: Social Policy and Aging. The following elective courses are strongly recommended by the department in the gerontology sequence: Gero. 218: Health and Aging; Gero. 216: Aging and the Community; Gero. 212: Aging & the Life Cycle; Gero. 232: Aging and Death

**SOC. 110**  
**Introduction to Sociology**  
Staff  
Fundamental principles in the field of sociology. Stratification, ethnicity, deviance; basic institutions of society; social change and demographic trends

**SOC. 112**  
**Social Problems**  
Staff  
Application of sociological principles to major issues in contemporary society

**SOC. 115**  
**Introduction to Social Work**  
Prof. Pryle  
Growth of social work as a professional endeavor. The scope of social work; casework in the medical, psychiatric, family and child welfare, and guidance fields, community organization, social research, social planning, social group work. Current trends in social work

**SOC. 116**  
**Community Organization**  
Prof. Pryle  
A general introduction to the field and process of community organization, both as a field of social work and as a field of human endeavor. The coordination and financing of welfare activities, methods of appraising community needs and resources, planning and the initiation of welfare services. Services of a voluntary and governmental nature, strategies of power

**SOC. 118**  
**Child Welfare**  
Ms. Phillips, Prof. Pryle  
Development of child welfare in the United States. Educational, health, recreational and child labor regulations. Study and treatment of children in their own homes, foster homes and institutions. Child care and protective programs on federal, state and local levels

**SOC. 132**  
**Introduction to Archaeology**  
Dr. Rynn  
3 credits
An introduction to the study of archaeology from anthropological and historical perspectives. Areas to be explored include survey and site recognition, excavation planning, record keeping, treatment of artifacts and above-ground archaeology.

**SOC. 210**  
**Marriage and the Family**  
Drs. Rielly, Rynn  
3 credits  
An historical, comparative, and analytical study of marriage and family institutions. Problems of courtship, mate selection, and marriage adjustment in modern society

**SOC. 211**  
**Methods of Social Research**  
Drs. Rielly, Wright  
3 credits  
This course is designed to help the student understand the range of research methods used in sociological and gerontological research/investigations and evaluate their strengths and weaknesses. It will also help students to appreciate some basic problems involved in the collection and analysis of data.

**SOC. 212**  
**Religion and Society**  
Prof. Pryle  
3 credits  
A survey of religious systems and their interrelations with society and social institutions, with emphasis on the social consequences and determinants of religious behavior. The theories of Durkheim, Weber, Parsons, Bellah, Berger and Luckman will be examined

**SOC. 214**  
**Sociology of Sport**  
Dr. Talamini  
3 credits  
The role of sport in civilized societies; sport as work and recreation; women and minorities in sport; sport in education; sport and the mass media

**SOC. 216**  
**Medical Sociology**  
Prof. Pryle  
3 credits  
The social dimensions of health and illness; role of physician, nurse and patient; social organization of health services; the content of medical practice; culture and health disorders; mental health and mental illness.

**SOC. 224**  
**American Minority Groups**  
Drs. Rynn, Rielly  
3 credits  
Patterns of adjustment between ethnic and racial groups, with special attention given to the American scene. Prejudice and discrimination as opposed to the democratic ideology

**SOC. 226**  
**Sociology of Work and Profession**  
Dr. Talamini  
3 credits  
The nature and role of contemporary professions, occupational choice, career patterns and occupational mobility; the relationship between education, occupation, profession and aspirations

**SOC. 227**  
**Business and Society**  
Dr. Rynn  
3 credits  
Modern industrialism as social behavior. Social conditions in the rise of industrialism and their effect on the worker; collective bargaining and industrial conflict, the industrial community; social classes and the industrial order. This course will also show how the business sector impacts on society and on the globalization of the economy.

**SOC. 228**  
**Social Psychology**  
Dr. Rynn  
3 credits  
Study of individual behavior as affected by cultural and social stimuli. Emphasis on the analysis of human conduct in social settings

**SOC 229**  
**Crisis in Population**  
Dr. Reilly  
3 credits  
A study of the basic variables of population, birth, death and migration, socioeconomic and cultural variables affecting population, growth, projections and forecasts. The chief natural and social demographic theories. Population policies and practices in selected world areas

**SOC 231**  
**Urban Sociology**  
Dr. Rielly, Prof. Pryle  
3 credits
Urban ecology and culture as the dominant form of community life in contemporary society; their characteristics, peculiarities, and problems

SOC 234 Cultural Anthropology
Drs. Rielly, Rynn
3 credits
Cultural and social organization among primitive or preliterate societies; marriage, property, religion, magic and tribal control. Significance of the study of primitive cultures for understanding of urban industrial civilizations.

SOC 235 Peoples of East Asia
Dr. Rynn
3 credits
The anthropology of the East Asian culture area, focusing particularly on China and Japan. Topics include basic social institutions, world views, culture and personality, and the problem of modernization.

SOC 284 Special Topics in Sociology
Staff
Courses designed to meet specific needs of individual students or courses offered on a trial basis to determine the value of placing them into the regular curriculum. Prerequisite: consent of the Chairperson and the Instructor.

SOC 318 Sociological Theory
Dr. Reilly
3 credits
An examination of the major theoretical developments in sociological theory from the classical period of Marx, Weber, and Durkheim to contemporary schools such as structural-functionalism, conflict theory, exchange theory and symbolic interaction.

SOC 382-383 Independent Study in Sociology
Staff
3 credits
Designed for advanced students who are capable of independent study. A program of planned research under the guidance of a faculty member. Registration upon approval of Chairperson and Instructor.

SOC 480-481 Internship in Social Work
Dr. Rielly
3 credits
Supervised experiential learning designed to broaden the educational experience of students through practical experience and work assignments with governmental and/or community agencies in the field of social work. Supervision by a faculty member and agency supervisor. Limited to juniors and seniors. Prerequisite: permission of Instructor.

Approved courses from other curricula: Sociology majors may be advised to choose several courses taught in the Criminal Justice sequence-courses so approved include:
S/CJ. 210 Law and Society
S/CJ. 213 Criminology
S/CJ. 214 Juvenile Delinquency
S/CJ. 218 The American Court System
S/CJ. 220 Penology: Corrections
S/CJ. 221 Probation & Parole
S/CJ. 224 Sociology of Deviance
S/CJ. 225 White Collar Crime
S/CJ. 227 Organized Crime Patterns
S/CJ. 317 Trial, Jury and Counsel
S/CJ. 324 Victimology

GERONTOLOGY COURSES

GERO. 110 Introduction to Gerontology
Dr. Rielly, Prof. Pryle
3 credits
A multi-disciplinary examination of the cognitive and affective aspects of the aging process. The course covers the social, physiological, psychological, economic, and health aspects of aging, as
well as service delivery systems. It explores planning and action strategies aimed at enhancing the quality of life, and providing more adequate benefits and services for the older adult.

<table>
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<th>Title</th>
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<td>GERO. 112</td>
<td>Dr. Rielly, Dr. Talamini</td>
<td>Social Problems of Aging</td>
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<td>This course is devoted to a study of the specific problems of the aged in American society, with particular attention at both individual and societal levels to issues of age, inequality in opportunities and rewards; of mental health, housing, minorities, and institutions; of crime and fear of victimization; of economic status, work, leisure, and retirement; of attractiveness, aging and sexuality; of drugs, doctors, nursing homes and hospitals.</td>
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<tr>
<td>GERO. 210</td>
<td>Dr. Rynn</td>
<td>Aging in Anthropological Perspective</td>
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<tr>
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<td></td>
<td>A cross-cultural approach looking at the ways in which a variety of societies deal with aging and the aged. The issues of work, economics, other types of expertise, and different definitions of the aged are analyzed.</td>
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<tr>
<td>GERO. 212</td>
<td>Dr. Talamini</td>
<td>Aging and the Life Cycle</td>
<td>3</td>
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<td>Rites of passage, age norms, and role rehearsals for life transitions, the life cycle in comparative cultures; sociological dimensions of adulthood and aging concerning the work cycle, sport and leisure development, patterns of consumer behavior and life style, and the family cycle.</td>
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<tr>
<td>GERO. 214</td>
<td>Mr. Germain</td>
<td>Aging and Human Behavior</td>
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<td>A critical examination of life satisfaction in old age; the social and psychological factors which affect it; factors contributing to the psychological well-being of older adults as a function of their position in the social system.</td>
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<tr>
<td>GERO. 216</td>
<td>Prof. Pryle</td>
<td>Aging and the Community</td>
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<td>Consideration of selected community strategies effecting desired changes in the development and implementation of social services and programs for the elderly: legislative action, interagency relationships, the citizen role.</td>
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<tr>
<td>GERO. 218</td>
<td>Mr. Germain, Prof. Pryle</td>
<td>Health and Aging</td>
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<td>An explorative study of the mental and physical health problems prevalent in the older adult population, with emphasis upon the preventive aspect of health care as applied by themselves and health care providers. Health care approaches appropriate to the various problems, and relevant resources within the home and community are considered.</td>
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<tr>
<td>GERO. 220</td>
<td>Atty. Cimini</td>
<td>Crime and Aging</td>
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<td>A consideration of crime as it affects aging; examining the older adult as victim, offender, practitioner, and perpetrator, in light of current thought, policy, and law.</td>
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<td>GERO. 230</td>
<td>Prof. Pryle</td>
<td>Social Policy and Aging</td>
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<td>Review of major legislation affecting older adults, including Social Security Act, Older Americans Act, Medicare, and various local, state, and national programs for the aged.</td>
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<tr>
<td>GERO. 232</td>
<td>Dr. Rielly</td>
<td>Aging and Death</td>
<td>3</td>
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<td>This course offers the student an opportunity to explore the mystery and meaning of death. Focus is on a number of aspects of dying and the death process, such as the dying individual and the family; cross-cultural perspectives; terminal illness; professions and death; rites and rituals.</td>
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<td>GERO. 284</td>
<td>Staff</td>
<td>Special Topics in Gerontology</td>
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<td>Courses designed to meet specific needs of individual students or courses offered on a trial basis to determine the value of placing them into the regular curriculum. Prerequisite: consent of the Chairperson and the Instructor.</td>
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</table>
GERO. 382-383
Independent Study in Gerontology  3 credits
Designed for advanced students who are capable of independent study. A program of planned research in gerontology under the guidance of a faculty member. Registration upon approval of Chairman of the department and the instructor directing the study.

GERO. 480-481
Internship in Gerontology  3 credits
Supervised experiential learning in one or more organizations that serve older adults. Supervision by a faculty member and agency supervision required. Limited to juniors and seniors. Prerequisite: permission of instructor.
THEOLOGY AND RELIGIOUS STUDIES

FR. ROUSSEAU, S.J., Chairperson
The religious dimension of human life is of such importance that it is necessary to explore it in a liberal arts curriculum.

The General Education requirement for all students at the University is six credit hours in theology. This is fulfilled by T/RS 121-122, a two-semester introductory sequence. Additionally, students must take another six hours in either philosophy or theology/religious studies to complete the GE AREA V requirements. In addition to courses with a primarily Christian focus, the department also offers courses which deal with non-Christian religious traditions, among which are TRS 314: The Religions of the World and T/RS 333: The Jewish Way of Life.

The Bachelor of Arts degree in Theology/Religious Studies requires 30 credits in the major including the introductory courses required of all students. To ensure a well-rounded background in the discipline, each major must take at least one course in each of the 4 categories listed below. Each major is expected to confer with the departmental chairperson for the selection and balancing of courses. The department also offers a double major program compatible with most other majors. It has similar requirements.

Departmental Courses are grouped into the following categories
Biblical (XXI-X09) Historical (X10-X19)
Systematic(X20-X29) Moral (X30-X39)

T/RS 121-122 Staff
Theology I-II 3-3 credits
A two-semester introduction to theology. The first semester course focuses on Bible and Tradition, studying key books and themes of the Old and New Testaments. The second semester course focuses on Creed and Practice, surveying major elements of systematic theology (e.g., Creation and Redemption) and Christian life (e.g., The Sacraments and Morality)

T/RS 200 Staff
Inside the Old Testament 3 credits
An introduction to and readings in the whole range of Old Testament literature with special attention to its literary form, historical context, and levels of meaning

T/RS 201 Staff
Inside the New Testament 3 credits
An introduction to and readings in the whole range of New Testament literature with special attention to its literary form, historical context, and levels of meaning

T/RS 204 Dr. Frein, Fr. Barone
Pauline Letters 3 credits
An introduction to the writings of the Apostle Paul, exploring Jewish and Greco-Roman influences on his letters as well as his contribution to basic Christian beliefs and practices

T/RS 205 Fr. Barone
The Gospels and Jesus 3 credits
An historical-critical study of the synoptic gospels. The historical figure of Jesus of Nazareth as perceived in the resurrection faith of the early Christian communities. Film and slide presentations of archaeological discoveries relevant to New Testament era

T/RS 206 Dr. Frein
The Four Gospels 3 credits
A study of the four Gospels from the perspectives of history, theology, and literature

T/RS 210 Fr. Rousseau, S.J.
The Christian Religions Tradition 3 credits
A study of the vital growth of Christianity's life, doctrine, worship and spirituality over the centuries. Special emphasis will be placed on principal leaders, thinkers and heroes
T/RS 211
Great Books I: Perspectives on Western Culture
Dr. Benestad
The religious, philosophical and political writings of major thinkers of the Western tradition. The first semester includes the study of the Bible, Aristotle's Ethics, Plato's Apology, Augustine's City of God, and the thought of Aquinas. Emphasis is on the study of these works as they illuminate the current world. The second semester description is found under Phil. 159

T/RS 212
Saints and Holiness
Fr. Linehan, S.J.
An inquiry into the nature of Christian sanctity by an examination of the lives and accomplishments of traditional saints and of contemporary persons who respond to the Gospel message

T/RS 213
American Catholic Thought
Fr. Sable, S.J.
The major themes of American Catholic tradition from colonial times to the present are placed in their historical, religious, social and political context

T/RS 214
European Catholic Thought
Fr. Linehan, S.J.
The major themes in the development of thought in Catholic Western Europe from the Reformation through the twentieth century in their historical, religious, social, and political context

T/RS 215
Monks in Civilization
Fr. Linehan, S.J.
The monastic tradition and its influence on the Church from its desert origins through the era of Benedict and his Rule and its development through the lives of such figures as Dominic, Francis, Ignatius and Vincent dePaul up to modern times

THEOLOGY/RELIGIOUS STUDIES

Dept. and No. Descriptive Title of Course Credits

FRESHMAN

MAJOR T/RS 121-122 Theology I/Theology II 3
COGNATE Electives Electives 3
GE AREA I Nat. Sci./Quant. Elective 3
GE AREA II Social/Behavior Elective 3
GE AREA III Communication Elective 3
GE AREA V Phil. 120 Introduction to Philosophy 3
GE FREE Elective Elective 3
PHYS EDUC Ph. Ed. Physical Education 1

SOPHOMORE

MAJOR T/RS Second Year Electives 3
COGNATE Electives Electives 3
GE AREA I Nat. Sci./Quant. Electives 3
GE AREA II Social/Behavior Electives 3
GE AREA II Communication Elective 3
GE AREA V Phil. 210 Ethics 3

PHYS EDUC Ph. Ed. Physical Education 1

JUNIOR

MAJOR T/RS Electives 6
COGNATE Electives Electives 3
GE AREA II Social/Behavior Elective 3
GE AREA IV Humanities Electives 6

SENIOR

MAJOR T/RS Electives 3
COGNATE Electives Electives 3
MINOR: The minor in T/RS requires 12 credits beyond the introductory sequence, preferably spread over several areas.

T/RS 216  Fr. Quinnan
Western Theological Movements 3 credits
The principles of Christian theology are contained within the books of Sacred Scripture and Tradition but the expression of these principles are developed differently according to the specific needs of each age. This course will examine the theological method of some major Christian theologians of the western church in the context of the time period in which they lived. While the theologian and his/her method forms the focus of this course, the theme of the relationship between church and society (as presented by the theologian) will be used to focus and order the course.

T/RS 220  Fr. Begley, S.J.
Spirituality: Liturgy and Sacraments 3 credits
A basic course in sacraments which will explore the human religious experience of the faith community and its expression in sacramental celebration. Two features of the Rite of Christian Initiation of Adults, its process orientation and the role of the community, will serve as basis for the examination of new sacramental models. Throughout the course, specific attention will be given to the development of a sacramental spirituality.

T/RS 221  Dr. Steele
Prayer 3 credits
Introduction to the nature, purpose, and method of prayer in the Catholic Christian tradition.

T/RS 224  Dr. Kopas, o.s.f.
Theology of the Person 3 credits
A study of the religious dimensions of personal existence that correlates Christian tradition and contemporary experience. The course develops the topics of identity, self-understanding, creatureliness, sin and the influence of gender on a theological interpretation of personhood.

T/RS 225  Fr. Sable, S.J.
Introduction to the Theology of the Byzantine Churches 3 credits
The Byzantine theological tradition develops special emphasis within the mainstream of the Christian tradition. This course introduces the student to the study of some of the specifically Byzantine contributions to the understanding of the Christian mystery, with particular emphasis on early developments.

T/RS 226  Fr. Sable, S.J.
Introduction to Eastern Liturgies 3 credits

T/RS 227  Dr. Kopas, o.s.f.
Christ in Tradition and Culture 3 credits
Examines the meaning and message of Jesus Christ as understood and communicated in the faith of his followers with special consideration given to the symbolic dimensions and cultural aspects of that Christian understanding.

T/RS 228  Staff
The Protestant Tradition 3 credits
An exploration of the Reformation vision of theology covering the roots and principles of the Protestant way of dealing with such topics as the nature of the Church, redemption, ethics, God and Jesus.

T/RS 229  Dr. Pinches
Modern Protestant Thought
This course will survey the past two centuries of Protestant thought with an emphasis on the theological roots of contemporary Protestant Liberalism and Evangelicalism. Other current debates among Protestants today and their ecumenical discussions with Catholics will also be presented.

T/RS 230
Moral Theology
Msgr. Bohr & Staff
3 credits
A study of the Christian moral tradition, its history and principles. Among areas to be treated are: the family, sexual activity, and human rights.

T/RS 231
Social Ethics
Drs. Benestad, Pinches
3 credits
This course will prepare students to recognize ethical dimensions of political, economic and social issues through the study of the following: pertinent writings of Pope Paul VI and Pope John Paul II, a classic work of political theory, and several contemporary writings on such issues as morality and foreign policy and economic justice.

T/RS 232
John Paul II and Catholic Social Thought
Dr. Benestad
3 credits
This course will explore the dialogue between the Catholic Church and modern ideologies on social and political matters. Readings include pertinent documents of the Second Vatican Council and recent papal writings, especially those of Pope John Paul II.

T/RS 233
Suffering
Sr. Foley, C.N.D.
3 credits
The existence of suffering and evil presents a particular problem for those who believe in a God who is unlimited both in power and goodness. This course will examine the problem and possible solutions.

T/RS 234
Twentieth Century Peacemakers
Sr. Foley, C.N.D.
3 credits
A study of some of the principles and methods of “waging peace” found in the lives and writings of Mohandas Ghandi, Dorothy Day, Thomas Merton and Martin Luther King.

T/RS 235
The Theology of Birth and Death
Dr. Pinches
3 credits
This course will investigate the meaning and significance of the birth and death of human beings in the Christian tradition. Related topics will be: suicide, euthanasia, capital punishment, contraception and abortion.

T/RS 236
Faith and Justice
Prof. Casey
3 credits
An inquiry into the role of the Church, Christian social ethics, and the citizen in the formulation of social policy on the economy. Church Pastorals and Biblical readings will be the basis of discussion.

T/RS 237
Politics: A Christian Perspective
Prof. Casey
3 credits
An inquiry into the role of the state, the Church and the individual in political life. Special attention is given to the problem of violence; the course is set in the unique American perspective of Church-State Relations.

T/RS 238
Nietzsche and Christianity
Dr. Benestad
3 credits
A focus on Nietzsche's relation to and critique of Western thought in general and Christian thought in particular. Nietzsche's deep influence on contemporary theology and philosophy will be shown through extended readings from his collected works.

T/RS 239
Theology for the 20th Century
Staff
3 credits
An introduction to the problems and methods of doing theology today. This course will begin with an overview of some of the main themes of 20th century theological thought, and will then move on to a study of one of the century’s leading Catholic theologians: Karl Rahner. Emphasis will be
placed on the integration of a plurality of philosophical approaches with the theological tradition and with questions of the present day.

**T/RS 302**
**Luke as Story**
A discussion of how the religious message of the Gospel of Luke is shaped and conveyed by such literary features as plot, characterization and the use of irony

**T/RS 303**
**Jesus for the Gentiles: An Introduction to the Gospel of Luke**
The primary purpose of this course is a close reading of the Third Gospel. Although the primary focus will be on the text rather than on methods of analysis, appropriate attention will be paid to literary forms, historical background and responsible interpretation. (Complements TRS 201 and 205).

**T/RS 304**
**The Johannine Gospel & Epistles**
A close look at the Fourth Gospel and the Epistles of John with an emphasis on their literary, historical, and theological characteristics

**T/RS 305**
**The Apocalypse of St. John**
This introduction to the last book of the Bible will emphasize the literary forms and thought patterns of apocalyptic literature as well as the historical and theological character of the book itself, highlighting both textual interpretation and contemporary relevance.

**T/RS 306**
**Job and the Psalter**
A close look at the Wisdom Literature of the Old Testament. The study of both the Book of Psalms and the Book of Job will emphasize theological themes

**T/RS 307**
**Passion and Resurrection Narratives**
A study of the theology of each of the Gospels by an analysis of the key narratives of the Passion and Resurrection in the four Gospels.

**T/RS 308**
**The Great Prophets**
An examination of the four major prophets of the Old Testament: Isaiah, Jeremiah, Ezekiel and Daniel, with an emphasis on the study of selected texts

**T/RS 309**
**The Heart of the Old Testament**
An in-depth look at the five books of Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy) using ancient and modern exegetical views to examine and emphasize the central theme of the Covenant.

**T/RS 310**
**Religion and the American People**
An exploration of the great religious developments, persons, and questions in the life of the American people from the beginnings to the present day

**T/RS 311**
**Liturgical Theology of Byzantine Churches**
A survey of the various elements of the liturgical life of the Byzantine tradition examining both the way that tradition is shaped and expresses itself as well as the underlying influences of faith upon that formation and practice.

**T/RS 312**
**Jesuit Spirit**
The Society of Jesus (Jesuits): Its spirituality, tradition and history from their 16th century origins in the Spiritual Exercises of St. Ignatius of Loyola through the contemporary period with special emphasis on Jesuit theological and cultural contributions to the Church
T/RS 313 Dr. Benestad
Introduction to the Greek Fathers

T/RS 314 Prof. Casey
The Religions of the World
An exploration of belief in the traditions of the classical historical religions of the world through both systematic analysis and the reading of sacred texts.

T/RS 315 Dr. Kopas, o.s.f.
Women in Christianity
An exploration of some of the major roles women have played in Christian thought and experience, including their contributions as disciples, spiritual guides, and social critics. Will also examine assumptions about male and female identities and consider challenges to traditional roles.

T/RS 316 Sr. Foley, C.N.D.
God and the Earth
This course will explore the way human beings relate to the land and to other life forms and how this relationship is affected by belief in God. Biblical and other theological texts from Christianity and other religious traditions will be considered.

T/RS 318 Sr. Foley, C.N.D.
Models of the Church
A brief survey of various expressions of the Church’s nature and mission throughout its history, from the New Testament through Vatican II. Exploration of some contemporary approaches, including liberation and feminist theology, to such questions as: What and who is the true Church”? Where is it located? What is the place of Mary in the life of the Church?

T/RS 320 Fr. Coccia, S.J.
Faith and Reason
The problem of faith and reason, that is, intellectual difficulties with belief and the objects of belief, reexamined in the light of contemporary epistemology. An in-depth study, taking in both the problem of truth and the problem of knowledge.

T/RS 321 Fr. Coccia, S.J.
Christian Spirituality
An historical, analytical, appreciative study of the fundamental principles and development of Christian ascetical theology. Traditional concepts such as faith, prayer, sin, conversion, discernment, peace, consolation, desolation, repentance, and mortification are examined and evaluated.

T/RS 322 Dr. Kopas, o.s.f.
Approaches to God
A study of some of the ways religious thinkers have approached the topic of God. Will include consideration of biblical, classical, and contemporary ways of understanding God as well as a selection of artistic, cultural, and imaginative perspectives on God.

T/RS 323 Fr. Gabuzda
Signs & Symbols
This course introduces themes which serve as the basis for a sound sacramental theology. Areas include: symbol/ritual; biblical and liturgical foundations for the sacraments and contemporary trends in sacramental theology.

T/RS 324 Dr. Benestad
Spiritual Classics
A study of the autobiographies of St. Augustine and St. Teresa of Avila (*The Confessions and Life of Teresa of Jesus*). As an introduction to the study of the spiritual life, John Paul II’s *Sign of Contradiction* is read.

T/RS 325 Fr. Levko, S.J.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T/RS 326</td>
<td>Eastern Christian Spirituality</td>
<td>3</td>
<td>Prof. Casey</td>
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<tr>
<td></td>
<td>A study of the meaning of the spiritual life for Eastern Christian writers with a particular emphasis upon Sts. Athanasius, Gregory of Nyssa and Gregory Palamas. Themes such as prayer, image and likeness with God, discernment of spirits, hesychasm and icons will be discussed.</td>
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<tr>
<td>T/RS 327</td>
<td>The Church and Contemporary Social Issues</td>
<td>3</td>
<td>Prof. Casey</td>
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<td></td>
<td>Explores the religious and ethical dimensions of social issues such as prejudice and violence. The findings of related social sciences and literature are placed in the context of Christian anthropology to give the student a concrete view of their interrelationship.</td>
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<tr>
<td>T/RS 328</td>
<td>Belief and Unbelief</td>
<td>3</td>
<td>Prof. Frein</td>
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<td></td>
<td>A multidisciplinary inquiry into the nature of Faith in the Catholic tradition with special attention to the challenges of modernity.</td>
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<td></td>
<td>A study of the presentation of various economic issues on the Old and New Testaments, including wealth and poverty, as signs of God's favor, as creating obligations to care for and protect the poor and as involving both rights and responsibilities.</td>
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<tr>
<td>T/RS 331</td>
<td>Biomedical Ethics</td>
<td>3</td>
<td>Drs. Benestad, Pinches</td>
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<td>This course will present theological reflections on the two main ethical theories undergirding contemporary biomedical ethics. It will also present and discuss relevant philosophical and theological arguments on such issues as abortion, care of handicapped infants, euthanasia, suicide and the profession of medicine.</td>
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<tr>
<td>T/RS 332</td>
<td>Christian Ethics in the Modern World</td>
<td>3</td>
<td>Dr. Pinches</td>
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<td></td>
<td>This course will discuss the practice of the Christian moral life in contemporary society. The Christian virtues will be distinguished and related to selected problems arising in our lives as private individuals, as members of families, as professionals and as citizens. Other topics to be treated include: evil, sin, Christian liberty, Christian perfection, relativism and humanism.</td>
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<tr>
<td>T/RS 333</td>
<td>Christian Ethics in America</td>
<td>3</td>
<td>Rabbi Wylen</td>
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<td></td>
<td>An exploration of the discussion of American theologians, since 1900, of the moral, social, and political implications of Christianity, including such concerns as the relation between the Christian church and the nation state and the status of America as a Christian nation.</td>
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<tr>
<td>T/RS 335</td>
<td>The Jewish Way of Life</td>
<td>3</td>
<td>Rabbi Wylen</td>
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<td></td>
<td>As a global introduction to Judaism this course will examine: essential beliefs, holidays, and life ceremonies, Jewish history and modern Judaism, especially the Holocaust, the State of Israel and the Coming to America.</td>
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<tr>
<td>T/RS 336</td>
<td>Judaism in the Time of Jesus</td>
<td>3</td>
<td>Rabbi Wylen</td>
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<td></td>
<td>A study of first century Jewish religious sects as well as the cultural, political and historical setting of the Roman Empire in which Jesus lived and preached and where monotheism continued to develop.</td>
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<tr>
<td>T/RS 400</td>
<td>Contemporary Case Studies in Theology</td>
<td>3</td>
<td>Fr. Rousseau, S.J.</td>
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<td>This course attempts to develop Christian insights into a series of specific moral dilemmas or cases through continued class discussion.</td>
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<tr>
<td>T/RS 400</td>
<td>Introduction to Old Testament Exegesis</td>
<td>3</td>
<td>Fr. Frein</td>
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<td></td>
<td>An introduction to the primary methods and problems of Old Testament interpretation: its historical background, the theological analysis and synthesis of major sections, as well as the use of source,</td>
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form and redaction criticism and such more recently developed approaches as social scientific, literary and feminist criticism.
INTERDISCIPLINARY COURSES *

INTD. 101 Profs. Baillie, Benestad
Is Capitalism Christian? 3 credits
A philosophical, theological, and economic inquiry into the nature of Capitalism and the nature of Christianity to determine the compatibility between them

INTD. 103 Staff
The Vietnam Experience 3 credits
The historical origins of the Vietnam War including the period of French colonialism and the American intervention; the politics, economics, and military strategy in Vietnam during the war years and today. Present relations with China and the USSR. Why were we there and why did we fail?

INTD. 104 Staff
The American Experience 3 credits
An examination from the perspectives of History and LiteratureDrama of the elements that have shaped our present culture, and an analysis of the trends that may predict our future

INTD. 105 Drs. Homer, McInerney
Great Lives: Images on Stage 3 credits
An examination of the often contrasting impressions of historical personalities, as they are portrayed in plays and films and as they appear to historians. Historical figures to be considered include Caesar, Richard III, Thomas More, Lincoln and Churchill

INTD. 106 Dr. Beal, Staff
Theology & Literature 3 credits
A study aimed at deepening students’ appreciation of the literary experience and its capacity to reveal human religious capabilities. Readings, lectures, discussions and films will focus on human freedom as a vehicle to personhood, community and God

INTD. 108 Staff
Health & Legal Implications of Chemical/Drug Abuse 3 credits
A team taught course that deals with the neurophysical, health, and legal implications of alcohol/drug abuse, viz: its biochemical effects and aspects, its legal and social consequences, and its health and lifestyle implications

INTD. 109 Staff
Parenting 3 credits
Integrating the disciplines of psychology and literature, this course is designed to increase one’s capacity to be a good parent. Fiction is used as discussion source for learning about child development, family relations, and parent education

INTD. 209 Profs. Schaffer, Homer, Dunn, Rowe, and Friedrichs
The Holocaust 3 credits
An exploration of the cataclysmic event in Jewish history known as the Holocaust. The course will examine the subject form the perspective of various academic disciplines--historical, sociological, philosophical, artistic, and literary, among others--and will include a field trip to the Holocaust Museum in Washington, D.C. (GEAreasII, IV)

INTD. 224 Dr. Dutko
Science, Decision Making and Uncertainty 3 credits
A study of decision making as it relates to scientific and public policy matters. The course covers philosophical, mathematical, and psychological aspects of decision making in the face of uncertain evidence. Topics include the nature of scientific evidence; probabilistic evidence and the law; uncertainty and medicine; and other issues such as nuclear power, waste disposal, and strategic nuclear planning. Reading taken from contemporary sources. (GEAreas I, II, V)

NSCI 101 Prof. Kalafut
History of Science and Technology 3 credits
A course for non-science majors that traces the evolution of scientific inquiry from the pre-Socratics to the present. The central ideas that enable man to understand and control the forces of nature and develop modern technological societies are examined. Selections from the classics in science will be studied. (No prerequisites.)

NSCI 102 Dr. Baril, Prof. S. Casey
Science and Society 3 credits
This course would attempt to show how the sciences, particularly the behavioral sciences, impact both positively and negatively on society. Issues dealt with would include the nature of science, similarities and differences between the scientific disciplines, the impact of science on the concept of free will, and the philosophical and moral implications of psychological testing, socio-biology, and Skinnerian radical behaviorism.

NSCI 201 Dr. Carey
Science and the Human Environment 3 credits
A brief study of the effects of the technological, scientific and industrial progress on the air, land and water resources of the human environment. Problems in each of the resource areas will be discussed in detail.

*Interdisciplinary courses are team-taught courses which vary from semester to semester. They may be used to fulfill appropriate General Education requirements as specified in the course schedule bulletin.
THE SCHOOL OF MANAGEMENT

Joseph J. Horton, Ph.D., Dean

The vision of the School of Management is to encourage and enable students to make lasting contributions to their organizations and communities.

MISSION STATEMENT
The MISSION of the School of Management is to contribute to a Jesuit, liberal arts education by preparing students to meet the educational requirements for success in leadership, management, team membership and other productive roles in business and related fields, and to provide service to the broad University community. The School of Management provides for the development of knowledge, skills, interpersonal and communication capacities, attitudes and values that will enable students to assume positive, influential roles in their work organizations and society. This process integrates the capacity for life-long learning and decision making with a clear sense of ethical responsibilities, and a sensitivity to cultural and demographic diversity. Our mission supports the University’s Statement of Mission -- to provide professional and pre-professional programs "designed to meet the standards of the appropriate professional fields, and to develop students who have a clear sense of the ethical responsibilities which these fields demand of their successful practitioners."

DEPARTMENTAL PROGRAMS
Seven programs are available in the School of Management: Accounting-Track in Financial Accounting, Accounting-Track in Managerial Accounting, Finance, International Business, Management, Marketing, and Production & Operations Management. In addition, a B.S. in Economics is jointly offered with the College of Arts & Sciences. These programs prepare the student for a career in business or for graduate study. Except for the requirements of the major and the business core, the student in the School of Management will adhere to the same regulations as the student in the other undergraduate colleges. At least 50 percent of the major and business core credits must be earned here at the University of Scranton. Apart from minor exceptions, which require the explicit approval of the Dean of the School, the student will spend the senior year in residence at the University.

MINORS
A minor in General Business is available to non-business students, with the exception of students majoring in Chemistry-Business, Electronics-Business, International Language-Business, and Economics (SOM only). It will consist of 21 credits:

- ECO. 210 Essentials of Economic Theory
- ACC. 253-254 Financial-Managerial Accounting
- MGT. 251 Legal Environment of Business
- MGT. 351 Principles of Management I
- MGT. 352 Principles of Management II
- MKT. 351 Introduction to Marketing

These are the courses that are required in five of the six foundation areas for the MBA program in the Graduate School. The last three courses must be taken after the other courses, and may be taken no earlier than the junior year.

A minor in Operations Management is also available, and is described on page 153.

BUSINESS COGNATE
Non-business students with special needs may pursue a personal cognate in business. With the approval of his or her advisor, the student is free to select a variable number of business courses; however, the prerequisites stated in the catalog must be observed, and upper division courses may not be taken before the junior year.

MATH OPTIONS
Two math options are available to business majors:

<table>
<thead>
<tr>
<th>Option I*</th>
<th>Option II*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 107, Quantitative Methods II</td>
<td>Math 114, Analysis I</td>
</tr>
<tr>
<td>Math 108, Quantitative Methods III</td>
<td>Math 221, Analysis II</td>
</tr>
</tbody>
</table>
Both options cover the topics of calculus. Option I takes an applied approach; Option II a theoretical approach.

*Students are tested for math placement during summer orientation. On the basis of these tests and their high school background it will be recommended that some students take Option II, especially if they expect to pursue graduate studies. The majority of students will be placed in Option I, and may also be required to take Math 106. Quantitative Methods I, as a prerequisite to taking Math 107. Students choosing Option I who do not need Math 106 will take a Natural Science course.

THE BUSINESS LEADERSHIP PROGRAM
Leadership, the process of persuasion or example by which the members of a group are persuaded to pursue the group's objectives, is the focus of many new programs in education. The Business Leadership Program in the University's School of Management provides selected students with an opportunity to perfect their talents for business leadership. The program includes special sections of key business courses taught from the leadership perspective, leadership seminars, a mentor/internship program, and an independent leadership project.

The key courses are taught (in sections restricted to members of this program) with special emphasis on business leadership by faculty chosen for their exceptional teaching and their interest in the leadership concept. The leadership seminars will help the students assess and perfect their talents for leadership and will put them into contact with many business leaders. Noteworthy among the opportunities are the internships (where the students are placed with business leaders who serve as mentors) and the projects developed and executed by the students to demonstrate their leadership skills. The program will culminate in the students' preparing portfolios on the essence of leadership, as derived from participation in the program, and defending their concepts of leadership before a faculty board.

The program is highly selective, accepting fifteen sophomores each Spring to begin the two year program the following Fall. Applicants will be selected on the basis of the following criteria:

-- **leadership experience and/or potential**; drawing from the student's record in high school, college, work history, clubs and activities.

-- **student’s self-assessment and motivation in applying** - how and why this program relates to the student's long-term goals.

-- **interests and hobbies**.

-- **recommendations of teachers, others**.

-- **3.3 GPA** (ordinarily); a minimum of a 3.5 GPA will be needed for graduation in the program.

**SCHEDULE**

**FALL**

Junior Year:
- BLDR 351 Principles of Management I
- BLDR 385 Business Leadership Seminar: Self-Assessment

Senior Year:
- BLDR 451 Business Ethics
- BLDR 485 Business Leadership Seminar: Mentorship

**SPRING**

Junior Year:
- BLDR 352 Seminar: Creativity & Entrepreneurship
- BLDR 386 Business Leadership Seminar: Empowerment

Senior Year:
- BLDR 452 Business Policy and Strategy
- BLDR 486 Business Leadership Seminar: Portfolio Defense

**PROGRAMS OF STUDY**
SPECIAL TOPICS COURSES
Special topics courses are offered in each department. The course numbers below will be prefixed with the appropriate department abbreviation.

Internship: 480-481
(Formerly 198-199; Approval of Chairperson and Dean required)
3-6 credits

Guided Research for Independent Study: 482-483
(Formerly 195-196; Approval of Chairperson and Dean required) Content determined by mentor in specialized field.
3 credits

Seminar: 490-491
(Formerly 182-183; Prerequisite: Senior Standing) This course will discuss topics for current concern in a specialized field, and will be conducted in seminar fashion. Content and emphasis will vary from year to year, but will always be up-to-date.

This course will discuss topics for current concern in a specialized field, and will be conducted in seminar fashion. Content and emphasis will vary from year to year, but will always be up-to-date.
ACCOUNTING

DR. CARPENTER, Chairperson

Accounting accumulates and interprets the quantitative data necessary for appraising and controlling business operations and for sound decision making. The Financial Accounting Track is appropriate for the student interested in a career in public accounting. The public accountant is concerned with the preparation and reporting of financial statement information to users outside the organization. Students going into public accounting should consider seeking CPA (Certified Public Accountant) certification. The Managerial Accounting Track is the appropriate choice for a student wanting a career in management accounting. Emphasis here is on the use of accounting information for decision making within the organization. The CMA (Certified Management Accountant) is the appropriate certification in this area.

ACCOUNTING
Financial Accounting Track
Dept. and No. Descriptive Title of Course
<table>
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<th>FRESHMAN</th>
<th>FALL</th>
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<td>GEAREAV</td>
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SOPHOMORE

BUSCORE | Acc. 251-252 | Financial Accounting I-II | 3 | 3 |
| BUSCORE | QMS 251-252 | Statistics for Bus. I-II | 3 | 3 |
| BUS CORE | Mgt. 251 | Legal Environment of Bus. | 3 |
| GE AREA I/IV | Math/Humanities | Math Option (or Humanities Elective) | 3 |
| GE AREA II | CMPS 104 & Lab | Computing for Business &Lab | 3 |
| GE AREA IV | Humanities | Elective | 3 |
| GE AREA V | Phil. 210-T/RS 122 | Ethics-Theology II | 3 | 3 |
| PHYS EDUC | Ph. Ed | Electives | 1 | 1 |
| | | | 16 | 16 |

JUNIOR

MAJOR | Acc. 361-362 | Intermediate Accounting I-II | 3 | 3 |
| MAJOR | Acc. 363-364 | Federal Taxes-Auditing | 3 | 3 |
| BUS CORE | Mgt. 351-352 | Principles of Management I-II | 3 | 3 |
| BUS CORE | Fin. 351-Mkt. 351 | Intro. to Finance--Intro. to Mkt. | 3 | 3 |
| BUSCORE | Eco. 351 | Environment of Intl. Business | 3 |
| GEFREE | Elective | Elective | 3 |
| | | | 18 | 18 |

SENIOR

| BUS CORE | Mgt. 455 | Bus. Policy & Strategy | 3 |
| BUSCORE | POM 471 | Bus. Information Management | 3 |
| GE AREA IV | Humanities | Electives | 3/6 | 3 |
| GE AREAV | T/RS-Phil. 211 | Elective-Business Ethics | 3 | 3 |
| | | | 15/18 | 15 |

TOTAL: 132-134 credits
# Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills requirement.

Major electives for the Financial Accounting track are ACC 365, 380, 470, 472, 473 & 475. Students who plan to sit for the CPA in NY/NJ need 6 credits in Finance. Fin 361 or Fin 475 are recommended.

**ACCOUNTING**

**Managerial Accounting Track**

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<td>Financial Accounting I-II</td>
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<tr>
<td>BUSCORE QMS 251-252</td>
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<td>Legal Environment of Bus.</td>
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<tr>
<td>MAJOR Acc. 361-362</td>
<td>Intermediate Accounting I-II</td>
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<td>MAJOR Acc. 461-365</td>
<td>Cost Acctg.-Fedl. Tax of Corp.</td>
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<td>BUS CORE Mgt. 351-352</td>
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**TOTAL:** 132-134 credits

* See note on Math Options, page 144.
ACC. 210  Staff
Survey of Managerial & Financial Accounting  3 credits
Intended to provide a foundation in accounting for MBA students and for non-business students taking credits in business, this is an intensive course that covers reporting financial information and accounting techniques for decision-making, planning and controlling operations. Not open to students needing 6 credits in introductory accounting.

ACC 251  Staff
Financial Accounting I  3 credits
(For Acc. & Fin. majors) A survey of accounting principles, concepts and procedures. Includes financial statements, information processing cycle, voucher system, receivables, inventory costing methods, plant and equipment, and intangibles.

ACC. 252  Staff
Financial Accounting II  3 credits
(Continuation of Acc. 251 for Acc. and Fin. majors) A study of accounting principles relevant to payroll accounting liabilities, partnerships, corporations and investments. Also, techniques required in compiling and interpreting data to be used in decision making including funds flow, budgeting and cost analysis. The use of computers in accounting will be introduced.

ACC. 253  Staff
Financial Accounting  3 credits
(For non-accounting majors) A survey of the topics in Acc. 251 and 252. Coverage is directed toward the reporting of financial information to interested parties.

ACC. 254  Staff
Managerial Accounting  3 credits
(Continuation of Acc. 253 for non-accounting majors) Accounting techniques required in compiling and interpreting selected data for decision making. Includes such areas as cash and working capital flows, profit planning, statement analysis, capital investment decisions, planning and controlling operations.

ACC. 361  Drs. Carpenter, Mensah, Staff
Intermediate Accounting I  3 credits
(Prerequisite Junior standing, Acc. 252) A comprehensive study of contemporary accounting theory, concepts and procedures and their application of the asset classifications on the balance sheet. Current pronouncements of the various accounting organizations relevant to assets will be emphasized.

ACC. 362  Drs. Carpenter, Mensah, Staff
Intermediate Accounting II  3 credits
(Prerequisite Acc. 361) Application of contemporary accounting theory to liabilities and stockholder’s equity classifications of the balance sheet. Current pronouncements of accounting organizations relevant to liabilities and owners’ equity accounts will be emphasized.

ACC. 363  Dr. R. Yori, Prof. Dragotto, Staff
Federal Taxes  3 credits
(Prerequisite: Junior standing, Acc. 252) An introductory course covering pertinent phases of federal income taxation. Emphasis on business transactions, preparation of individual returns and finding the answers to federal tax questions.

ACC. 364  Dr. R. Yori, Staff
Auditing Theory  3 credits
(Prerequisite Acc. 252) A review of generally accepted accounting principles and applicable auditing principles, standards and procedures. Auditing original records and assets. Automation and the examination of electronically prepared records. Preparation of work papers.

ACC 365  Prof. Dragotto, Dr. R. Yori, Staff
Federal Taxation of Corporations and Partnerships  3 credits
(Prerequisite: Acc. 252) An introduction to the taxation of corporations and partnerships including analyses of the tax consequences of the formation, operation and liquidation of regular corporations. Subchapter S corporations and partnerships.
ACC. 460 Dr. Mahoney, Dr. Mensah, Staff
Advanced Accounting I
3 credits
(Prerequisite: Acc. 362) The theories and promulgated standards of accounting related to multiple business units, including purchase versus pooling theory, consolidated financial statements, minority interest, the use of the cost method for unconsolidated investments, and branch accounting. Also covered is governmental and nonprofit accounting.

ACC. 461 Drs. R.J. Grambo, Johnson, Lawrence, Staff
Cost Accounting
3 credits
(Prerequisites: junior standing, Acc. 252) Theories, techniques and procedures in cost accumulation, reporting and control, including such topics as job order costs, process costs, by-products and joint-products costing, and standard cost and variance analysis.

ACC. 462 Dr. R.J. Grambo, Staff
Advanced Managerial Accounting
3 credits
(Prerequisite: Acc. 461) Accounting techniques as control devices in business with emphasis on use of accounting data in business decisions. Topics to include budgeting and profit planning, cost profit volume, profit analysis and direct costing.

ACC. 470 Prof. Dragotto, Staff
Law for Accountants
3 credits
(Prerequisite Mgt. 251) A study of the law of contracts, sales, commercial paper, secured transactions, rights of debtors and creditors, and bankruptcy.

ACC. 471 Drs. R.J. Grambo, Yor, Staff
Management Auditing
3 credits
(Prerequisite: Acc. 362) An in-depth examination of the accountant in the manager's position. Administrative effectiveness and efficiency as provided through sound internal controls. Design and implementation of monitoring systems within the organization to promote better cost, benefit decisions.

ACC. 472 Dr. Mahoney, Dr. Mensah, Staff
Advanced Accounting II
3 credits
(Prerequisite: Acc. 362) A study of the theories and promulgated standards of accounting related to international operations, partnerships, estates and trusts, installment sales, consignments, SEC reporting, and interim financial reporting.

ACC. 473 Dr. Yori, Staff
Advanced Auditing
3 credits
(Prerequisite: Acc. 362) A study of the role computers play in the auditor's environment with an analysis of EDP controls and systems analysis related to the external audit process. Advanced statistical sampling techniques, flow charting and audit program preparation will be covered.

ACC. 474 Dr. R.J. Grambo, Staff
Accounting Information Systems
3 credits
(Prerequisite: Acc. 362) The design and application of accounting systems in both the manual and automated environments. Analysis of information's accumulation and use patterns in organizations with a focus on providing useful and timely information. Extensive computer usage of Professional Business Software.

ACC. 475 Drs. Yori, Johnson, Lawrence Staff
International Accounting
3 credits
(Prerequisite: ACC 362, ACC 460, ECO 351) Students are introduced to world financial accounting issues. Topics include: Financial reporting in the multinational firms, currency translations and differing reporting standards. An analysis of the environmental influences on accounting development and the harmonization of international accounting systems and standards. Other topics include managerial accounting problems of the multinational corporations, translation of financial statements, foreign exchange risk management, transfer pricing and tax system philosophy.
ECONOMICS /FINANCE

DR. SATYAJIT GHOSEH, Chairperson

The major in ECONOMICS, which is available both through the School of Management and the College of Arts and Sciences (p. 76), provides an excellent training for understanding the economic events and developments of our complex industrialized society and of the world economies. It equips the student with training and background needed to assume responsible managerial positions in industry, commerce, banking, or government service. It also gives a strong preparation for the pursuit of graduate studies in Economics or the legal profession.

ECONOMICS
Dept. and No.

Credits

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TOTAL: 127/129 credits

* Recommended by the department

** See the math options on pages 144. The student majoring in economics will take the first two courses in one of these options.
Economic majors may apply up to six cognate credits toward a Math minor. Students taking the sequence open to math majors are strongly urged to complete the calculus sequence by taking Math 222, particularly if they plan on pursuing graduate studies.

Economic majors registered in the School of Management will apply 9 of their elective cognate credits to one of the following areas (exceptions require the permission of the SOM Dean): Finance, Management, Marketing, Production and Operations Management. The remaining cognate credits may be applied to the social sciences or from the other business areas (but note that no more than 30 credits altogether can be taken in business subjects, exclusive of economic courses). Care must be taken to observe prerequisites.

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<td>ECO. 153</td>
<td>Principles of Microeconomics</td>
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<td>Staff</td>
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<tr>
<td>(Formerly Eco. 152) This course centers on the salient characteristics of the modern free enterprise economy. Topics include the operations of the price system as it regulates production, distribution, and consumption, and as it is in turn modified and influenced by private groups and government. International economics is also covered.</td>
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<tr>
<td>ECO. 154</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>Staff</td>
</tr>
<tr>
<td>(Formerly Eco. 151) This course analyzes the determinants of aggregate economic activity. The main areas studied are the monetary and banking system, the composition and fluctuations of national income, and inflation, all as influenced by monetary and fiscal policy.</td>
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<td>ECO. 200</td>
<td>Economic Security &amp; Personal Finance</td>
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<td>Dr. Ralph Grambo, Staff</td>
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<tr>
<td>A survey of the practical approaches to achieving economic security. Topics include risk management, essentials of budgeting, savings, and credit planning. Planning for taxes, investments, retirement and estates. This course is not open to economics or business majors or minors.</td>
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<td>ECO. 210</td>
<td>Essentials of Economic Theory</td>
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<td>Intended to provide a foundation in economics for MBA students and for non-business students taking minor or cognate credits in business, this is an intensive course that stresses economic theory and public policy implications. The topics include stabilization of the economy, the price system as it regulates production, distribution and consumption and as it in turn is modified and influenced by private groups and government. Not open to students needing 6 credits in introductory economics.</td>
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<td>ECO. 300</td>
<td>The Economics of Environmental Issues</td>
<td>3</td>
<td>Dr. Edward Scahill, Staff</td>
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<tr>
<td>This course provides students with a framework for viewing environmental issues as economic issues. The operation of a system of markets and prices and the sources of “market failure” are explained. Alternative methods for addressing environmental problems are examined, including “command and control” regulatory policies and “market-based” policies. The evolution of public policies toward the environment is discussed. This course is not open to economics majors or minors, business majors or minors.</td>
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<tr>
<td>ECO. 351</td>
<td>Environment of International Business</td>
<td>3</td>
<td>Dr. Trussler/Staff</td>
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<tr>
<td>(Prerequisites: Eco. 153 &amp; 154; junior standing) This course introduces the student to the growing field of international business, touching on the economic, social and political environments of international trade and multinational corporations. International institutions and agencies that impact on international business are discussed and practical aspects of these topics are emphasized.</td>
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<td>ECO. 361</td>
<td>Intermediate Microeconomics</td>
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<td>Dr. Ghosh/Staff</td>
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<tr>
<td>(Prerequisite: Eco. 153) This course centers on the analysis of production and cost theories. The topics studied are pure competition monopoly, oligopoly, monopolistic competition factor pricing,</td>
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resource allocation, and income distribution. Economics majors take in Sophomore year; Finance in Junior year.

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<th>Course Code</th>
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<tr>
<td>ECO. 362</td>
<td>Intermediate Macroeconomics</td>
<td>Dr. Ghosh/Staff</td>
<td>3</td>
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<td></td>
<td>(Prerequisite: Eco. 154) Course centers on the study of national income accounting, price level fluctuations, problems of full employment and impact of monetary and fiscal policy on income level and distribution. Economics majors take in Sophomore year; Finance in Junior year.</td>
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<tr>
<td>ECO. 363</td>
<td>Applied Econometrics</td>
<td>Dr. Nguyen</td>
<td>3</td>
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<td></td>
<td>(Prerequisite: ECO. 361, ECO 362, QMS 253) This course deals with the modeling and estimation of relationships as applied to economics. The topics covered include single equation structural modeling and time-series modeling; estimation methods and problems; testing of economics hypotheses; and forecasting. The emphasis of the course is on applications involving the use of actual data.</td>
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<tr>
<td>ECO. 364</td>
<td>Labor Economics &amp; Labor Regulations</td>
<td>Dr. Corcione</td>
<td>3</td>
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<tr>
<td></td>
<td>(Prerequisites: Eco. 153-154) Analysis of labor supply &amp; demand; measurement theory of unemployment; occupational choice; wage differentials; labor market issues &amp; policies; labor legislation.</td>
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<tr>
<td>ECO. 365</td>
<td>Mathematical Economics</td>
<td>Dr. Corcione, Staff</td>
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<td></td>
<td>(Prerequisites: Eco. 361, Eco. 362, QMS 253, MATH 107, MATH 108) This course studies the methodology of modern economics analysis. Emphasis is placed on developing the rigorous theoretical foundations of micro and macro economics using tools of elementary calculus. Topics such as comparative static analysis, general equilibrium analysis, welfare economics, intertemporal decision making, decision making under uncertainty, theory of growth and rational expectation hypothesis are covered.</td>
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<td>ECO. 366</td>
<td>Economic Geography</td>
<td>Dr. Trussler</td>
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<td></td>
<td>(Prerequisite: Eco. 153-154) The course will examine the broad areas of the spatial organization of economic systems and the location of economic activity. The discussion will encompass spatial decision-making for manufacturing industries, the service sector, and agricultural enterprises. The role of transportation in determining optimal locations and optimal flow of goods, information, and people will be emphasized. The spatial organization of the growth &amp; development of cities &amp; regions will also be discussed, as will the related topic of the development of nations within the global economy.</td>
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<tr>
<td>ECO. 410</td>
<td>Economics for Education Majors</td>
<td>Dr. Scahill</td>
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<td>Provides an introduction to fundamental economic concepts as well as a review of techniques and materials (print, audio-visual, etc.) that can be used to teach economics at the K-12 grade levels. Emphasis is placed on strategies designed to integrate economics into such courses as language arts, mathematics and social studies. The course is intended for education majors and may not be used as a substitute for other economics courses.</td>
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<tr>
<td>ECO. 460</td>
<td>Monetary &amp; Financial Economics</td>
<td>Drs. Corcione, Nguyen</td>
<td>3</td>
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<td></td>
<td>(Prerequisite: ECO 362) This course emphasizes the interrelations between financial markets, financial institutions, and aggregate economic activity. Topics include: an overview of financial institutions, introduction to money and capital markets, fundamentals of interest rates, the money supply process, the conduct of monetary policy, and other subjects that occupy the subject matter of money and financial markets.</td>
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<td>ECO. 461</td>
<td>Managerial Economics</td>
<td>Dr. Nguyen, Staff</td>
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<td></td>
<td>(Prerequisite: Eco. 361) Teaches the use of economic tools for managerial decision making. Topics include discussion of applicable economic, statistical and computer skills. Emphasis is on the microeconomic theory of the firm, how this is applied.</td>
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ECO. 462 Drs. Trussler, Ghosh
Urban & Regional Economics 3 credits
(Prerequisite: Eco. 361, 362) Tools, measurements and theories utilized in studying the economy of urban areas and regions. Issues such as growth, decline, housing, poverty and environmental concerns examined in a public policy context.

ECO. 463 Drs. Bose, Nguyen
Public Finance and Taxation 3 credits
(Prerequisite: Eco. 362) Government expenditures, budgets, intergovernmental fiscal relations, public debt, fiscal policy, and the principles of taxation.

ECO. 465 Drs. Ghosh, Staff
Development Economics 3 credits
(Prerequisite: Eco. 361-362) Principal determinants of economic & developing economic growth in less-developed areas.

ECO. /IB 475 Dr. Bose
International Economics & Finance 3 credits
(Prerequisite: Eco. 351) Advanced foreign trade theories & practices, balance of payments analysis, regional integration, exchange rates determination, foreign exchange markets, capital movements, and current international economic problems.
FINANCE

The practitioner in FINANCE must be familiar with the tools and techniques available, and, given the resources and constraints of the organizations and the general economic environment in which the organization operates, be adept at efficiently managing the fiscal resources of the organization, including the raising of funds and their short-term and long-term investment. Career opportunities in Finance include:

Banking
Bank Examiner
Trust Officer

Investments
Financial Analyst
Security Broker

Corporate
Financial Analyst
Working Capital Management

FINANCE

Dept. and No. Descriptive Title of Course

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SOPHOMORE

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JUNIOR

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SENIOR

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18

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TOTAL: 132-134 credits
# Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills Requirement.

**FIN. 351**
**Introduction to Finance**
3 credits
(Prerequisites: Junior standing, Acc. 252 or 254, Eco. 153) This course introduces the business student to the field of Finance. It serves as the foundation course for financial principles used in both financial management and investment courses. Topics include time value of money, risk analysis, basic operation of the capital markets, current asset and liability analysis, and introduction to the topics of capital budgeting and cost of capital calculation.

**FIN. 361**
**Working Capital Management**
3 credits
(Prerequisite: Fin. 351) This course is designed to give advanced study in the financial management area through detailed analysis of financial statements, liquidity crises, cash optimization, credit analysis, banking arrangements, loan contracts, commercial paper, and the use of money market.

**FIN. 362**
**Investments**
3 credits
(Prerequisite: Fin. 351) An introduction to the theory and process of managing investments. Topics include practical operation of the equity markets, debt options, and futures markets. Stock valuation models using fundamental technical and random walk approaches.

**FIN. 470**
**Capital Investment and Structure**
3 credits
(Prerequisite: Fin. 351) Advanced study in the “permanent” financial aspects of the firm including capital budgeting models, optimal replacement processes, abandonment, leasing, cost of capital, capital structure, mergers and acquisitions, and bankruptcy.

**FIN. 471**
**Speculative Markets**
3 credits
(Prerequisite: Fin. 362) Advanced work in speculation, hedging and arbitrage. Use of speculative markets for profit and risk adjustment. Options and futures pricing models, financial and index futures, and options, precious metals, and foreign exchange.

**FIN. 472**
**Portfolio Management**
3 credits
(Prerequisite: Fin. 362) Advanced study of professional management of various portfolios including those of banks, insurance companies, pension funds, and non-profit institutions. Markowitz and Sharpe models, data availability, and computerized data services are covered.

**FIN. 473**
**Financial Institutions**
3 credits
(Prerequisite: ECO 362) The study of financial markets and financial institutions, including depository and nondepository institutions. Topics include regulation, operation, and management of financial institutions, financial instruments, interest rate principles, risk management strategies, loan analysis, and asset/liability management. Insurance and pension principles, and investment banking are covered.

**FIN. /IB 475**
**International Finance Management**
3 credits
(Prerequisites: Eco. 351, Fin. 351) The course deals with the Environment of International Financial Management, the Foreign Exchange Risk Management, the Multinational Working Capital Management, the International Financial Markets and Instruments, the Foreign Investment Analysis, and the Management of Ongoing Operations. It also exposes students to a wide range of issues, concepts, and techniques pertaining to International Finance.
INTERNATIONAL BUSINESS

The major in International Business is designed for those students who seek an understanding of the complex world within which multinational corporations, national and international agencies, and individuals interact. As we approach the twenty-first century all business activities are becoming more and more international in nature; it is imperative that those who wish to succeed in this international setting have a clear understanding not only of the theory and practice of the core business disciplines, but also of their interaction with the geographic, cultural, and political environments within which multinational corporations operate, and international trade and investment occur. This major is designed to prepare students who wish to work in the international arena—either overseas or in the U.S.

INTERNATIONAL BUSINESS
Dept. and No. Descriptive Title of Course

<table>
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TOTAL: 132-134 credits

* See note on Math Options, page 144
Public Speaking (COMM 100) and Composition (ENGL107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills Requirement.

Four of the following courses: Acc 475, Eco/IB 475, Fin/IB 475, Mgt/IB 475; Mkt./IB 475; and two of the following courses: IB 490, Eco 366, Eco 465, and any of the five functional international business courses not already taken. (Acc 475 and Eco 465 require additional prerequisites beyond the business core.)

Global Studies electives are Geop 134 (highly recommended), PS 212, PS 213, HPS 214, H/Geog 217.

Area Studies electives include any Humanities course that focuses on specific areas or regions of the world (not U.S.).
MANAGEMENT / MARKETING

DR. BIBERMAN, Chairperson
Management skills, which are essential for the success of an organization, are based on an understanding of how to work effectively with people and how to analyze, design and continuously improve an organization's structure and processes. This major covers the concepts needed for effectively managing an organization and provides a flexible background to help the management major to cope with changing roles and expectations of a changing environment. A wide variety of opportunities are available to the management major in private industry, government, educational institutions and not-for-profit institutions.

MANAGEMENT
Dept. and No. Descriptive Title of Course Credits

FRESHMAN FALL SPRING
GE AREA I Math * Math Option 3/4 3/4
GE AREA II Eco. 153-154 Prin. of Micro.-Macro. Eco. 3 3
GE AREA III Communications # Electives 3 3
GE AREA IV Humanities Electives 3 3
GFE AREA V Phil. 120/T/RS 121 Intro. to Phil.-Theology I 3 3
PHYS EDUC Ph. Ed. Electives 1 1
16/17 16/17

SOPHOMORE

BUS CORE Acc. 253-254 Financial-Managerial Accounting 3 3
BUS CORE QMS 251-252 Statistics for Bus. I-II 3 3
BUS CORE Mgt. 251 Legal Environment of Bus. 3
GE AREA I/IV Math/Humanities Math Option (or Humanities Elective) 3
GE AREA III CMPS104 &Lab Computing for Business &Lab 3
GE AREA IV Humanities Elective 3
GE AREA V Phil. 210/T/RS 122 Ethics-Theology II 3 3
PHYS EDUC Ph. Ed. Electives 1 1
16 16

JUNIOR

MAJOR Mgt. 361 or 460 ** Personnel Mgt. or Org. Theory 3
MAJOR Mgt. 362 or 461 ** Employee/Mgt. Relations or Mgt. of Admin. Processes &Change 3
BUS CORE Mgt. 351-352 Princ. of Management I-II 3 3
BUS CORE Mkt. 351-Fin. 351 Intro. to Mkgt.-Intro. to Finance 3 3
BUSCORE Eco. 351 Environment of Intl. Business 3
GE AREA IV Humanities Elective 3/6
15/18 15

SENIOR

MAJOR Mgt. Elective ## Electives 6 6
BUS CORE POM 471 Bus. Info. Mgt. 3
BUSCORE Mgt. 455 Bus. Policy & Strategy 3
GE AREA IV Humanities Elective 3
GE AREA V T/RS - Phil. 211 Elective - Bus. Ethics 3 3
GE FREE Elective Elective 3
15 15

TOTAL: 127 credits

* See note on Math Options, page 144.

#Public Speaking (COMM100) and Composition ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills requirements.
**Students who want a focus on the management of people should select MGT 361 and 362. MGT. 460 and 461 should be chosen by those who want a focus on the management of administrative processes and change. Other combinations can be chosen in consultation with the student’s advisor.**

##Management majors will select four of the following courses: Mgt. 471, 472, 473, 475, 490 or the two focus courses not taken.

**MGT. 161 Intro to Business**

Nature, types, and principles of business. Factors to consider in starting or choosing a business organization. Overview of business functions—finance, marketing, production, accounting, and management—in an analytical framework. Attention to business environment: legal, governmental, social and ethical. Enrollment is restricted to Associate Business Degree students. Non-business students may take this course as a free elective with the permission of the Dean of Dexter Hanley College.

**MGT. 251 Legal Environment of Business**

The nature, sources, formation, and applications of law. The judicial function, the court system, litigation and other methods of resolving disputes, legislation law from judicial decisions, law by administrative agencies, regulation of business activity, antitrust law, consumer protection, environment and pollution control. Substantive review of tort, criminal and insurance law. Full review of property rights for both personal and real property. Attention to business organization, principal of agency, partnership and corporation.

**MGT. 351 Principles of Management I**

(Prerequisite: Junior standing) Survey course examines key aspects of organizations and their management e.g., dynamic environments and their effects, organization design and structure, roles/functions of managers, managing technology and change, global management, and alternative types of organizations. This course examines the expanding role of the manager from the traditional areas of planning, organizing, controlling and directing.

**MGT. 352 Principles of Management II**

(Prerequisite: Mgt. 351) Survey course examines the individual in the work setting working with a variety of people inside and outside the organization. This course deals with such issues as motivation, leadership, communication diversity at the work place, and with individual effectiveness, interpersonal relations and group skills.

**MGT. 361 Personnel Management**

(Prerequisite: Mgt. 351) This course will describe and explain the preparation of job descriptions, demographics of labor resources, recruitment policies, interviewing techniques, hiring contracts, aptitude testing and performance evaluation, labor turnover and labor mobility, employee morale, complaints and grievances, disciplinary procedures, employee health and safety, wage and hour administration, and government regulations relating to labor. The handling of absenteeism, alcoholism, and drug addiction, and other functional duties of a personnel department will also be covered.

**MGT. 362 Employee-Management Relations**

(Prerequisite: Mgt. 351) This course will focus on employee-management practices in contemporary society. It examines the employee participation in unions and their spill-over effect on nonunion settings. Course topics include unions, the collective bargaining process, wages and benefits, seniority, grievance procedures, and arbitration. Discrimination in employment and equal employment opportunity will be discussed, as well as future issues in union and nonunion settings and international employee-management relations.

**MGT. 455**

Drs. Brumagim, Goll, Tischler
Business Policy and Strategy
(Prerequisites: Seniors only, Fin. 351, POM 352, Mgt. 352, Mkt. 351) This is the capstone course for all business majors. Concepts and skills developed in the prerequisite courses are integrated and applied to the overall management of an organization. Topics will include setting objectives, designing strategic plans, allocating resources, organizational structuring and controlling performance.

MGT. 460 Organization Theory  Dr. Goll, Prof. Hewitt, Staff
3 credits
(Prerequisites: Mgt. 351) Study of the forces both within and outside the organization that determine the structure and processes of an organization. Topics to be covered will include technology and size influences, conflict, boundary roles, matrix structure, political factors and sociotechnical systems.

MGT. 461 Management of Administrative Processes and Change  Drs. Brumagin, Tischler
3 credits
(Prerequisite: Mgt. 460) This course examines the process of administration from an open systems framework. The effects of change, (particularly technological and environmental change) on administrative systems life-cycles are discussed. This course also investigates the effect of total quality management on administrative systems. Particular attention will be given to the managing processes across administrative subsystems. Topics will include: open systems theory, administrative systems design, total quality management, administrative transactions analysis and management, administrative control of change processes.

MGT. 462 Project Management in Organizations  Dr. Brumagin, Staff
3 credits
(Prerequisites: Mgt. 351) This course will examine advanced project management concepts from all phases of the project lifecycle (from requirements specification through post-project assessment). Special emphasis will be placed on understanding projects within the context of complex organizational settings by utilizing an open systems perspective. Linkages with more permanent administration structures within the organization will be reviewed. Finally, the effect of current management trends (such as total quality management) on project management will be discussed.

MGT. 471 Group Dynamics  Drs. Biberman, McKeage
3 credits
(Prerequisite: Mgt. 351 or permission of instructor) Survey and analysis of constructs, research and applications of small group phenomena in an organizational context. Examines the various theories, research measurements and observational methods used in studying groups. Students will be able to explore their own behavior in groups by participating in various groups and, or by observing others in group experiences. The course will prepare students to be effective in groups

MGT. 472 Women and Men in Management  Prof. Hewitt, Staff
3 credits
(Prerequisite: Mgt. 351) This course explores the opportunities for women in management as well as the special skills and insights needed by women in order to take full advantage of such opportunities. This course will focus on the effects of having men and women acting as colleagues in the workplace and discuss the problems which may ensue. The course will prepare both men and women for the gender issues which can affect managerial performance. Topics to be covered include sexual harassment, the dual career family and male/female socialization.

MGT. 473 Organizational Social Responsibility  Fr. McGowan, Staff
3 credits
(Prerequisite: Mgt. 351 or permission of the instructor) This course is designed to introduce students to basic concepts which underlie the social responsibility aspect of the management process. The role of pluralism is examined in the societal system to provide an understanding of the evolving relationship between organizations and society as a whole. The essential nature of the managerial approach is explored in the light of the increasing importance of societal impact on the organization.

MGT. /IB 475 International Management  Dr. Chowdhury, Staff
3 credits
(Prerequisites: Eco. 351, Mgt. 351) Designed as an advanced level undergraduate course on international business. Focuses on functional strategies of multi-national corporations (MNCs), structure & control systems of MNCs, and comparative management. The specific MNC strategies to be covered include entry, sourcing, marketing, financial, human resource, and public affairs. The study of structure and control systems delves into issues such as corporate structure, headquarters-subsidiary relationships. Study of comparative management systems focuses on nature of management systems & practices in different cultures. Projected as a mainly case oriented course.
MARKETING

Marketing is “people-oriented,” focusing on the interaction between the firm and its market (buyers). The marketer explores major needs to develop new products and to position them so that buyers see their relevance. Marketing majors are introduced not only to the visible marketing tools: products, salespeople, and the various selling and promotional techniques; but also to less visible marketing functions: marketing research and the firm’s interactions with wholesalers and retailers. The student will develop both the quantitative and qualitative skills needed to succeed in a real business environment.

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* See note on Math Options, page 144.

# Public Speaking (COMM 100) and Composition (ENGL107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills Requirement.
MKT. 351 Introduction to Marketing 3 credits
(Prerequisites: Junior standing, Eco. 153, 154) This course introduces the student to the field of marketing. An overview of the principles on which the discipline is founded is provided to students. In addition, the role that various institutions such as manufacturing firms, wholesalers and retailers, and other facilitating middlemen play in the marketplace is examined. The marketing concept is presented as the framework under which the decisions related to marketing mix variables (product, place, price and promotion) are made by organizations.

MKT. 361 Marketing Research 3 credits
(Prerequisite: Mkt. 351) Study of the role of marketing information as the basis for decision making. Topics include research design, methods of gathering data, questionnaire structure, interviewing methods, and preparing the final report. Examples of various types of research problems and quantitative techniques used by marketing management are presented.

MKT. 362 Consumer Behavior 3 credits
(Prerequisite: Mkt. 351) Study of theories of consumer behavior. The buyer is analyzed at the individual level in terms of motivation, attitudes, etc. and at the social level in terms of influence on buying behavior from the socio-economic environment.

MKT. 470 Marketing Communications 3 credits
(Prerequisite: Mkt. 351) Personal and mass communication approaches generated by manufacturers and intermediates or institutions toward target markets. The design of advertising campaigns to shift consumer attitudes, to secure resellers’ support and to inform, persuade and move them to action. Development of copy selection of media and measurement of promotion effectiveness including evaluation of sales force.

MKT. 471 Sales Force Management 3 credits
(Prerequisites: Mgt. 352, Mkt. 351) This course is intended to develop the concepts and techniques needed to identify and analyze the various decision areas faced by a sales force manager. Topics to be covered include recruiting, selecting, and training the sales force; forecasting, budgeting and sales quotas; assigning, motivating and compensating the sales force.

MKT. 472 Retailing Management 3 credits
(Prerequisites: Mgt. 352, Fin. 351, Mgt. 351, QMS 351) This course is intended to focus on the decision areas facing retail managers. Topics to be covered will include retailing, structure, merchandising, locations, store layout, promotion, pricing and personnel.

MKT./IB 475 International Marketing 3 credits
(Prerequisites: Mkt. 351) Analysis of the marketing strategies of multinational corporations with emphasis on the internal environment of country markets. Discussions will include comparisons of different regional markets along socio-economic, political and cultural dimensions. Different types of international market barricades and the corresponding market entry strategies will be analyzed. Additional readings from international publications will be required.

MKT. 476 Marketing Strategy 3 credits
(Prerequisite: Mkt. 351) The theme of this course is building effective marketing strategies through integrated decision making. Emphasis is on different decision models within functional areas such as demand analysis, consumer research, product and promotion management, etc. Case discussions and advanced readings will be required.
QUANTITATIVE MANAGEMENT SYSTEMS

DR. KAKUMANU, Chairperson

Production and Operations Management is primarily concerned with the effective management of production and operations systems in manufacturing and service organizations. Career opportunities include:

**Manufacturing**
- V.P. Manufacturing Manager
- Production Manager
- Materials Manager
- Inventory Analyst
- Warehouse Manager

**Services**
- V.P. Operations Manager
- Operations Manager
- Store Manager
- Customer Service Manager
- Supplies Specialist
- Warehouse Manager
- Purchasing Manager
- Shipping Specialist
- Inventory Analyst
- Buyer or Purchasing Agent

**PRODUCTION AND OPERATIONS MANAGEMENT**

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TOTAL: 127 credits

* See note on Math Options, page 144.

# Public Speaking (COMM 100) and Composition (ENGL107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills Requirement.

MINOR IN OPERATIONS MANAGEMENT

The minor in Operations Management (18 credits) must include QMS 252, QMS 351, POM 352, and POM 471 and any two of the following: POM 361, POM 363, POM 364, POM 365, POM 470, POM 473, POM 476, or POM 490.

QMS 251 Drs. Gougeon, Gnanendran,
Statistics for Business I
3 credits
(Prerequisite: Math 107 or 114) Detailed coverage of descriptive statistics. An introduction to the elements of probability theory (including Bayes' theorem) and decision theory, and index numbers. The major discrete and continuous probability distributions are covered with an emphasis on business applications. Data analysis will be done using the computer software package MINITAB.

QMS 252 Drs. Gougeon, Gnanendran,
Statistics for Business II
3 credits
(Prerequisite: QMS 251; corequisite: CMPS 104) A survey of inferential statistical methods covering sampling distributions, interval estimation, hypothesis testing, goodness-of-fit tests, analysis of variance, regression and correlation analyses, and non-parametric statistics. Data analysis will be done using the computer software package MINITAB.

QMS 253 Dr. Gougeon, Staff
Statistics for Economics
3 credits
(Prerequisite: Math 107 or 114) Coverage of statistical tools to analyze economic data. Some of the topics to be covered include measures of central tendency, dispersion, probability distributions, index numbers, time series analysis, regression and correlation, and analysis of variance. Data analysis will be done using the computer software package MINITAB.

QMS 351 Drs. Chien, Cunningham, Gnanendran, Staff
Introduction to Management Science
3 credits
(Prerequisite: Junior standing, CMPS 104, QMS 252) A survey of the quantitative techniques which are used by modern managers. Topic coverage focuses on model building, linear programming methods, queuing models, project management and simulation. Emphasis is placed on the use and limits of these quantitative methods.

POM 352 Drs. Chien, Cunningham, Gnanendran, Staff
Production and Operations Management
3 credits
(Prerequisites: QMS 351, CMPS 104, Junior Standing) An introductory course designed to give the student a functional view of how to manage the activities involved in the process of converting or transforming resources into products or services. Topics covered include an overview of strategic decisions, forecasting, product design, process planning, facility layout, basic inventory models, capacity planning, aggregate planning and scheduling.

POM 361 Drs. Cunningham, Tamimi, Staff
Productivity Management
3 credits
(Prerequisite: QMS 252, Junior standing) A study of productivity and materials flow. Topics include: productivity measurement, Just-in-Time techniques, synchronizing product flow, quality control issues, layout, job design, maintenance and purchasing issues.

POM 363 Drs. Prave, Tamimi, Staff
Total Quality Management
3 credits
(Prerequisite: QMS 252) The philosophy of Total Quality Management (TQM) and issues concerning its implementation are studied, covering the approaches of well-known leaders in the field. Topics include employee empowerment, team-building, leadership for quality, statistical...
process control, problem-solving methodology for continuous improvement, process capability, product and process design interaction, Taguchi methods, and the role of inspection in TQM.

POM 364 Service Operations Management
Drs. Cunningham, Prattipati, Tamimi, Staff
3 credits
(Prerequisite QMS 252) Principles of operations management applied to service organizations, distinctive characteristics of services, and the operations function of services. Topics include: Service system design; location and layout of services; planning, scheduling and control of services; service measurement and quality assurance; management information systems in services; and not-for-profit businesses.

POM 365 Logistics Management
Dr. Cunningham, Staff
3 credits
(Prerequisite: POM 352) The design, operation and control of logistics systems for production and service firms. Topical coverage includes those activities associated with the physical supply and physical distribution efforts of the firm. Example activities are: facility location, logistics customer service, order processing systems, mode and carrier selection, warehousing, and logistics requirements planning.

POM 470 Advanced Production and Inventory Management
Dr. Chien, Staff
3 credits
(Prerequisite: POM 352) Production planning and inventory management within the organization. Topics covered include forecasting, aggregate planning, capacity planning, master production scheduling, material requirements planning, production activity control, purchasing, inventory models, and problems of practical applications.

POM 471 Business Information Management
Drs. Kakumanu, Prattipatti, Staff
3 credits
(Prerequisites: CMPS 104, Mgt. 351) Computers and how they can be applied to the operations and management of business firms. The topics include data processing concepts, overviews of computer hardware and software, modern data and information processing systems, applications of computers in business, acquiring and managing of computer and information resources. Relational database management software packages will be used to gain hands-on experience.

POM 473 Computer Applications to Manufacturing Management
Drs. Kakumanu, Prattipatti, Staff
3 credits
(Prerequisite: POM 471) This course covers aspects of data and communication resources of organizations and the management of these resources to help achieve organizational goals. Topics include distributed databases, data networks and connectivity, electronic data interchange, and business partnerships. Software packages will be used to gain hands-on experience and to develop class projects.

POM 476 Technology Management
Drs. Tamimi, Prattipatti, Staff
3 credits
(Prerequisite POM 352) The course covers contemporary topics in technology including: role of technology in organization; choice of process technology; policy and strategy; technology positioning; automation and information technologies in manufacturing; moving beyond Taylorism and other issues in technology management for the 90's.
The College of Health, Education, and Human Resources was established in 1987 in response to the unique needs of students preparing to enter directly into a variety of professional fields. The College has been designed to incorporate theory into practice, and it is this belief that structures our pedagogy and our curriculum. Our programs of study require students to look not only at their chosen field of study, but also to the world around them. This is accomplished in a variety of ways; through Internships, Service-Learning experiences and appropriate professional certifications.
COUNSELING AND HUMAN SERVICES

DR. HALL, Chairperson
DR. TOLOGZKO, Director of Human Services

The Human Services curriculum is designed to develop in students the values, knowledge and skills necessary to work with people in a variety of settings and situations. The sequence of courses focuses on understanding normal and abnormal human adjustment across the lifespan and on developing skill in interventions designed to maximize human adjustment and development. Core requirements in the major emphasize values, knowledge, and skills common to all fields of human services, while electives allow students to develop competence in assisting specific populations. A three-credit, 138 hour, internship experience is required of all majors, with a second, three-credit internship available as an elective.

In order to graduate, Human Service majors must maintain a 2.5 GPA in major courses and full-time students must complete a minimum of ten hours of community service during each Fall and Spring semester registered as a Human Services major. Hanley students must accumulate a minimum of eighty hours by graduation.

The curriculum is geared toward students who have high social science interests as well as general scientific interest and aptitude in the social and behavioral sciences. The curriculum prepares students for entry-level positions in a variety of human services positions in private or public settings, or for graduate study in counseling, social work, or related social or behavioral science professions.

HUMAN SERVICES

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<table>
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<tr>
<th>Credits</th>
<th>FRESHMAN</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
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<td>3</td>
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</tbody>
</table>
### UNIVERSE OF SCRANTON

| GE AREA I | Nat. Sci./Quant | Elective | 3 |
| GE AREA IV | Humanities | Elective | 3 |
| GE AREA V | Phil.-T/RS | Elective | 3 |
| SENIOR | | | |
| MAJOR | HS 441 | Crisis Intervention | 3 |
| MAJOR | HS Elective | Human Services Electives | 3 | 3 |
| COGNATE | Electives | Electives | 6 | 3 |
| GE AREA IV | Humanities | Elective | 3 |
| GE AREA V | Phil.-T/RS | Elective | 3 |
| GE FREE | Electives | Electives | 3 | 6 |
| TOTAL: | | | 18 | 15 |

| TOTAL: 131 credits |

* To avoid duplication of course content, Human Services majors should not take Psych. 225 - Abnormal Psychology, Psych. 330 - Research Methods, or Psych. 360 - Clinical Psychology. Students who wish to declare a double major or a minor in Psychology should consult their advisor.

* * Students will take COMM 100 and ENGL 107 unless exempted by the University. Students exempt from either COMM 100 or ENGL 107 will be expected to take ENGL 111. Students exempt from both COMM 100 and ENGL 107 will be expected to take ENGL 111 and an AREA III elective.

**MINOR.** A minor in Human Services requires HS 111, 112, 241, 242, 341, and one HS elective course.

#### SERV 192. 292, 392, 492

**Service Learning** 0 credits

This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The Service-Learning hours will be logged, checked and noted on a student's transcript. Serv 292 requires prior completion of Serv 192, 292 for 392 and 392 for 492.

#### HS 001

**Residence Life: Theory and Practice** 0 credits

Introduction to the Resident Assistant position on the University of Scranton residence life staff. Communication skills, conflict resolution, crisis intervention and referral, development of community in a residence facility, and the personal development of RAs as staff members will be stressed. ENROLLMENT LIMITED TO RESIDENT ASSISTANTS. NOT FOR ACADEMIC CREDIT.

#### HS 111

**Introduction to Human Adjustment** 3 credits

Introduction to human adjustment throughout the lifespan. Focuses on discrimination of normal and abnormal behavioral and emotional responses to developmental life stages and to common developmental concerns.

#### HS 112

**Human Services Systems** 3 credits

Examines the human service systems and institutions which have evolved as a response to human need. Explores both the effect of social problems on individuals and families and the service systems designed to alleviate such problems.

#### HS 241

**Case Management and Interviewing** 3 credits

The role of the human service professional as a case manager or coordinator of services is examined. Initial interviewing skills and techniques are discussed with an emphasis on case conceptualization, problem identification, goal selection, evaluation, and follow-up.
HS 242  Counseling Theories  Staff  3 credits
The role of the human services professional as an individual counselor or caseworker is examined. Theories and techniques as well as problems in individual counseling are explored.

HS 284  Special Topics  Staff  3 credits
Courses developed to provide in-depth coverage of specific topics in human services. Course title will be provided in advance of registration. May be used only once to satisfy major or minor elective requirement.

HS 293  Research Methods in Human Services  Staff  3 credits
An introduction to research methodology as applied to problems in human services agencies and settings. Specific topics include descriptive, experimental, and quasi-experimental research methods. Emphasis is placed on development of the student's ability to be a critical consumer of research in human services.

HS 321  Physical Disabilities  Staff  3 credits
Selected physical conditions and/or disabling conditions are examined with particular emphasis on body systems involved, treatment possibilities, residual function limitations, and psychological impact of each condition.

HS 322  Mental Retardation  Staff  3 credits
Etiology, diagnosis, assessment, treatment, and prevention of mental retardation and developmental disabilities are examined. Emphasis will be placed on innovative and community-based treatment approaches.

HS 323  Psychiatric Rehabilitation  Staff  3 credits
An examination of the problems associated with mental and emotional disturbances. Emphasis is placed on contemporary modalities of rehabilitation as they relate to community mental health programs, and innovative non-medical treatment approaches. Critical issues in mental health will be discussed.

HS 331  Health and Behavior  Staff  3 credits
Focuses on stress which affects thoughts, emotions, and the body. Stress diseases of adaption include cancer, Type A Behavior, GI tract disorders along with stress-related thought disorders and emotional disturbances. Students learn to apply relaxation, cognitive restructuring, and record-keeping in the treatment of their own as well as others' health.

HS 332  Career Development  Staff  3 credits
Explores theories of career choice and adjustment. Emphasis will be placed upon methods and resources for facilitating career development throughout the lifespan. Career education, computerized information systems, and decision-making methods will be considered along with innovative approaches for placement of special needs populations.

HS 333  Multiculturalism in Human Services  Staff  3 credits
Focuses on current social and cultural issues in human services and related fields. Human development in a multicultural society will be examined and the basic objectives and dimensions of multicultural intervention will be defined. Student self-awareness of values, attitudes, and beliefs will be emphasized.

HS 334  Marital and Family Counseling  Staff  3 credits
Theories of family counseling will be presented with specific attention to the structural and strategic approaches. A variety of family counseling techniques and stages will be learned through the use
of role play and videotaping. The utilization of family counseling will be discussed. (Also listed as HD 234.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 335</td>
<td>Administration in Human Services</td>
<td>3</td>
<td>Focuses on the development of skills and knowledge related to program and organizational development, and community-wide planning in human services. Topics include organizational theory applied to human service settings, consultation, supervision, planning, funding, and training.</td>
</tr>
<tr>
<td>HS 336</td>
<td>Recreational Therapy</td>
<td>3</td>
<td>Designed to develop an understanding of purpose, organization, administration and delivery of recreational therapy services for the handicapped.</td>
</tr>
<tr>
<td>HS 340</td>
<td>Career Seminar</td>
<td>1</td>
<td>(Majors only; Prerequisite for HS 380) Designed to introduce the student in the Human Services curriculum to counseling, human development, and human services occupations. Short- and long-term goals are examined in preparation for employment or further study.</td>
</tr>
<tr>
<td>HS 341</td>
<td>Group Dynamics</td>
<td>3</td>
<td>A basic understanding of group dynamics and individual behavior in groups is presented. Methods of developing and organizing group programs are stressed. Students participate in a group experience.</td>
</tr>
<tr>
<td>HS 380</td>
<td>Internship in Human Services</td>
<td>3</td>
<td>(Prerequisite: HS 340) The internship is a significant clinical and educational experience that ends the third year of academic experience and involves a supervised practical experience in a community agency providing human services. It provides both a practical experience in the student’s field and an opportunity to integrate knowledge from a variety of courses into a working professional philosophy. Students will spend a minimum of 120 hours in the field placement and a minimum of 18 hours in on-campus staffing sessions. A semester project is required. Offered only during the Spring semester; prerequisite for HS 481. Graded Satisfactory (S) or Unsatisfactory (U).</td>
</tr>
<tr>
<td>HS 421</td>
<td>Addictions</td>
<td>3</td>
<td>Physical, social and psychological aspects of addiction: biochemical, nutritional, psychodynamic, and behavioral approaches to assessment, treatment, and prevention of addiction. Emphasis is on drug abuse and alcoholism.</td>
</tr>
<tr>
<td>HS 422</td>
<td>Substance Abuse Education</td>
<td>3</td>
<td>Design, implementation, and evaluation of substance abuse education and prevention programs.</td>
</tr>
<tr>
<td>HS 423</td>
<td>Legal and Health Aspects of Substance Abuse</td>
<td>3</td>
<td>Legal and health consequences of substance abuse are examined. Special attention is given to the role of the substance abuse specialist in relationship to health care and legal systems.</td>
</tr>
<tr>
<td>HS 441</td>
<td>Crisis Intervention</td>
<td>3</td>
<td>Theory and practice of crisis intervention as applied to common crisis situations such as suicide, battering, violent behavior, post-traumatic stress disorder, substance abuse, sexual assault, and personal loss.</td>
</tr>
<tr>
<td>HS 481</td>
<td>Internship in Human Services</td>
<td>3</td>
<td>(Prerequisite: HS 380) This second internship in Human Services involves 150 hours in a community agency or organization providing human services. It allows the student to follow-up on the experiences obtained during the first internship or to explore a different type of organization or experience within an organization. There is no on-campus staffing requirement. A semester project is required.</td>
</tr>
</tbody>
</table>
may be required. This internship may be taken during any regular academic semester including Intersession and Summer and may be completed outside of the immediate University region. Approval by Program Director is required. Graded Satisfactory (S) or Unsatisfactory (U)
EDUCATION

DR. WILEY, Director of Secondary Education
DR. DiGIAIMO, Director of Elementary Education

Through its various programs, the Department of Education endeavors to contribute to the improvement of education by preparing informed, inquiring, and skilled professionals for positions in the educational community. More specifically, the Department aims to provide persons with a breadth and depth of knowledge and understanding in their specialized area of professional practice and to provide training to ensure competence in the specific area of functioning. To this end, individual program competencies have been developed. Additionally, the Department endeavors to offer opportunities for continued professional growth to practicing educators, to assist in the educational growth and development of the community served by the University, and to foster the advancement of knowledge through research in education.

The Department of Education offers degrees in Secondary and Elementary Education, both leading to certification. Secondary Education concentrations lead to certification in:
- Biology
- English
- German
- Physics
- Chemistry
- French
- Latin
- Social Studies
- Communication
- General Science
- Mathematics
- Spanish

Elementary Education leads to state certification (Pennsylvania, K-6)

The Education Department’s programs are accredited by the Pennsylvania Department of Education. The University is also accredited by the National Council for Accreditation of Teacher Education. These accreditation, reciprocity and interstate agreements between Pennsylvania and selected states assure that courses taken will be considered for certification in most states. Competency tests are required for Pennsylvania Teacher Certification.

A student may enter the secondary education program either as a major in education or in his/her subject area. However, in both cases the student must be approved by the Department and follow the prescribed courses if he/she desires certification. All aspects of the state approved program must be completed to ensure recommendation for certification.

Double majors, including both a subject area and education, may be arranged in the case of exceptional students. These must be approved by both departments involved and by the CHEHR dean. A specific program will be designed in each individual case. Double certification programs may also be arranged with the approval of the appropriate program directors.

Education majors are evaluated regularly at a meeting of the Education Department faculty to access individual student’s continuing potential to become a teacher. This determination is based on academic and personal qualities consistent with the competencies stated in Teacher Education: The Requirements and Curriculum Guide, copies of which are housed in the Weinberg Memorial Library and the Education Department. Students whose professional development is unsatisfactory in either or both of these areas are subject to departmental probation and may be recommended to the Dean of the college for dismissal from the education program.

Additionally, as a matter of University policy, all Education majors are required to submit a completed Act 34 clearance to the Education Department prior to being placed in any field experience that would put them in direct contact with children. This clearance is collected by the University on behalf of the school entity wherein the field experience will occur. The completed Act 34 form will be delivered to the school entity by the Education Department after the clearance form is obtained by the student.

The University will not maintain a student's Act 34 clearance form or background check after delivery of the clearance form to the school entity wherein the field experience will occur.

ELEMENTARY EDUCATION
<table>
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<th>Dept. and No.</th>
<th>Credits</th>
<th>Descriptive Title of Course</th>
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<tr>
<td>MAJOR Educ. 121</td>
<td>3</td>
<td>Foundations of Education</td>
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<tr>
<td>MAJOR Educ. 180</td>
<td>1</td>
<td>Field Exp. I</td>
</tr>
<tr>
<td>COGNATE Educ. 140</td>
<td>3</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>GE AREA I Math 104</td>
<td>3</td>
<td>Math for Elementary Teachers</td>
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<tr>
<td>GE AREA I Phys. 102</td>
<td>3</td>
<td>Earth Science</td>
</tr>
<tr>
<td>GE AREA II Psych. 110</td>
<td>3</td>
<td>Fund. of Psychology</td>
</tr>
<tr>
<td>GE AREA II Psych. 221</td>
<td>3</td>
<td>Childhood &amp; Adolescence</td>
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<tr>
<td>GE AREA III Comm. 100-Engl. 107</td>
<td>6</td>
<td>Public Speaking-Composition</td>
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<tr>
<td>GE AREA V Phil. 120- T/RS 121</td>
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<td>Intro. Phil-Theology I</td>
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<td>PHYS ED Ph. Ed.</td>
<td>1</td>
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<tr>
<td>MAJOR Educ. 222-280</td>
<td>3</td>
<td>Ed. Psych.-Field Exp. II</td>
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<td>MAJOR Educ. 241</td>
<td>3</td>
<td>Found. Reading Instruction</td>
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<td>MAJOR Educ. 242</td>
<td>3</td>
<td>Math Methods for Elementary Teaching</td>
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<tr>
<td>COGNATE Nurs. 100</td>
<td>3</td>
<td>Family Health</td>
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<tr>
<td>GE AREA I Biol. 100</td>
<td>4</td>
<td>Modern Concepts of Biology</td>
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<tr>
<td>GE AREA II Geog. 134</td>
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<td>Intro. to Geography</td>
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<td>GE AREA IV PS 210</td>
<td>3</td>
<td>State and Local Government</td>
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<tr>
<td>GE AREA IV Engl. 130</td>
<td>3</td>
<td>Children’s Literature</td>
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<td>GE AREA V T/RS 122-Phil. 210</td>
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<td>Theology II-Ethics</td>
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<td>MAJOR Educ. 344</td>
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<td>Science Methods for Elementary Teaching</td>
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<td>MAJOR Educ. 345</td>
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<td>Language Arts Methods</td>
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<td>MAJOR Educ. 380</td>
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<td>Field Experience III</td>
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<td>COGNATE Educ. 341</td>
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<td>Educ. Exceptional Child</td>
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<td>COGNATE NSCI 201</td>
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<td>Science/Human Environment</td>
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<td>COGNATE Educ. 343</td>
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<td>Eval. &amp; Measurement</td>
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<td>GE AREA I Chem. 100</td>
<td>3</td>
<td>Elements of Chemistry</td>
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<tr>
<td>GE AREA III ARTH 110, 111 or 112</td>
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<td>GE AREA V Elective</td>
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<td>T/RS or Phil. Elective</td>
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<td>Planning in Elem. Student Teaching</td>
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<td>MAJOR Educ. 442</td>
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<td>Instruc. in Elem. Student Teaching</td>
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<tr>
<td>MAJOR Educ. 443</td>
<td>2</td>
<td>Managing Elem. Classrooms in Student Teaching</td>
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<tr>
<td>GE AREA II Economics for Education Majors</td>
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<tr>
<td>GE AREA IV Hist. 110 or 111</td>
<td>3</td>
<td>History of U.S.</td>
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<tr>
<td>GE AREA IV Mus. 100</td>
<td>3</td>
<td>Understanding Music</td>
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<tr>
<td>GE AREA IV Thtr. 110</td>
<td>3</td>
<td>Intro. to Theatre</td>
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<tr>
<td>GE AREA IV Lit. Elective</td>
<td>3</td>
<td>Literature Elective</td>
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<tr>
<td>GE AREA V ED/P 306</td>
<td>3</td>
<td>Philosophy of Education</td>
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</table>

Total Credits:
- 16
- 17
- 17
- 17
- 18
- 13
TOTAL: 132 credits

* PHYS ED. -- 1 credit in Movement and Dance required

** Placement requires application and departmental approval

*** Semesters may be reversed at the discretion of the Director of the Elementary Education Program.

**** These courses must be scheduled in the same semester. Educ. 440-444 comprise the student teaching semester.

**PROGRAM:** Secondary Education (Biology, 1391/2 to 1431/2 credits) *

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
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</thead>
<tbody>
<tr>
<td><strong>MAJOR</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>EDUC 121</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>EDUC 180</td>
<td>Field Experience I</td>
</tr>
<tr>
<td>Biol. 141-142</td>
<td>General Biology I, II</td>
</tr>
<tr>
<td>Phys. 102</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Psych. 110</td>
<td>Fund. of Psychology</td>
</tr>
<tr>
<td>Engl. 107</td>
<td>Composition</td>
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<tr>
<td>Comm. 100</td>
<td>Public Speaking</td>
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<td>Elective</td>
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<tr>
<td>T/RS 121-122</td>
<td>Theology I, II</td>
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<tr>
<td>Ph. Ed.</td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>FRESHMAN</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>MAJOR EDUC 222</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>MAJOR EDUC 280</td>
<td>Field Experience II</td>
</tr>
<tr>
<td>Biol. 201</td>
<td>Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>Biol. 250</td>
<td>Microbiology</td>
</tr>
<tr>
<td>Chem. 112-113</td>
<td>General Chemistry I, II</td>
</tr>
<tr>
<td>NSCI 201</td>
<td>Science &amp; Human Env.</td>
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<tr>
<td>Psych. 221</td>
<td>Childhood and Adolescence</td>
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<td>Elective</td>
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<td>Electives</td>
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<tr>
<td>Ph. Ed.</td>
<td>Physical Education</td>
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<td><strong>SOPHOMORE</strong></td>
<td><strong>Credits</strong></td>
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<tr>
<td>MAJOR EDUC 313</td>
<td>General Methods and Planning</td>
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<tr>
<td>MAJOR EDUC 314</td>
<td>Specific Subject Methods</td>
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<tr>
<td>MAJOR EDUC 340</td>
<td>Reading Sec. School</td>
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<tr>
<td>MAJOR EDUC 380</td>
<td>Field Experience III</td>
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<tr>
<td>Biol. 260</td>
<td>Genetics</td>
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<td>Biol. 370</td>
<td>Animal Behavior</td>
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<td>Biol. 375</td>
<td>Evolution</td>
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<td>ED/P 306</td>
<td>Physical Education</td>
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<td><strong>JUNIOR</strong></td>
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<tr>
<td>MAJOR EDUC 475</td>
<td>Classroom Management</td>
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**SENIOR**

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</thead>
<tbody>
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<td><strong>Credits</strong></td>
<td><strong>SENIOR</strong></td>
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<tr>
<td>MAJOR EDUC 475</td>
<td>Classroom Management for Sec. Educ.</td>
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**Student Teaching Plan—Secondary Education**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDUC 476 *</td>
<td>Student Teaching Plan—Secondary Education 2</td>
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<tr>
<td>EDUC 477 *</td>
<td>Student Teaching Instr.—Secondary Education 3</td>
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<tr>
<td>EDUC 478 *</td>
<td>Student Teaching Mgmt.—Secondary Education 2</td>
<td></td>
</tr>
<tr>
<td>EDUC 479 *</td>
<td>Student Teaching Pro. Dev.—Secondary Education 3</td>
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</tr>
<tr>
<td>Phys. 120</td>
<td>General Physics</td>
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<td>Elective</td>
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<td>Elective</td>
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<td>Elective</td>
<td>Elective</td>
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<tr>
<td>Phil. 120</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Ph. Ed.</td>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

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**Placement**

Students who fail to demonstrate competence of at least the precalculus level are required to take Math. 103 prior to the Sophomore year.

Placement requires application and departmental approval; these courses must be scheduled in the same semester.

Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

**Program:** Secondary Education (Chemistry, 139 credits)

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><strong>FRESHMAN</strong></em></td>
<td></td>
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</tr>
<tr>
<td>MAJOR EDUC 121</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR EDUC 180</td>
<td>Field Experience I</td>
<td>1</td>
</tr>
<tr>
<td>COGNATE Biol. 141</td>
<td>General Biology</td>
<td>4/1/2</td>
</tr>
<tr>
<td>COGNATE Phys. 102</td>
<td>Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA II Psych. 110</td>
<td>Fund. of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA III Engl. 107</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA III Comm. 100</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA V T/RS 121-122</td>
<td>Theology I, II</td>
<td>3/3</td>
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<tr>
<td>PHYS EDUC Ph. Ed.</td>
<td>Physical Education</td>
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<td><em><strong>SOPHOMORE</strong></em></td>
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<tr>
<td>MAJOR EDUC 222</td>
<td>Educational Psychology</td>
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</tr>
<tr>
<td>MAJOR EDUC 280</td>
<td>Field Experience II</td>
<td>1</td>
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<tr>
<td>COGNATE Chem. 232-233</td>
<td>Organic I, II</td>
<td>4/1/2</td>
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<tr>
<td>COGNATE Math. 114</td>
<td>Analysis I</td>
<td>4</td>
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<tr>
<td>GE AREA II Psych. 221</td>
<td>Childhood &amp; Adolescence</td>
<td>3</td>
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**SENIOR**

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**Placement requires application and departmental approval; these courses must be scheduled in the same semester.**

**Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.**

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**PROGRAM:** Secondary Education (Communication, 134 credits)

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**SOPHOMORE**

| MAJOR         | EDUC 222   | Educational Psychology       | 3 |
|--------------|------------|Field Experience II           | 1 |
| MAJOR        | EDUC 280 * | British Literature           | 3 |
| COGNATE      | Elective   | American Literature          | 3 |
| COGNATE      | Electives  | Communication Processes      | 3 |
| COGNATE      | Elective   | Communication Option         | 3 |
| GE AREA I    | Elective   | Elective                    | 3 |
| GE AREA II   | Elective   | Elective                    | 3 |
| GE AREAIII   | Wrtg. 210  | Advanced Composition         | 3 |
| GE AREA IV   | Elective   | Elective                    | 3 |
| GEAREAV      | Phil 120   | Intro. to Philosophy         | 3 |
| PHYS EDUC    | Ph. Ed.    | Physical Education           | 1 |

**JUNIOR**

| MAJOR        | EDUC 313   | General Methods and Planning  | 3 |
|--------------|------------|Specific Subject Methods      | 3 |
| MAJOR        | EDUC 314   | Reading Sec. School           | 3 |
| MAJOR        | EDUC 340   | Field Experience III          | 1 |
| MAJOR        | EDUC 380 * | Strat. Tch. Writing           | 3 |
| COGNATE      | Engl. 310  | Tchg. Modern Grammars        | 3 |
| COGNATE      | Engl. 460  | World Literature              | 3 |
| COGNATE      | Elective   | Communication Option         | 3 |
| COGNATE      | Electives  |                            |   |
**UNIVERSITY OF SCRANTON**

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Placement requires application and departmental approval; these courses must be scheduled in the same semester.

Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

**PROGRAM:** Secondary Education (English, 134 credits)

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**SOPHOMORE**

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MAJOR ED/P 306 Educ. Philosophy 3
MAJOR EDUC 340 Reading Sec. School 3
MAJOR EDUC 380 Field Experience III 1
COGNATE Engl. 225 Writing Women 3
COGNATE Engl. 310 Strat. for Tchg. Writing 3
COGNATE Engl. 460 Tchg. Modern Grammars 3
COGNATE Elective Minority Literature 3
COGNATE Elective Writing Elective 3
COGNATE Elective Rep. World Literature 3
GEAREAII Elective Elective Physical Education 1

PHYS EDUC Ph. Ed.

MAJOR EDUC 475 Classroom Management for Sec. Educ. 3
MAJOR EDUC 476 Student Teaching Plan.-Sec. Ed. 2
MAJOR EDUC 477 Student Teaching Instr.-Sec. Ed. 3
MAJOR EDUC 478 Student Teaching Mgmt.-Sec. Ed. 2
MAJOR EDUC 479 Student Teaching Pro. Dev.-Sec. Ed. 3
COGNATE Elective English Literature Elective 3
GEAREAIV Elective Elective 3
GEAREA Elective Elective 3
GEAREAIV Elective Elective 3
GEAREA IV Elective Elective 3
GEAREAV Elective Elective 3

** Placement requires application and departmental approval; these courses must be scheduled in the same semester.

** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

PROGRAM: Secondary Education (General Science, 143 credits)

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181/2 181/2

SOPHOMORE

MAJOR EDUC 222 Educational Psychology 3
MAJOR EDUC 280 Field Experience II 1
COGNATE Phys. 121-121 General Physics I, II 4
COGNATE Cmps. 102 Computer Literacy 3
COGNATE Chem. 112-113 Gen./Analy. Chem. I, II 41/2
GEAREAII Psych. 221 Childhood & Adolescence 3
GE AREA III Elective Elective 3
GE AREA IV Elective Elective 3
GE AREA V Phil. 120 Intro. to Philosophy 3
PHYS EDUC Ph. Ed. Physical Education 1

181/2 181/2
### JUNIOR

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* Placement requires application and departmental approval; these courses must be scheduled in the same semester.

** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education

### PROGRAM: Secondary Education (Latin, 134 credits)

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** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education
**PROGRAM: Secondary Education (Math, 139 credits)**

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* Placement requires application and departmental approval; these courses must be scheduled in the same semester.

**SOPHOMORE**

| MAJOR EDUC 222 | Educational Psychology | 3    |
| MAJOR EDUC 280 | Field Experience II    | 1    |
| COGNATE Math. 221-222 | Analysis II, III     | 4    |
| COGNATE Cmps. 134 | Computer Science I     | 3    |
| GEAREAII Elective | Psych. Elective      | 3    |
UNIVERSITY OF SCRANTON

GEAREAII Elective 3
GE AREA IV Electives 3 3
GEAREA V T/RS 122 Theology II 3
GEFREE Elective 3
PHYS EDUC Ph. Ed. Physical Education 1 1

17 18

MAJOR EDUC 313 General Methods and Planning 3
MAJOR EDUC 314 Specific Subject Methods 3
MAJOR EDUC 340 Reading Sec. School 3
MAJOR EDUC 380 Field Experience III 1
MAJOR EDUC 312 Sec. Math. Curr. 3
COGNATE Math. 204 Sp. Topics Statistics 3
COGNATE Math. 345 Geometry 3
COGNATE Math. 202 History of Math 3
COGNATE Math. 351 Linear Algebra 3
GEAREA II Elective 3
GEAREAIV Electives 3 3
GEAREA V Phil. 210 Ethics 3

19 18

MAJOR EDUC 475 * * Classroom Management for Sec. Educ. 3
MAJOR EDUC 476 * * Student Teaching Plan.-Sec. Ed. 2
MAJOR EDUC 477 * * Student Teaching Instr.-Sec. Ed. 3
MAJOR EDUC 478 * * Student Teaching Mgmt.-Sec. Ed. 2
MAJOR EDUC 479 * * Student Teaching Pro. Dev.-Sec. Ed. 3
COGNATE Math. 448 Modern Algebra 3
COGNATE Elective Related Elective 3
GEAREAII Elective 3
GEAREAIV Elective 3
GEAREA V ED/P 306 Philosophy of Education 3
GEAREAav Elective 3

18 13

* An upper division math course may be substituted for Math. 103, based upon the performance on the math placement test.

** Placement requires application and departmental approval; these courses must be scheduled in the same semester.

*** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education

PROGRAM: Secondary Education (Modern Language, 134 credits)

<table>
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16 17
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* Spanish, French or German should be selected as a specialization within Modern Language (MLANG).

** Placement requires application and departmental approval; these courses must be scheduled in the same semester.

** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

**PROGRAM: Secondary Education (Physics, 143 credits)**

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** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education

**Program:** Secondary Education (Social Studies, 134 credits)

**FRESHMAN**

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**Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.**

**EDUC. 101**

*Fundamentals of Adult Development and Experiential Learning*  
*Dr. Adams*  
*3 credits*
The course provides learners with a basic knowledge of adult learning and development theories as a framework for understanding themselves as learners. Through self-assessment of their learning styles, personality factors, value systems, interests, and previously acquired learning, they will gain an understanding of the factors which facilitate and/or inhibit their pursuit of higher learning. This course also assists learners in developing a portfolio of their learning experiences to be reviewed for college. Dexter Hanley students only: permission of instructor required.

**EDUC. 110 Values Development**  
*Prof. Cannon*  
3 credits  
A course designed to acquaint the student with theories relating to value development: what values are, and how they are formed. The affective process, value systems, activities for value development suitable for use by parents, teachers and others involved in human relations will be covered. Open to all majors. (GE Area II)

**EDUC. 113 Reading-Research**  
*Staff*  
3 credits  
A course designed to increase a student's proficiency in reading and research. The following skill areas will be covered: comprehension, vocabulary, expression, critical analysis, library and study skills. Students will be required to develop minimum computer competencies. Lecture and laboratory approaches are utilized with the emphasis on individualized instruction. (GE Area III)

**EDUC. 121 The Foundations of Education**  
*Staff*  
3 credits  
This course is designed to examine the characteristics of the public school system in the United States, the role of education in contemporary society, and current issues related to education. (GE Area II)

**EDUC. 140 Early Childhood Education**  
*Staff*  
3 credits  
The purpose of this course is to give students an introductory overview of the theory, research and practice of early childhood education. Consideration will be given to the educational process from the fetal stages on through the first three years of life as well as the early years of schooling.

**EDUC. 180 Field Experience I**  
*Staff*  
1 credit  
(Pre- or Corequisite: EDUC 121) This course is designed to prepare for field experience requirements in EDUC 280 and 380. It focuses on the development of observation and reflective skills through case studies, vignettes and video situations.

**EDUC 222 Educational Psychology**  
*Staff*  
3 credits  
This course is designed to examine the psychological basis of teaching strategies, classroom environment, learning, motivation, reinforcement, and evaluation. (GE Area II)

**EDUC 241 Foundations of Reading Instruction**  
*Staff*  
3 credits  
A basic course in reading. It provides an introduction to reading instruction and reading programs. The reading process as it relates to language acquisition and learning to read will be investigated. The readiness, reading skills, techniques and methods which are essential for effective reading will be examined.

**EDUC 242 Mathematics Methods for Elementary Teaching**  
*Dr. DiGiaimo*  
3 credits  
The course is designed to provide the elementary education major with planning and instructional strategies appropriate for use in the mathematics area of elementary curriculum. An analysis of content will be made in light of the needs of the elementary student and society.

**EDUC 280 Field Experience II**  
*Staff*  
1 credit  
(Prerequisites: EDUC 121 and EDUC 180; Pre- or Corequisite: EDUC 222) The course is closely associated with Educ. 121, 222, and 180. Projects will be assigned to be carried out in basic education schools and other agencies through observation, tutoring, and oral written reports. Application is required prior to registration.
ED/P 306 Staff Philosophy of Education 3 credits
(Formerly ED/P 106) An examination of representative modern systemic philosophies of education with a critical analysis of the answers that each system of philosophy provides to the important questions concerning the nature of knowledge, value, man, and society. (Recommended as GE Area V elective for education majors.)

EDUC 310 Staff Special Topics in Education 1-3 credits
A series of courses dealing with specific educational issues, theories, ideologies, skills, methods, or other designated topics for individual or group study. Course is offered on student need. (GE Area dependent on topic.)

EDUC. 312 Staff The Secondary School Mathematics Curriculum 3 credits
(Corequisite: EDUC 313) This course examines the strategies and content of mathematics curricula in the secondary school and attempts to compare them to major contemporary reform efforts. The course includes a review of secondary school (Junior and Senior High School) mathematics.

EDUC. 313 Staff General Methods and Planning 3 credits
(Prerequisite: Education 222; Corequisite: EDUC 380) Methodology for setting direction in the classroom, creating a learning situation, developing the content, reinforcing and evaluating will be covered. Students will be involved with developing plans for teaching. (GE Area III)

EDUC. 314 Staff Specific Subject Methods 3 credits
(Prerequisite: EDUC 313) Utilizing knowledge of planning and teaching, students will be guided in the analysis of specific content and techniques for teaching that content. They will demonstrate their ability to carry out plans in “micro” teaching experiences. (GE Area III)

EDUC 340 Staff Reading in the Secondary School 3 credits
This course is the study of the reading process with emphasis placed on understanding and skills needed by secondary school students in their subject fields.

EDUC 341 Prof. Cannon The Education of the Exceptional Child 3 credits
A general view of the field; historical background—both philosophical and legislative. A survey of physical, mental and emotional handicaps and of giftedness along with remedial and preventive practices with a look at the future.

EDUC 342 Dr. Wiley Educational Media and Technology 3 credits
A course in which students are expected to produce media appropriate for classroom use. The student is also expected to exhibit competency in the use of common education media equipment and the uses of computers. Students will also be introduced to modern and future forms of media technology appropriate for the classroom teacher.

EDUC 343 Dr. Fusaro Evaluation and Measurement 3 credits
This course is intended to acquaint prospective teachers with the various facets of test interpretation and test construction. Standardized achievement, diagnostic, and aptitude tests will be covered, along with teacher-made objective and essay tests. Emphasis will be placed on constructing valid and reliable tests by the teacher. The use and misuse of standardized tests and teacher-made tests will be discussed.

EDUC. 344 Dr. Wiley Science Methods for Elementary Teaching 3 credits
This course is designed to provide the elementary education major with planning and instructional strategies appropriate for use in the science area of the elementary curriculum. An analysis of
content and methodologies will be made in light of the needs of the elementary school, the elementary student and society.

EDUC. 345 Language Arts Methods
Staff
The course is designed to provide the elementary major with a knowledge of the process of a child’s language acquisition. Planning for the instructional strategies used in teaching oral/written composition, grammar, listening, speaking, spelling and handwriting skills are examined.

EDUC. 346 Social Studies Methods
Staff
The course is designed to provide the elementary major with a knowledge of the child’s needs in the social sciences and the humanities. Planning for the instructional strategies used in teaching history, geography, and economics are examined.

EDUC. 347 Instructional Strategies for Content Area Reading
Staff
The course is designed to introduce students to procedures to teach functional reading skills in the elementary schools. Emphasis will be placed on the specialized vocabularies, concepts and study skills which are considered necessary, for the comprehension of reading materials pertinent to content area subjects. Various resources and devices will be examined.

EDUC. 380 Field Experience III
Staff
(Prerequisite: EDUC 280) This course will be closely associated with the methods courses. An emphasis is placed on studying teaching techniques and with involvement in teacher activities in basic education schools. Application is required prior to registration. Secondary section offered in the fall; elementary section in the spring.

EDUC. 440 * Elementary Classroom Management and Discipline
Prof. DiGiaimo
In-depth study of the rationale, theories, and techniques for creating a situation where learning can take place and for handling specific individual and group behavior problems in productive ways.

EDUC. 441 * Planning in Elementary Student Teaching
Staff
Preparation of actual teaching plans during elementary student teaching.

EDUC. 442 * Instruction in Elementary Student Teaching
Staff
Involvement in implementing methods and techniques. Elementary school student teaching on a full-time basis under the supervision of classroom teachers and University supervisors.

EDUC. 443 * Managing Elementary Classrooms in Student Teaching
Staff
Involvement in the management of learning situations during elementary student teaching.

EDUC. 444 * Professional Growth in Elementary Student Teaching
Staff
The demonstration of professional growth during student teaching as evidenced by professional behavior and skills, a commitment to improvement, and ability to relate to others. This will include attendance and participation in a weekly seminar to analyze and discuss professional considerations and student teaching problems.

EDUC. 475 ** Secondary Classroom Management and Discipline
Staff
In-depth study of the rationale, theories, and techniques for creating a situation where learning can take place and for handling specific individual and group behavior problems in productive ways.

EDUC. 476 ** Planning in Secondary Student Teaching
Staff
Preparation of actual teaching plans during secondary student teaching.
** Instruction in Secondary Student Teaching  
Involvement in implementing methods and techniques. Secondary student teaching on a full time basis under the supervision of classroom teachers and University supervisors

EDUC. 478  
** Managing Classrooms in Secondary Student Teaching  
Involvement in the management of learning situations during secondary student teaching

EDUC. 479  
** Professional Growth in Secondary Student Teaching  
The demonstration of professional growth during student teaching as evidenced by professional behavior and skills, and a commitment to improvement, and ability to relate to others. This will include attendance and participation in a weekly seminar to analyze and discuss professional considerations and student teaching problems

* These courses must be taken together (Elementary Education majors)

** These courses must be taken together (Secondary Education majors)

The Education Department ordinarily does not permit students to take courses concurrently with the student teaching sequence. Deviations from this policy must have the permission of the appropriate Program Director, the Department Chairperson, and the Dean. Student teaching requires application, which is due to the appropriate advisor and approved by the program director, prior to registration for the student teaching semester
HEALTH ADMINISTRATION AND HUMAN RESOURCES

DR. STOUT, Chairperson
DR. O’NEILL, Director of Health Administration

The Health Administration curriculum is designed to develop in students the values, knowledge, and skills necessary to enter the growing field of health administration. The sequence of courses includes a significant integration of the fields of health and business administration and includes a minor in business administration. The curriculum is interdisciplinary and provides the student with a broad base of knowledge for securing entry-level positions with public and private agencies in positions concerned with the administration of preventive and remedial health, welfare, and rehabilitative services. A three-credit, 138-hour internship is required with a second three-credit internship available as an elective. In order to graduate, Health Administration majors must maintain a 2.5 GPA in major courses and a full-time student must complete ten hours of community service during each semester registered as a Health Administration major. Students in Dexter Hanley College must accumulate a minimum of 80 hours by graduation. The curriculum also provides a solid foundation for future graduate level education in various administrative disciplines such as human resources administration, public health, health and hospital administration, health planning, public administration, and long-term care administration.

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
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</thead>
<tbody>
<tr>
<td>Credits</td>
<td>FRESHMAN</td>
</tr>
<tr>
<td>MAJOR HADM 111</td>
<td>Introduction to Health Administration</td>
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<tr>
<td>MAJOR HADM 112</td>
<td>Health Systems</td>
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<tr>
<td>GE AREA I Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>GE AREA III CMPS 104</td>
<td>Computing for Business and Social Science</td>
</tr>
<tr>
<td>GE AREA III Communications *</td>
<td>Communications *</td>
</tr>
<tr>
<td>GE AREA IV Humanities</td>
<td>Electives</td>
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<tr>
<td>GE AREA V Phil. 120-T/RS 121</td>
<td>Introduction to Philosophy-Theology I</td>
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<tr>
<td>PHYS EDUC Ph. Ed.</td>
<td>Physical Education</td>
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<td>16 16</td>
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<tr>
<td>SOPHOMORE</td>
<td>Research in Health Administration</td>
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<tr>
<td>MAJOR HADM Elective</td>
<td>HADM Elective</td>
</tr>
<tr>
<td>COGNATE Mgt. 251-Econ. 210</td>
<td>Legal Environment of Bus.-Essentials</td>
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<tr>
<td>COGNATE Electives</td>
<td>Electives</td>
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<tr>
<td>GE AREA I Acc. 253-254</td>
<td>Financial Accounting-Managerial Accounting</td>
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<tr>
<td>GE AREA V Phil. 210-T/RS 122</td>
<td>Ethics-Theology II</td>
</tr>
<tr>
<td>PHYS EDUC Ph. Ed.</td>
<td>Physical Education</td>
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<tr>
<td>JUNIOR</td>
<td>Career Seminar</td>
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<tr>
<td>MAJOR HADM Elective</td>
<td>Elective</td>
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<tr>
<td>MAJOR HADM 311</td>
<td>Resource Development</td>
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<tr>
<td>MAJOR HADM 312</td>
<td>Health Finance</td>
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<tr>
<td>MAJOR HADM 313</td>
<td>Health Administration</td>
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<tr>
<td>MAJOR HADM 380</td>
<td>Internship in Health</td>
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<tr>
<td>COGNATE Mgt. 351-Mgt. 352</td>
<td>Prin. of Management I-II</td>
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<tr>
<td>COGNATE Mkt. 351</td>
<td>Intro. to Marketing</td>
</tr>
<tr>
<td>GE AREA IV Humanities</td>
<td>Elective</td>
</tr>
<tr>
<td>GE AREA V Phil. 211-212 #</td>
<td>Medical Ethics-Business Ethics#</td>
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### SENIOR

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAJOR</td>
<td>HADM 441 Issues in Health Administration</td>
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<tr>
<td>MAJOR</td>
<td>HADM Electives</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE</td>
<td>Electives</td>
<td>3</td>
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<tr>
<td>GE AREA IV</td>
<td>Humanities</td>
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<tr>
<td>GE FREE</td>
<td>Electives</td>
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**TOTAL: 131 credits**

* Students will take COMM. 100 and ENGL. 107 unless exempted by the University

# Recommended courses.

**MINOR.** A minor in Health Administration requires 18 credits distributed as follows: HADM 111, 112, 312, and 313, and any other two HADM courses.
HEALTH ADMINISTRATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERV 192, 292, 392, 492</td>
<td>Service Learning</td>
<td>0 credits</td>
<td>Staff</td>
</tr>
<tr>
<td><strong>SERV 292, 392, 492</strong></td>
<td><strong>Service Learning</strong></td>
<td><strong>0 credits</strong></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The Service-Learning hours will be logged, checked and noted on a student's transcript. Serv 292 requires prior completion of Serv 192, 292 for 392 and 392 for 492.</td>
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<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>HADM 111</td>
<td>Introduction to Health Administration</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td><strong>HADM 111</strong></td>
<td><strong>Introduction to Health Administration</strong></td>
<td><strong>3 credits</strong></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>An initial overview of health care in the United States and the professions involved. Emphasis is placed on health care providers and administrators.</td>
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<tr>
<th>Course Code</th>
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<th>Instructor</th>
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<tbody>
<tr>
<td>HADM 112</td>
<td>Health Systems</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td><strong>HADM 112</strong></td>
<td><strong>Health Systems</strong></td>
<td><strong>3 credits</strong></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>The nature and organization of health care in the United States. Factors affecting the delivery of such services are identified to provide an understanding of the evolution and dynamics of health care systems as well as prospects for future development.</td>
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<thead>
<tr>
<th>Course Code</th>
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<th>Instructor</th>
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<tbody>
<tr>
<td>HADM 212</td>
<td>Health Administration Law</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td><strong>HADM 212</strong></td>
<td><strong>Health Administration Law</strong></td>
<td><strong>3 credits</strong></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>The legal and regulatory environment of health care and the administration of health services.</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>HADM 213</td>
<td>Supervising Health Personnel</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td><strong>HADM 213</strong></td>
<td><strong>Supervising Health Personnel</strong></td>
<td><strong>3 credits</strong></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>Principles and practices of direct supervision of personnel including motivation, leadership, and various personnel functions in health care settings.</td>
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<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>HADM 284</td>
<td>Special Topics</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td><strong>HADM 284</strong></td>
<td><strong>Special Topics</strong></td>
<td><strong>3 credits</strong></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>Selected topics of current interest in health administration are offered on a variable basis.</td>
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>HADM 293</td>
<td>Research in Health Administration</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td><strong>HADM 293</strong></td>
<td><strong>Research in Health Administration</strong></td>
<td><strong>3 credits</strong></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>(Majors only) Principles and processes of research in health administration including literature review, research design, data collection techniques, statistical analysis, and professional writing in generating new knowledge and in using research in administration.</td>
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<tbody>
<tr>
<td>HADM 311</td>
<td>Resource Development</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td><strong>HADM 311</strong></td>
<td><strong>Resource Development</strong></td>
<td><strong>3 credits</strong></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>Proposal writing for program planning and/or soliciting funds from public and private sources as well as the role of public relations and development in the creation of organizational resources.</td>
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<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>HADM 312</td>
<td>Health Finance</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td><strong>HADM 312</strong></td>
<td><strong>Health Finance</strong></td>
<td><strong>3 credits</strong></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>(Prerequisite: Acc. 253 and 254) The costs of health care in society with emphasis on financial concepts and reimbursement mechanisms for health providers.</td>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>HADM 313</td>
<td>Health Administration</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td><strong>HADM 313</strong></td>
<td><strong>Health Administration</strong></td>
<td><strong>3 credits</strong></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>Role and functions of the supervisory and administrative structure, including Boards of Directors, in health agencies, systems, and organizations.</td>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>HADM 314</td>
<td>Health Care Policies</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td><strong>HADM 314</strong></td>
<td><strong>Health Care Policies</strong></td>
<td><strong>3 credits</strong></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>Background, implementation, purpose, and effects of important health care policies are studied with implications for health care providers. The Health policy-making process is examined, including involvement of key health care professionals.</td>
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</tbody>
</table>
HADM 315  Staff  Cultural Diversity and Health Administration  3 credits  
Focuses on the effects of cultural diversity on healthcare administration. Emphasis is placed on the importance of assessing and addressing the healthcare needs of various cultural groups within a given healthcare service area.

HADM 316  Staff  Health Care Marketing  3 credits  
(Formerly HADM211)Marketing concepts, strategies, and techniques are applied to health care, with consideration of the unique aspects of health care services and organizations.

HADM 340  Staff  Career Seminar  1 credit  
(Majors only) Seminar in which students appraise their present status and develop specific written educational and career plans for future coursework, career entry, and/or graduate school.

HADM 380  Staff  Internship in Health Administration  3 credits  
(Prerequisites: HADM340, 18 HADM credits or approval of Program Director) The internship is a significant clinical and educational experience that ends the third year of academic experience and involves a supervised practical experience in a community agency/organization providing health services. It provides both practical experience and an opportunity to integrate knowledge into a working professional philosophy. Students will spend a minimum of 120 hours in the field placement and a minimum of 18 hours in on-campus staffing sessions. Offered only during the Spring semester; prerequisite for HADM 481. Graded S or U.

HADM 411  Staff  Long Term Care Administration  3 credits  
Designed to introduce the student to Long Term Care (LTC) facility administration. Emphasis is placed on the differences between acute and long-term levels of care, types of LTC facilities, and special concerns involving the LTC resident.

HADM 441  Staff  Issues in Health Care Administration  3 credits  
(Senior level, majors only) Current issues in health care administration are explained and discussed. As capstone projects, students integrate prior learning and original thinking to resolve selected issues.

HADM 481  Staff  Internship in Health Administration  3 credits  
(Prerequisite: HADM 380) This second internship in Health Administration involves 150 hours in a community agency or organization providing health services. This internship may be taken during any regular academic term and may be completed outside the immediate University region. Approval by Program Director is required. Graded S or U.
NURSING

DR. HARRINGTON, Chairperson

The purpose of the Baccalaureate nursing program is the preparation of qualified persons for entry level practice of professional nursing in hospitals and community health settings. The program also provides the academic foundations for advanced study in nursing.

High school graduates are admitted as freshmen into the program which leads to a Bachelor of Science degree with a major in nursing. Total class enrollment is limited in consideration of educational and clinical resources. The curriculum can be completed in eight regular semesters of full-time study or four academic years. Students are encouraged to enroll in general education courses during January intersession and summer sessions to reduce the fall and spring term schedules. Transfer students will be considered on a space available basis.

The nursing program has the full approval of the Pennsylvania State Board of Nursing. The curriculum is based on a planned progression of courses so as to build upon and develop knowledge and skills at levels of increasing competency. Therefore, all required courses must be taken in sequence. For progression through the Nursing program, a minimum average grade of C must be attained in the prerequisite Natural Science courses (BIOL 110-111, CHEM 110-111). A minimum grade of C must be attained in the prerequisite Natural Science courses BIOL 210, MATH 204, and in each Nursing course. Students who score less than a 10 on the Math Placement exam during Freshman Orientation must seek individual advising through the Nursing Department.

Final Grade For Nursing Courses With Concurrent Clinical Laboratory: The clinical laboratory component of a nursing course shall be on the basis of S, Satisfactory (Pass), or U, Unsatisfactory (Fail). If the student obtains an S in the clinical laboratory, the final grade in the course, which is entered on the permanent transcript, shall be the grade assigned for the lecture portion of the course. If the student does not obtain an S in the clinical laboratory, the final grade in the course, which is entered on the permanent transcript, shall be an F, no matter what grade was assigned for the lecture portion of the course. Both lecture and clinical components must be repeated if a grade of D+, D or F is obtained in a Nursing course.

Prior to the junior and senior year, students enrolled in the nursing program must present a certificate as evidence of having completed the Cardiopulmonary Resuscitation Basic Life Support course or Modular course offered by the American Red Cross or the American Heart Association.

In addition to the general University tuition and fees listed in the Student Expenses section, students majoring in nursing assume the responsibility for the following: uniforms and other required clinical accessories, yearly physical examinations, entrance eye and dental examinations, immunizations, comprehensive/achievement tests, liability insurance and any travel expenses incurred. Students must also provide their own transportation to and from agencies utilized for clinical laboratories, and have access to a car during their Community Health clinical experiences in the senior year. Senior status in the Nursing Program is defined as completion of at least 100 credits including cognate and prerequisite courses for NURS 480 and NURS 481.

Applicants and students should be aware that Pennsylvania law prohibits licensure of individuals convicted of felonies related to controlled substance and may prohibit licensure if there is a conviction for any felonious act. For details, see the Admissions Brochure and the Student Handbook of the Department of Nursing.

Upon graduation the students will be eligible for admission to examination for the registered nurse licensure. The Department of Nursing is accredited by the National League for Nursing.

NURS. 100 Dr. Garrett, Prof. Cecchini, Staff
Family Health 3 credits
(For non-nursing majors.) Concepts and principles related to the promotion and maintenance of optimal family health. Considers factors pertinent to health needs and health practices throughout the life cycle. (GE AREA I, unless Nurs. 111 or Nurs. 112 used in Area I.)
NURS. 111 Dr. Farrell
Women’s Health
(Open to all students) Focus on physiologic, emotional, social, economic, and historic issues affecting women’s health. Discussion of strategies which will assist women to take an active role as health care consumers. Three hours lecture. (GE Area I, unless Nurs. 112 or Nurs. 100 used in GE Area I.)

NURS. 112 Staff
Sexual Development Through the Life Span
(Open to all students) Impact on sexual roles and expression, and health and social issues as they relate to sexual function. Emphasis is placed on developing sexual awareness of the student. Three hours lecture. (GE Area I, unless Nurs. 111 or Nurs. 100 used in GE Area I.)

NURS. 140 Drs. Bailey, Carpenter
Introduction to Nursing Concepts
An exploration of the core concepts of the client, health, nursing and health patterns. Historical, philosophical and social development of nursing and the role of the professional nurse presented. Understanding of health and health continuum in the broader perspective of the human person, the physiological, psychological, developmental, and socio-cultural modes. Introduction of the nursing process as it relates to the development of cognitive, interpersonal, and psychomotor skills to assist clients to attain and maintain an optimal level of health. 3 hours lecture.

NURS. 213 Dr. Muscari
Child and Adolescent Health Promotion
(Recommended Prerequisite: PSYC 221; Open to all students) Focus on the professional’s role as advocate, care giver and/or teacher in the promotion of health for children and adolescents, directly through health maintenance and prevention and indirectly through health care policy.

NURSING
Dept. and No. Descriptive Title of Course Credits

FRESHMAN

COGNATE Chem. 110-111 Introductory Chemistry 4
COGNATE Biol. 110-111 Structure & Function of the Human Body 4
MAJOR Nurs. 140 Intro. to Nursing Concepts 3
GE AREA II Psych. 110 Fundamentals of Psychology* 3
GE AREA IV Electives 6
GE AREA V Phil. 120 Introduction to Philosophy 3
GE AREA V T/RS 121 Theology I 3
PHYS EDUC Ph. Ed. Physical Education 1

18 18

SOPHOMORE

MAJOR Nurs. 260 Physical Assessment Related to Health Patterns 3
MAJOR Nuts. 261 Nursing Related to Health Patterns 3
COGNATE Biol. 210 Intro. Medical Microbiology 3
COGNATE Math 204 Special Topics of Statistics 3
GE AREA II Psych. 221 Childhood and Adolescence* 3
GE AREA II Psych. 225 Abnormal Psychology* 3
GE AREA III Communication Electives (ENGL 107 - Comm. 100) 3
GE AREA IV Electives 3
GE AREA V Phil. 210-212 Ethics-Medical Ethics* 3
PHYS EDUC Ph. Ed. Physical Education 1

19 19

JUNIOR

MAJOR Nurs. 340-341 Clin. Pathophysiology I - II - Related to Health Patterns 3
MAJOR Nurs. 360-361 Pharmacology I - II
MAJOR Nurs. 381 Nursing the Individual/Family
GE AREA IV Humanities
GE AREA V T/RS 122 Theology II

MAJOR Nurs. 380 Nursing the Individual
MAJOR Nurs. 360-361 Pharmacology I - II
MAJOR Nurs. 381 Nursing the Individual/Family
GE AREA IV Humanities
GE AREA V T/RS 122 Theology II

SENIOR
MAJOR Nurs. 480 Nursing the Individual/Family/Community
MAJOR Nurs. 440 Clinical Pathophysiology III -Related to Health Patterns
MAJOR Nurs. 493 Research in Nursing
MAJOR Nurs. 460 Pharmacology III
MAJOR Nurs. 482 Synthesis of Nursing Concepts
GE AREA V T/RS-Phil. Elective
GE FREE FREE Elective

TOTAL: 137 credits

NURS. 241 Perspectives in Professional Nursing
Perspectives in Professional Nursing (3 credits)
Prerequisites: Sophomore status in the Nursing Program. Registered Nurse students only.
Perspectives in professional nursing explores concepts incorporated in the philosophy, organizing framework and curriculum structures of the nursing program. Integration of the health patterns and nursing process in the delivery of professional nursing care is introduced. Pertinent issues impacting on the nursing profession are addressed.

NURS. 242 Nursing Related to the Assessment of Health Patterns (3 credits)
Prerequisites: Sophomore Status, Nurs. 241, Registered Nurse Students Only. Focus on the professional nurse's role as caregiver in assessing, diagnosing and planning interventions of adaptive health patterns in individuals. Application of the nursing process to well persons and to individuals and families with alterations in health patterns. Exploration of concepts for planning holistic health care. Two hours lecture, 3 hours laboratory.

NURS. 260 Physical Assessment Related to Health Patterns
Physical Assessment Related to Health Patterns (3 credits)
Prerequisite: Biology 110-111; Sophomore status in nursing program) Development of beginning skill in the basic physical assessment techniques necessary for the promotion of optimal health as a care-giver. Focus on the professional nurse's role in assessing the physiological dimension of adaptive health patterns in individuals with a stable health status. 2 hours lecture and 3 hours laboratory.

NURS. 261 Nursing Related to Health Patterns
Nursing Related to Health Patterns (3 credits)
Prerequisite: Chemistry 110-111, Nursing 140, Nursing 260; Sophomore status in the nursing program) Focus on the professional nurse's role in promoting the individual's health status utilizing developmental, physiological, psychological and sociocultural dimensions of adaptive health patterns. Development of beginning nursing skills and procedures. 2 hours lecture and 3 hours laboratory.

NURS. 310 Understanding Transcultural Health Care
Understanding Transcultural Health Care (3 credits)
This course will focus on exploring values, beliefs and lifestyles of diverse cultural groups in order to expose the student to multi-cultural concepts of health promotion and maintenance. (GE Free; open to all majors in the Health Care Field).

NURS. 311 Understanding Transcultural Health Care
Understanding Transcultural Health Care (3 credits)
This course will focus on exploring values, beliefs and lifestyles of diverse cultural groups in order to expose the student to multi-cultural concepts of health promotion and maintenance. (GE Free; open to all majors in the Health Care Field).
Computer Applications in Nursing 3 credits
(Prerequisite: Sophomore status in Nursing Program, LPN or RN) Designed for nursing majors or nurses who wish to learn computer capabilities for nursing applications in ways that do not involve programming. Emphasis is on interactive computer experience as an introduction to disk-operating systems, and word processing, computer-assisted instruction, file management, database management system, care-planning, software evaluation and research access. (GE Free)

NURS. 312 Staff
Nursing the Older Adult 3 credits
(Prerequisite: Junior status in nursing program) Focus on the professional nurse’s role of caregiver, advocate and teacher in promoting and maintaining adaptive responses of the older adult experiencing alterations in health patterns. Emphasis placed on multidimensional assessment factors and interventions in meeting bio-psycho-social needs. (GE Free)

NURS. 340 Drs. Farrell, Harrington
Clinical Pathophysiology Related to Health Patterns I 3 credits
(Prerequisites: Chemistry 110-111, Biology 110-111, Biology 210, Nursing 261) Pathophysiology and Psychopathology related to self perception-self concept, sleep rest, and activity-exercise health patterns are explored and related to specific alterations in clients’ health status. 3 hours lecture.

NURS. 341 Drs. Carpenter, Farrell, Muscari
Clinical Pathophysiology Related to Health Patterns II 3 credits
(Prerequisite: Nurs. 340) Pathophysiology related to the nutritional-metabolic, sexuality-reproductive, and role relationship health patterns are explored and related to specific alterations in clients’ health status. 3 hours lecture.

NURS. 360 Prof. Leri
Pharmacology I 1 credit
(Prerequisites: Chemistry 110-111, Biology 110-111, Biology 210) Specific drug groups related to alterations in self-perception - self-concept, sleep-rest, and activity exercise health patterns are addressed. Emphasis is placed on drug actions, side effects, dosages, and nursing responsibilities. 1 hour lecture.

NURS. 361 Prof. Leri
Pharmacology II 1 credit
(Prerequisite: Nursing 360) Specific drug groups related to alterations in the nutritional-metabolic, sexuality-reproductive, and role relationship health patterns are addressed. Emphasis is placed on drug actions, side effects, dosages, and nursing responsibilities. 1 hour lecture.

NURS. 380 Drs. Farrell, Harrington, Staff
Nursing the Individual 8 credits
(Prerequisite: Nursing 261; Corequisites: Nursing 340 and Nursing 360) Focus on the professional nurse’s role as care-giver, advocate and teacher in restoring the physiological and psychosocial adaptive responses of the individual experiencing alterations in the health patterns of self perception-self concept, sleep-rest and activity exercise. Emphasis placed on the planning and implementation of the nursing process in meeting health needs. 3 hours lecture and 15 hours laboratory.

NURS. 381 Drs. Carpenter, Farrell, Muscari &Staff
Nursing the Individual/Family 8 credits
(Prerequisite: Nursing 380; Corequisites: Nursing 341 and Nursing 361) Focus on the professional nurse’s role as caregiver, advocate and teacher in restoring adaptive responses of the individual and family experiencing alterations in health patterns of sexuality-reproductive, nutritional-metabolic, and role-relationships. Emphasis placed on the planning and implementation phases of the nursing process in meeting health needs. 3 hours lecture and 15 hours laboratory.

NURS. 410 Dr. Zalon
Nursing Management 3 credits
Study of the management process in nursing settings with a focus on the planning, implementation and delivery of nursing care in complex organizations. Focus is on the collaborative role of nursing within the organization and the analysis and resolution of problems. 3 hours lecture. (GE Free)
NURS. 440  Drs. Hudacek, Muscari, Prof. Fuller
Clinical Pathophysiology Related to Health Patterns III  3 credits
(Prerequisite: Nursing 341) Pathophysiology related to alterations in elimination, cognitive-perceptual, coping-stress-tolerance and value-belief health patterns are explored and related to specific alterations in clients’ health status. 3 hours lecture.

NURS. 460  Prof. Leri
Pharmacology III  1 credit
(Prerequisite: Nursing 361) Specific drug groups related to alterations in the elimination, cognitive-perceptual, coping-stress-tolerance, and value-belief health patterns are addressed. Emphasis is placed on drug actions, side effects, dosages, and nursing responsibilities. 1 hour lecture.

NURS. 480  Drs. Hudacek, Narsavage, Prof. Fuller
Nursing the Individual / Family/Community  8 credits
(Prerequisite: Nursing 381; Corequisites: Nursing 440 and Nursing 460) Focus on the professional nurse’s role as care-giver, advocate and teacher in promoting and restoring adaptive responses of the individual, family and community experiencing alterations in the health patterns of elimination, cognitive-perceptual, coping-stress-tolerance and value-belief. Emphasis is placed on the planning and implementation phases of the nursing process in meeting health needs. 3 hours lecture and 15 hours laboratory.

NURS. 481  Dr. Narsavage, Staff
Community Nursing  6 credits
(Prerequisites: Senior Status in the University and Nursing Program, successful completion of Validation Examinations. Pre- or co requisite: NURS 493. Registered Nurse Students only). Focus on the professional nurse’s role as caregiver, advocate, and teacher in promoting and restoring adaptive responses of the individual, family and community experiencing alterations in health patterns. Emphasis is placed on the planning and implementation phases of the nursing process in meeting health needs of community clients. 2 hours lecture and 12 hours laboratory.

NURS. 482  Drs. Zalon, Hudacek, Desmond, Staff
Synthesis of Nursing Concepts  9 credits
(Prerequisite: Nursing 480 or Nursing 481) Focus on the professional nurse’s role as leader/manager in promoting, restoring and maintaining adaptive responses in individuals experiencing complex alterations in health patterns. Continued use of the nursing process to implement and to evaluate nursing care of the individual, family, community and groups in collaboration with the nursing and interdisciplinary health teams. 3 hours lecture and 18 hours laboratory.

NURS. 493  Drs. Bailey, Carpenter, Narsavage
Research in Nursing  3 credits
(Prerequisite: Senior status in the nursing program, Math 204). Introduction to and application of the principles and process of research in professional nursing practice. Study of research design, data collection technique, interpretation and critique of nursing research literature and reports and the development of the ability to become a discriminating consumer of nursing research. 3 hours lecture.
OCCUPATIONAL THERAPY

DR. KASAR, Chairperson

The Department of Occupational Therapy at the University of Scranton offers a four-year, Bachelor of Science Degree in Occupational Therapy. The Occupational Therapy Curriculum is based on a frame of reference that is developmental, humanistic, and holistic in nature, and which emphasizes optimal function throughout the life span. The program is integrated with a liberal arts and science foundation, and is designed to prepare strong, generalist, entry-level practitioners with the capacity for creative analysis and clinical reasoning.

Admission to the program is open to first-time incoming freshmen. Applicants will be selected on a competitive basis, with emphasis placed on high school record, standardized test scores, extracurricular activities, and letters of recommendation. Transfer applicants will only be considered a space available basis, and will need to complete the full course of study. Observation and/or volunteer experience in Occupational Therapy settings is highly encouraged.

The coursework is sequenced in a planned progression in order to build upon and develop knowledge and skills at increasing levels of complexity, competence, and integration. Therefore, all required courses must be completed in sequence. A minimum grade of C (2.00) must be attained in every cognate and occupational therapy course. In addition, students are required to complete ten hours of community service for every year registered as an Occupational Therapy major.

Beginning in the third year, Level I Clinical courses are scheduled during the intersession and summer, immediately following the OT Practice course in that area. Upon completion of the fourth academic year, students must participate in two, full-time, Level II Internships, in the areas of Psychosocial Rehabilitation and Physical Rehabilitation. After the required clinical work is finished, a student may choose to participate in a Level III Internship in a specialty area of practice. Students are responsible for their transportation and travel costs to and from assigned clinical and internship settings, and should expect to pay room and board expenses during the Level II experiences.

Upon graduation, following successful completion of all academic, clinical, and service requirements, students are eligible to sit for the national certification examination for Occupational Therapist Registered. (OTR)

Course Descriptions

SERV 192. 292, 392, 492 Staff
Service Learning 0 credits
This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The Service-Learning hours will be logged, checked and noted on a student's transcript. Serv 292 requires prior completion of Serv 192, 292 for 392 and 392 for 492.

OT 140 Dr. Kasar
Introduction to Occupational Therapy 1 credit
An introduction to the profession of occupational therapy, including an overview of history, philosophical bases, standards and ethics, and current and future directions for practice. Clinical areas of focus and practice settings are presented with particular emphasis placed on the role of the occupational therapist. Majors only. One, two-hour seminar/week.

OT 141 Dr. Kasar
Occupational Therapy Theoretical Concepts 3 credits
A comprehensive review of occupational therapy theoretical frames of reference and models of practice, with emphasis on an analysis of their history, philosophical foundations, and applications to practice. The focus is on human occupation and adaptation, and its multicultural aspects. Three hours lecture/week.
Activity Analysis I

Analysis, theory, and application of activities and media used in occupational therapy treatment. Course will consider developmental parameters, and include self-care, work, and leisure aspects for the child and adolescent. Adaptation and grading of purposeful activities for therapeutic intervention, and practice in presenting and teaching activities will be included. One hour lecture, four hours lab/week.

Activity Analysis II

Analysis, theory, and application of additional activities and media used in occupational therapy treatment. Course will consider developmental parameters, and include self-care, work, and leisure aspects for the young and older adult. Adaptation and grading of purposeful activities for therapeutic intervention, and practice in presenting and teaching activities will be included. One hour lecture, four hours lab/week.

Clinical Kinesiology

Application of the principles of functional anatomy with emphasis on normal and abnormal movement. Measurement techniques for range of motion and muscle testing are presented, with emphasis on the movement and strength requirements found in self-care, work, and leisure activities. Concepts are integrated in lab experiences. Prerequisites:Biol. 110-111; Corequisite:PT 256. Two hours lecture, two hours lab/week.

Pathological Conditions I

A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis placed on examining developmental/pediatric disabilities, and psychosocial dysfunction. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.

Pathological Conditions II

A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis placed on examining adult physical dysfunction, and geriatric difficulties. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.

**OCCUPATIONAL THERAPY**

**Dept. and No.**

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<tr>
<td>MAJOR</td>
<td>OT 140 Introduction to OT</td>
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<td>MAJOR</td>
<td>OT 141 OT Theoretical Concepts</td>
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<td>COGNATE</td>
<td>Biol. 110-111 Structure -Function of Human Body</td>
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<td>Soc. 110 Intro. to Sociology</td>
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<td>GE AREA II</td>
<td>Psych. 110 Fundamentals of Psychology</td>
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<td>GE AREA III</td>
<td>Engl. 107-Comm. 100Composition-Public Speaking</td>
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<td>Humanities Humanities Elective</td>
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<td>Phil. 120-T/RS 121 Intro. to Philosophy-Theology I</td>
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**SUM.**

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**SOPHOMORE**

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<tr>
<th>MAJOR</th>
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<td>MAJOR</td>
<td>OT 346-347</td>
<td>Pathological Conditions I-II</td>
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<td>MAJOR</td>
<td>OT 356</td>
<td>Functional Neuroanatomy</td>
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<td>MAJOR</td>
<td>OT 360</td>
<td>OT Practice I (Pediatrics)</td>
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<td>MAJOR</td>
<td>OT 361</td>
<td>OT Practice II (Psychosocial Rehab.)</td>
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<td>OT 380 *</td>
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<td>MAJOR</td>
<td>OT 451</td>
<td>Hand Rehabilitation</td>
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<td>OTPractice III (Physical Rehab.)</td>
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<td>OTLevel IClinical-III (Phys.)</td>
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**POST-ACADEMIC CLINICAL COURSEWORK**

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<tr>
<td>MAJOR</td>
<td>OT 481 *</td>
<td>OTLevel IIIInternship-I (Psycsoc.)</td>
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<td>MAJOR</td>
<td>OT 482 *</td>
<td>OTLevel IIIInternship-II (Phys.)</td>
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<td>MAJOR</td>
<td>OT 483</td>
<td>OTLevel IIIInternship-III (Optional)</td>
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**TOTAL:** 147 credits

* OTLevel I Clinical I, II, III are each a minimum of two weeks, full time

** OTLevel IIIInternship I, II, III are required and each a minimum of 12 weeks, full time, in Psychosocial Rehabilitation and Physical Rehabilitation. Semester scheduled for individual students may alternate as determined by the Department, and with consideration of student needs and circumstances.

**OT 356**

**Functional Neuroanatomy**

Dr. Kasar

An overview of applied neuroanatomy and function, with emphasis on sensory, perceptual, and motor performance. Normal structure and function are discussed, together with nervous system dysfunction, as applied to self-care, work, and leisure activities related to OTpractice.

Prerequisites: PT 256, OT 275. Three hours lecture/week.

**OT 360**

**Occupational Therapy Practice I: Pediatrics**

Staff

3 credits
A overview of theoretical frames of reference, evaluation, and treatment intervention strategies used to enhance the function of infants, children, and other individuals with developmental disabilities. Methods of observation, assessment, and treatment approaches are introduced and practiced in lab simulations and field trips to area facilities. Corequisites: OT 346, OT 356. Two hours lecture, two hours lab/week.

OT 361 Staff
Occupational Therapy Practice II: Psychosocial Rehabilitation 3 credits
A overview of theoretical frames of reference, evaluation, and treatment intervention strategies used to enhance the function of individuals with psychosocial dysfunction. Methods of observation, assessment, and treatment approaches are introduced and practiced in lab simulations and field trips to area facilities. Prerequisite: HS 341. Two hours lecture, two hours lab/week.

OT 380 Prof. Watson
Occupational Therapy Level I Clinical - I:Pediatrics 1 credits
Directed observation and supervised participation in the occupational therapy process in a pediatric/developmental disabilities setting. Emphasis on the integration of theory and practice. Prerequisites: OT 346, OT 356, OT 360. Intersession, two weeks, full-time

OT 381 Prof. Watson
Occupational Therapy Level I Clinical - II:Psychosocial Rehabilitation 1 credits
Directed observation and supervised participation in the occupational therapy process in a psychosocial rehabilitation setting. Emphasis on the integration of theory and practice. Prerequisites: OT 347, OT 361, OT 380. Summer, two weeks, full-time

OT 440 Staff
Management and Supervision of Occupational Therapy Services 3 credits
An application of major management principles to the provision of occupational therapy services, with emphasis on the administrative and supervisory requirements in managing an occupational therapy department. Information provided concerning program planning, recruitment, marketing, budgeting, supervision, documentation, evaluation, reimbursement, and quality assurance. Three hours lecture/week.

OT 451 Staff
Hand Rehabilitation 2 credits
An indepth review of functional anatomy of the hand and arm, with emphasis on rehabilitation principles and basic splinting techniques. Theoretical concepts, evaluation, and fabrication procedures are integrated in lab experiences. Corequisite: OT 460. One hour lecture, two hours lab/week.

OT 460 Staff
Occupational Therapy Practice III: Physical Rehabilitation 3 credits
A overview of theoretical frames of reference, evaluation, and treatment intervention strategies used to enhance the function of individuals with major physical disabilities. Emphasis placed on the neurodevelopmental, biomechanical, and rehabilitative approaches. Methods of observation, assessment, and treatment techniques are introduced and practiced in lab simulations and field trips to area facilities. Prerequisites: PT 256, OT 275; Corequisite: OT 451. Two hours lecture, two hours lab/week.

OT 461 Staff
Occupational Therapy Practice IV: Geriatrics 3 credits
A overview of theoretical frames of reference, evaluation, and treatment intervention strategies used to enhance the function of the elderly. Emphasis placed on understanding the biopsychosocial changes, characteristics, and needs of older persons. Methods of observation, assessment, and treatment approaches are introduced and practiced in lab simulations and field trips to area facilities. Prerequisites: OT 460, OT 480. Two hours lecture, two hours lab/week.

OT 475 Staff
Advanced Therapeutic Techniques 3 credits
Advanced theoretical concepts and treatment applications designed to provide exposure to the most current areas of focus in practice. The approaches reviewed may include neurodevelopmental treatment, sensory integration, joint mobilization, industrial medicine, and assistive technology. Prerequisites: OT 451, OT 460. Two hours lecture, two hours lab/week.
OT 480
Occupational Therapy Level I Clinical - III: Physical Rehabilitation
1 credit
Directed observation and supervised participation in the occupational therapy process in a physical rehabilitation setting. Emphasis on the integration of theory and practice. Prerequisites: OT 381, OT 451, OT 460. Intersession, two weeks, full-time

OT 481
OT Level II Internship - I: Psychosocial Rehabilitation
6 credits
Full-time, supervised, level II clinical experience in the area of psychosocial rehabilitation. In order to be eligible for the national certification examination for Occupational Therapist Registered, the student must achieve at least the minimum scores on the AOTA Fieldwork Evaluation. Prerequisites: Completion of all academic coursework. Summer or Fall, twelve weeks minimum, full-time.

OT 482
OT Level II Internship - II: Physical Rehabilitation
6 credits
Full-time, supervised, level II clinical experience in the area of physical rehabilitation. In order to be eligible to sit for the national certification examination for Occupational Therapist Registered, the student must achieve at least the minimum scores on the AOTA Fieldwork Evaluation. Prerequisites: Completion of all academic coursework. Summer or Fall, twelve weeks minimum, full-time.

OT 483
OT Level II Internship - III: Specialty
4-6 credits
Full-time, supervised, level II clinical experience in a specialty area of practice. Prerequisites: OT 481, OT 482. Spring, 8-12 weeks, full-time

OT 493
Research Methods in Occupational Therapy
3 credits
PHYSICAL EDUCATION

DR. WODDER, Chairperson

The Physical Education Department aims to improve the physical fitness level of each student and improve and increase students’ recreational skills through our offerings of over 30 different activity classes. Emphasis is placed on instruction in a wide variety of popular sports, recreational and competitive athletics, especially those with carry-over value for post college years.

Every regularly enrolled freshman and sophomore student except veterans must satisfy the Physical Education requirement unless excused by the Physical Education Department.

It is possible to be excused from the Physical Education classes by application to the Physical Education Department if (a) a physician certifies that a student, for medical reasons, should not engage in vigorous physical activity; (b) the department deems it advisable; (c) veterans.

Grading: S—Satisfactory
Grading: U—Unsatisfactory, requiring repetition of course.

Physical Education

Students taking physical education may elect from the following: tennis, swimming, yoga, skiing, soccer, racquetball, weight training, aerobics, basketball, volleyball, bowling, running, karate, self-defense for women, judo, advanced life saving, WSI, ballet, modern jazz dance, care and prevention of athletic injuries, wellness, golf, tai chi, badminton and scuba. Four credits are needed for graduation.

COACHING MINOR

The 16-credit coaching minor is based on the American Sport Education Program (ASEP) and will help meet the needs of those who wish to coach and work more effectively with young athletes from youth through interscholastic sports.

Introduction to Coaching, one credit, is a prerequisite for Sport Physiology, Administration, Medicine, Psychology, and Teaching Sport Skills. Teaching Sport Skills also requires students to intern with one or more of our Varsity Sports teams and coaches.

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<th>Descriptive Title of Course</th>
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<td>Ph. Ed. 160</td>
<td>Introduction to Coaching</td>
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<td>Ph. Ed. 210</td>
<td>Sport Physiology</td>
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<td>Ph. Ed. 202</td>
<td>Sport Administration</td>
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<tr>
<td>Ph. Ed. 203</td>
<td>Prevention and Care of Sports Injuries</td>
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<td>Ph. Ed. 284</td>
<td>Sport Psychology</td>
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<tr>
<td>Ph. Ed. 205</td>
<td>Teaching Sport Skills</td>
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TOTAL: 16

PHED160
Introduction to Coaching
Prerequisite course which will assist prospective coaches as they develop a positive coaching philosophy, apply coaching principles, and use sport management skills. (GEPHED)

PHED210
Sports Physiology
Prof. Howlett
Students will learn how to design effective, individualized training programs by incorporating training basics such a overload, specificity, adaptation, and progression. Will include individual differences among athletes, muscular fitness, energy fitness, and performance factors. (GEAREAI)

PHED202
Sports Administration
Dr. Wodder
3 credits
Examines the business of coaching offering practical approaches to the administrative functions of organizing, planning, leading, and controlling. Integrates philosophy and principles into actual practice.

**PHED203**  
**Prevention and Care of Sports Injuries**  
Prof. Robertson  
3 credits  
Will cover sports first aid, prevention of and dealing with sports injuries. Helps coaches become competent first responders in sports emergencies. Students will learn how to recognize and prevent common sports injuries and administer appropriate first aid. Also covers procedures for evaluating and caring for injuries, guidelines for rehabilitation and therapeutic taping.

**PSYC 284**  
**Sports Psychology**  
Dr. O"Malley  
3 credits  
This course covers a variety of topics in sports psychology including the learning of athletic skills, principles of motivation, goal-setting and reinforcement. The emotional aspects of sports competition and various strategies for mental preparation for completion such as relaxation, concentration, and attentional skills will be discussed. (GEAREAII)

**PHED205**  
**Teaching Sports Skills**  
Prof. Bessoir  
3 credits  
Students will master the essentials of teaching sports skills and improve their teaching effectiveness. They will learn how to prepare for teaching sports skills, introduce, explain, and demonstrate sports skills, and use cognitive processes to improve performance. Students are also required to intern with varsity team(s). (GEAREAII)
PHYSICAL THERAPY

DR. BARNES, Chairperson

The Department of Physical Therapy at the University of Scranton offers a five-year, entry-level Master’s Degree in Physical Therapy (MPT). The Physical Therapy Curriculum is designed to emphasize (a) life span development and the inherent changes which occur throughout one’s life and (b) prevention of movement dysfunction. Quality preparation of the entry level physical therapist is the overriding goal of the MPT degree program. Our graduates will be able to serve the physical therapy needs of the general populace. They will be prepared for direct patient care and the education of patients, their families, peers, health professionals and the lay community. Graduates are also given the basic knowledge to provide consultation services, contribute to the management practices found in the provision of physical therapy services, and recognize the importance of sound research in the continued development of the profession.

Admission of students is restricted to first-time freshmen. The number of qualified applicants admitted to the Physical Therapy Curriculum is dependent upon available academic and clinical resources. A student’s matriculation in the pre-professional years is contingent upon satisfactory completion (C or better) of department pre-requisites, as well as successful completion of general University requirements necessary for graduation.

No Advanced Placement (AP) credit will be accepted for the biology, chemistry, or physics courses.

In the first year and one half (pre-professional), students focus on completion of general education requirements and courses listed as pre-requisites to the physical therapy curriculum. Some courses required by the department occur in the Intersession and Spring terms of the sophomore year. In the third, fourth and fifth years, professional concentration is placed upon physical therapy courses which pertain to basic and applied sciences, clinical science, patient evaluation and treatment techniques, management of physical therapy services, and clinical education experiences in numerous, varied health care facilities. Experience in direct patient care and administration of patient care services is provided by clinical rotations through physical therapy services located in affiliated health care institutions and agencies.

Advancement to professional studies (Junior year) is automatic for pre-professional students (freshman and sophomore years) who satisfy the following criteria: (a) completion of all specified pre-professional, pre-requisite and general education requirements; (b) attainment of a minimum grade of C in all department pre-requisites in the sciences and department courses offered in the pre-professional phase of the curriculum; (c) maintenance of a 2.50 GPA during Fall, Intersession, and Spring of the freshman year and a 2.75 GPA during the Fall, Intersession and Spring terms of the sophomore year; (d) written documentation of approximately 70 hours of volunteer or work experience with a licensed physical therapist (the letter of recommendation should address the time spent in the facility, the nature of the volunteerwork experience and the potential the student has to be a physical therapy practitioner) and, (e) a positive evaluation of personal abilities and aptitudes by department faculty responsible for courses provided in the pre-professional phase of the curriculum.

Students enrolled in the MPT program are expected to complete the curriculum in the 5 year time span. All major courses and non-PT courses listed in the 3rd, 4th, or 5th years are to be taken in the prescribed sequence.

All professional students will be required to satisfactorily complete the clinical field experiences and internships specified. Costs associated with liability insurance, uniforms, travel, meals, temporary housing, and attainment and maintenance of CPR certification are the responsibility of individual students.

After the satisfactory completion of all curriculum requirements at the end of the fourth year, students will be awarded a Bachelor of Science degree in Health Sciences. THIS degree will not permit the student to practice Physical Therapy. A comprehensive examination will be given to all
Physical Therapy majors during Fall term of the graduate (5th) year of the MPT degree program. Students must pass the examination to enter into the final phase of the Clinical Education sequence (PT580 - Clinical Internships). If the student does not receive a passing grade, there will be a delay of their entrance into the final clinical internships until satisfactory performance on the exam is achieved. Students must successfully complete all of the program requirements contained within the 5-year MPT degree program in order to sit for the licensure exam and to practice the profession of physical therapy.

Math Options for Physical Therapy Majors *

#1 Students with a B+ average in high school math (through trigonometry or pre-calculus) and a score of less than 600 on the SAT in math will be enrolled in Math 103.

#2 Students with a B+ average in high school math (through pre-calculus) and a score of 600 or greater on the SAT in math will be enrolled in Math 114.

* University’s Mathematics Placement Procedures may overrule the above options.

#3 AP credit may be awarded in Math 114 on the basis of the CEEB exam; no AP credit is available for Math 103 on the basis of the CEEB exam.
### MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PT 376</td>
<td>Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>PT 377</td>
<td>Teaching in Physical Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PT 390</td>
<td>Clinical Education Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>Gero. 110</td>
<td>Introduction to Gerontology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary:**

16 credits

### SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PT 380</td>
<td>PT Internship I</td>
<td>2 crds. (5 wks. 40 hrs -week)</td>
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### SENIOR

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PT 440</td>
<td>Organization &amp; Management in PT</td>
<td>3</td>
</tr>
<tr>
<td>PT 445</td>
<td>Basic-Applied Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>PT 451</td>
<td>Orthopaedic Physical Therapy II</td>
<td>3</td>
</tr>
<tr>
<td>PT 455</td>
<td>Pediatric Development</td>
<td>3</td>
</tr>
<tr>
<td>PT 456</td>
<td>PT Approaches to Neurological Pop.</td>
<td>4</td>
</tr>
<tr>
<td>PT 460</td>
<td>Clinical Sciences II</td>
<td>3</td>
</tr>
<tr>
<td>PT 465</td>
<td>Psychosocial Aspects of Physical Disab.</td>
<td>3</td>
</tr>
<tr>
<td>PT 470</td>
<td>Cardiopulmonary Physical Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PT 482</td>
<td>Advanced Skills Development (optional)</td>
<td>2</td>
</tr>
<tr>
<td>PT 490</td>
<td>Clinical Education Seminar III</td>
<td>1</td>
</tr>
<tr>
<td>PT 493</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>Psych. 210</td>
<td>Psychological Statistics</td>
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**Summary:**

16 credits  17-19 credits

### SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PT480</td>
<td>PT Internship II</td>
<td>3 crds. (6 wks. 40 hrs- week)</td>
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### GRADUATE YEAR

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PT 555</td>
<td>Correlative Rehabilitation</td>
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</tr>
<tr>
<td>PT 556</td>
<td>Motor Control/Motor Learning</td>
<td>4</td>
</tr>
<tr>
<td>PT 580</td>
<td>PT Internship III (16 weeks)</td>
<td>12</td>
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<tr>
<td>PT 582</td>
<td>Advanced Skills Development (optional)</td>
<td>2</td>
</tr>
<tr>
<td>PT 584</td>
<td>Special Topics in Health Care</td>
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</tr>
<tr>
<td>PT 590</td>
<td>Clinical Education Seminar IV</td>
<td>1</td>
</tr>
<tr>
<td>PT 593</td>
<td>Applied Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary:**

14-16 credits  12 credits

*Students are encouraged to take at least 6 credits of the 12 required in one humanity department.

### TOTAL: 1801/2 - 1821/2 credits

### SERV 192, 292, 392, 492

**Service Learning** 0 credits

This requirement will provide students an opportunity to go out into the surrounding community to work with agencies, groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The Service-learning hours will be logged, checked and noted on a student's transcript. Serv 292 requires prior completion of Serv 192, 292 for 392, 392 for 492.

### PT. 240

**Introduction to Physical Therapy** 1 credit

An overview of the history, current practice, and future profession of physical therapy. Current practice sites and settings are presented with consideration of traditional and emerging roles and responsibilities of the physical therapist. Information related to professional organizations and purposes is discussed. One lecture hour/week.
PT. 245  
Principles of Human Anatomy  
Drs. Mattingly, Kosmahl  
3 credits  
A introduction to human gross anatomy emphasizing a systemic approach to the histological and morphological concepts of the skeletal, muscular, circulatory, and nervous systems. An introduction to normal human movement with emphasis on joint arthrokinematics and the mechanics of muscle action is also presented. Two hours lecture, 2 hours lab/week.

PT. 256  
Human Anatomy for Occupational Therapy  
Drs. Mattingly, Sorg  
4 credits  
A regional in-depth study of human anatomy with major emphasis on functional anatomy. This will be accomplished through the study of prosected human specimens and surface anatomy. Occupational Therapy majors only. Three hours lecture, 2 hours lab/week.

PT. 290  
Clinical Education Seminar I  
Prof. Wagner  
1 credit  
This first of four clinical education seminars will provide students with an opportunity to participate in two 1/2 day group observations of local physical therapy departments. Each observation experience will be followed by a subsequent week of class discussion, the primary purpose of which will be to provide feedback and exchange information regarding the professional environment. (Comprehensive examination of medical terminology will be implemented.) Two hours lecture/week.

PT. 340  
Basic Techniques in Patient Management  
Dr. Barnes  
3 credits  
This course is designed to instruct the learner in basic patient management, evaluation and teaching techniques. Concepts related to nutrition from a biochemical perspective will be included along with an introduction to patient interviewing techniques and the development of clinical observation skills. The course content also focuses on patient mobility (e.g. transfers, use of assistive devices and gait training, basic emergency procedures, patient monitoring and fundamental nursing procedures). Two hours lecture, 2 hours lab/week.

PT. 342  
Management of the Elderly  
Dr. Barnes  
2 credits  
A study of the responsibilities of the physical therapist with the well elderly. Emphasis on prevention of illness, injury or disease through effective and timely intervention will be covered. A systematic approach to normal aging is also presented. (Intersession) Seven hours lecture/week.

PT. 345  
Advanced Human Anatomy for Physical Therapy  
Dr. Mattingly  
4 credits  
An in-depth study of gross human anatomy emphasizing a regional approach to the structural and functional relationships of skeletal, muscular, circulatory, and nervous structures comprising the head, neck, trunk, and extremities. Organic systems relevant to physical therapy practice are also examined. Human dissections are included. Two hours lecture, 4 hours lab/week.

PT. 346  
Concepts in Pathology  
Dr. Mattingly  
2 credits  
An introduction to the basic principles of pathology including an emphasis on the disease concepts and mechanisms relevant to physical therapy. (Intersession) Seven hours lecture/week.

PT. 350  
Introduction to Therapeutic Exercise  
Dr. Kosmahl  
3 credits  
This course serves as the students' introduction to the concepts of fitness and exercise and prepares the student to design and implement basic therapeutic exercise regimens for clinical use. Normal responses to exercise training, as well as patient responses to traditional therapeutic exercise regimens are presented. Evaluation of range of motion and muscle strength will be included. The course investigates physical fitness as a function of strength, endurance, flexibility, power, and skill. Physiology of the neuromuscular system as it relates to exercise is reviewed. Energy metabolism and nutritional support for energy metabolism are discussed. The effects of aging, disuse, immobilization, denervation, and selected drugs on exercise performance is discussed. Laboratory exposure to techniques for the improvement of strength, flexibility, endurance, power, and skill is offered. Two hours lecture, 2 hours lab/week.
Orthopaedic Physical Therapy I 4 credits
This course prepares the student to practice entry-level orthopaedic physical therapy. Evaluation and treatment of musculoskeletal system dysfunction utilizing exercise, manual therapy (mobilization), and manual and mechanical traction are emphasized. Students learn to clearly identify specific musculoskeletal problems, and to plan and implement appropriate physical therapy interventions. Two hours lecture, 4 hours lab/week.

PT. 360  
Clinical Sciences I 3 credits
This course presents physician lectures providing an overview of selected diseases and disorders commonly referred for physical therapy evaluation and treatment. Relevant medical and surgical interventions will be reviewed with consideration of their implications for comprehensive patient management. Emphasis on musculoskeletal, rheumatic and cardiovascular diseases. Three hours lecture/week.

PT. 370  
Applied Physiology 3 credits
An overview of the physiological response in the human organism to physical activity. Emphasis is placed on the acute and chronic adaptation of the body systems to exercise by individuals in various states of health and disease. Includes appropriate laboratory experiences to illustrate selected responses. Particular attention is given to cardiovascular, pulmonary and muscle physiology. Two hours lecture, 2 hours lab/week.

PT. 375  
Kinesiology and Pathokinesiology for Physical Therapy 3 credits
This course presents a study of normal movement, and movement dysfunction associated with selected forms of pathology. Emphasis is placed on the mechanics of muscle actions and joint arthrokinematics, and biomechanical factors are discussed. Normal and pathological gaits are studied. Two hours lecture, 2 hours lab/week.

PT. 376  
Therapeutic Modalities 3 credits
This course prepares the student for the safe, effective, and appropriate use of therapeutic modalities. The pertinent physics and physiology are reviewed. Clinical evaluation and clinical application are presented. The course reviews the physiology of pain and how pain can be modulated by use of therapeutic modalities. Topics covered in the course include the use of heat, cold, light, electricity, water, biofeedback, and intermittent compression. Principles of electrophysiologic testing in neuromuscular diagnosis are presented. Laboratory exposure to all modality and electrophysiologic testing equipment and procedures is given. Two hours lecture, 2 hours lab/week.

PT. 377  
Teaching in Physical Therapy 2 credits
Discussion of teaching, learning theories, and the roles of the PT as a teacher is offered. Development and implementation of learning experiences (emphasis is on the student as a facilitator of patient learning) and the process of presenting information are included. Two hours lecture/week.

PT. 380  
Internship I 2 credits
A five week, full-time introduction to the practice of physical therapy. The application of basic physical therapy procedures and patient management skills will be emphasized in a supervised general hospital, outpatient, orthopedic, sports, or industrial medicine setting. An inservice or case presentation will be required during the internship.

PT. 390  
Clinical Education Seminar II 1 credit
This second semester will prepare students for their first full-time internship. A thorough orientation to the clinical education component of the curriculum will be provided, focusing on expectations, objectives, goals and responsibilities. In addition, an emphasis will be placed on gaining familiarity with the medical record, conducting patient interviews, developing active listening skills and...
acquiring beginner level competency in professional documentation. Site selections for Internships # I and II will be made via a lottery system.

**PT. 440**
**Organization & Management in Physical Therapy**
Dr. Barnes
3 credits
Introduction to the management process with specific information devoted to inter- and intra-departmental relationships, leadership style and theories, motivation, and decision making. Topics related to administrative policies/procedures in the provision of patient services are discussed. A budget proposal and department design project is required. Three hours lecture/week.

**PT. 445**
**Basic and Applied Neuroscience**
Dr. Sorg
4 credits
A study of the human nervous system which details the developmental, histological, physiological concepts of its organization. Emphasis is placed on the understanding of human movement through sensory-motor integration. Clinical manifestations of dysfunctions relevant to physical therapy practice will be discussed. Three hours lecture, 2 hours lab/week.

**PT. 451**
**Orthopaedic Physical Therapy II**
Dr. Kosmahl, Sorg
3 credits
This course provides the student with the knowledge and skills required for the practice of entry-level sports and industrial physical therapy. Emphasis is placed on evaluation, treatment and restoration of functional capability. Prevention of injury during athletic performance and in the workplace is considered. The therapists role as educator for the prevention of athletic and industrial injuries is discussed. Two hours lecture, 2 hours lab/week.

**PT. 455**
**Pediatric Development**
Staff
3 credits
This course is a comprehensive look at motor development from the pre-natal period though early childhood. Developmental motor and cognitive issues are discussed. Methods of developmental assessment are introduced and practiced. The second half of the course covers medical conditions specific to the pediatric population. An overview of physical therapy management of these conditions is discussed. The role of the physical therapist in the multi-disciplinary setting is presented. Lab experiences include: live observations and demonstrations, videos, applicable clinical research and field trips. Two hours lecture, 2 hours lab/week.

**PT. 456**
**PT Approaches to Neurological Populations**
Prof. Zichettella
4 credits
A study of classic and contemporary approaches in the assessment and treatment of neurological populations. Concepts of normal/abnormal movement, cognition and perception, proprioceptive neuromuscular facilitation, neurodevelopmental treatment and motor control/motor learning issues are discussed. There will be an in-depth analysis of assessment, documentation and treatment planning. Lab experiences will concentrate on treatment planning and application, with problem solving scenarios. Live demonstrations, videos, and applicable clinical research will be incorporated into the learning process. Two hours lecture, 4 hours lab/week.

**PT. 460**
**Clinical Sciences II**
Prof. Zichettella, Staff
3 credits
Overview of the diagnosis, etiology, evaluation and treatment of diseases/disorders associated within the central and peripheral nervous systems. Specific applications for physical therapy intervention are discussed. Three hours lecture/week.

**PT. 465**
**Phychosocial Aspects of Physical Disabilities**
Prof. Wagner
3 credits
A comprehensive look at the psychosocial components of physical disabilities. Particular emphasis will be placed on understanding the psychological, behavioral, emotional and cognitive influences affecting rehabilitation outcomes. Selected physical conditions will be examined. Concepts regarding life stage development: stages of adjustment, strategies for intervention, sexuality, family adjustment and terminal illness will be explored. The impact of societal beliefs and values about the disabled will be discussed. Theories regarding the “therapeutic milieu” and professional burnout will be examined. Case presentations will supplement didactic material. Three hours lecture/week.

**PT. 470**
**Cardiopulmonary Physical Therapy**
Prof. Sanko
3 credits
Principles of cardiopulmonary disease prevention, treatment and rehabilitation including risk factor analysis, exercise prescription and testing procedures will be examined. Laboratory experiences are designed to illustrate these principles and develop skills necessary for their implementation. Two hours lecture, 2 hours lab/week.

**PT. 480 Internship II**

A six-week, full-time intermediate level of physical therapy practice. The application of more highly developed therapeutic skills and techniques will be emphasized in a supervised general hospital, out-patient, sports, industrial medicine, orthopedic or private practice setting. An inservice or case presentation will be required during the internship.

**PT. 482 / 582 Advanced Skills Development**

This course is designed to provide the student with the opportunity to explore, in increasing depth, an area of clinical interest. A contract drawn between student and advisor is required. Pass/fail course. Optional.

**PT. 490 Clinical Education Seminar III**

These weekly discussions will further prepare students for their subsequent internships and ongoing professional practice. Goals, objectives, expectations and responsibilities of Internship II will be clarified. Topics will include an analysis of individual learning and personality styles, assertiveness training and increased awareness of the cognitive influences on behavior. Case presentations will be used to promote the development of clinical problem solving skills.

**PT. 493 Research Design**

Introduction to research including design selection, general concepts of data collection and analysis and the critical review of literature relevant to the field of physical therapy. Students are required to formulate a research hypothesis and submit a formal research proposal. Methods of research presentation are discussed. Three hours lecture/week.

**PT. 555 Correlative Rehabilitation**

The evaluation and treatment of intermediate and long term patients with emphasis on prosthetics, orthotics, spinal cord injuries, burn and wound care, head trauma and speech disorders. Functional assessment of the activities of daily living will be covered in conjunction with wheelchair prescription. Three hours lecture, 2 lab hours/week.

**PT. 556 Motor Control/Motor Learning**

This course introduces the science of motor control/motor learning including neuromotor processes that underlie normal and abnormal movement. Theories of motor learning and mechanisms of acquisition of movement are discussed. Methods of analysis of movement are introduced and practiced. Neuromotor and Neuropsychological research is investigated and clinical implications are discussed. Three hours lecture, 2 hours lab/week.

**PT. 580 Internship III**

Two eight-week, full-time physical therapy advanced level internships. Increased independence and decision-making skills will be stressed in supervised general hospital, out-patient, sports medicine, industrial medicine, rehabilitation, private practice, pediatric or other “specialized” settings. Emphasis will focus on the integration of all didactic coursework directed at the goal of achieving “entry-level” clinical competence. An inservice, case presentation or research paper will be required during each internship.

**PT. 584 Special Topics in Health Care**

A discussion-centered course, the content will include the more contemporary issues in health care delivery. Emphasis on the provision of physical therapy services will be covered. Two hours lecture/week.
PT. 590  Prof. Wagner  Clinical Education Seminar IV  1 credit
The last in the series of clinical seminars, these monthly meetings will focus on establishing goals, objectives, expectations and responsibilities of the final two full-time “specialty” Internships. Guidance for the selection of specialized sites will be available. Students will be required to develop individual “learning contracts” to foster optimal outcomes in the clinical setting. Information and assistance will be provided to prepare students for state licensing examinations. Questions and concerns regarding employment options will be addressed.

PT. 593  Prof. Sanko  Applied Research  3 credits
Students refine and implement the research proposals submitted in PT 493. The collection of data with appropriate statistical analysis is completed and a formal written presentation in approved format of the methods, results and conclusion is required. All research initiated is subject to the rules and policies of the University with regard to the human or animal subjects.
DEXTER HANLEY COLLEGE

Shirley M. Adams, Ph.D., Dean

Dexter Hanley College has been an important part of the University for over half a century. Today it continues its tradition of programming for adult students, enabling them to accomplish their academic goals.

GOALS AND OBJECTIVES
Dexter Hanley College is committed to carrying out the Jesuit tradition by offering quality programs, quality services, and the opportunity for non-traditional students to accomplish their educational goals. Hanley College is dedicated to serving the local community and continually updates its programs and services in response to the community's ever-changing needs.

Hanley College serves primarily the following five groups:

a. Adults who wish to pursue an undergraduate degree in evening hours
b. Adults who wish to pursue an undergraduate degree on a part-time basis
c. All students who want to obtain an associate degree or certificate
d. Adults who want to improve their professional competence and/or to prepare themselves for new careers.
e. Adults who want to take advantage of educational programs for their own enrichment

Hanley College is dedicated to helping students succeed by offering scholarship opportunities, life experience credits, and academic and career counseling.

DEGREE PROGRAMS  BACHELOR’S DEGREE  ASSOCIATE DEGREE
Accounting  History  Associate In Arts
Communication  Human Services  Business
Computer Information Systems  International Business *

Criminal Justice  Liberal Studies
Economics  Management
Education / Elementary *  Marketing
Education / Secondary *  Nursing *
Finance  Political Science *
Gerontology *  Production and Operations
Health Administration  Management
Sociology *  Sociology *

* Some daytime courses will be required

Other baccalaureate majors are available to students who can attend a number of courses scheduled only during the day.

* Some daytime courses will be required

Other baccalaureate majors are available to students who can attend a number of courses scheduled only during the day.
ADMISSION INFORMATION

Application for Admission
Admission to Dexter Hanley College at the University of Scranton is based on the applicant's academic record, life experiences, and motivation to continue education. Application forms may be obtained from the DHC Office or may be requested by phone (941-7580).

Admission of First-Time Students
Dexter Hanley College operates on a rolling admissions plan which means that applications are processed on a continual basis as they are received. All candidates are informed of the admission committee's decision within two to three weeks after the completion of their file of supporting credentials.

To complete the application file, the candidate must have the following sent to the Hanley College Office:
1. A completed application form accompanied by the $15.00 application fee
2. An official high school transcript (and Graduate Equivalency Diploma (GED), including scores, when applicable).

Official transcripts of high school and previous college courses (where applicable) must be submitted to the Dexter Hanley College Office not later than three weeks before the beginning of classes each semester so that the student may be considered for official admission to the College.

All prospective students are strongly encouraged to seek educational advising prior to the time of actual registration. Appointments for advising may be made by contacting the Hanley College Office (941-7580).

Admission of Transfer Students
Under the rolling admissions plan, transfer candidates may be considered on the basis of their last semester's courses and previous work at an accredited college or university. Students who have been dismissed from another institution cannot apply to the University of Scranton any sooner than one full semester after the semester in which the dismissal took place. All candidates are informed of the admission committee's decision within two to three weeks after completion of their file of supporting credentials.

To complete the application file, a transfer candidate must have the following sent to the Hanley College Office:
1. A completed application form accompanied by the $15.00 application fee
2. Official high school transcripts.
3. Official transcripts, mailed directly from every college or university attended.

Official transcripts of high school and previous college courses (where applicable) must be submitted to the Dexter Hanley College Office not later than three weeks before the beginning of classes each semester so that the student may be considered for official admission to the College.

In general, advanced standing will be granted for those subjects for which there are equivalent courses at the University, for which the student received grades of C or higher, and for those which are acceptable for the specific program the student chooses upon entering Hanley College. If the student changes major at a later date, another review of transfer credits will be made at that time, and the student will be given a written evaluation clearly indicating the transfer credits which are applicable to the new major. In all cases, for a bachelor's degree, transfer students must earn a minimum of 63 credits at the University of Scranton. Once a transfer student matriculates, the University policy on course transfers applies. (See page 20 of this catalog).
In the case of students transferring from other colleges within the University of Scranton, all coursework satisfactorily completed and applicable to the student’s program of study will be accepted in Dexter Hanley College.

**Conditional Admission**
A student may be admitted conditionally if official transcripts have not been received in the DHC Office before classes begin. The student whose official records have not been received within five weeks AFTER classes have begun will not be allowed to register for a subsequent term.

Upon receipt and evaluation of the official academic transcripts, the Hanley College Office will notify the student regarding acceptance or rejection. The student who is rejected will be allowed to finish the semester if he/she wishes to do so, but will not be allowed to register for subsequent terms. The student who is accepted will be subject to all rules, regulations, and policies of regularly enrolled students. Because official academic transcripts are necessary for effective academic advising, the student who enters under the conditional admission policy takes full responsibility for any errors in course selection and for all extra costs involved in making changes in class registrations.

**Developmental Placement Program**
The goal of the Developmental Placement Program is to provide university-level learning opportunities for students who are just beginning their collegiate careers. It entails providing an overview of the scholarly resources available at this university and carefully designing the kind of serious study projects that cultivate students’ critical thinking and reading skills, study habits, and oral and written expression, while adding to their general knowledge in a wide range of humanistic disciplines. The knowledge, understanding, and skills that students can gain by confronting the liberal arts tradition in the early stages of their university studies will provide them with a solid base on which to build in the future.

**Admission of Special Students**
Special students are those who have already completed a B.A. or B.S. degree at the University of Scranton or another institution, visiting students (matriculated at another institution), some part-time students taking courses for “self-improvement,” and those admitted to Certificate Programs. Admission as a special student does not imply admission to candidacy for a degree. Special students must complete the application process for Hanley College.

**Second Baccalaureate Degree**
University of Scranton graduates and persons with good scholastic records and a baccalaureate degree from a regionally accredited institution, who wish to earn a second baccalaureate degree at the University of Scranton, must apply to Dexter Hanley College.

Candidates for a second baccalaureate degree are expected to complete a minimum of 63 semester hours at the University of Scranton beyond the completion of the studies for the first degree and pursue a discipline disparate from the discipline of the first degree. No semester hours from the first baccalaureate degree can be used toward this 63 semester hour requirement. Grades for courses taken by University of Scranton graduates after completion of the requirements for the first baccalaureate degree will have no effect on the final GPA of the first degree.

**Certificate Programs**
Students wishing to complete a certificate program in Hanley College must meet the requirements specified by the appropriate department. (Details about the Certificate Programs currently available will be found on pages 209 - 213.)

**Self-Improvement**
Students who do not plan to work toward a degree or a certificate, must also file the application for admission and must arrange for official transcripts to be sent to the Hanley College Office.

**Visiting Students**
Students matriculated in other colleges or universities, who wish to take courses for credit at the University of Scranton, must present written approval (of their dean, or other authorized administrator) for all courses taken at the University of Scranton. Reader courses are not available for visiting students.
Visiting students must complete an application form, but are not required to submit transcripts. Visiting students taking more than one course in any semester are required to attend orientation.

**Readmission**

If a student who has been dismissed from the University of Scranton wishes to apply for readmission to the University, the student may do so no sooner than one full semester after the semester in which the dismissal took place. Readmission is not automatic; the student will need to demonstrate that the conditions which led to dismissal will not present a continuing problem. If a student is dismissed a second time from the University, readmission is not permitted.

**AUDITORS**

Hanley students may register as auditors with the approval of the dean. Entry of the audit grade on the transcript assumes satisfactory attendance at class meetings. The student should consult with the instructor as to what constitutes satisfactory attendance. Auditors are not responsible for assigned work, quizzes, or examinations, and they receive no credit for the course. Students not enrolled as auditors who wish to change their status to that of auditor must do so by deadlines specified in the academic calendar. Auditing students pay the regular tuition and fees (see page 215).

**CAREER DEVELOPMENT GUIDANCE CENTER**

Hanley students who are unsure of their choice of major may participate in this free guidance program. Students will participate in small group meetings and will use computer software designed to identify abilities and vocational preferences. This program covers individual assessment, resume writing, job search and interview techniques. A special career reference materials library is housed at the Center. Advisors in Hanley College, Career Services, and the Counseling Center are also available for consultation.

**DEXTER HANLEY COLLEGE BACCALAUREATE DEGREE PROGRAMS**

Dexter Hanley College offers a number of baccalaureate degree programs in common with other colleges of the University.

The Hanley College baccalaureate programs have the same general education requirements (usually 63 credits) as the corresponding programs in the College of Arts and Sciences, the School of Management, and the College of Health, Education and Human Resources. The distribution table for these general education requirements is shown on pg. 21. It should be noted, however, that the physical education requirement, described on pg. 19, is waived for DHC students.

Curricular requirements for the following degree programs are specified on the pages indicated:

- Accounting, pg. 146
- Communication, pg. 64
- Computer Information Systems, pg. 70
- Criminal Justice, pg. 73
- Economics (CAS program), pg. 76;
  (SOM program) pg. 150
- Education, Elementary, pg. 168
- Education, Secondary pg. 169-178
- Finance, pg. 153
- Gerontology, pg. 133
- Sociology, pg. 132
- Health Administration, pg. 182
- History, pg. 102
- Human Services, pg. 164
- International Business, Pg. 155
- Management, pg. 156
- Marketing, pg. 159
- Nursing, pg. 185
- Political Science, pg. 122
- Production and Operations Management, pg. 161

Hanley College also offers two major programs unique to itself: B.S. in Nursing for Registered Nurses, and Liberal Studies. Descriptions for these programs follow.

**B.S. IN NURSING FOR R.N. STUDENTS**

DR. MARGARETE ZALON, Director, R.N. Track

The registered nurse student is recognized as an adult learner who comes with a diversity of life experiences, education and clinical expertise, as well as motivation and ability to learn independently and collaboratively. To facilitate advanced placement, opportunity is provided for students to validate, by examination, previously acquired educational and clinical competencies.
The nursing program, accredited by the National League for Nursing, is open to all registered nurses who meet admission requirements. The registered nurse student may enroll on either a full-time or part-time basis.

To apply for admission to the B.S. for R.N. track, students should submit the following with a completed application form and fee:
1. Official transcripts from high school, nursing school and other colleges attended
2. A copy of current Pennsylvania Registered Nurse License

Transcripts are individually reviewed and evaluated. Transfer courses, especially courses in the sciences, must be equivalent to courses in the nursing program at the University of Scranton (science courses taken at a non-degree program are accepted if they were taken at an affiliated college and received college credit); a grade of C or better must have been earned. If chemistry courses to be transferred do not have sufficient biochemistry, in the opinion of the faculty, the student may challenge Chem. 111 or enroll in the course.

Student Policies: R.N. Track
1. In order to continue in the nursing program, ordinarily the R.N. student must enroll in a minimum of one course or validation exam in each regular semester.
2. The R.N. student is expected to complete the degree requirements within seven years from the date of admission. Fifty-seven credits in Nursing are required for the degree, 33 of which may be earned through N.L.N. Mobility Profiles.
3. Students must have completed at least 100 credits prior to enrollment in Nurs. 481 or 493.
4. Nursing students must achieve a grade of C or better in the major and cognate courses. Once enrolled, all nursing courses must be taken at the University of Scranton.
5. Before students begin clinical work, they must submit a copy of their professional malpractice liability insurance policy, evidence of current licensure and CPR certification.

SUGGESTED GUIDE TO PROGRAM PLANNING FOR REGISTERED NURSE STUDENTS

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRESHMAN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COGNATE Chem. 110-111</td>
<td>Introduction to Chemistry I-II *</td>
<td>8</td>
</tr>
<tr>
<td>COGNATE Bio. 110-111</td>
<td>Structure &amp; Function of Human Body I-II * *</td>
<td>8</td>
</tr>
<tr>
<td>GE AREA II Psych 110</td>
<td>Fundamentals of Psychology * * *</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA IV Humanities</td>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td>GE AREA V Phil. 120</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA V T/RS 121</td>
<td>Theology I</td>
<td>3</td>
</tr>
<tr>
<td><strong>SOPHOMORE</strong></td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>MAJOR Nursing 241</td>
<td>Perspectives in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR Nursing 242</td>
<td>Nursing Related to Assessment of Health Patterns</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE Bio. 210</td>
<td>Intro to Medical Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE Math 204</td>
<td>Special Topics of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA II Psych 221-224</td>
<td>Childhood Adolescence <em><strong>-Personality</strong></em></td>
<td>6</td>
</tr>
<tr>
<td>GE AREA III English 107</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA III Comm. 100</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA IV Humanities</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA V Phil. 210-212</td>
<td>Ethics - Medical Ethics * * *</td>
<td>6</td>
</tr>
<tr>
<td><strong>JUNIOR</strong></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>GE AREA IV Humanities</td>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>
**LIBERAL STUDIES**

The Liberal Studies major is a highly individualized program offered exclusively through Dexter Hanley College. Applicants who have attended other accredited colleges may transfer up to 60 credits for applicable courses in which a grade of "C" or better was earned. Students who qualify for this interdisciplinary degree program are eligible to earn as many as 30 semester hours for academically relevant experience. (See page 200). Degree requirements for the Liberal Studies major are outlined in the chart which follows.

In developing the areas of concentration, the student will select 3 or 4 fields of study, with at least 12 credits and no more than 21 credits in any single field. Careful attention must be given to selecting the areas of study as well as to determining the number of credits to be taken in each area selected. Thus, the student may be asked to seek advice from faculty members in several departments before drawing up a final degree plan.

No more than 30 credits are allowed in the concentration areas in business courses, in keeping with AACSB accreditation guidelines.

### DEGREE REQUIREMENTS FOR LIBERAL STUDIES

#### General Education

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Natural Sciences/Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Area II</td>
<td>Social/Behavioral Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Area III</td>
<td>Communication *</td>
<td>9</td>
</tr>
<tr>
<td>Area IV</td>
<td>Humanities (English &amp; Foreign Literature, Art, Music, History)</td>
<td>18</td>
</tr>
<tr>
<td>Area V</td>
<td>Philosophy/Theology (Phil. 120 &amp; 210--T/RS 121 &amp; 122 2 other Philosophy or T/RS electives)</td>
<td>18</td>
</tr>
<tr>
<td>Free Area</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Areas of Concentration:

- (A)
- (B)
- (C) 57
- (D) 57

**TOTAL: 123 credits**

*Students will take Comm. 100 and Engl. 107 unless exempted by the University. Students exempt from either Comm. 100 or Engl. 107 are encouraged to take a course in Comm. or Wrtg. for each exempted course.
ASSOCIATE DEGREES

ASSOCIATE IN ARTS
The Associate in Arts is often classified as the Liberal Arts "transfer degree" in that it provides the student with the broad exposure to the arts and sciences necessary for later specialization in four-year degree programs in Liberal Arts and in business and professional fields.

Degree Requirements for Associate in Arts
The Associate in Arts is a two-year Liberal Arts degree. Each candidate for the degree must complete 60 semester hours of credit. Of these, 54 credits must be earned in the Liberal Arts, according to a prescribed plan covering the humanities, social/behavioral sciences, philosophy, theology/religious studies, and natural sciences/mathematics. The remaining six semester hours are allotted to free electives. Applicants who have attended other accredited colleges may transfer up to 30 credits for applicable courses in which a grade of “C” or better was earned. An outline of the degree credit requirements follows:

Credits Required by Area of Study
<table>
<thead>
<tr>
<th>Area</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Natural Sciences/Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>II</td>
<td>Social/Behavioral Sciences</td>
<td>9</td>
</tr>
<tr>
<td>III</td>
<td>Communication: Comm. 100 -- Public Speaking ENGL 107 -- Composition Elective</td>
<td>3 3 3</td>
</tr>
<tr>
<td>IV</td>
<td>Humanities (Fine Arts; History; Literature)</td>
<td>18</td>
</tr>
<tr>
<td>V</td>
<td>Phil. 120 -- Introduction to Philosophy T/RS 121 -- Theology I Phil 210-Ethics or T/RS 122-Theology II</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Free</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>TOTAL:</td>
<td>60</td>
</tr>
</tbody>
</table>

ASSOCIATE DEGREES IN CAREER-RELATED FIELDS
The Associate of Science degree in career-related fields has been designed as the natural companion to the Bachelor of Science degrees in those majors. At the present time the University offers associate degrees in the following areas:

Business                      Health Administration
Computer Information Systems  Human Services
Criminal Justice              Political Science
Electronics Engineering       Public Administration
Gerontology                   Sociology

BUSINESS
General Education
Dept. and No.       Description of Course                              Credits
Area I  Math 106, 107  Quantitative Methods I, II                          6
Area II Eco. 153, 154  Principles of Micro.-Macro. Economics  Elective  6 3
Social/Behav. Sci.      3
Area III ENGL 107  Composition                                          3
Comm. 100               Public Speaking                                      3
CMPS 104                Computing for Business & Social Sciences                  3
Area IV Humanities     Electives                                        9
Area V Phil. 120 - T/RS 121  Introduction to Philosophy - Theology I  6
Phil. 210 or T/RS 122  Ethics or Theology II                             3

Major/Cognates
Mgt. 161  Introduction to Business                                     3
Acc. 253, 254  Financial/Managerial Accounting                          6
QMS 251, 252  Statistics for Business, I, II                           6
Mgt. 251  Legal Environment of Business                                 3
TOTAL: 60 credits

NOTE: Students who complete the associate degree in business and wish to continue toward the B.S. in accounting, economics, finance, management, marketing, or production and operations management, must have attained a 2.5 in major and cognate courses and an overall G.P.A. of 2.0.

COMPUTER INFORMATION SYSTEMS

General Education

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Math 142, 114 Discrete Structures, Analysis I*</td>
<td>8</td>
</tr>
<tr>
<td>Area II</td>
<td>Eco. 153-154 or Pol. Sci. 110-111 Intro. to Public Administration* <em>, Public Policy</em> *</td>
<td>6</td>
</tr>
<tr>
<td>Area III</td>
<td>ENGL 107 Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WRTG 211 Technical and Business Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Comm. 100 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Area IV</td>
<td>Humanities Electives</td>
<td>9</td>
</tr>
<tr>
<td>Area V</td>
<td>Phil. 120 or T/RS 122 Introduction to Philosophy - Theology I</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>T/RS 121 or Phil. 210 Ethics or Theology II</td>
<td>3</td>
</tr>
<tr>
<td>Free Area</td>
<td>Elective Elective*</td>
<td>3/4</td>
</tr>
</tbody>
</table>

** Major/Cognates **

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CMPS 134, 144 Computer Science I, II</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>CMPS 240 Data Structures</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CMPS 250 Machine Organization &amp; Assembly Programming</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CMPS 330 Information Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CMPS 340 File Processing</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL: 64/65 credits

* Math 103-if needed preliminary to taking Math 114 (4 cr.)

** Recommended for associate degree; required for bachelor's degree.

CRIMINAL JUSTICE

General Education

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Nurs. 100 * Family Health</td>
<td>3</td>
</tr>
<tr>
<td>Area II</td>
<td>Soc. 110 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psych. 110 Fundamentals of Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Soc. 224 * American Minority Groups</td>
<td>3</td>
</tr>
<tr>
<td>Area III</td>
<td>Comm. 100 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL 107 Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CMPS 104 * Computing for Business &amp; Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Area IV</td>
<td>Humanities Electives</td>
<td>9</td>
</tr>
<tr>
<td>Area V</td>
<td>T/RS 121 or Phil. 210 Theology II or Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Free Area</td>
<td>Elective Elective*</td>
<td>3</td>
</tr>
</tbody>
</table>

** Major/Cognates **

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CJ 110 Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>S/CJ 210 Law and Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>S/CJ 212 Criminological Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>S/CJ 213 Criminology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Major Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL: 60 credits

* Recommended courses
ELECTRONICS ENGINEERING

General Education

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Math 103, * 114</td>
<td>Pre-Calculus, Analysis I</td>
</tr>
<tr>
<td>Area II</td>
<td>Soc./Behav. Sci.</td>
<td>Elective</td>
</tr>
<tr>
<td>Area III</td>
<td>ENGL 107</td>
<td>Composition</td>
</tr>
<tr>
<td></td>
<td>Comm. 100</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Area IV</td>
<td>Humanities</td>
<td>Electives</td>
</tr>
<tr>
<td>Area V</td>
<td>Phil. 120 - T/RS 121</td>
<td>Intro. to Philosophy - Theology I</td>
</tr>
</tbody>
</table>

Major/Cognates

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phys. 140, 141</td>
<td>Elements of Physics (&amp; labs)</td>
</tr>
<tr>
<td></td>
<td>Phys. 270</td>
<td>Elements of Modern Physics</td>
</tr>
<tr>
<td></td>
<td>Math 221, 222</td>
<td>Analysis II, III</td>
</tr>
<tr>
<td></td>
<td>CMPS 134</td>
<td>Computer Science I</td>
</tr>
<tr>
<td></td>
<td>Engr. 252</td>
<td>Solid State Materials Science</td>
</tr>
<tr>
<td></td>
<td>Engr. 253-4</td>
<td>Introduction to Computer Aided Design-3D Design</td>
</tr>
<tr>
<td></td>
<td>EE. 241</td>
<td>Circuit Analysis (&amp; lab)</td>
</tr>
<tr>
<td></td>
<td>EE. 240</td>
<td>Digital Circuits</td>
</tr>
<tr>
<td></td>
<td>EE. 343</td>
<td>Electronic Circuits I</td>
</tr>
<tr>
<td></td>
<td>EE. 243L</td>
<td>Digital System Design Lab</td>
</tr>
</tbody>
</table>

TOTAL: 69 credits

* Math 103, required in the Associate Degree program, is not required for a bachelor's degree in Electronics Engineering unless so determined by math placement testing. Math 005 may also be required, as determined by math placement testing.

GERONTOLOGY

General Education

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Biol. 101 - 102 *</td>
<td>General Biological Science</td>
</tr>
<tr>
<td>Area II</td>
<td>Soc. 110</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td></td>
<td>Psych. 110</td>
<td>Fundamentals of Psychology</td>
</tr>
<tr>
<td></td>
<td>Psych. 222</td>
<td>Adulthood &amp; Aging</td>
</tr>
<tr>
<td></td>
<td>HADM 112</td>
<td>Health Systems</td>
</tr>
<tr>
<td>Area III</td>
<td>Comm. 100</td>
<td>Public Speaking</td>
</tr>
<tr>
<td></td>
<td>ENGL 107</td>
<td>Composition</td>
</tr>
<tr>
<td>Area IV</td>
<td>Humanities</td>
<td>Electives</td>
</tr>
<tr>
<td>Area V</td>
<td>T/RS 121 - Phil 120</td>
<td>Theology I - Intro to Philosophy</td>
</tr>
<tr>
<td></td>
<td>T/RS 122 or Phil. 210</td>
<td>Theology II or Ethics</td>
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<tr>
<td>Free Area</td>
<td>Elective</td>
<td>Elective</td>
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</table>

Major/Cognate

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gero. 110</td>
<td>Introduction to Gerontology</td>
</tr>
<tr>
<td></td>
<td>Gero. 230</td>
<td>Social Policy and Aging</td>
</tr>
<tr>
<td></td>
<td>Gero. 232</td>
<td>Aging and Death</td>
</tr>
<tr>
<td></td>
<td>Major</td>
<td>Electives</td>
</tr>
</tbody>
</table>

TOTAL: 60 credits

* Recommended Courses

HEALTH ADMINISTRATION

General Education

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Acc. 253 * - 254 *</td>
<td>Financial/Managerial Accounting</td>
</tr>
<tr>
<td>Area III</td>
<td>ENGL 107</td>
<td>Composition</td>
</tr>
</tbody>
</table>

TOTAL: 60 credits

* Recommended Courses
**UNIVERSITY OF SCRANTON**

| Comm. 100     | Public Speaking                      | 3 |
| CMPS 104     | Computing for Business & Social Sciences | 3 |
| Area IV      | Humanities                            | 9 |
| Area V       | T/RS 121 - Phil. 120                 | 6 |
|             | T/RS 122 or Phil. 210                | 3 |
| Free Area    | Electives                            | 6 |

**Major/Cognate**

| HADM 111     | Introduction to Health Administration  | 3 |
| HADM 112     | Health Systems                         | 3 |
| HADM 312     | Health Finance                          | 3 |
| HADM 313     | Health Administration                   | 3 |
| HADM Elective| Elective                               | 3 |
| Cognate      | Electives                              | 6 |

**TOTAL: 60 credits**

* Recommended courses

**NOTE:** Students who complete the associate degree in health administration and wish to continue toward the B.S. in health administration must have attained a 2.5 G.P.A. in the major

**HUMAN SERVICES**

**General Education**

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Area III</td>
<td>ENGL 107</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Comm. 100</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CMPS 104 *</td>
<td>3</td>
</tr>
<tr>
<td>Area IV</td>
<td>Humanities</td>
<td>9</td>
</tr>
<tr>
<td>Area V</td>
<td>T/RS 121 - Phil. 120</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>T/RS 122 or Phil. 210</td>
<td>3</td>
</tr>
<tr>
<td>Free Area</td>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**Major/Cognate**

| HS 111        | Introduction to Human Adjustment          | 3       |
| HS 112        | Human Service Systems                     | 3       |
| HS 241        | Case Management & Interviewing            | 3       |
| HS 242        | Counseling Theories                       | 3       |
| HS Elective   | Elective                                 | 3       |
| Cognate       | Electives                                | 6       |

**TOTAL: 60 credits**

**NOTE:** Students who complete the associate degree in human services and wish to continue toward the B.S. in human services must have attained a 2.5 G.P.A. in the major

**POLITICAL SCIENCE**

**PUBLIC ADMINISTRATION**

To earn the Associate of Science degree in Political Science or Public Administration, the student must successfully complete 60 semester hours of credit. Of these, 42 credits must be earned in the Liberal Arts, according to a prescribed plan covering the humanities, philosophy, theology, religious studies, social/behavioral sciences, and natural sciences/mathematics. Twelve additional credits must be earned in the major field. The remaining six semester hours are allotted to free electives in either the area of specialization or any other field. An outline of the degree credit requirement is provided below.

**Credits Required by Area of Study**

| Area I        | Natural Science (Biology; Chemistry; Mathematics; Physics) | 6 |
| Area II       | Social/Behavior (Business; Economics; Human Services; Psychology; | |
UNIVERSITY OF SCRANTON

Area III Communication Criminal Justice; Pol./Sci.; Sociology) 9
Area IV Humanities (Fine Arts; History; Literature) 9
Area V Philosophy & T/RS (PHIL 120 and T/RS 121; Phil. 210 or T/RS 122) 9
Free Area Electives 6
Major Electives 12

TOTAL: 60 credits

SOCIOLOGY

General Education

Dept. and No. Description of Course Credits
Area I Nurs. 100 * Family Health 3
      Nat. Sci./Math Elective 3
Area II Psych. 110 - Elective Fundamentals of Psychology - Psych. Elective 6
      HS 241 * or Case Management & Interviewing
      HS 112 * Human Service Systems 3
Area III Comm. 100 Public Speaking 3
      ENGL 107 Composition 3
      CMPS 104 * Computing for Business & Social Sciences 3
Area IV Humanities Electives 9
Area V T/RS 121 - Phil. 120 Theology I - Intro. to Philosophy 6
      T/RS 122 or Phil. 210 Theology II or Ethics 3
Free Area Elective Elective 3

Major/Cognate

Soc. 110 Introduction to Sociology 3
Soc. 112 Social Problems 3
Soc. 231 Urban Sociology 3
Soc. 318 Sociological Theory 3
Major Elective 3

TOTAL: 60 credits

* Recommended courses

CERTIFICATES FOR ACADEMIC CREDIT

A Certificate Program is an educational opportunity to gain professional knowledge or training in a specific field before or after pursuing a degree.

The courses a certificate student takes are part of the regular curriculum of the University. Most certificates are comprised of eight academic credit courses which are recorded permanently on a transcript in the Registrar’s Office. Some certificates also include guided learning experiences.

Students enroll in the undergraduate certificate programs with a variety of educational backgrounds ranging from having completed no college work to having earned a degree. A student enrolled in a degree program in Dexter Hanley College, with the exception of Liberal Studies majors, may apply for and earn a certificate concurrently.

In order to earn a certificate, a student must maintain at least a C average in the certificate courses and must successfully complete any other requirements as stipulated for a specific certificate program. Generally, no more than six credits may be transferred into a certificate program.

Application to a certificate program is made through the Admissions Coordinator in Dexter Hanley College. After a student’s application is approved, the student is accepted into the program and may then register. A student is responsible for conferring with an advisor before registering and as needed in the course of earning the certificate.

In certain certificate programs, the required courses may be waived on the basis of prior experience.
Certificates available include Advertising/Public Relations, Chemical Abuse Counseling, Computer Information Systems, Drama/Theatre, Gerontology, Health Administration, and Human Services. The Business/Management certificates are Level I: Business; Level II: Accounting, Personnel Management, and Pre-MBA.

Students enrolled in a 24-credit certificate program, taking at least 3 credits per semester, may be eligible for financial aid. The Financial Aid Office should be contacted for further details.

CERTIFICATE IN ADVERTISING/Public Relations *(24 credits)
A program designed for adults who are seeking entry-level or advancement opportunities in advertising, promotion, and public relations.

**BASIC**
- Required Courses:
  - Comm. 120: Mass Communication
  - Comm. 224: Newswriting
  - Comm. 225: Advertising
  - Comm. 312: Organizational Communication
  - Comm. 380: Advertising Practicum

- Elective Courses (select four):
  - Comm. 210: Logical and Rhetorical Analysis
  - Comm. 226: Writing for Public Relations
  - Comm. 328: News Editing
  - Comm. 331: Mass Media Management

**ADVANCED**
- Required Courses:
  - Comm. 226: Writing for Public Relations
  - Comm. 227: Public Relations
  - Comm. 310: Mass Communication Law
  - Comm. 410: Communication Theory and Research
  - Comm. 380: Advertising Practicum
  - Comm. 482: Directed Independent Study

- Elective Courses (select four):
  - Comm. 210: Logical and Rhetorical Analysis
  - Comm. 220: Responsibility in Communication
  - Comm. 211: Political Communication
  - Comm. 328: News Editing
  - Comm. 331: Mass Media Management

* Some daytime courses will be required.

CERTIFICATE IN CHEMICAL ABUSE COUNSELING *(24 credits)
A program designed for individuals interested in the field of substance abuse intervention. This program also has been approved by the Pennsylvania Chemical Abuse Certification Board for 45 hours toward certification, or 30 hours toward recertification. State Certification also requires three years’ work experience in a treatment facility and a certifying oral examination.

- Required Courses:
  - HS 241: Case Management and Interviewing
  - HS 242: Counseling Theories
  - HS 421: Addictions
  - HS 422: Substance Abuse Education
  - HS 423: Health and Legal Aspects of Substance Abuse

- Elective Courses (Select three courses):
  - HS 112: Human Service Systems
  - HS 323: Psychiatric Rehabilitation
  - HS 331: Health & Behavior
  - HS 334: Marital & Family Counseling
  - HS 341: Group Dynamics
  - HS 441: Crisis Intervention

**NOTE:** Students who complete the certificate in chemical abuse counseling and wish to continue toward the associate or B.S. degree in human services must have attained a 2.5 G.P.A.

CERTIFICATE IN COMPUTER INFORMATION SYSTEMS *(24 credits)
This program is designed to introduce individuals to computers, and to expand the required math and programming skills needed for data analysis. The program targets:

1. Individuals presently in business who need to develop a greater familiarity with computer applications.

2. Individuals who are seeking to develop entry-level skills necessary for business computing.
Required Courses: 
- MATH 142: Discrete Structures *
- CMPS 134: Computer Science I
- CMPS 144: Computer Science II
- CMPS 330: Information Systems Analysis
- CMPS 340: File Processing with COBOL

Electives: (Select 2 courses):
- CMPS 240: Data Structures
- CMPS 331: Systems Analysis and Design
- CMPS 341: Database Systems

* Some pre-requisite courses may be required, as determined by math placement testing

CERTIFICATES IN GERONTOLOGY*
(24 credits)
A program designed to meet the needs of persons either currently employed in the field of aging by providing course work designed to increase and refine knowledge and practitioner skills (ADVANCED CERTIFICATE PROGRAM); or a program for persons with some previous college experience who are considering a career in the field of gerontology.

BASIC
Required Courses:
- Gero. 110: Intro. to Gerontology
- Gero. 230: Social Policy & Aging
- Gero. 232: Aging & Death
- Gero. 216: Aging & The Community
- Gero. 218: Health & Aging* *
- Gero. 220: Crime & Aging

Electives (Select five courses):
- Gero. 112: Social Problems of Aging
- Gero. 212: Aging & the Life Cycle
- Gero. 214: Aging & Human Behavior

ADVANCED
Required Courses:
- Gero. 110: Intro. to Gerontology
- Gero. 218: Health & Aging
- Gero. 212: Aging & The Life Cycle
- Gero. 214: Aging & Human Behavior
- Gero. 216: Aging & The Community
- Gero. 220: Crime & Aging
- Gero. 230: Social Policy and Aging
- Gero. 232: Aging & Death
- Gero. 382: Independent Study
- Gero. 480, 481: Practicum in Gerontology

Electives (Select six courses):
- Gero. 112: Social Problems of Aging
- Gero. 210: Aging in Anthropological Perspectives

* Some daytime courses may be required

**Recommended

CERTIFICATE IN HEALTH ADMINISTRATION
(24 credits)
A program for adults who seek to develop administrative skills in the field of health administration

Required Courses:
- HADM 111: Introduction to Health Administration
- HADM 112: Health Systems
- HADM 213: Supervising Health Professionals
- HADM 313: Health Administration
- HADM 441: Issues in Health Care Administration
- HADM: Elective
- HADM: Elective
- HADM: Elective

NOTE: Students who complete the certificate in health administration and wish to continue toward the associate or B.S. degree in health administration must have attained a 2.5 G.P.A.

CERTIFICATE IN HUMAN SERVICES
A program for individuals who seek to develop skills in and familiarity with human services systems and interventions.

**Required Courses:**
- HS 111: Introduction to Human Adjustment
- HS 112: Human Services Systems
- HS 241: Case Management and Interviewing
- HS 242: Counseling Theories
- HS 441: Crisis Intervention
- HS: Elective
- HS: Elective
- HS: Elective

**NOTE:** Students who complete the certificate in human services and wish to continue toward the associate or B.S. degree in human services must have attained a 2.5 G.P.A.

**CERTIFICATE PROGRAMS IN BUSINESS /MANAGEMENT**

**LEVEL I**
The Level I certificate program in Business will comprise 18 credits, with no more than 6 credits allowed by way of transfer from another college. The Level I program is open to any qualified students (i.e., those who meet DHC entrance requirements).

**BUSINESS**

(24 credits)
- Mgt. 161: Introduction to Business
- Acc. 253, 254: Financial Accounting -- Managerial Accounting
- Eco. 153, 154: Principles of Microeconomics, Macroeconomics
- Mgt. 251: Legal Environment of Business
- CMPS 104: Computing for Business & Social Sciences
- Free Elective (Advisor Approved)

**LEVEL II**

Level II certificate programs will comprise 18-24 credits, with no more than 6 credits allowed by way of transfer from another approved college. Level II programs are open only to students who have achieved junior status, and have completed the appropriate Level I program, or to post-baccalaureate self-improvement students. In the latter case, students may be required to take pre-requisite courses for any required courses in the certificate program.

The Level II certificate in Accounting, plus an earned baccalaureate degree, prepares the student to sit for the Pennsylvania C.P.A. examination. In New York state and New Jersey, six additional credits in finance are required.

**ACCOUNTING**

(24 credits)
- Acc. 251, 252: Financial Accounting I, II
- Acc. 363, 364: Federal Taxes--Auditing Theory
- Acc. 361, 362: Intermediate Accounting I, II
- Acc. 461, 470: Cost Accounting--Law for Accou.

**PERSONNEL MANAGEMENT**

(24 credits)
- Mgt. 351: Principles of Management I
- Mgt. 352: Principles of Management II
- Mgt. 361: Personnel Management
- Mgt. 362: Employee-Management Relations
- Mgt. 460: Organization Theory
- Mgt. 471: Group Dynamics
- Free electives: Six credits, approved by advisor

**PRE-MBA**

(24 credits)
TELE COURSES

Telecourses meet the needs of those DHC students who have difficulty attending classes on campus. Courses are normally shown one hour per week on the regional PBS affiliate, WVIA-TV. Meetings with instructors are reduced from the typical three hours per week. These courses are geared to highly motivated students capable of doing independent work. (Courses offered vary each semester.)

CREDIT FOR ACADEMICALLY RELEVANT LEARNING

Hanley College provides opportunities for students to earn credit for university level learning that takes place outside the classroom setting. A maximum of 30 credits will be awarded for extra institutional learning, excluding military credit. This includes CLEP, PEP, ACT, portfolio credit, DANTES, and PONSI credit. (Advanced placement credit is considered separately.)

College-Level Examination Program (CLEP)

College-Level Examination Program has been established to enable students of all ages to earn college credit by examination. Through the CLEP tests, applicants may gain credit in many academic subjects applicable to their degree programs. Individuals who wish further information about these examinations should consult the Hanley College Coordinator of Advisement or write directly to the Program Director, College-Level Examination Program, College Entrance Examination Board, Box 1824, Princeton, N.J. 08540.

Assessment of Prior Learning

Many students have acquired “experiential learning” outside a formal college or university classroom in jobs, military service, or nonaccredited institutions. One who wishes to have this learning assessed for possible credit will enroll in the one-semester course, Educ. 101 (see pg. 179) to document relevant experiences and the knowledge gained from them for departmental review. Faculty evaluators from the appropriate department(s) will evaluate the portfolio and may recommend a credit award for the student's learning. For further information about this program, contact a Hanley College advisor (941-7580).

ACADEMIC REGULATIONS

Sequences of Study/Prerequisites

Students enrolled in degree programs in Hanley College are strongly advised to follow as closely as possible the sequence of studies listed for their chosen major. So students may be assured of having the adequate background for the successful completion of certain courses, prerequisite courses are sometimes listed. The course description in the earlier pages of this Bulletin contain the necessary information on prerequisites. In some cases practical experience may compensate for the lack of prerequisite courses, but such requests for exceptions must be approved by the departmental advisor. Students should also check with their departments for specific scheduling information on course sequences in their major. Since not all required courses are offered each semester, careful planning should be done in advance to assure smooth progress through the degree program.

Hanley College students should consult pages 23 - 27 of this catalog for academic regulations common to all four undergraduate colleges of the University. They should be aware of the following policies which relate specifically to those enrolled in DHC:

Registration Limitations

A student registered in Dexter Hanley College may take courses in the other colleges of the University on a space available basis, provided the student meets the conditions for registration as set forth by the Deans and announced prior to each registration period.
Deans’ List
Since many students in Hanley College are enrolled on a part-time basis, the Deans’ List criteria for this school differ somewhat from those described on page 25. Students in DHC may earn Deans’ List distinction provided they carry at least two courses (at least 6 credits) during the semester and earn at least a 3.50 G.P.A. with no grade code of NG, I,D+, D, F or U. The Deans’ List is published at the end of the fall and spring terms each year.

CAMPUS LIFE
Hanley students should consult the Dexter Hanley College Student Handbook for information about such practical matters as I.D. cards, parking permits, and opportunities for commuter participation in various aspects of University life. DHC participation in campus government is provided though the Hanley College Student Council and through Hanley College representation on the University Senate.
TUITION AND FEES 1994-95

Hanley College Tuition: (full-time) $362. per credit
(part-time) $302. per credit
(all Intersession ’95 courses) $362. per credit
University Fee for Hanley Students: (full-time) $335. per semester
(part-time) $35. per semester
I.D. Photo $20.

Schedule Change Fee $15.

Health Service Fee (full-time) $65. per semester
Recreational Complex Use Fee (optional for part-time students): $65. per semester
Application Fee for Hanley Students: $15
Orientation Fee for Hanley Students: $20.

Prior Learning Portfolio Review Fee: $30. per credit
N.L.N. Mobility Profiles: $40. per booklet plus $25. test administration fee per exam

Full time students in Dexter Hanley College who can justify having the recreational, athletic (both parts of the University fee), and health services fee waived, may petition the Dean of DHC for a waiver. This must be done each semester.

Full time students who drop to part time status after the 100% refund deadline will not have an adjustment in tuition and fees for the semester.

Other course and service fees common to all undergraduates are found in the next section of this Catalog, pg. 232.

FAMILY PROGRAM
Whenever at least one dependent child from a family or a spouse is in attendance at the University as a full-time undergraduate student, a special family tuition reduction policy will apply for a parent/spouse enrolled as a full-time student in Dexter Hanley College. The amount of Tuition Credit that will be awarded each semester will be calculated after other financial aid has been applied by the Treasurer’s Office personnel. Forms and additional information may be obtained from the Treasurer’s Office or from Hanley College.

TUITION POLICY FOR SENIOR CITIZENS
Persons 60 years of age or older may audit undergraduate courses at the University through Dexter Hanley College at no tuition charge, on a “space-available” basis. Fees and other costs of courses (e.g., textbooks) are assessed at the normal rate. The student must complete the senior citizen tuition waiver form and the registration process, including returning the remittance form.

Persons 60 years of age or older may take undergraduate courses for credit through Dexter Hanley College at 50 percent tuition. These reductions are applicable only after the person has applied for and received any form of financial assistance normally available (e.g., State and Federal assistance, and employer reimbursement). The student must complete the senior citizen tuition waiver form and the registration process, including returning the remittance form.

Senior citizen students must complete the full application process, including submission of all official transcripts.
FINANCIAL AID FOR HANLEY STUDENTS

At the present time several forms of financial aid are available for students enrolled in Dexter Hanley College. Eligibility for all grants, loans, and scholarships requires the student to file a formal University of Scranton Financial Aid Application, which includes all necessary financial and tax information. Filing deadline is generally April 15. Contact the Financial Aid Office for details.

Application forms for all scholarships are available in the Dexter Hanley College office in April. The University’s Financial Aid office can also provide information about loan programs; additional information may also be found on p. 233.

Pennsylvania Higher Education Assistance Agency
Hanley College students are eligible for PHEAA grants if they are taking twelve credits a semester; they are eligible for PHEAA loans if they are taking at least six credits.

Pell Grants
Hanley students taking at least three credits a semester are eligible to apply for federal grants administered under the PELL GRANT program.

Dexter Hanley Scholarship
Limited partial tuition scholarships are available for Hanley students, including new students, who demonstrate a high degree of need as well as academic competence.

Hanley College Student Council Scholarship
This limited tuition scholarship is available only to Hanley College students with demonstrated financial need, who have completed 45 credits with a 3.00 or higher GPA, and are not eligible for any other financial assistance.

Robert L. McDevitt Scholarship
Income from a fund established in 1977 provides limited tuition scholarship to Hanley College students. The fund was established by Robert L. McDevitt, a Georgetown University classmate and longtime friend of Father Dexter Hanley, S.J., who served as President of the University from 1970 to 1975.

Newcombe Scholarship for Mature Women
The Charlotte W. Newcombe Foundation provides limited tuition scholarships for mature women students completing their education in preparation for a second career. These scholarships, available to women 25 years of age or older, who have completed at least 60 credits, are available in any of the schools of the University of Scranton, but obviously each year most are awarded to women enrolled in Dexter Hanley College.

Oppenheim Family Award
This fund was established by the Oppenheim Family, who for many years owned and operated Oppenheim’s Department Store and its predecessor, The Scranton Dry Goods Co. Income from the fund is used primarily for part-time, non-traditional students who need financial assistance.

Accounting Scholarship
The Northeast Chapter of the Pennsylvania Society of Public Accountants has endowed a scholarship fund awarding one limited tuition scholarship each year to an accounting major in Dexter Hanley College.

Hanley College Deans’ Loan Fund
The Hanley College Deans’ Loan Fund is not a scholarship. It is a source of loans to allow adult and non-traditional students, who experience unexpected financial difficulties, to complete their education and fulfill personal and professional goals.

SAINT PIUS X SEMINARY
In cooperation with the Diocese of Scranton and its Bishop, The Most Reverend James C. Timlin, D.D., the University offers an academic formation program which leads to a B.A. in Philosophy.
Courses are offered, such as, “The Philosophy of Aquinas,” “Metaphysics,” “Issues in Philosophy and Theology,” etc., that especially prepare the seminarian for his future theological studies. In 1976, the University established the Saint Pius X Chair of Theology. Seminary faculty occupy this “teaching” Chair in the department of Theology. These courses provide the seminarian with a basic introduction to the Catholic theological tradition. The Language department, too, offers courses in Latin, biblical Greek, and Hebrew.

Bishop J. Carroll McCormick, D.D., then Ordinary of the Diocese of Scranton, responding to the aims and objectives of the National Conference of Catholic Bishops, on July 13, 1970, entered an agreement with the University of Scranton and the diocesan-owned seminary for student candidates to become full-time students of the University, while maintaining residence at the Seminary. At the Dalton campus, the seminarian's academic life is complemented by programs of personal and spiritual development. Through a series of supervised ministerial experiences, the seminarian is introduced to the life of the diocesan priest.

Since the inception of this cooperative agreement, over 200 graduates of the University have been accepted into graduate schools of theology in the United States and Europe. Of that number, some 100 have been ordained for service to the Archdiocese of Washington, and the Dioceses of Allentown, Camden, Harrisburg, Scranton and Trenton, among others.

College seminarians matriculate as full-time students in both the College of Arts and Sciences and Dexter Hanley College. The latter college of the University allows students who already have undergraduate degrees to pursue a two-year pre-Theology program by providing them the opportunity to take courses in Philosophy, Religious Studies (through the Saint Pius X Chair of Theology), and the Classical and Biblical Languages. This special program offers the student the best of both worlds. The seminarian has ready contact with his peers and professors at the University and is able to take advantage of all the educational and developmental resources available on such a campus. At the same time, he has the atmosphere and resources of the seminary formation program at St. Pius X to nurture and promote his vocation to the diocesan priesthood. During the 1993-94 academic year, St. Pius X Seminary was listed as the tenth largest collaborative program in the country.

Current enrollment includes students representing the Archdioceses of Baltimore and Washington, and the Dioceses of Allentown, Wilmington, and Scranton.

**SPECIFIC COURSE REQUIREMENTS**

**SEMINARIANS MAJORING IN PHILOSOPHY:**
In fulfillment of the general requirements of the philosophy department, the following courses are required by St. Pius X Seminary:

**Philosophy**
- Phil. 120 Introduction to Philosophy *
- Phil. 210 Ethics *
- Phil. 215 Logic
- Phil. 220 History of Ancient Philosophy *
- Phil. 221 History of Medieval Philosophy *
- Phil. 222 Modern Philosophy *
- Phil. 310 Epistemology *
- Phil. 311 Metaphysics
- Phil. 411 Philosophy of Aquinas *
- Phil. 434 Issues in Phil. & Theo.*

**Theology (courses taught by faculty holding the St. Pius X Chair)**
- T/RS 121-122 Theology I-II *
- T/RS 204 Pauline Letters (available)
- T/RS 205 Gospels and Jesus (available)
- T/RS 216 Western Theological Movements *
- T/RS 220 Moral Theology *
- T/RS 323 Signs and Symbols *

**Communication**
- Engl. 107 Composition
- Comm. 100 Public Speaking

**Language**
- Latin 111-112 Elementary Latin *
- Latin 211-212 Intermediate Latin (recommended)
**FOUR-YEAR COLLEGE PROGRAM /Required Courses (suggested sequence):**

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<td>Intro. to Philosophy</td>
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<td>Hist. Ancient Philosophy</td>
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<td>Phil. 215</td>
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### PRE-THEOLOGY PROGRAM /Required Courses (suggested sequence):**

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*Pre-theology program (2 years; 51 credits)
THE GRADUATE SCHOOL

Thomas P. Hogan, Ph.D., Dean

The Graduate School offers advanced study in a variety of professional fields as well as in the humanities and sciences. Its students are drawn from throughout Northeastern Pennsylvania, several surrounding states, and from over 20 foreign countries. The students are pursuing master’s degrees, various types of certifications, and personal enrichment.

Master’s Degree Programs
The University offers master’s degrees in the 19 different programs listed below. Programs for Supervision and teacher’s certification are also available.

Business Administration (MBA) Reading
Human Resources Administration History
Health Administration (MHA) English
Rehabilitation Counseling Chemistry
Community Counseling Biochemistry
School Counseling Clinical Chemistry
Elementary Education Software Engineering
Secondary Education Physical Therapy (MPT)
Elementary School Administration Theology
Secondary School Administration

Admissions Requirements
Applicants for admission should submit a completed application form, $35 application fee, three letters of reference, and official copies of their transcripts.

In addition to the requirements listed above, applicants to the MBA program must submit their Graduate Management Admissions Test (GMAT) score. Those applying for the Software Engineering program should submit either the GMAT or the GRE (Graduate Record Examination) general test. Personal interviews are required for those applying for admission to programs offered through the Department of Counseling and Human Services and the Department of Health Administration and Human Resources.

Foreign students whose native language is not English are required to demonstrate their proficiency in English by achieving a score of at least 500 on the Test of English as a Foreign Language (TOEFL). Some programs may require a higher score. A score of 575 is needed for admission to the Departments of Counseling and Human Services, and Health Administration and Human Resources.

All application documents should be on hand in the Graduate Office at least one month before the intended starting term. International students should have their credentials in the Graduate Office at least three months before the term that they would like to begin their studies. Students may begin their studies in August, February, or June. Software Engineering students can only begin their studies in the Fall semester.

Graduate Assistantships
Approximately 55 graduate assistantships are available each year. Students receiving an assistantship are entitled to a waiver of tuition and fees plus a stipend.

Applicants for graduate assistantships must have an application for admission form on file in the Graduate Office. Awards are made on the basis of the student's academic record, experience, and promise as a graduate student. International students are not eligible in their first semester.

Graduate students can also apply for GSL Student Loans and Federal Work-Study.

Scheduling
Classes are offered from 4:30 p.m. - 7:10 p.m., and 7:20 p.m. - 10:00 p.m., Monday through Thursday in the Fall and Spring terms. Almost all courses meet one night per week. Summer and Intersession classes are also available.

**Correspondence**
For additional information, please write, call or FAX

**Address:**
The Graduate School
University of Scranton
Scranton, Pennsylvania 18510 - 4631

**Telephone numbers:** (717) 941-7600 or 1 - 800- 366-4723
FAX: (717) 941-4252

**Outside the Classroom**
Much of a student’s education takes place outside the classroom. At the University of Scranton, some of the formal academic learning process takes place off campus in the various internship programs; on campus there are available traditional extracurricular activities. In many instances, these activities merit and receive academic credit. They also provide further means by which potential becomes achievement.

**EXTRACURRICULAR ACTIVITIES**

**THEATRE**
The tradition of the theatre and dramatics in Jesuit colleges goes back four hundred years. As evidenced by the award of the Pulitzer Prize in Drama to Jason Miller, a 1961 graduate of the University, at Scranton this tradition thrives. Students write and stage their own dramatic productions, often for academic credit in English and Communication, or in place of the traditional course.

Beyond these individual efforts, the University Players, a co-curricular activity of the Department of English, each year present five major productions and an annual Workshop of student written/directed short plays. In the past two years, well over 100 students participated in productions that included Talk Radio, The Normal Heart, Marat/Sade, Rosencrantz and Guildenstien are Dead, and Moon Children. Previous seasons have ranged from Equus to Oedipus Rex, from Death of a Salesman to The Fantasticks.

During the summer of 1984, the Oscar-winning British actress, Glenda Jackson, was a resident visiting professor. Her acting seminar used a Shakespearean play and a modern American drama as the primary teaching vehicle. Half of her students were from the University of Scranton, the other half from universities across the country. A similar venture occurred during Intersession (January term) 1988, when noted actor Richard Harris visited the University, and produced, with a largely University cast, his Julius Caesar: A Work in Progress.

Participation in the Players is open to all students, regardless of major. Interested students should contact the Director of Theatre in the McDade Center for the Literary and Performing Arts, Room 103.

**DEBATE**
The tradition of debate in Jesuit colleges and high schools is also strong at the University of Scranton. The Noel Chabanel Council of Debate gives interested students an opportunity to compete in debate and speech events on the intercollegiate level. University of Scranton debaters travel thousands of miles each year nationwide; the 1988 team took first honors in the finals of the Pennsylvania College Energy Debates.

**PUBLICATIONS**
The University offers a wide choice of journalism opportunities.
The Aquinas is the weekly All-American campus newspaper and positions are available to members of all classes.

Esprit is the award-winning campus literary journal.

History students have the opportunity to have their articles published in Restrospect, journal of the Royals Historical Society.

The yearbook, Windhover, is annually produced by the students.

THE UNIVERSITY BANDS
The Bands include a Concert Band, a Jazz Band, and a Pep Band which plays at sports events. The Bands draw their membership from the more than 200 band musicians who attend the University of Scranton.

STUDENT CLUBS
Biology Club
Business Club
Political Science Club
Ski Club
Pre-Law Society
Social Science Club
Physical Therapy Club
Computer Science Club
Communications Club
Veterans Club
India Club
Philosophy Forum
Student Education Association
Horticulture Club
Health Administration Society

History and Public Affairs Society
Students for Life
Psychology Club
Schroedinger Chemical Society
International Students Association
College Democrats
College Republicans
ROTC Rangers
Bowling Club
Women’s Business Honor Society
Nursing Association
University Singers
Society for Advancement of Management
Human Resources Association

A Club of the Year Award is annually presented to that student organization which most clearly exemplifies the University spirit, through educational and social activities for club members and the University community. Winner of the Award for the past three years has been the Physical Therapy club.

ATHLETICS
The University is a Division III member of the National Collegiate Athletic Association (NCAA), the Middle Atlantic States Collegiate Athletic Conference (MAC), and the Eastern College Athletic Conference (ECAC).

MEN’S VARSITY SPORTS
Basketball
Baseball
Tennis
Wrestling
Swimming

Cross Country
Golf
Soccer
Lacrosse
Ice Hockey

WOMEN’S VARSITY SPORTS
Field Hockey
Tennis
Basketball
Volleyball

Softball
Cross Country
Soccer
Swimming

ACADEMIC ALL-AMERICANS
The student-athlete ethic expressed in the NCAA Division III is epitomized by the University of Scranton’s athletic department, whose present and former athletes trail histories of success on the field of competition and in the classroom.

The Lady Royals and Royals have continued into the 1990s a legacy of achievement that was unequaled during the past decade. In the past 15 years 27 individual Academic All Americans were honored and 112 NCAA Postgraduate Scholarships were issued. All American honors were earned by individuals on 29 occasions; 10 individual conference champions were crowned; 44 teams won Middle Atlantic Conference titles, while 40 teams and 16 individuals qualified for NCAA postseason play.
In 1993, Matt Cusano, a senior center on the Royals basketball team, was elected to the GTE National Academic All-America first team. The women's swim team and the men's and women's cross country teams were also honored with national Academic All-America team awards.

**A WINNING TRADITION**

The Royals and Lady Royals athletic teams enjoy success in nearly all 18 varsity programs. Particularly noteworthy are the men's and women's soccer and basketball teams, who perennially challenge for conference and NCAA national honors. Included in the gold and silver metal count are: NCAA national basketball championships for the Royals in 1976 and 1983; a Lady Royals national basketball title in 1985 and third place finishes in 1980, '87, and '93; four consecutive trips to the men's Final Four soccer tournament (1980-83); and four trips in seven seasons to the NCAA tournament for the Lady Royals soccer team. 1992 witnessed the men's basketball team reaching the 1000th victory mark in the 75-year history of the program.

Most recently, Scranton's women's basketball team advanced to the 1993 NCAA "Final Four" and captured third-place honors. In 1994, the team advanced to the NCAA "Elite Eight."

Individually, the Lady Royals basketball team promoted two players, Deanna Kyle (1985) and Shelley Parks (1987), to Player of the Year honors. Also receiving honors on the women's side were: three-time soccer All American Holly Spiech (1988-90), plus 2nd all-time scorer, Monica Davidson (1989); swimmers Cathy Hadley and Marilyn Bogusch were national qualifiers, with Bogusch earning All American honors; along with basketball All-Americans Laura Pikulski (1992) and Lynne Kempski (1993), and Jackie Dougherty (1994).

The Royals soccer program heads the All American count with 10 overall, including midfielder Joe Schmidt's election in fall '93. Also in 1993, basketball added two more All-Americans to its count, center Matt Cusano (first team) and guard Jason Hoppy (second). In golf, Will Carey III won All American honors in 1988.

Middle Atlantic Conference titles were won recently in: men's basketball (1991, '93); women's soccer (1989, '90, '91, '92, '93); women's softball (1990 and '91); women's tennis (1990, '92); and the Lady Royals basketball team won a conference record 10th championship, and third in five seasons, in 1994. Also in '94, the 8-1 women's swim team captured four individual and four team relay titles in the MAC Championships.

**INTRAMURALS AND PHYSICAL EDUCATION**

A year-long intramural program is in operation in the John J. Long Center and the new William J. Byron Recreation Complex, as well as activities outdoors. For the additional sports available in the Physical Education program, see the description given in the Departmental listing earlier in this bulletin.
STUDENT LIFE

STUDENT AFFAIRS -- The Student Affairs division is primarily concerned with extra-curricular and co-curricular experiences as they contribute to the overall development of students.

Services, programs and activities are offered for and with students in order to assist students to maximize their growth and development during the collegiate experience.

Student Affairs, as a professional field within higher education draws upon the human development movement and, more specifically, student development theory. One theorist who has made a major impact on student development theory and student affairs work is Arthur Chickering, author of a seminal work in student development entitled *Education and Identity*, published in 1969. Chickering defined seven “vectors of development.” These vectors outlined the manner in which Chickering theorized that college students grew and developed during the college years.

The vectors included Achieving Competence (intellectual, physical/manual and social/interpersonal); Managing Emotions; Becoming Autonomous; Establishing Identity; Freeing Interpersonal Relationships; Clarifying Purposes, and Developing Integrity.

Specifically, Student Affairs at the University of Scranton concerns itself with providing programs and activities that promote student development. The work of student affairs takes place in the counselor’s office and the classroom, on the athletic field or court, in meeting rooms and residence halls, through student organizations and in a host of informal settings across the campus.

Student development is the joint responsibility of the student and the University. Both must be concerned with the development of individuals and of the student body. In the final analysis, this is the responsibility of the University as an educational setting and of students as an important component of that educational environment. They are both resources and end-products of the University’s work.

The following areas or offices perform specific work in relation to the goals and objectives of the student affairs division.

CAMPUS MINISTRY -- As a Catholic institution, the University of Scranton is dedicated to promoting continued growth in personal maturity and freedom, especially as religious believers and persons dedicated to service of the human family. The specifically spiritual ministry of the entire University community is coordinated by the office of Campus Ministry assisted by the Jesuits, other clergy, University staff members and students themselves. Regular daily and Sunday liturgies and other special services are conducted in the Madonna della Strada chapel, St. Ignatius chapel, and in dormitories in which the community both expresses and deepens its religious vision. Spiritual counseling is available from the staff or the Jesuits, especially the Dormitory Counselors. These people make available their training, experience and friendship to promote greater self awareness, maturity, integration and ability to pray, as well as to identify obstacles to these and other goals.

Persons seeking time for quiet reflection, directed prayer or an experience of Christian community are invited to participate in frequent programs at nearby Chapman Lake. Campus Ministry also sponsors lectures and discussions on vital issues, organizes special events to heighten religious awareness, assists in services to the larger community and is responsible to act as spokesman for justice within the University. In conjunction with Rev. Rees Warring of Elm Park Methodist Church and other local non-Catholic clergy, students of non-Catholic faiths are encouraged to help plan an expansion of services to themselves.

COUNSELING CENTER -- The Counseling Center serves all students of the University in the personal and interpersonal dimensions of their lives. Located on floor 2F of the Gallery Building, the Center offers individual and group counseling concerning a variety of issues such as: dating, family relationships, depression, anxiety, grieving, self-esteem and self-image, eating disorders, sexual abuse or harassment, drug and alcohol concerns, stress management, assertiveness training, major and career decision-making, and values clarification.
The Center also serves as a liaison with other offices and agencies (both on and off campus) regarding academic, career, and mental health-related concerns. In addition, the Counseling Center offers outreach programs to enhance the lives of students and to reduce impediments to achieving their full potential.

The Counseling Center staff includes clinical, counseling and pastoral psychologists, certified counselors, and a licensed social worker. Interviews are on a voluntary basis and are confidential and without charge to the student. The Center is open Monday through Friday from 8:30 a.m. to 4:30 p.m. Later evening sessions are available Monday through Thursday by appointment only. In addition, emergency crisis intervention is available from September through May (while classes are in session) on a 24-hour basis via contacting Public Safety (941-7777) to access the counselor-on-call. Stop by the Counseling Center or call (717) 941-7620 to make an appointment.

**DRUG AND ALCOHOL INFORMATION CENTER** -- The Drug and Alcohol Information Center and Educators (DICE Office) is located in the Wellness Center.

The office serves as a drop-in center where resource materials are available regarding alcohol and other drugs. Throughout the year, the DICE Office sponsors several educational seminars, lectures, residence hall presentations, and many alcohol-free events which are designed to increase drug and alcohol awareness among students, and the University Community.

The DICE Office is staffed by a professional in psychiatric nursing, a graduate assistant, and 30 peer educators (students helping students). The Center is open Monday through Friday from 8:30 a.m. to 4:30 p.m. No appointment is necessary. For more information, call (717) 941-4253.

**ACADEMIC ADVISING CENTER** -- The Academic Advising Center, located in 309 St. Thomas Hall, serves all freshmen in the College of Arts and Sciences and the College of Health, Education, and Human Resources. Staffed by faculty advisors from a wide variety of disciplines in both colleges, the Academic Advising Center offers a comprehensive program of academic advising throughout the freshman year. In addition to individual advising, the Academic Advising Center also offers specialized advising seminars for students in the general areas of Humanities, Natural Science, and Social Science. Faculty advisors are available to students from 8:30-4:30 Monday through Friday; they provide assistance with preregistration, drop-add, general education course selection, declaration of major (for general area studies students), and assessment of academic performance and goals.

**THE SOM ACADEMIC ADVISING CENTER** -- The Academic Advising Center, located in O'Hara Hall Suite 406, serves all students in the School of Management. Staff Advisors are available from 8:30 AM to 4:30 PM, Monday through Friday, to provide assistance with pre-registration, major and general education course selection, and assessment of academic performance and goals. Specialized seminars are presented for the undeclared business area freshmen. These seminars provide the information necessary for a student to make an informed decision as to a choice of major. They also emphasize the University resources available to all students in planning for a business career. The seminars are mandatory for undeclared business area students and open to all SOM students and others interested in SOM programs.

**THE LEARNING RESOURCES CENTER** -- The Learning Resources Center is located on the main floor of Alumni Memorial Hall. The LRC was established to help students accomplish their academic goals at the University. The LRC provides services to supplement those offered in the classroom. The Center is staffed by professional staff and peer tutors. LRC staff, utilizing individualized, group, and computer-assisted instruction, provide assistance with oral and written communication skills, study skills, critical thinking skills, academic evaluation and study help in specific courses. Academic services are available for diagnosed learning disabled students. A Reading Specialist is also on staff for testing and consultation. Assistance is available on a drop-in or referral basis.

**CAREER SERVICES** -- is located on the second floor of the Gallery and is open from 8:30 AM - 7:30 PM Monday through Thursday and from 8:30 AM - 4:30 PM on Friday. Career Services staff advise students on career development issues, assist students and graduates in securing employment, and help students plan for further academic work following graduation. The office also conducts the on-campus employment interview program, administers the accounting...
UNIVERSITY OF SCRANTON

... internship program, and helps in locating off-campus part-time employment and internship opportunities.

During the academic year, the office presents workshops on resume/interview preparation and career planning. A career library containing occupational information and graduate school catalogs is also available.

ADMISSION
ADMISSION, EXPENSES, FINANCIAL AID

The University of Scranton is a selective institution in the Jesuit tradition. It makes available to qualified students an excellent education at a reasonable cost, and it offers significant programs of financial aid.

The Admissions Committee of the University of Scranton will make the final decision on applications for admission. In reaching this decision, the committee will consider a number of factors:

- Demonstrated evidence of a student's academic ability, intellectual curiosity, strength of character and motivation.
- Student’s high school record, rank in class and extracurricular activities
- Scholastic aptitude test scores and recommendations

STEPS IN MAKING APPLICATION

Request for an application form and all correspondence dealing with admission to the College of Arts and Sciences, the College of Health, Education, and Human Resources or the School of Management should be directed to:

THE DEAN OF ADMISSIONS
UNIVERSITY OF SCRANTON
SCRANTON, PENNSYLVANIA 18510
Telephone: (717) 941-7540.

A non-refundable fee of $30.00 should accompany the application.

Students should apply during the first semester of their senior year of high school. July 1 is the final date on which applications for Fall term admission will be accepted.

The first two parts of the application form should be completed and the entire form given to the principal or guidance counselor of the high school who will forward high school grades and the completed form to the University.

The Scholastic Aptitude Tests are required of all applicants. These tests should be taken during junior year and/or in November, December or January of senior year. Achievement Tests are not required. Arrange for these tests by contacting your high school guidance counselor or by writing to: The College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

A non-refundable class reservation fee of $100.00 is required of all accepted applicants. In addition, accepted resident freshmen will make a non-refundable room deposit of $100.00 upon notice from the Dean of Admissions.

The University of Scranton is a Catholic, Jesuit educational institution serving men and women, and is committed to equal opportunity in employment and education for all persons without regard to race, color, creed, ancestry, sex, national origin, handicap, or age.

REQUIRED HIGH SCHOOL PREPARATION

Students desiring to enroll in any of several undergraduate programs offered by the University must have completed a total of 16 or more high school academic units covering grades 9-12. The term “unit” means a high school course taught four or five hours weekly throughout an academic year of 36 weeks duration. Unit requirements and preferred distribution of secondary courses are given in the following table:

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<th>COLLEGE PROGRAM CHOICE</th>
<th>HIGH SCHOOL UNITS</th>
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<td>Business, Science or</td>
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<td>Education or</td>
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Applicants without high school credit in modern languages may be accepted if they present 16 acceptable units. A single year of language in high school will not be counted as a unit to satisfy the requirements for admission.

Mathematics include elementary, intermediate, and advanced algebra, plane and solid geometry; trigonometry, analysis, and any other college preparatory course. Applicants for science and engineering programs must include trigonometry and must have maintained an 85% average in each mathematics course. Applicants for the nursing programs should include chemistry and biology in their high school program.

Science includes biology, chemistry, physics, and other college preparatory courses. Pre-engineering applicants are urged to include physics in their high school preparation.

ADVANCED PLACEMENT
Applicants who have taken college level courses may be given advanced placement or advanced placement with credit for these courses. Students who have been accepted for admission and desire to apply for such placement must take the Advanced Placement Examination offered in May by the College Entrance Examination Board, Princeton, New Jersey 08540. Ordinarily a score of "3" (non-science) or "4" (math/science) will insure advanced placement with credit.

COLLEGE LEVEL EXAMINATION PROGRAM
Through the CLEP tests, taken before admission, applicants may gain college credit in most academic subjects for work done outside the classroom in jobs, military service, etc., or in non-accredited institutions. For further information contact: College Level Examination Program, Box 1824, Princeton, New Jersey 08540. Students wishing to be considered for CLEP credits should take the CLEP examinations and have the results forwarded to the Dean of Admissions.

ACADEMIC DEVELOPMENT PROGRAM
Applicants who fail to meet all of the admission requirements may be considered for a special freshman year Academic Development Program concentrating on English, logical thinking, reading skills, study habits, as well as work in the student's major field. Satisfactory completion of the ADP program will insure the student normal sophomore standing.

HANDICAPPED STUDENTS
The University of Scranton complies with all applicable laws and regulations with the respect to the accommodation of handicaps and disabilities as these terms are defined in the law. The University will provide reasonable accommodations so students can fully participate in curricular and extracurricular activities. Students who need assistance should contact the Affirmative Action Office (717) 941-7580 on a timely basis.

TRANSFER STUDENTS
Students who wish to transfer to the University must submit an application and the usual credentials (official high school record, SAT scores and transcript(s) from the college(s) attended). At the discretion of the Admissions Committee, students from another accredited college may be admitted provided: (1) The courses to be transferred are equivalent to courses offered at the University of Scranton; (2) the academic average of the candidate is (2.5)"C plus;" (3) certification of honorable dismissal is presented from the previous college. No credit will be given to courses with grades less than "C". Students transferring from other institutions shall be required to make up curricular subjects prescribed in the course which they are to follow at the University of Scranton. A minimum of 63 credits at the University of Scranton is required of transfer students for degree eligibility. Special orientation sessions are held for transfer students. It should be noted that some...
departments require that at least half of the credits in the student's major be taken here at the University. The respective Dean should be contacted.

**VALIDATION OF TRANSFER COURSES**

Permission to validate School of Management courses by successfully completing one or more advanced courses in the subject for which the course in transfer is a foundation can be granted by the SOM dean. This applies only to lower division transfer courses which the University offers at the upper division level. (No fee charges.)

**STUDENT EXPENSES**

**ROOM AND BOARD --POLICIES AND GUIDELINES**

**Housing**

The University of Scranton Housing system is comprised of 12 freshman and 20 upperclass residences. Resident freshmen are normally assigned to Freshman residence halls that offer personal development and leadership opportunities under the guidance of Jesuit counselors, staff, and faculty. Upperclass students may select from a range of housing options that includes attractive houses, apartment buildings, quad-style halls with semi-private baths, and traditional halls offering single and double rooms.

The University provides in-room access to the University's communication network (telephone, computer and video, including instructional and commercial television) in all residence hall rooms, and telephone service to rooms in University houses at no additional charge. This service includes unlimited local calling and voice mail (phone instruments are not provided) from each room, as well as discounted long distance rates for those enrolled in the University's long distance program. In addition, light in-room housekeeping, 24-hour maintenance, and 24-hour security are included.

Housing costs are based on the building to which the student is assigned. There are three housing plans: **Plan A** applies to Redington Hall and Gavigan College; **Plan B** applies to University Theme Houses, Driscoll Hall, Jefferson Hall, Gannon Hall, Lavis Hall, Luzerne House, McCormick Hall, Nevils Hall, Tioga House and Westmoreland House; **Plan C** applies to Casey Hall, Denis-Edward Hall, Fitch Hall, Hafey Hall, Hannan Hall, Lynett Hall, Martin Hall, McCourt Hall, Bradford Apartments, Cambria House, Jerrett Apartments, Montgomery House, Somerset Apartments and Wyoming House.

Please note that room and board charges are per semester and do not include Intersession or vacation periods.

**Dining Services**

Students have a choice of three cost-effective meal plans providing 19, 14 or 10 meals per week. The 19-meal plan provides three meals per day Monday through Friday, with brunch and dinner on Saturday and Sunday. The 14-meal plan provides two meals per day Monday through Sunday. The 10-meal plan offers students any combination of 10 meals per week. Meals are not served during vacation periods.

All freshmen living in University Housing must participate in the 19-meal plan during the entire freshman year. Upperclass residents living in Driscoll, Jefferson, Redington, and Gavigan Halls must participate in one of the three University meal plans. Meal plan participation is optional for upperclass residents of the University houses, commuters and students living in private housing. Discounted meal tickets are available for guests and students wishing additional flexibility.

**Contractual Obligations**

Once enrolled in a room and/or board plan, the student is obligated to that plan for the remainder of the academic year as enrolled. Requests for release from contractual obligations or for exceptions to room and board policies will be considered by the Director of Residence Life. Requests must be in writing and may require supporting documentation from a parent and/or physician. Requests will be considered on a case-by-case basis with exceptions granted only for those with extraordinary circumstances. If cancellation of room contract is permitted, there will be no refund. If meal plan withdrawal is approved, a refund will be prorated on a per day basis.
Intersession
Students taking one or more Intersession classes must live in University housing if they lived in University Housing during the fall semester. The Intersession room fee (see page 218) will apply. Those not enrolled during Intersession are not permitted to reside in University housing for reasons of safety and security. Intersession residents are required to enroll in the same meal plan in which they were enrolled during fall semester.

TUITION PAYMENTS
Tuition and fees are payable in advance upon registration. Registration is to be completed BY MAIL in July for the fall semester and in December for the spring semester. Without exception, laboratory fees must be paid in all courses with a laboratory requirement. The University Fee & Health Fee must be paid by all CAS, SOM and CHEHR students registered for courses. This includes student teaching, internships and clinical studies.

No student shall be permitted to receive any degree, certificate, or transcript of record until the financial account with the University has been settled.

FAMILY TUITION REDUCTION
Whenever two or more dependent children from the same family are in attendance during the same semester at the University as full-time undergraduate students, the family tuition reduction policy will apply. Also, whenever at least one dependent child in a family is in attendance at the University as a full-time undergraduate student and a parent is enrolled full-time as an undergraduate student, the tuition reduction policy will apply. Students must be full-time undergraduate students enrolled in either the University or Dexter Hanley College. The amount of tuition credit that will be awarded each semester for each student will be calculated after other financial aid has been applied by Bursar's Office personnel. Forms and additional information may be obtained from the Bursar's Office.

MONTHLY PAYMENTS
The University does not accept installment payments directly, but does facilitate this arrangement through a professional agency, Academic Management Services (AMS). For application information, please call AMS at 1-800-635-0120. Brochures are mailed to parents of all incoming students by May of each year.

TUITION AND FEES
Visa and MasterCard use is available for tuition and fee payments. Please contact Bursar's Office for details.

ACADEMIC YEAR 1994-95
TUITION per credit (Day School) $362.
(Summer Session) $302.

ORDINARY FEES
University Fee per semester, for all CAS, SOM & CHEHR students $355.
Health Service Fee per semester $ 65.
Continuation Fee (in lieu of University Fee for students not in residence) per semester $5.
Medical Leave Fee per semester $15.
Reader (Individual Study) Fee, per credit $25.
Breakage Fee Actual
FOR SENIORS ONLY
Commencement/Yearbook Fee $180

FRESHMEN/TRANSFERS
Orientation Fee $135.
I.D. Photo $20.

LABORATORY FEES
Science Departments
- Biology Labs, per course, per semester: $100.
- Physics labs, per course, per semester: $75.
- Psychology Department Lab Fees, per credit, per semester: $50.
- Medical Technology Internship Fee, per semester: $125.

English/Communication Departments
- Film Screening Fee, per course, per semester: $40.
- Radio Lab, TV Lab Fee, per course, per semester: $45.

Foreign Language Department
- Language Lab Fee, per course, per semester: $50.

Nursing and Physical Therapy Department
- Clinical Lab, per hour, per semester: $35.
- Assessment Fee (Nursing--Jr./Sr.): $40./50.
- N.L.N. Mobility Examinations (RN Students only): $195.

Department of Art and Music
- All Studio Art Courses (per course, per semester): $50.
- All Art History Courses, except Arth. 140 (per course, per semester): $30.
- Music Courses, Mus. 100, 111, 112, Fee, per course, per semester: $30.

History/Political Science Department
- History 212, History 218, per course film fee: $30.

SPECIAL SERVICE FEES
- Late Tuition Payment Fee: $100.
- Late Registration Fee: $20.
- Requested Change of Schedule after First Day of Class: $15.
- Change of Major Fee: $15.
- Off-Campus Course Permission Fee: $25.
- Certified Transcript (per copy)
  - Currently Matriculated Students: $2.
  - All Other Requests: $4.
- Application: $30.
- Parking Fee, annual: $80.
- Locker Rent, per year: $10.
- Reinstatement to Class List: $100.
- Foreign Study Fee (per semester): $100.

ROOM AND BOARD FEE SCHEDULE:
- Room Rent A (per semester)--Redington and Gavigan Halls: $1,825.
Room Rent B (per semester)--Theme Houses, Driscoll, Jefferson, Gannon, Lavis, McCormick, and Nevils Halls; Tioga House, Westmoreland House $1,725.

Room Rent C (per semester)--Upper & lower quad halls, University apartments, Cambria House, Wyoming House $1,625.

Intersession Room Rent $213.

Room Damage Deposit $25.

Food Plan. 19 meal plan (intersession -- $342.) semester -- $1,268.

Food Plan. 14 meal plan (intersession -- $315.) semester -- $1,168.

Food Plan. 10 meal plan (intersession -- $274.) semester -- $994.

Summer Room Charges 1st and 2nd sessions --$301 “G” session -- $412.

University Houses and Apartments Surcharge (per semester) $30.

University Housing Activity Fee (annual fee) $30.

REFUNDS
If a student is authorized to withdraw with honorable standing from the University for a good cause, a written request may be made for reduced charges for tuition, board and room fees. (Note should be taken that the student may not demand a refund as a matter of right.) Ordinarily, laboratory and special service fees are not refundable. Students withdrawing from individual courses are also eligible to receive credit on their account with the University according to the schedule given below.

SCHEDULE OF REFUNDS -- FALL/SPRING SEMESTER CREDIT
Before the first day of classes and
To and including 10 calendar days of the semester 100%
To and including 17 calendar days of the semester 75%
To and including 24 calendar days of the semester 50%
To and including 31 calendar days of the semester 25%
Beyond 31 calendar days of the semester no refund

SCHEDULE OF REFUNDS -- INTERSESSION/SUMMER SESSIONS CREDIT
Before the first day of classes and
To and including 2 calendar days of the session 100%
To and including 4 calendar days of the session 50%
Beyond 4 calendar days of the session no refund

PRORATA REFUNDS
An exception to the above policy applies to Title IV federal aid program recipients attending the University of Scranton for the first time. The 1992 amendments to the Higher Education Act specifies a pro rata refund of tuition, fees, room and board through 60% of the term. Term specific refund schedules are available from the Registrar's Office.

HEALTH INSURANCE
The University offers each of its undergraduate students the opportunity to enroll in an attractive health insurance plan at the outset of each academic year. All students residing in University housing units must participate in the University's sponsored health program, unless written evidence is presented showing coverage under another health program (e.g. parent's health policy).
SCHOLARSHIPS AND FINANCIAL AID
The University desires to help as many qualified students as possible to complete a college education. For this purpose the University maintains an Office of Financial Aid and all inquiries concerning such assistance should be made to the Director of Financial Aid.

PROCEDURES FOR APPLYING FOR SCHOLARSHIPS AND FINANCIAL AID
1. Submit the University Application for Scholarship and Financial Aid. Incoming students must complete the application by February 15th. Returning students must complete and return the application by April 15th.
2. Complete the Free Application for Federal Student Aid (FAFSA). Priority filing date for incoming students is February 15th; for returning students, April 15th. FAFSA forms are available from High School Guidance Officers and from the University of Scranton Financial Aid Office.

In order to be eligible for financial aid, students are required to maintain satisfactory academic progress. Standards have been established for federal and University financial aid that measure a student’s progress toward a declared educational objective. These guidelines include a maximum time frame for completing a degree, a minimum percentage of credits completed each academic year, and a minimum cumulative G.P.A. A brief explanation is provided below.

Credit Requirements:
Full-time students are expected to complete their undergraduate degree within five academic years. Part-time students are allotted a period of time that shall not exceed ten academic years. Full-time students must complete a minimum of 24 credits during the year; three-quarter time students, 18 credits; and half-time students, 12 credits. Students enrolled for a combination of full and part-time must earn a proportionate amount of credits.

Academic Requirements:
All students must maintain a cumulative G.P.A. of 2.00 in order to demonstrate satisfactory academic standing. Academic Scholarship recipients are required to maintain a cumulative G.P.A. of 3.0. Additionally, a student on academic probation may not be certified as meeting the satisfactory academic progress requirements.

Students should consult the Comprehensive Guide to Financial Aid for a full definition of Satisfactory Progress Standards and the appeals process. Copies are available at the Financial Aid Office.

The following financial aid programs are available:

LOANS:

FEDERAL PERKINS LOAN PROGRAM. The University administers this Federal program which provides 5% interest loans to needy students. A FAFSA Application is required of all loan applicants.

FEDERAL STAFFORD LOAN PROGRAM * is available in cooperation with community banks, credit unions, and savings and loan associations. Applications should be obtained from your lender. Freshmen may borrow a maximum of $2,625, Sophomores-- $3,500, and Juniors and Seniors - $5,500 per academic grade level. The aggregate maximum for undergraduate study is $23,000. Depending on their grade level, independent students may borrow $4000-$5000 in unsubsidized Stafford loans.

FEDERAL PLUS PARENT LOAN * is available for parents of dependent students. Credit worthy parents are able to borrow up to the difference between a students cost of attendance less total other financial aid. Additional details and applications are available from community lending institutions.
THE PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY has been designated by the General Assembly to administer the State Grant Program. Students may be awarded from $200 to $2,600 per year. Application deadline is May 1.

FEDERALSUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT is a federal campus-based program awarded by the University. Amounts may range from $200-$2,500 per year to students who demonstrate exceptional need. Priority is given to Pell recipients. A FAFSA Application is required for this program.

THE FEDERAL PELL GRANT provides Federal grants, ranging from $400 to $2,300 per academic year, based on financial need. By checking the appropriate box on the FAFSA Application, you will automatically be considered for a Pell Grant.

UNIVERSITY OF SCRANTON AWARDS
The University offers a number of awards to students based on academic merit and financial need. Accepted freshmen are considered for these awards when a needs analysis and University Application for Financial Aid are submitted.

OTHER PROGRAMS:

THE FEDERAL WORK-STUDY PROGRAM is a federal campus-based program that provides employment during the academic year and the summer for students demonstrating financial need. The majority of the jobs are on-campus positions in various departments and administrative offices. Some jobs, both on and off campus, involve community service. Students seeking campus employment must file a FAFSA Application and Work-Study Application.

VETERANS BENEFITS -- Veterans and eligible dependents should consult with their local Veterans Administration counselor in order to establish their eligibility for participation. The Office of the Registrar certifies enrollment for eligible veterans with the Veterans Administration (VA form 22-1999).

U.S. ARMY ROTC SCHOLARSHIPS are available. Full details may be secured by contacting the Military Science Department.

OFFICE OF VOCATIONAL REHABILITATION under the Pennsylvania Department of Labor and Industry provides help to qualified students. Residents of other states should inquire about similar programs available in their state of residency.

SCHOLARSHIPS:
Each year the University offers a variety of scholarships which range from full tuition Presidential Scholarships for outstanding high school seniors to partial scholarships which are granted on the basis of the student’s scholastic ability and financial need. All applicants must file a Needs Analysis Application.

SCRANTON PREPARATORY SCHOOL SCHOLARSHIP
This four-year tuition scholarship, initiated in 1947 by the President and Board of Trustees of the University, is given annually to a graduate of the Scranton Preparatory School in honor of the following (the name of the scholarship, therefore, rotates from year to year):

 -- to Francis J. Wren

 -- to Noel M. Kramer

 -- to Kathleen M. Kelly
Selection of the recipient is on the basis of academic achievement, qualities of leadership, service to the Preparatory school, and recommendation of the President and Dean of Studies of the Preparatory School.
IGNATIAN SCHOLARSHIPS
The Ignatian Scholarship was formerly known as the Presidential Scholarship. We elected to change its designation in 1991 in honor of the 500th Anniversary of the birth of St. Ignatius, the founder of the Jesuits, and the 450th Anniversary of the Society.

The awarding of Ignatian Scholarships provides us with a unique opportunity to recognize individuals who have served this institution as trustees, faculty, staff or friends.

The names of the Ignatian Scholarships and the recipients for 1990-94 are:
THE RICHARD E. BENNETT SCHOLARSHIP--to Joanne Collins of Staten Island, New York (Saint John Villa Academy).
THE ALBERT R. JASUTA SCHOLARSHIP--to Gail E. Lesavage of Scranton, Pennsylvania (Central High School).
THE GERARD P. JOYCE SCHOLARSHIP--to Lisa Marie Otterbein of Hazleton, Pennsylvania (Bishop Hafey High School).
THE SR. M. GABRIEL KANE SCHOLARSHIP--to Robert E. Wilson of Florham Park, New Jersey (Hanover Park High School).
THE WILLIAM H. OSTERLE SCHOLARSHIP--to Kristen M. O’Hora of Scranton, Pennsylvania (Central High School).

The names of the Ignatian Scholarships and the recipients for 1991-95 are:
THE MR. AND MRS. PATRICK DeNAPLES SCHOLARSHIP--to Chryssa V. Valetta of Kingston, Pennsylvania (Bishop O'Reilly High School).
THE ZIM E LAWHON SCHOLARSHIP--to Simeon B. McAleer of Rego Park, New York (Regis High School).
THE LAWRENCE J. LENNON SCHOLARSHIP--to Donna M. Post of Wanaque, New Jersey (Lakeland Regional High School).

The names of the Ignatian Scholarships and the recipients for 1992-96 are:
THE REV. JOHNJ. BURNS, S.J. SCHOLARSHIP--to Kathleen P. Drower of Tunkhannock, Pennsylvania (Scranton Preparatory School).
THE REV. JAMESJ. CONLIN, S.J. SCHOLARSHIP--to Thomas W. Janosky of West Chester, Pennsylvania (Devon Preparatory School).

The names of the Ignatian Scholarships and the recipients for 1992-96 continued:
THE JOHNS. FLANAGAN SCHOLARSHIP--to Michael R. Tracy of Scranton, Pennsylvania (West Scranton High School).
THE EUGENE A. MCGINNIS, PH.D. SCHOLARSHIP--to Timothy M. Gallen of West Chester, Pennsylvania (Regis High School).

THE MONSIGNOR PAUL J. PURCELL SCHOLARSHIP—to Maria D. Reese of Lake Ariel, Pennsylvania (North Pocono High School).


THE SAMUEL R. TODARO, M.D. SCHOLARSHIP—to Michele A. Battle of Scranton, Pennsylvania (Scranton High School).

THE JOHN C. WILLIAMS SCHOLARSHIP—to Steven E. Pustay of Levittown, Pennsylvania (Holy Ghost Preparatory School).

The names of the Ignatian Scholarships and the recipients for 1993-97 are:


THE MR. STUART SUBOTNICK SCHOLARSHIP—to Jill S. Polakowski of Lakehurst, New Jersey (Manchester Township High School).

THE MR. PAUL J. WEIR SCHOLARSHIP—to Kristen L. Hines of Churchville, Pennsylvania (Gwynedd-Mercy Academy).

PIUS X SEMINARY SCHOLARSHIP
Dr. Arthur Jordan initiated the Rev. James Flynn ’58 Memorial Scholarship for the purpose of assisting University of Scranton students at Pius X Seminary in need of financial aid.

PURPLE CLUB SCHOLARSHIPS
Noteworthy among gifts to University of Scranton students are the significant amounts annually contributed by the Purple Club of Scranton. Since its founding in 1933, the Purple Club has provided special financial support to deserving and qualified students.

ENDOWMENT
The University Endowment welcomes gifts of funds or property from alumni, parents of students, and other persons interested in the support of higher education.

Generally, the principal of an “endowment” is non-expendable. Income earned by investment of the endowment may be used for scholarships, awards, academic chairs, maintenance of buildings or other purposes specified by donors.

Some endowments are established by bequest through wills. Charitable Trusts and insurance programs, in more than a dozen variations, also provide a significant source of endowment funds, with the added feature of a life income for the donor. Outright gifts of highly appreciated securities or other property constitute another source of endowment funds.

Those interested in learning more about the cost and tax advantages of establishing a scholarship or other memorial, should contact:

Robert J. Sylvester
Vice President for Development and Public Relations

Marie Trovato
Director of Planned Giving and Special Gifts
ENDOWED SCHOLARSHIPS AND AWARDS

THE ALPERIN FAMILY AWARD FUND--Members of the Alperin Family (Irwin E. Alperin, Myer Alperin, Toni Alperin Goldberg, the late Joel M. Alperin, and their families) established the Alperin Family Award Fund in 1987. This award is given to incoming students who have demonstrated excellence in the classroom and financial need. First preference is given to employees of the Alperins: Gold Star Mfg. Co., Inc.; Mayflower Mfg. Co., Inc.; Triple A Trouser Mfg. Co., Inc.; Astro Warehousing, Inc. and their families, but all worthy students from Lackawanna County and Northeastern Pennsylvania are considered.

THE JOSEPH JAMES AND MARY AGNES ANDRAKO AWARD IN LOVING MEMORY OF ANDREW AND MARY ANDRAKO AND THE JOSEPH JAMES AND MARY AGNES ANDRAKO AWARD IN LOVING MEMORY OF WILLIAM AND AGNES LOFTUS--These funds were established in 1988 according to the provisions in the will of the late Joseph J. Andrako. The income from the funds will be used for grants to students who have financial need and who have demonstrated academic excellence. They must be enrolled in a pre-medical or allied health sciences program.

THE FRANK A. AND HELEN S. BACIEWICZ SCHOLARSHIP FUND--This fund was created in memory of Frank Baciewicz by his family and widow. The student must embody characteristics of generosity, thoughtfulness, humor, and mental and physical tenacity. First consideration will be given to students from the Dickson City or Scranton area.

THE RITA AND BERNARD BAGLEY MEMORIAL FUND--This fund was established by the children of Rita and Bernard Bagley to honor their parents. It is available to a student whose parents are, or were, members of St. Basil's Parish in Dushore, Pennsylvania, or its mission parishes.

VELIO E. BERARDIS, M.D., MEMORIAL AWARD--In 1989 Mrs. Dorothy Berardis established a fund to honor the memory of her husband, Velio E. Berardis, M.D. This fund provides awards, based on merit and need, to senior pre-med students who hope to attend medical school. Special preference is given to those who plan to attend Jefferson Medical College.

THE MICHAEL J. BEVILACQUA AWARD FUND--Established in 1989 by the Bevilacqua family as a memorial to honor the late Michael J. Bevilacqua. It is available to students from New Jersey when more than one member of the family is in college at the same time.

THE FRANCIS P. BOLAND, M.D., MEMORIAL AWARD--Family, friends and colleagues established this fund shortly after Dr. Boland's death in 1987. Each year a grant is given to Lackawanna County residents who are pre-med students. The award is based primarily on merit.

BURKE FAMILY AWARD--In 1966 and 1967, contributions were made to the Endowed Award of the University in the name of the Burke Family Foundation. In prior years, additional unrestricted gifts have been made by the Burke Family Foundation. The income from the fund is used to provide awards for needy and deserving students. The Burke family was originally from the Hyde Park section of Scranton. Thomas F. Burke, Class of '09, played a leadership role in founding the award.

REV. HENRY J. BUTLER, S.J., MEMORIAL AWARDS--The first was established in 1984 by James Summers in honor of the Executive Vice President of the University who died in office in 1981. A second Butler Award was established in 1985 by John A. McCrane, a classmate of Father Butler at Georgetown University.

THE PRIVATE FRANK J. CALI SCHOLARSHIP--Mr. and Mrs. Samuel C. Cali created this scholarship in memory of Mr. Cali's brother. It is available to any student who meets the University of Scranton qualifications.

BRIDGET CARNEY AWARD--This fund was established in 1972 by a bequest of James I. Kearney, M.D. Income from the fund, which is named to honor the memory of Dr. Kearney's
mother, is used for awards for students, one or both of whose parents were or are parishioners of St. Ignatius Parish, Kingston, Pennsylvania.

JAMES J. CLAUSS AWARD FUND—Established in 1973 by an alumnus, Class of '47, and local businessman, this fund provides investment income to aid students who require financial assistance, but do not qualify for most award programs based on financial need. First consideration is given to Northeastern Pennsylvania students.

JON A. CLAUSS AWARD FUND—An endowed Award was established in 1980 to honor the memory of Jon A. Clauss, son of Dr. and Mrs. Thomas F. Clauss of Justus, Pa. Income from the award is distributed to deserving young men and women.

THE JUDITH FOX DOYLE SCHOLARSHIP FUND—This scholarship was created by Mr. Joseph T. Doyle in honor of his wife and in appreciation of his Jesuit education at the University of Scranton.

THE DENISE DUBBELS SCHOLARSHIP FUND—This fund was created by students and faculty members in memory of Denise, an Honors Program student and member of the Special Jesuit Liberal Arts program, who was killed in an automobile accident while studying in Russia. The scholarship aids students who want to study in non-Western European countries.

ROBERT I. EDELSOHN AWARD FUND—In 1964, a sum was bequeathed in the Estate of Robert I. Edelsohn, a Polish immigrant who became a Scranton businessman and realtor, to be held in trust by the University of Scranton. Income from the fund is used to furnish awards for needy and deserving students at the University.

THE ETR AND ASSOCIATES, INC. SCHOLARSHIP FUND—This fund was created by Mr. Robert E. Lee, President of ETR and Associates, in appreciation of the fine Jesuit education his daughter received at the University of Scranton. The scholarship is open to any student demonstrating personal financial need.

PETER J. FARRELL AND MAIDA LIPPERT FARRELL AWARD—University of Scranton professor Matthew C. Farrell, Ph.D. established this Award in 1988 through a gift of land in North Central Pennsylvania. The proceeds from this gift are to be devoted to providing scholarships for North American Indian students at the University.

LAUREEN FINN MEMORIAL AWARD—Laureen Finn passed away in her sophomore year at the University of Scranton. Family, friends and fellow members of the class of 1990 established this award in memory of Laureen. The funds are awarded to a freshman education or English major with preferences given to residents of Englishtown, New Jersey. This award is nonrenewable.

THE MARTHA FITCH AWARD FUND—In 1955, a bequest was made to the University in the Will of Miss Martha Fitch, a retired nurse and former superintendent of Thompson Hospital, Scranton. Income is used to provide scholarships for needy and deserving students.

THE JAMES H. FOY, M.D. MEMORIAL AWARD—Established in 1987 by Dr. and Mrs. Joseph J. Rupp to honor Dr. Foy whose encouragement and support helped Dr. Rupp in his education. The award is given to pre-medical students who also demonstrate proficiency in the humanities.

THE JAMES M. FRANEY SCHOLARSHIP FUND—This scholarship fund was started from a bequest from the Estate of Mr. James M. Franey. The scholarship benefits students from the Northeastern Pennsylvania area.

THE SARA G. FRIEL MEMORIAL AWARD FUND—Before her death in 1982, Sara G. Friel, aunt of then University President, William J. Byron, S.J., directed that part of her estate be used to endow an award fund at the University of Scranton. Income from the Fund is distributed to deserving and financially needy students each year.

THE JOHN R. GAVIGAN AWARD FUND—In 1989, the University of Scranton established Gavigan College in honor of John R. Gavigan who, for 37 years, served the University in numerous capacities. Also established in 1989, by University Alumni and friends of John, was the Gavigan Award Fund to assist students in financial need.
THE MORRIS AND MAE GELB AWARD--The Morris and Mae Gelb Award Fund was established in 1989, through gifts from the Gelbs, members of their family and friends. This award benefits deserving and needy students of all faiths attending the University.

THE REVEREND JOSEPH GIRARD GILBRIDE MEMORIAL AWARD--This fund is for residents of Peckville (Blakely Borough), Carbondale, Throop, Nanticoke, the Parsons Section of Wilkes-Barre, and Plymouth; all in Northeastern Pennsylvania. It was established by Fr. Joseph G. Gilbride, prior to his death, to provide awards to needy and worthy students. (The awards were first presented in 1988, the University’s centennial year, “for the purpose of signaling the enchanting and challenging citizenry of the above communities, all citizens of which, regardless of any distinctions were most helpful” to Fr. Gilbride during his lifetime.)

THE DR. AND MRS. JOHN GIUNTA SCHOLARSHIP FUND--Professor Giunta created this scholarship out of his loyalty to the University of Scranton and his appreciation for the fine education his own children received here. The award is given to an incoming freshman pursuing a degree in economics.

THE PETER S. GRAYBAR MEMORIAL AWARD--This fund was created to honor Peter S. Graybar, a beloved friend and active member of the University of Scranton’s Class of 1993. The award provides assistance to a Junior who has demonstrated active involvement in extra-curricular activities.

THE EDWARD T. GRONCKI AWARD--Established to honor the memory of a University of Scranton alumnus, the awards are given to deserving young men and women selected by the Director of Financial Aid. First consideration is given to residents of the Miookno and Greenwood sections of Northeastern Pennsylvania and graduates of St. Mary of the Assumption School, South Scranton. (The late Attorney Groncki was, at the time of his death, the leading independent specialist in mutual funds and tax shelters in the Washington, D.C. area. His support, during life, of numerous projects to aid young people led to the creation of the award by family members and close friends.)

THE IRVING AND EDYTHE GROSSMAN SCHOLARSHIP TUITION FUND--This fund was created out of the generosity of Irving and Edythe Grossman and is a memorial in their honor. Eligible students must demonstrate academic achievement and participation in community service.

JUDGE FREDERICK W. GUNSTER AWARDS--The Estate of Joseph F. Gunster also provided funds for this award to honor the memory of his father. Awards are based on merit.

MARGARET GUNSTER AWARDS--Joseph F. Gunster’s mother is remembered through an award designed to assist students from low income families. (This fund was also established by Mr. Gunster’s bequest.)

RUTH GUNSTER MEMORIAL AWARD FUND--In 1971, Joseph F. Gunster, Class of ‘17, established the Ruth H. Gunster Memorial Award Fund in loving memory of his wife. This fund, which was increased by a bequest in 1980, is invested and the income is used for awards given annually to students from Northeastern Pennsylvania.

THE JOHN AND LUCILLE GUZEY AWARD--An endowed award by Mr. and Mrs. John Guzey was begun initially in 1978 and added to in 1983. Originally developed to assist members of the Central Scranton Boys’ and Girls’ Clubs, this fund is now unrestricted and is awarded on the basis of financial need.

REV. HANLEY AWARD--This award is named for the late Dexter Hanley, S.J., Esq., former University President. Aid from this fund is granted to nieces and nephews of University Jesuit personnel.

THE DERmot HARRIS FOUNDATION--The Dermot Harris Foundation will support promising young men and women from the Republic of Ireland. This Foundation was started in 1987 by actor Richard Harris in honor of his brother Dermot.
THE HILL NEIGHBORHOOD ASSOCIATION/PETER CHEUNG AWARD—This fund was named for Peter Cheung, a resident of Wayne House and director of the annual “haunted house” who died in an accident while an undergraduate. Awards are given to a junior or senior who has demonstrated service to the neighborhood and the University community. Preference is given to residents of the City of Scranton’s Hill Neighborhood.

THE FRANK AND JEAN HUBBARD AWARD FUND—This fund was established through a generous gift from Frank and Jean Hubbard. It is for individuals who graduated from North Pocono High School in the top 25% of the class and have financial need. It is expected that the recipient will take a minimum of fifteen credits each semester.

ITT AWARD FUND—The International Telephone and Telegraph Corporation established this award fund to encourage students to pursue academic excellence. The Dean of Admissions annually selects an incoming freshman to receive the award, which is renewable based on academic achievement.

THE JESUIT COMMUNITY SCHOLARSHIP FUND—Substantial annual gifts from the University of Scranton Jesuit Community have made possible an endowment to provide unrestricted scholarship aid to deserving students. Most awards are based on financial need and academic achievement.

THE JETHRO SCHOLARSHIP—Funded with an endowment established by a University of Scranton faculty member, Dr. Everett R. Brown, the grant is awarded to a freshman Management, Marketing or Economics/Finance major who demonstrates that he or she has earned a significant amount of total college expenses. It is not dependent upon financial status of parents, nor high school grades. The grant may be repeated throughout the period of undergraduate study, as long as the recipient maintains a grade point average of 3.00 or better.

B. CARL JONES MEMORIAL AWARD FUND—This fund was established in 1988 by family, friends and colleagues of the late B. Carl Jones, a University trustee and benefactor. The fund provides financial assistance, based on need, to students from Lackawanna County who are enrolled in the School of Management.

THE FRANCIS J. KEARNEY AWARD FUND—A 1977 gift from a retired pharmacist, followed by a bequest in 1979, made possible this award fund to assist deserving students in need of financial aid.

KOCH-CONLEY AMERICAN LEGION AWARD—Established in 1985 by agreement with the American Legion, these awards are provided on the basis of academic achievement and financial need. First preference for these awards is given to sons, daughters, nieces, nephews and grandchildren of the members of the Koch-Conley American Legion Post 121. Thereafter, similar family members of other Pennsylvania American Legion Post members may be considered.

REV. STEPHEN A. KOLLAR MEMORIAL AWARD FUND—A fund was established in 1977 in accordance with directions set forth in the Will of the late pastor of Holy Family Church, North Washington Ave. at Gibson St., in Scranton. A maximum of $500 per year is made available to each recipient. Applications must be considered in the following priority: 1) kinship to the deceased, the Rev. Stephen Kollar; 2) members of the Holy Family Parish Congregation of Scranton for a minimum of three years prior to filing the application. In the event that there are no eligible candidates in categories (1) and (2), other needy students may be considered.

THE MARY R. WALSH KRAHE AWARD—This award was established in 1987 by Mary R. Walsh Krahe to honor the memory of her brothers, Nicholas E. Walsh and William E. Walsh, and the Walsh family of Old Forge, PA. Funds from the endowment are used to provide support to a student from Lackawanna County. First preference will be given to students who attended Old Forge High School.

KUEHNER AWARD FUND—This fund was established by Carl, class of ‘62, and Joanne Kuehner of Naples, Florida in 1985. Income from this fund provides financial assistance to needy students from single parent families in Lackawanna County.
JOSEPH F. AND ROBERT G. LAVIS AWARD FUND--In 1990 a gift was made to the University through the estate of Robert G. Lavis, a Scranton businessman. Income from this fund is used to help students by providing a full four year award once every four years, to an incoming freshman. This award also provides funds to help junior and senior students (who have experienced a reduction in their ability to meet educational expenses.) All requests for this aid will be directed to the Office of Financial Aid.

EDWARD P. LEAHY AWARD FUND--An endowed fund established in 1989 by Edward R. Leahy, Esq., in honor of his late uncle provides aid to needy students

THE LESLIE FAY SCHOLARSHIP FUND--This fund was established to assist with the cost of education for students of Leslie Fay employees at the Wilkes-Barre, Pennsylvania facility

MR. AND MRS. PALMER P. LIBERATEORE SCHOLARSHIP GRANT--Established in 1991 by Mr. Palmer Liberatore, the grant is given to a deserving student from Lackawanna County who demonstrates academic ability and financial need

THE RALPH J. LOMMA AWARD FUND--This award is presented to students with outstanding high school records in honor of Ralph J. Lomma, an alumnus of the University and a distinguished Scranton businessman, chairman and chief executive officer of The Lomma Group of Scranton. The full-tuition scholarship is awarded each four years to one student

THE BRUCE LOWENBERG AND JOHN MCLEAN KELLY MEMORIAL AWARD FUND--This fund was established in 1988 by Mrs. Frances McLean Lowenberg. Income from an endowment provides award grants to qualified and deserving young men and women

THE FRANK J. AND MAE C. MacENTEE MEMORIAL AWARD--Founded by the MacEntee Family in memory of their beloved parents. This award will assist deserving students with their education costs at the University of Scranton

BETH ANNE MACKIE MEMORIAL AWARD FUND--This fund was created as a memorial to Beth Anne Mackie by her parents. The eligible student must be a psychology major showing academic excellence

THE MARY KAY/ROCHON SCHOLARSHIP--This scholarship was set up by Mr. John Rochon and the Mary Kay Foundation. It is awarded to bright, female students in economic need

THE ROBERT L. McDEVITT, K.S.G. AWARD--Income from a Fund established in 1977 provides assistance to qualified and deserving Hanley College students. The award was established by Robert L. McDevitt, K.S.G., a Georgetown University classmate and long-time friend of the late Rev. Dexter L. Hanley, S.J., who served as president of the University from 1970 to 1975

THE JOHN P. MCLEAN AWARD FUND--This fund, established in 1985 by former trustee, Thomas E. Sheridan ’60, and many other alumni, students, family and friends, is named in honor of Professor John P. McLean, a School of Management faculty member for over 50 years. Income earned by the endowed fund is distributed to deserving accounting students

THE MERCY HOSPITAL NURSING SCHOLARSHIP--In 1988 Scranton’s Mercy Hospital established a scholarship for full-time nursing students. Preferred eligibility would be for employees of Mercy Hospital and/or children or spouses of employees. Other than employees, the recipient must be a resident of Lackawanna County. This scholarship is based on merit

CHARLES E. MERRILL AWARD--In 1969, the Charles E. Merrill Trust of New York City made a gift to the University. The income from this award assists students of the Catholic faith

THE ANGELO H. MONTRONE AWARD FUND--This fund was established by Paul M. Montrone, President of the Henley Group, Inc. and a member of the class of 1962, to honor his father. Each year, the Director of Financial Aid chooses a School of Management student who best exemplifies the senior Mr. Montrone’s life-long dedication to self-improvement and ethical behavior in business management.
THE MOSES TAYLOR HOSPITAL NURSING SCHOLARSHIP--This fund was established in 1989 by Moses Taylor Hospital of Scranton, PA. The recipient of this merit scholarship must be a nursing major. Moses Taylor Hospital employees and their families, along with residents of Lackawanna County, are given first preference.

THE ROBERT W. MUNLEY MEMORIAL AWARD--This fund was established by Robert W. Munley, Esq. and Judge James M. Munley as a way of honoring their father Robert W. Munley. Income from this fund will support deserving young students from Lackawanna County.

THE MURPHY AWARD FUND--This fund was established in 1957, through a bequest of Miss Margaret Murphy, a retired schoolteacher and lifelong resident of Scranton. A marker has been placed on campus designating the gifts as having been made by Margaret and her sister Katherine “in loving memory of our mother, father and brothers.” The income award provides funds for needy and deserving students.

JAMES NASSER FAMILY AWARD FUND--This fund was established in 1986 by Mr. and Mrs. James R. Nasser. Preference is given to needy students from Lackawanna County.

THE NEPA APICS SCHOLARSHIP--Established in 1987 by Northeastern Pennsylvania Chapter of the American Production and Inventory Control Society for qualified junior or senior students enrolled in the Production Management major of the School of Management and/or active members of the University of Scranton Chapter of APICS.

THE CHARLOTTE W. NEWCOMBE FOUNDATION AWARD--This fund provides scholarship aid for mature, second-career women students.

THE DR. EDWARD J. NOTARI SCHOLARSHIP--Each year two freshman Physical Therapy students will receive a grant which will be carried through the completion of their senior year. To be eligible the student must have graduated from a high school in, and be a resident of, Lackawanna, Susquehanna, Luzerne, Monroe, Pike, Wyoming, Columbia, Schuylkill, or Carbon Counties. These scholarships are based on merit. Upon graduation, the physical therapist agrees to work for two years at Allied Services for the Handicapped facility. Allied is the sponsor of the Notari Scholarship.

THE MARION R. OATES MEMORIAL AWARD FUND--This fund was established in memory of an alumna who passed away in an automobile accident shortly after her 1990 graduation. Awards from this fund will aid middle income students from New Jersey.

THE RAYMOND S. O'CONNELL AWARD--Shortly before his death in 1981, an alumnus of St. Thomas College, Raymond S. O'Connell, established a fund for needy students. His sister, Sara E. O'Connell, completed the gift after Raymond's death.

FRANK O'HARA AWARD FUND--This award was established in 1988 by friends and family of "Mr. University," Frank O'Hara. Mr. O'Hara served in many capacities over a long career with the University. Many alumni have fond memories of how he made a difference in their lives. This fund, along with O'Hara Hall, were established in his memory.

THE MARIAN N. AND PATRICK F. O'HARA AWARD--Income from an endowment provides unrestricted awards grants to deserving young men and women.

OPPENHEIM FAMILY AWARD--This fund was established by the Oppenheim Family, who for many years owned and operated Oppenheim's Department Store and its predecessor, The Scranton Dry Goods Co. Income from the fund is used primarily for part-time, non-traditional students who need financial assistance. For further information contact the Office of Financial Aid or the Dean of Dexter Hanley College.

THE BERNARD W. OZAROWSKI AWARD--This fund was established by Bernard W. Ozarowski in memory of two of his former professors, Rev. Edward J. Gannon, S.J. and Rev. John J. Fitzpatrick, S.J. The award provides financial aid to students in need from St. Peter's Preparatory School, New Jersey. The students should be involved in school activities.
ERNEST D. PREATE AWARD FUND--The family of Attorney Ernest D. Preate, Sr. established this fund in March 1982. Income earned by the Fund is distributed to deserving students. First consideration is given to needy students who are residents of Lackawanna County.

THE REV. J.J. QUINN, S.J. SCHOLARSHIP FUND--This scholarship honors Rev. J.J. Quinn, S.J., professor emeritus of English. It was started by alumni and former students to honor Fr. Quinn’s many years of service to the University of Scranton, his students, and the community.

THE FRANCIS E. AND ELIZABETH BRENNAN REDINGTON SCHOLARSHIP FUND--This fund was established in 1984 according to provisions in the will of the late Francis E. Redington. It provides financial assistance to students on the basis of both ability and need. Some portion of the income each year supports scholarships for students from the Republic of Ireland.

JOHN CHARLES & KATHRYN S. REDMOND FOUNDATION AWARD--The income from this fund will be directed to an outstanding student who is not eligible for any direct financial aid, as specified by state or federal regulations, but who shows financial need because of the student’s family situation (e.g., number of children in school needing parental support).

THE DR. RICHARD A. RENDICH EDUCATIONAL AWARD FUND--This endowed fund was established by the family of University alumna, Grace Rendich. Income from the fund is used to assist in the education of needy young men aspiring to the priesthood.

THE RIVERSIDE PHYSICAL THERAPY FUND--This award was established in 1989 by the Riverside Rehabilitation Center, Plains, Pennsylvania. It is awarded to an incoming P.T. major who is also offered summer and then full-time employment at the center.

JOHN M. ROBINSON AWARD FUND--An initial gift in 1974 and additional yearly gifts have established a fund which is used to generate income for promising and deserving students. Scranton area residents receive first consideration. Mr. Robinson attended the University and subsequently established LPS Industries Inc. in Newark, NJ.

THE ROBERT RYDER SCHOLARSHIP FUND--Established in 1988 by John Diskin, ’67 and Coopers and Lybrand as a tribute to Mr. Robert Ryder. The scholarship assists local students of Scranton or the Borough of Dunmore, Pennsylvania.

CHARLES V. SABATINO, SR. SCHOLARSHIP FUND--This fund was established in 1990 by Frank C. Sabatino, Esq. ’76 as a memorial to his father. This scholarship, based on merit, is awarded to a sophomore who has studied history.

THE JOSEPHINE SARCINELLI MEMORIAL AWARD FUND--Med Science Laboratories, Scranton, established this award in 1983 to honor the memory of Josephine Sarcinelli, the office manager of the firm for many years. The award is given to an incoming freshman from Lackawanna County who is in financial need and intends to major in medical technology.

THOMAS J. SHEVLIN, JR. AND DR. JOHN F. SHEVLIN MEMORIAL AWARD FUND--This fund was established in 1989 through a bequest from Thomas J. Shevlin, Jr. of Carbondale, Pa. Income from this award is used to assist deserving young men and women in pre-medical studies.

THE SPECIALITY PLASTICS PRODUCTS, INC. EDUCATIONAL FUND--The fund was established in 1988 for students of Dunmore High School, Dunmore, Pennsylvania.

THE STANLEY E. AND ELAINE L. STETTZ SCHOLARSHIP--This award was established by Atty. Stanley Stettz, ’61, in appreciation for the fine education he received at the University of Scranton.

THE ARMOND AND BETTY STRUTIN SCHOLARSHIP FUND--This fund was created out of the generosity and commitment to the University of Scranton by Armond and Betty Strutin. The fund is distributed each year to deserving students identified and designated by the Purple Club.

THE AMELIA SURACI AWARD FUND--This endowed fund was established in 1977 by the late Mr. Frank Suraci, Chairman of Parodi Cigar Corporation, to honor his wife Amelia. After Mr. Suraci’s
death, contributions from the Suraci and Keating families were added to the endowment. Each year, income from the fund is distributed to deserving and needy students.

THE TRL ASSOCIATES SCHOLARSHIP--This award was established by Stephen P. Hrobuchak, Jr., President of TRL, Inc., to benefit TRL employees and their children. The award is presented each year to an incoming freshman who is either employed by TRL Associates or is the son or daughter of a current TRL employee.

UNICOSCHOLARSHIPFUND--The UNICO Foundation of the Scranton Chapter of UNICO National, a philanthropic group, established this fund in 1980 to offer financial assistance to deserving students.

CHARLES J. VOLPE MEMORIAL AWARD AND LECTURE FUND--Established in 1988, this fund is in memory of Charles J. Volpe, a well respected Scranton businessman and public servant. The award provides tuition for a student, entering their senior year, who is majoring in Political Science. The Lecture Fund provides for an annual lecture featuring a well known public servant.

THE WILLIAM ZAHLER AWARD FUND--In 1986, Mr. and Mrs. William P. Zahler of Mayfield Heights, Ohio established an award in memory of their son William Zahler, Jr., an associate professor of English at the University until his untimely death in 1986. Income from the endowed award is distributed to deserving young men and women.

ANNUAL AWARDS

DR. A.J. CAWLEY AWARD--In memory of Dr. A.J. Cawley of Pittston, Pa., a fund was established by a legacy from his sister, Miss Ellen Cawley. Income therefrom is used to provide an award to a Physics Major each year.

CMC - ADRIAN SAMOLOWICZ MEMORIAL SCHOLARSHIP--Scranton”s Community Medical Center created this award in honor of its late President Adrian SamoLOWicz. This award supports Nursing, Physical Therapy or Medical Technology students, and is limited to employees of the Medical Center, their spouses and children.

EDUCATIONAL FREEDOM AWARD--In 1990 Joseph E. McCaffrey established this award to aid students who graduate from Lackawanna County parochial schools. Mr. McCaffrey, a member of the New Jersey Chapter of Citizens for Educational Freedom, hopes this award will remind students to continue to pursue the goals of The Citizens for Educational Freedom.

THE LEN AND DEBORAH GOUGEON ST. ANNS AWARD--Established in 1986 through a gift from Drs. Len and Deborah Gougeon. This award, based on need, will provide assistance to a graduate of St. Ann’s Grammar School or a member of St. Anni’s Monastery Parish, Scranton, PA.

JOSEPH P. HARPER AWARD--A fund was established in 1967 to honor the memory of Joseph P. Harper, Professor of Physics. An annual award is given to a senior Physics major upon the recommendation of the Physics department and with the approval of the Director of Financial Aid. The Department of Physics presents with the award, a citation reminding the recipient of the high scholarly ideals, exemplary life, and dedicated service represented by Professor Harper.

HEAD INJURY RECOVERY ASSOCIATES AWARD--Each year Head Injury Recovery Associates provides aid to one full time freshman Nursing and one full time freshman Physical Therapy student. First preference for this award is given to the employees of Head Injury Recovery Associates, their spouses and children regardless of residency. Second preference is given to residents of Lackawanna, Luzerne, Monroe, Pike, Wyoming and Wayne Counties (PA); Delaware, Orange and Sullivan Counties (NY); Sussex, Passaic and Warren Counties (NJ). Further information on this award is available at the Financial Aid Office.

THE HOESCHELE-STEINMETZ AWARD--This fund was established by General Electric in honor of David B. Hoeschele, an alumus of the class of 1950. Mr. Hoeschele was chosen by G.E. for their prestigious award for his leadership in the field of electronic circuit design. He then requested the funds be used to establish an award for United States citizens or permanent residents from Northeastern Pennsylvania. The recipient should be enrolled as a full-time undergraduate in either the Physics or Electronic Engineering program. This award is based on need and academic merit.
THE KATHRYN AND BERNARD HYLAND MEMORIAL AWARD FOR EXCELLENCE IN BIOLOGY--A gift from alumnus Bernard V. Hyland, M.D., made in loving memory of his parents, established in 1980 an endowment to perpetuate this annual award. The award is presented to a graduating senior from the Biology Department who, in the opinion of the department’s faculty, has achieved distinction based on academic excellence in biology, personal integrity and concern for others.

THE ROSE KELLY AWARD--A University of Scranton alumnus, Joseph Wineburgh, Ph.D., set in place an endowment to link the efforts of elementary and secondary school teachers to the achievements of college students. Each year, an outstanding student is selected by a committee appointed by the Academic Vice President. The Rose I. Kelly Award winner is asked to name a high school or elementary teacher who most influenced his or her pre-college academic preparation. Both the student and the teacher from pre-college days are honored at a campus ceremony. The student also receives a plaque and a book, selected by the students department chairman. A copy of the same book is placed in the University Library.

Dr. Wineburgh established the program to honor an elementary teacher, Rose I. Kelly, who greatly influenced his life.

THE WILLIAM V. LOUGHRAN AND ALBERT E. PETERS AWARD FUND--Established in 1985 through a gift of Albert E. Peters and Elizabeth Loughran Peters, this fund provides awards, based on merit and need, to seniors who intend to pursue graduate studies in the fields of science, chemistry, and medicine. The fund is to be open-ended so that members of the Loughran and Peters families may continue to contribute to the awards.

THE CONGRESSMAN AND MRS. JOSEPH MCDADE PROGRAM OF PUBLIC SERVICE--The fund, established in 1990, supports students, majoring in Political Science, doing internships in Scranton area government offices with the intention of following a career in public service.

NORTHEASTERN PENNSYLVANIA SOCIETY OF PUBLIC ACCOUNTANTS AWARD FUND--An endowed fund to aid deserving senior Accounting students in Dexter Hanley College and the School of Management.

O’MALLEY & HARRIS PRE-LAW AWARD--This award is based on the outcome of an annual competition among full-time undergraduates at both the University of Scranton and Marywood College. Entry information is available from either school’s pre-law advisor. Completed entries are submitted at the end of the spring semester. The law firm O’Malley & Harris, P.C., are sponsors of this award.

THE PUMP ‘N” PANTRY, INC. SCHOLARSHIP AWARD--Mr. & Mrs. J. Thomas Quigg, ’55 established this award in 1988 to financially assist students from the following school districts: Blue Ridge, Elk Lake, Montrose, Mountain View, Lackawanna Trail, Sullivan County and Tunkhannock.

THE BERNARD SHAIR MEMORIAL AWARD--This award was established by family, friends and colleagues of Dr. Shair through the Scranton Area Foundation. It will be presented annually to a graduating senior of the University of Scranton who has been enrolled in an accredited dental school the same year of the award.

THE PAUL L. WALEFF MEMORIAL AWARD--This fund was established by the parents of Paul L. Waleff, who died in 1984 while a student at the University of Scranton. Each year, the Director of Financial Aid presents the award to a junior or senior who plans a career of service to the handicapped.

WAYNE MEMORIAL HOSPITAL SCHOLARSHIP--Each year Wayne Memorial Hospital offers scholarships for students enrolled in the Nursing program at the University. Every other year aid is also provided to a student enrolled in the Physical Therapy program or the Medical Technologist program. First preference for this scholarship is given to the employees of the hospital, their spouses and children. Second priority is for residents of Wayne, Pike and Susquehanna counties. Contact the Director of Financial Aid for further information and requirements regarding this Scholarship.
ANNUAL SCHOLARSHIPS
LACKAWANNA COUNTY LAWYERS' AUXILIARY SCHOLARSHIP--Established in 1982, this award is annually presented to an outstanding graduating senior from Lackawanna County to provide scholarship assistance in the first year of law school. The scholarship is given directly by the Lawyers' Auxiliary, upon the recommendation of the University Pre-Law Advisor.

BIENNIAL SCHOLARSHIP
FRIENDLY SONS OF ST. PATRICK SCHOLARSHIP--Biennially the Society provides funds for a University of Scranton student to enjoy the benefits of an academic experience, usually one or two semesters, in Ireland. The grant is for $2,000. Contact Dr. Mary Engel, Associate Dean of the College of Arts and Sciences, for further information.

ENDOWED CHAIRS
THE ALPERIN CHAIR IN BUSINESS ADMINISTRATION--Established by an endowment, this academic chair was set in place in 1980 through the gifts of three Scranton businessmen: Joel, Irwin and Myer Alperin, and their families.

The late Joel Mitchell Alperin was the originator and the principal sponsor of the chair and its endowment. Income from the Alperin brothers' gift is applied to the salary of a professor in the School of Management.

THE CHAIR IN JUDAIC STUDIES--Income from an endowment established by alumni and friends of the University makes it possible for the University to invite, for short visits to Scranton, Judaic scholars from Israel, or other parts of the world, for public lectures and meetings with students and faculty.

THE PIUS X TEACHING CHAIR OF THEOLOGY--Established in 1976 by an anonymous gift, and the assignment of a matching grant from the University's Commitment to Excellence capital campaign, this chair is occupied by a priest, or jointly by a set of priests, of the Diocese of Scranton. The chairholders are nominated by the faculty of St. Pius X Seminary and approved by the faculty of the Department of Theology and Religious Studies at the University.

THE JOSEPH T. AND FRANK M. MCDONALD CHAIR--Income from an endowment established by George and Dr. Herbert McDonald is used primarily to support the Pre-Law program, including support of the pre-law advisor, internship program, and advisory team; income is also used to provide scholarship assistance to deserving students in pre-law majors.

OTHER ENDOWMENTS
THE GUNSTER LIBRARY FUND--Established by the 1980 bequest of Joseph F. Gunster, Class of '17, income from this fund provides annual support for the Alumni Memorial Library.

JESUIT COMMUNITY CONTRIBUTION--Total contributed services of the members of the Jesuit Community of Scranton have been approximately $3,000,000 since 1942. This gift of funds, returned to the University from payments made to Jesuits for their services, has enabled the University to offer many scholarships from its operating budget and has substantially aided the building program.

JOHN J. LONG, S.J., FUND--Contributions to this fund were made by friends of the Very Rev. John J. Long, S.J., President of the University 1953-1963, on the occasion of his Golden Jubilee in the Society of Jesus and later as a memorial after his death in 1971. The fund is invested and the income therefrom is used for projects and programs concerned with the spiritual growth of students.

THE LOYOLA LECTURE--The Jesuit Community serving the University of Scranton has endowed a lecture program intended to bring distinguished Jesuit speakers to campus. Named in honor of St. Ignatius Loyola, founder of the Jesuit Order, this fund can also support visits by other scholars capable of assisting the University community to better appreciate the Jesuit heritage.
THE HARRY AND HELEN MACK AWARD FUND—This award was established through a Unitrust by Mrs. Helen Mack and is restricted to the University of Scranton’s Judaic Studies Program. It assists students and the community in learning about Jewish heritage and culture.
UNIVERSITY DIRECTORY

*Richard H. Passon, Ph.D., Provost and Vice President for Academic Affairs*
Crucial to the fulfillment of the University's mission is its dedicated corps of faculty and staff, who work together to provide a stimulating and supportive environment for student achievement.

**Officers of the University Corporation**
J.A. Panuska, S.J., President
Marilyn Coar, Secretary
David E. Christiansen, Treasurer

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Brian J. Murray
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Ch. Justice Robert N.C. Nix, Jr.
Eugene A. Nolan, S.J.
Kevin G. O’Connell, S.J.
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Rev. Joseph G. Quinn
John P. Rochon
Michael E. Ryan, Esq.
Susan Swain
Gerald P. Tracy, M.D.
David J. Williams
ADMINISTRATION

President of the University (1982)

Professor, Biology (1982)
B.S., Loyola College;
Ph.L., Ph.D., St. Louis University;
S.T.L., Woodstock College

Provost and Vice President for
Academic Affairs (1984)
Professor, English (1984)
A.B., King’s College;
M.A., Ph.D., University of Notre Dame

Vice President for Finance/Treasurer (1987)
David E. Christiansen (1987)
B.S., M.B.A., LaSalle University

Vice President for Planning (1986)
Glenn Pellino (1980)
B.A., M.A., St. Louis University;
Ph.D. Cand., University of Michigan

Vice President for Development
and Public Relations (1983)
Robert J. Sylvester (1983)
B.S., University of Scranton;
M.A., Fairfield University

Vice President for University Ministries (1976) and
University Chaplain (1989)

Assistant Professor, History/Political Science (1976)
A.B., M.A., Fordham University;
Ph.L., S.T.B., S.T.L., Woodstock College;
M.A., Ph.D., Georgetown University

Vice President for Student Affairs (1988)
James T. Bryan (1988)
RS., State University of New York at Fredonia;
M.A., Michigan State University;
Ed.D., Columbia University

Dean, College of Arts and Sciences (1990)
Paul E Fahey, D. et U.* (1968)

Professor, Physics/Electronics Engineering (1978)
B.S., University of Scranton;
M.S., Ph.D., University of Virginia

Dean, Dexter Hanley College,
Director of Instructional Development
and of Learning Resources Center (1986)
Shirley M. Adams (1986)
Assistant Professor, Education (1986)
B.A., University of Northern Iowa;
M.A., University of Iowa;
Ph.D., Iowa State University

Dean, Graduate School and
Director of Research (1985)
Thomas P. Hogan (1985)

Professor, Psychology (1985)
B.A., John Carroll University;
M.A., Ph.D., Fordham University

Assistant Provost (1993)
Richard McGowan, S.J.

B.S., Widener University;
M.S., University of Delaware;
M.Div., Th.M., Weston School of Theology;
D.B.A., Boston University

Associate Provost for Information Technology (1994)
Jerome DeSanto (1979)
B.S., M.B.A., University of Scranton

Special Assistant to the President (1987)

Professor, English (1969)
A.B., Georgetown University;
Ph.L., Woodstock College;
M.A., Ph.D., Fordham University

Dean, School of Management (1986)
Joseph J. Horton (1986)

Professor, Economics/Finance
B.A., New Mexico State University;
M.A., Ph.D., Southern Methodist University

Dean, College of Health, Education,
and Human Resources (1991)
James J. Pallante (1991)

Professor, Health Administration and
Human Services (1991)
B.A., La Salle University;
M.S., Temple University;
M.A., Glassboro State College;
Ed.D., Rutgers University

Dean of Admissions (1981)
A.B., M.A., Loyola University Chicago;
S.T.B., Woodstock College

Associate Vice President for Operations, (1988)
Martin L. Langan (1974)
B.S., M.B.A., University of Scranton

Associate Dean, School of Management (1985)
George V. Babcock, D. et U. * (1963)
Associate Professor of Economics/Finance
A.B., M.A., Ph.L., Boston College;
M.B.A., New York University
Associate Dean, College of Arts and Sciences (1986)
Director, Academic Advising Center (1987)
Mary F. Engel (1986)
Associate Professor, English (1986)
B.A., St. Bonaventure University;
L.L., Katholieke Universiteit te Leuven;
Ph.D., Kent State University
Director of Library (1992)
Charles E. Kratz (1992)
B.A., M.A., University of Notre Dame
M.L.S., University of Maryland

EMERITI
Charles J. Buckley, M.B.A.
D. et U. * (1947)
Dean, Dexter Hanley College/Assistant to
Academic Vice President

John R. Gavigan, A.B.
D. et U. * (1950)
Vice President for Student Affairs

Vice President for Administrative
Services (1974-1992)

Zim E. Lawhon, M.S.
D. et U. * (1964)
Registrar

Robert T. Ryder, M.B.A.
D. et U. * (1946)
Vice President for Finance/Treasurer
FACULTY

PROFESSORS EMERITI

Panos Apostolidis, Ph.D.  
(1977-1989)  
Department of Management/Marketing

Martin D. Appleton, Ph.D.  
Department of Chemistry

John J. Baldi, M.S.S.W., D.S.S.  
Department of Sociology

Edward F. Bartley, M.A.  
D. et U. * (1938-1987)  
Department of Math/Computer Science

Richard J. Bourcier, Ph.D.  
Department of Foreign Languages and Literatures

Frank A. Cimini, M.A.  
D. et U. * (1941-1985)  
Department of Foreign Languages and Literatures

James J. Conlin, S.J., Ph.D.  
Department of Sociology/Criminal Justice

Francis H. Curtis, M.Ed.  
Department of Education

Joseph C. Dougherty, Ph.D.  
Department of History/Political Science

Joseph T. Evans, Ph.D.  
Department of Biology

Thomas M. Garrett, Ph.D.  
D. et U. (1960-1988)  
Department of Philosophy

A. John Giunta, Ph.D.  
D. et U. * (1960-1993)  
Department of Economics/Finance

Walter Haab, Ph.D.  
D. el U. * (1942-1980)  
Department of Chemistry

Joseph M. Hamernick, S.J., S.T.B., M.A  
Department of Communication
William B. Hill, S.J., S.T.L., Ph.D.
Department of English

Daniel J. Houlihan, J.D.
D. et U. * (1947-1985)
Department of Accounting

Anne J. Jones, M.A.
Department of Fine Arts (1975-1986)

Helen P. Kelly, M.S.
Assistant Librarian

Raymond L. Kimble, Ed.D.
Department of Education

Lawrence J. Lennon, Ph.D.
D. et U. * (1946-1974)
Department of Psychology

Eugene McGinnis
Department of Physics/EE

John P. McLean, B.S.
D. et U. * (1940-1990)
Department of Accounting

Marianne McTighe, M.S.
D. et U. * (1946-1986)
Associate Librarian

John J. Murray, Ph.D.
Department of English

Mildred A. Norton, M.S.
Associate Librarian

Matthew R. O'Rourke, M.A.
Department of English

Andrew W. Plonsky, M.S., E.E
Department of Math/Computer Science

Edward R. Powers, S.J., M.A., S.T.L
Department of Math/Computer Science

John J. Quinn, S.J., Ph. D.
Department of English

Stephen P. Ryan, Ph.D.
Department of English

Henry V. Sattler, C.SS.R.
Department of Theology

Angelina T. Scardamaglia, M.S.
D. et U. * (1947-1978)
Assistant Librarian

Charles B. Trundle, S.J., M.A., S.T.L.
Department of Theology

John C. Williams, M.S.
Department of Education

PROFESSORS
Edwin Merrill Adams (1992)
Assistant Professor, Biology (1992)
B.S., The Citadel;
Ph.D., Medical University of South Carolina

Brad A. Alford (1989)
Associate Professor, Psychology (1993)
B.A., Millsaps College;
M.A., Ph.D., University of Mississippi;
Clinical Fellowship, University of Pennsylvania School of Medicine
Licensed Psychologist

F. Daniel Althoff (1993)
Lecturer, Foreign Languages
B.A, M.A., Florida State University;
Ph.D. Cand., University of Florida

Barry R. Anderson (1974)
Associate Professor, Biology (1980)
B.S, State University of New York at Fredonia;
M.S., Ph.D., Lehigh University

Patricia A. Bailey, R.N. (1983)
Associate Professor, Nursing (1987)

Harold W. Baillie (1978)
Professor, Philosophy (1993)
A.B., Yale University;
M.A., Ph.D., Boston College

Thomas E. Baker (1975)
Assistant Professor, Sociology/Criminal Justice (1975)
B.S., M.S., Virginia Commonwealth University;
M.Ed., M.S., East Stroudsburg University

Subramanian Balakrishnan (1992)
Assistant Professor, Management/Marketing (1992)
B.S., Indian Institute of Technology, Madras;
Ph.D., University of Pittsburgh
Galen L. Baril (1975)
Associate Professor, Psychology (1985)
B.A., University of Nevada;
Ph.D., University of Maine

Carolyn E. Barnes (1988)
Professor, Physical Therapy (1988)
Chairperson, Department of Physical Therapy (1988)
B.A., Fairmont State College;
M.S., West Virginia University;
Certificate in Physical Therapy,
D.T., Watson School of Physiatrics;
Ph.D., University of Pittsburgh

Christopher Baumann (1984)
Associate Professor, Chemistry (1989)
B.S., Oregon State University;
Ph.D., University of Florida

Rebecca S. Beal (1983)
Associate Professor, English (1988)
A.B., Westmont College;
M.A., University of Chicago;
Ph.D., University of Texas

John Begley, S.J. (1985)
Associate Professor, Theology/Religious Studies (1985)
A.B., M.A., Boston College;
Ph.L., S.T.L., Weston College;
S.T.D., Gregorian University

Professor, Biology (1974)
B.S., Ph.L., Spring Hill College;
S.T.L., Woodstock College;
M.S., Ph.D., The Catholic University of America

J. Brian Benestad (1976)
Professor, Theology/Religious Studies (1989)
A.B., Assumption College;
S.T.L., Gregorian University;
Ph.D., Boston College

W. Andrew Berger (1989)
Associate Professor, Physics/Electronics Engineering (1994)
M.S., Technical University of Poznan, Poland;
M.S., Ph.D., Drexel University

Robert M. Bessoir, D. et U. * (1968)
Professor, Physical Education (1994)
B.S., University of Scranton;
M.S., East Stroudsburg University

Yaodong Bi (1991)
Assistant Professor, Computer Sciences
B.S., M.S., Northeast University of Technology
Shenyang, People’s Republic of China;
Ph.D., University of Illinois

Gerald Biberman (1981)
Associate Professor, Management/Marketing (1987)
Chairperson, Management/Marketing (1992)
B.A., M.A., Ph.D., Temple University

David W. Black (1984)
Professor, Philosophy (1994)
B.A., Northern Illinois University;
M.A., Ph.D., Pennsylvania State University

Mrigen Bose, D. et U. * (1968)
Associate Professor, Economics/Finance (1977)
B.S., Patna University;
M.A., M.A., University of Calcutta;
M.S., University of Kentucky;
Ph.D., University of Utah

Cheri L. Boyd. (1992)
Instructor, Mathematics (1992)
B.A., M.A., Potsdam College (SUNY);
M.A., University of Rochester;
Ph.D. Candidate, University of Rochester

Alan L. Brumagim (1990)
Assistant Professor, Management/Marketing (1990)
B.B.A., Pennsylvania State University;
M.B.A., Ph.D., Temple University

James P. Buchanan (1977)
Associate Professor, Psychology (1981)
Chairperson, Department of Psychology (1993)
B.A., The Johns Hopkins University;
M.A., Ph.D., University of California, Los Angeles

David Buckley (1991)
Instructor, History/Political Science (1991)
B.A., M.A., University College, Cork
Ph.D., Boston College

Michael C. Cann
Professor, Chemistry (1988)
B.A., Marist College;
M.A., Ph.D., State University of New York at StonyBrook

Professor, Education (1974)
B.S., University of Scranton;
M.Ed., Doctoral Studies, Pennsylvania State University
Licensed Psychologist

J. Timothy Cannon (1981)
Associate Professor, Psychology (1986)
B.S., University of Scranton;
Ph.D., University of Maine

Professor, Philosophy (1974)
B.S., M.A., University of Comillas, Spain; Ph.D., University of Ottawa

Michael D. Carey (1978)  
Professor, Biology (1990)  
B.A., Wittenberg University; M.A., Ph.D., Indiana University

Brian Carpenter, C.M.A. (1987)  
Associate Professor, Accounting (1992)  
Chairperson, Accounting (1992)  
M.B.A., University of Scranton  
B.S., Ph.D., The Pennsylvania State University;

Dona Carpenter, R.N. (1985)  
Associate Professor, Nursing (1993)  
B.S.N., College Misericordia; M.S.N., Villanova University; M.Ed., Ed.D, Columbia University

Professor, English (1981)  
B.S., Loyola University, Chicago; MA., University of Iowa; Ph.D., University of Wisconsin

Associate Professor, Theology/Religious Studies (1981)  
A.B., Iona College; M.A., Marquette University

Timothy K. Casey (1987)  
Associate Professor, Philosophy (1990)  
Chairperson, Department of Philosophy (1991)  
B.A., Loras College; M.A., University of Pittsburgh; M.A., Ph.D., Duquesne University

Raymond W. Champagne, Jr., D. et U. * (1967)  
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B.A., Boston College;  
M.S., Georgetown University;  
M.Div., Jesuit School of Theology;  
Ph.D., Graduate Theological Union

Robert P. Sadowski (1987)  
Professor, Communication (1987)  
Chairperson, Department of Communication (1987)  
B.A., Michigan State University;  
M.S., Syracuse University;  
Ph.D., University of Iowa

John P. Sanko (1990)  
Assistant Professor, Physical Therapy (1990)  
B.S., M.S., East Stroudsburg State College

Edward M. Scahill (1989)  
Associate Professor, Economics/Finance (1994)  
B.S., St. Bonaventure University;  
M.A., Ph.D., State University of New York at Binghamton

Carl Schaffer (1988)  
Associate Professor, English (1991)  
B.A., Farleigh Dickinson University;  
M.A., University of Michigan;  
M.F.A., University of Iowa;  
Ph.D. Cand., University of Denver

Assistant Professor, History/Political Science (1976)  
B.A., M.A., St. Louis University;  
Ph.D., University of Wisconsin

Larry R. Sherman (1981)  
Assistant Professor, Chemistry (1981)  
B.S., Lafayette College;  
M.S., Utah State University;  
Ph.D., University of Wyoming

James R. Sidbury (1983)  
Associate Professor, Computer Science (1983)
B.S., Duke University;  
M.S., Ph.D., Auburn University

Associate Professor, Mathematics (1974)  
B.S., King’s College;  
M.A., Fordham University;  
Ph.D., University of Missouri

Shirleen Smith (1988)  
Instructor, Mathematics (1988)  
A.A., Mount Wachusett Community College;  
B.S., M.S., University of Arizona

P. Joseph Sorg (1993)  
Assistant Professor, Physical Therapy (1993)  
B.S., Niagara University;  
Ph.D., Medical College of Virginia

Robert A. Spalletta (1983)  
Associate Professor, Physics/Electronics Engineering (1991)  
B.S., Stevens Institute of Technology;  
MS., Ph.D., University of Rochester

E. Springs Steele  
Associate Professor, Theology/Religious Studies (1986)  
B.A., M.A., Ph.D., University of Notre Dame

Professor, Health Administration and Human Resources (1985)  
Chairperson, Health Administration and Human Resources (1989)  
B.S., M.S., D. Ed., Pennsylvania State University  
Licensed Psychologist

Joseph H. Stribrny (1992)  
Major, U.S. Army  
Professor, Military Science (1992)  
B.S., Northrop University;  
M.S., Boston University;  
U.S. Army Command and General Staff College

J. Michael Strong, D et U. * (1972)  
Associate Professor, Physical Education (1982)  
B.S., Concord College;  
M.S., West Chester State College

Michael Sulzinski (1990)  
Assistant Professor, Biology (1990)  
B.S., Pennsylvania State University;  
Ph.D., Cornell University

Delia A. Sumrall (1992)  
Assistant Professor, Management/Marketing (1992)  
B.S., M.B.A., University of Southern Mississippi;  
D.B.A., Mississippi State University

Terrence E. Sweeney (1992)  
Assistant Professor, Biology (1992)  
B.A., Colgate University;
M.S., Ph.D., University of Rochester

John T. Talamini (1977)
Associate Professor, Sociology/Criminal Justice (1981)
B.S., St. Joseph’s College;
M.A., Fordham University;
Ph.D., Rutgers University

Nabil Tamimi (1993)
Lecturer, Quantitative Management Systems (1993)
B.S., Penn State University;
M.S., University of Scranton;
Ph.D. Cand. Temple University

Associate Professor, Computer Science (1983)
B.S., M.B.A., West Virginia University

Len Tishchler (1990)
Assistant Professor, Management Marketing (1990)
B.A., Wabash College;
M.B.A., Ph.D., University of Maryland

Anne Marie Toloczko (1992)
Assistant Professor, Counseling and Human Resources (1992)
B.A., M.A., Marywood College;
Ph.D., Lehigh University;
Licensed Psychologist

Daniel S. Townsend (1987)
Associate Professor, Biology (1992)
Chairperson, Department of Biology
B.A., College of the Holy Cross;
M.S., Central Michigan University;
Ph.D., State University of New York at Albany

Susan Trussler (1985)
Associate Professor, Economics/Finance (1992)
B.Sc., London School of Economics;
M.S., Ph.D., Pennsylvania State University;
A.P.C. New York University

Gretchen VanDyke (1994)
Instructor, History/Political Science (1994)
B.A., Trinity College;
M.A., Ph.D. Cand., University of Virginia

Argyrios C. Varonides (1989)
Assistant Professor, Physics/Electronics Engineering (1993)
B.S., University of Thessalonika;
M.S., Temple University;
Ph.D., Drexel University

Joe A. Vinson (1974)
Professor, Chemistry (1990)
B.S., University of California, Berkeley;
M.S., Ph.D., Iowa State University

Carol Ann Wilkie Wallace (1981)
Assistant Professor, Communication (1982)
B.A., M.A., Wayne State University; Ph.D., University of Iowa

Roger D. Wallace (1976)
Associate Professor, Communication (1981)
A.B., Butler University;
M.A., Bowling Green University;
Ph.D., University of Michigan

Publications Librarian (1988)
Assistant Librarian II (1990)
B.A., National Taiwan University;
M.L.S., Villanova University
M.S., University of Scranton

Edward F. Warner, D. et U.* (1964)
Professor, Communication (1980)
A.B., King’s College;
M.S., University of Scranton

Joan M. Wasilewski (1988)
Associate Professor, Chemistry (1994)
B.S., King’s College;
Ph.D., University of Pennsylvania

Assistant Professor, Education (1993)
B.S., M.Ed., M.S., Shippensburg University;
Ed.D., Montana State University

Daniel West (1990)
Associate Professor, Health Administration and
Human Resources (1994)
B.S., M.Ed., Ph.D., Pennsylvania State University

Stephen E. Whittaker (1983)
Associate Professor, English (1988)
B.A., M.A., Ph.D., University of Texas

David A. Wiley (1988)
Associate Professor, Education (1992)
B.S., M.S., Ph.D., Temple University

Bernard D. Williams, D. et U.* (1962)
Professor, History/Political Science (1976)
B.S., LaSalle College;
M.A., Niagara University

Joseph P. Wilson (1985)
Associate Professor, Foreign Languages and Literatures (1992)
B.A., University of Toledo;
Ph.D., University of Iowa

Gary N. Wodder (1974)
Director, Athletics (1974)
Assistant Professor, Physical Education (1974)
Chairperson, Department of Physical Education (1974)
B.S., M.A., Ph.D., Northwestern University

Francis J. Wormuth (1979)
Assistant Professor, Management/Marketing (1979)
B.S., University of Scranton;
J.D., Duquesne University School of Law;
L.L.M., Boston University School of Law

Richard A. Wright (1989)
Associate Professor, Sociology/Criminal Justice (1989)
B.S., James Madison University;
M.A., Ohio University;
Ph.D., Kansas State University

Zhong Cheng Xiong (1988)
Assistant Professor, Mathematics (1988)
B.S., Wuhan University;
M.S., Ph.D., Lehigh University

Robert P. Yori (1992)
Associate Professor, Accounting (1992)
B.S., Bloomsburg University;
M.B.A., Lehigh University;
Ph.D., Pennsylvania State University

Associate Professor, Foreign Languages and Literatures (1979)
A.B., Ph.L., M.A., St. Louis University;
S.T.L., Woodstock College

Christine A. Zakzewski (1992)
Assistant Professor, Physics/Electronics Engineering (1992)
B.S., Rutgers University, Piscataway;
M.S., Ph.D., Rutgers University Graduate School of New Brunswick

Assistant Professor, Nursing (1988)
B.S.N., Duke University;
M.A., Ph.D., New York University

Professor, Accounting (1971)
B.S., University of Scranton;
M.B.A., New York University;
Ph.D., University of Pittsburgh

Marie Zichettella (1991)
Assistant Professor, Physical Therapy (1991)
B.S., Ithaca College;
M.S., University of Scranton

John M. Zych (1991)
Assistant Professor, Management and Marketing (1991)
B.S., Worcester Polytechnic Institute;
M.B.A., Babson College;
D.B.A., Boston University

*The Pro Deo et Universitate Award for Twenty Years or more Service to the University
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Mary Kay Aston (1993)
Associate Chemistry Lab Supervisor (1993)
B.S., Marywood College

Anne Baldwin (1988)
Assistant Director, Office of Research Services (1992)
B.A., State University of New York at Binghamton;
M.S., University of Scranton

Ann Clark Bass (1978)
Director of Credit Programs, Dexter Hanley College (1987)
B.M., Marywood College;
M.A., Northeast Missouri State University

Thomas N. Beckish (1964)
Counselor, SOM Advising Center (1989)
Assistant Professor of Psychology (1967)
B.S., M.S., University of Scranton;
Certified School Psychologist (1965)

Regina Bennett (1987)
Assistant to the Dean, Graduate School (1989)
B.A., University of Scranton

Peter J. Blazes (1991)
Director of International Student Affairs (1991)
B.A., Widner University;
M.Ed., Boston University

Jean Boam (1988)
Manager of Services, Jesuit Community (1993)
A.S., Lackawanna Junior College

Cheryl Y. Boga (1982)
University Singers/Band Director (1982)
B.M., Marywood College

Geri Maier Botyrius (1992)
Academic Advisor (1992)
B.A., King's College;
M.S., University of Scranton

Douglas Brickel (1986)
Director of Intramural and Recreational Sports (1987)
B.S., East Stroudsburg University

Paul Brown (1987)
Director of Public Relations (1987)
B.A., Simpson College;
MS., Columbia University

Alex Bryant (1989)
Technical Analyst Systems

Michele Buchinski (1983)
Manager, Training and Seminar Development
Small Business Development Center (1991)
A.A., B.S., University of Scranton

William Buckley (1990)
Financial Area Coordinator of Systems Development (1990)
B.S., Bloomsburg University

Kenneth S. Buntz (1979)
Sports Information Director (1979)
A.A., Keystone Jr. College;
B.A., University of Scranton

Ray Burd (1989)
Printing Services Manager (1989)
B.S., Empire State College;
M.S., Shippensburg University

Director of Personnel Services (1974)
B.S., MS., University of Scranton

William R. Burke (1986)
Director of Financial Aid (1990)
B.S., Bloomsburg University;
M.B.A., University of Scranton

Mary Callahan (1991)
Drug and Alcohol Educator (1991)
B.S.N., M.S.N., Catholic University

Joseph Cannon (1991)
Director, Center for Continuing Education (1993)
B.A., King’s College;
M.B.A., Fordham University

Maureen Castaldi (1985)
Senior Programmer/Analyst, Computing and Data Services (1989)
B.S., University of Scranton

Thomas Cavataio (1993)
Associate Director of Procurement (1993)
A.A.S., SUNY, Morrisville;
B.S., Cornell University

Charles Chulvick (1988)
Director, Computing and Data Services (1988)
B.A., King’s College;
M.Sc., University of Wales

Marilyn Coar, D. et U.* (1948)
University Secretary (1971)
Executive Assistant to the President (1973)
A.B., Rosemont College

Michele Ballou Coe (1988)
Assistant Director, Learning Resources Center (1988)
B.S., M.S., University of Scranton

Robert Collins (1992)
Associate Director of Computer Application Services (1992)
B.S., East Stroudsburg University
Edward Conway (1987)
Director, Office of Instructional Technologies,
Production, and Broadcast Facilities (1992)
B.S., East Stroudsburg University

Lisa Cornell (1983)
Project Leader, Computing and Date Services (1989)
B.S., University of Scranton

Joseph Cortese (1990)
Assistant Director, Personnel Services
  Benefits Manager (1992)
B.S., King’s College;
M.S., University of Scranton

Margaret E. Craft (1988)
Assistant Director of Library for Special Services (1988)
University Archivist (1989)
Assistant Librarian II (1990)
A.B., Central Michigan University;
M.A., University of Scranton;
A.M.L.S., University of Michigan

Marianne Czernysz (1987)
Assistant to the Dean, CAS (1987)
B.S., Regis University

Marsha A. Daly (1981-83, 1985)
Assistant to the Dean, CAS (1989)
B.S., University of Scranton

Stephen A. Dembrosky (1980)
Chief of Security (1980)

Maurice DePuy (1993)
Director of Public Safety (1993)
B.A., St. Leo College

James Devers, AIA (1985)
Director of Physical Plant (1989)
Associate Degree, Luzerne County Community College

Tammy Dixon (1990)
Assistant Registrar, Systems (1990)
B.S., University of Pittsburgh at Johnstown;
M.A., Indiana University of Pennsylvania

Dawn Donohue (1993)
Admissions Counselor (1993)
B.S., University of Scranton
Nurse, Student Health Services (1988)
R.N., Hahnemann Hospital School of Nursing;
B.S.N., University of Scranton

Christopher J. Ehrman (1989)
Associate Dean of Admissions (1989)
B.A., M.A., Gannon University

Sharon Evans (1979)
Assistant Director, Public Safety (1989)
B.S., East Stroudsburg University

Barbara Evans-Mericle (1990)
Counselor, Counseling Center (1990)
B.A., Lockhaven University;
M.S., University of Scranton

Stephen Fisk (1991)
Employment Manager (1991)
B.S., University of Scranton

Julie Foreman (1993)
Assistant Director, Public Safety (1993)
B.A., Theil College;
B.A., Indiana University of Pennsylvania

James Franceschelli (1982)
Assistant Director of Information Support Services (1988)
Associate Degree, Pennsylvania State University

Catherine Gavigan (1992)
Associate Campus Minister (1992)
B.S., University of Scranton

Elaine Gayman (1993)
Grant Accountant (1993)
B.S., King’s College

William Genello (1984)
Associate Director of Public Relations (1987)
Manager of University Publications (1992)
B.A., St. Bonaventure University

Christopher Giardina (1991)
Manager, Special Projects (1992)
CALS Lab Technician (1993)
B.S., Rutgers University;
M.B.A., University of Scranton

Frank Gilmartin (1990)
Career Counselor (1990)
B.S., M.S., University of Scranton

Janet N. Gilroy (1983)
Coordinator of Admissions,
Dexter Hanley College (1988)
B.S., M.S., University of Scranton

Barbara Gleason (1982)
Assistant to Dean, School of Management (1982)
Director of SOM Advising Center 0988)
B.S., University of Scranton

James Goonan (1987)
Director of Graduate Admissions (1990)
B.S., M.B.A., University of Scranton

Lucia Granito (1983)
Assistant to Comptroller (1983)
B.S., M.B.A., University of Scranton
Elaine Grant (1991)
Assistant Director of Resident Life (1991)
B.A., M.Ed., University of Delaware

Sharon Grasso (1985)
Coordinator of Advising, Dexter Hanley College (1990)
B.S., M.A., University of Scranton

Ellen Greaven (1990)
Associate Campus Minister (1990)
B.S., M.S., University of Scranton

Michael Gress (1993)
Research Technician (1993)
B.S., M.S., University of Scranton

Barbara Griguts (1991)
SOM Advising Center Counselor (1991)
B.A., Pennsylvania State University

William Gunshannon (1989)
Departmental Systems Administrator (1992)

Karen Heckman (1989)
Media Resources Collection Supervisor (1993)

Judith R. Henning (1988)
Director, Learning Resources Center (1988)
B.S., M.S., Marywood College

Larry J. Hickernell (1986)
Head of Media Resources (1986)
Senior Producer/Manager CCTV Operations (1992)
A.S.B., Central Pennsylvania Business School

Cindy Hricko (1985)
Senior Programmer/Analyst, Computing and Data Services (1990)
B.S., University of Scranton

Debbie Hudzinski (1987)
Network Administrator/LAN Specialist (1992)
Office of Network Services
B.S., Marywood College

Thomas Hughes (1986)
ISS Analyst
Trainer, Computing and Data Services (1993)
B.S., M.B.A., University of Scranton

Margaret Hynosky (1993)
Assistant Director of Financial Aid (1993)
B.A., University of Scranton

Stacey E. Jackson (1990)
Assistant Manager of Publications (1992)
A.A., Art Institute of Philadelphia

Jane Johnson
Assistant Director of Recreation (1990)
B.S., Marywood College
Mary Patricia Jolley (1981)
Personnel Assistant for Information Systems (1990)

Annette Barosi Kalwaytis (1982)
Library Associate, Circulation Supervisor (1985)
B.S., M.S., University of Scranton

Kathleen A. Kanavy (1981)
Minister of Liturgical Music/Associate Campus Minister (1981)
B.M., Marywood College;
M.A., Certification in Ongoing Spiritual Direction
and Retreat Direction, Creighton University

Janice Kane (1986)
Assistant Director, Recreational Sports (1986)
B.A., University of Scranton

Theresa Kaplan (1988)
Consultant Manager, SBDC (1990)
B.S., MS., University of Scranton

Ann Kasmierski (1987)
Systems Specialist, Library (1993)

Robert Klem (1987)
Programmer/Analyst, Computing and Data Services (1987)
B.S., Marywood College

Donna M. Kocis, D. et U. * (1972)
Supervisor, Data Control (1991)

Counselor (1974)
A.B., Marywood College;
M.S., University of Scranton

Mary Lynn Kudey (1990)
Assistant Registrar for Enrollment/Information (1990)
B.S., King’s College

Brendan G. Lally, S.J. (1986)
Associate Campus Minister (1986)
B.S., University of Scranton;
M.Div., Weston School of Theology;
M.P.S., Loyola University

Nurse, Student Health Services (1991)
R.N., Presbyterian University of Pennsylvania MedicalCenter

Rose Ann Langan (1984)
Project Leader, Computing and Data Services (1989)
B.S., M.B.A., University of Scranton

Richard Larsen (1993)
Technical Director of Theatre (1993)
B.S., Northern Arizona University;
M.F.A., San Diego University

Zim E. Lawhon, D. et U. * (1964)
Registrar Emeritus (1989)
Advisor, Academic Advising Center (1989)
Col., U.S. Army-Ret.
Professor of Military Science (1964)
A.B., M.S., Princeton University

Hal Lewis (1991)
Director of Development Services and Prospect Research (1994)

Jeanette Lewis (1983)
Coordinator, Office of Instructional Development (1992)
B.S., University of Scranton

Mason Linn (1991)
Program Manager, CALS Shared Resources Center (1991)
A.B., Bucknell University;
M.B.A., University of Scranton

Francene Liples (1992)
Graphic Designer (1992)
B.F.A., Marywood College

Richard Loftus (1989)
Bursar (1990)
B.S., Marywood College

James Loven (1985)
Technician, McDade Center (1990)
B.S., Pennsylvania State University

Lorraine Mancuso (1982)
Assistant Director for Database Administration and Technical Projects, Computing and Data Services (1989)
B.S., University of Scranton

Donald Mannick (1990)
Laboratory Equipment Manager (1990)
E.E.T., Penn State University

Alan Mazzei (1994)
Director, Corporate and Foundation Relations (1994)
B.A., University of Scranton

Constance E. McDonnell (1983)
Assistant Director, Career Services (1983)
B.A., University of Denver;
M.A., Marywood College

Ellen E. McGuire (1988)
Associate Director, Financial Aid (1990)
B.A., Pennsylvania State University;
M.S., University of Scranton

Aileen McHale (1988)
ISS Software Analyst (1988)
B.S., King’s College

John F. McNamara (1975)
Comptroller (1982)
B.S., University of Scranton

Vincent Merkel (1978)
Darlene Miller-Lanning (1991)
Slide Curator (1991)
Director, University Art Gallery (1992)
B.F.A., Wilkes University;
M.F.A., Marywood College;
Ph.D. Candidate, Suny Binghamton

Brenda Miner (1993)
Internal Auditor (1993)
B.S., Bloomsburg University

Maria Montenegro (1990)
Business Consultant, SBDC (1990)
B.S., Georgetown University
M.B.A., University of Scranton

John Moran (1993)
Manager, Special Projects (1993)
B.S., Pennsylvania State University

James Morgan (1986)
Computer Specialist (1987)
A.S., Penn State University
B.S., University of Scranton

William Morris (1991)
Outreach Consultant, CALS/McDade Center (1991)
B.S., University of Scranton

Assistant to Vice President for Student Affairs (1992)
A.B., St. Bonaventure University;
M.S., Syracuse University;
M.S., University of Scranton;
D. Ed., Pennsylvania State University

Danielle L. Morse (1991)
CDS Network/Unix Analyst
B.S., Wilkes University

Robert Muldoon, Jr. (1989)
Director of Development and Manager of Capital Campaign (1994)
B.A., University of the South;
M.Ed., Loyola College of Maryland

Outreach Consultant, McDade Center (1988)
B.S., Pennsylvania State University

James Muniz (1990)
Reading Specialist/ADP Coordinator (1990)
B.S., Kutztown State College;
M.S, Marywood College
M.S., University of Scranton

Mark Murphy (1991)
Physical Plant Specialist (1991)
B.S., Wilkes University
Evelyn H. Nadel (1989)
Director of Commuter/Off-Campus Affairs and Orientation (1991)
B.A., William Penn College;
Ed.M., State University of New York at Buffalo

Lisa Notarianni (1991)
Network Services Coordinator (1991)
A.S., Lackawanna Junior College

Diane O'Connor (1992)
Admissions Counselor (1992)
B.S., University of Scranton

Kenneth Okrepkie (1991)
Admissions Counselor (1991)
B.S., University of Scranton

G. Donald Pantle, S.J. (1980)
Associate Campus Minister (1980)
B.A., Bellamine College;
M.A., Middlebury College

Purchasing Agent, Procurement (1991)
B.S., University of Scranton

Paul Perhach (1982)
Director of Career Services (1982)
B.A., King’s College;
M.S., Marywood College

Ellen A. Piltz (1984)
Office Manager, Provost’s Office (1993)

Howard Piltz (1986)
Biology Lab Supervisor (1986)
B.S., Pennsylvania Military College;
M.S., University of Scranton

Nelson Pinto (1990)
Project Engineer, McDade Center (1990)
CALS/FCIM Project Engineer (1992)
B.S., M.B.A., University of Scranton

Patricia Popeck, R.N., C., M.S. (1987)
Director of Student Health Services (1987)
B.S., University of Virginia;
M.S., University of Scranton

Dianne Posegate (1993)
Director, Nursing Lab (1993)
B.S.N., Alfred University;
M.S., University of Rochester

Terri Proctor (1988)
Supervisor, Information/Reception Center (1993)

Timothy J. Pryle (1989)
Assistant Dean of Admissions (1993)
B.S., University of Scranton
Kathleen Rickrode (1993)
CALS/FCIM Project Engineer (1993)
B.S.E.E., Penn State University;
M.S.E.E., Syracuse University

Donato Rinaldi (1992)
Annual Fund Specialist (1992)
B.A., M.S., University of Scranton

Coordinator, Eastern Christian Studies (1986)
Assistant Professor, Art & Music (1987)
B.Mus., Alverno College;
M.A., New York University;
Advanced Studies, Villa Schifanoia Graduate
School of Fine Arts, Florence, Italy; John XXIII Institute;
Ph.D., The Catholic University of America

Sr. Judith Roemer (1987)
Assistant Director, Institute for
Contemporary Spirituality (1987)
B.A., Silver Lake College;
M.A., Marquette University

Patrick Rombalski (1993)
Director of Residence Life (1993)
B.A., Marquette University;
M.S., Iowa State University

Maryjane S. Rooney (1989)
Assistant Director, Alumni Relations (1991)
B.S., University of Scranton

Assistant Director of Financial Aid (1979)

Elizabeth A. Rozelle (1989)
Career Counselor (1989)
B.A., Bloomsburg State College;
M.S., University of Scranton

Gregory Ruffenach (1993)
Information Support Services Analyst (1993)
A.A., University of Scranton

Mollie Ruffenach (1988)
Manager of Business Services (1992)
B.S., M.S., University of Scranton

Richard Ryczak (1987)
Assistant Archivist (1987)
B.A., M.A., University of Scranton

Robert Sandruck (1991)
Assistant Director of Student Activities (1991)
B.S., Towson State University;
M.Ed., University of South Carolina

Thomas A. Santucci (1976)
Electronic Data Processing Coordinator (1976)
Madonna Savage (1985)
Office Manager/Coordinator of Scheduling (1993)

George J. Schemel, S.J. (1985)
Director, Institute for Contemporary Spirituality (1985)
B.S., University of Scranton;
M.A., Ph.L., Fordham University;
St.L., Woodstock College

Virginia Schwalm (1991)
Licensed Psychologist, Counseling Center (1991)
B.A., Concordia College;
M.B.A., Moorhead State University;
M.A., Ph.D., University of North Dakota

Ronald J. Skutnick (1981)
Assistant Director, Network Services (1992)

Thomas Smith (1989)
Licensed Psychologist, Counseling Center (1989)
B.A., Bloomsburg State College;
M.A., C.A.G.S., Marywood College

Eric Snyder (1985)
Library Associate (1987)
A.A., Keystone College
B.A., University of Scranton

Mary Snyder (1993)
Director, Montessori Elementary School (1993)
B.S., M.S., Northern Illinois University;
Ph.D., University of Iowa

Helen Stager (1991)
Assistant Registrar (1991)
B.A., College Misericordia

Anne Marie Stamford (1989)
Research Assistant, Institutional Research (1991)

Asst. Vice President for Finance (1993)
B.S., University of Scranton

Lee Stelacone (1992)
Coordinator, Special Events (1992)
B.S., Pennsylvania State University

Bonnie Strohl (1985)
Assistant Director, Public Services & Collection
Development, Library (1985)
Assistant Librarian II (1990)
B.A., University of Miami;
M.S., Shippensburg State College;
M.S., University of Scranton;
M.L.S., Simmons College

Paul Strunk (1985)
Director of Planned Giving (1989)
Director of Annual Programs (1992)
B.A., University of Pittsburgh

Donald Sutton (1993)
CALS Outreach Consultant (1993)
B.S.E.E., University of Scranton;
M.S.E.E., Syracuse University

John Tabor (1978)
Project Leader, Computing and Data Services (1989)
B.S., University of Scranton

Marylou Taddonio (1985)
Recorder, Registrar's Office (1993)

Timothy Tolan (1992)
Network Administrator/Internet Specialist (1992)
Network Services

Karyn Townsend (1987)
Lab Specialist (1991)
B.S., Michigan State University;
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B.S., Pennsylvania State University;
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Rev. Msgr. David Bohr, S.T.D.
Rev. Richard J. Gabuzda, S.T.D.
Rev. Michael F. Quinn, S.T.L

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Francis V. Kostelnik, M.D.

Sandy Neiman, M.A., MT (ASCP), CLS

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Eugene Fazzini, M.D.

Madeline Bonadies, M.S., MT (ASCP)

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Allentown, PA

Akron General Medical Center
Akron, OH

Alfred I. Dupont Institute
Wilmington, DE

Allegheny & Chesapeake PT, Inc.
Carrolltown, PA
Allegheny Valley Hospital
Natrona Heights, PA

Allied Services Rehabilitation Hospital
Scranton, PA

Altoona Hospital
Altoona, PA

Arden Hill Hospital
Goshen, NY

Arlington Hospital
Arlington, VA

Atlantic Shore Sports Rehab, Inc.
Northfield, NJ

Bacharach Rehab Hospital
Pomona, NJ

Ball Memorial Hospital
Muncie, IN

Barnes Kasson County Hospital
Susquehanna, PA

Bayfront Medical Center
St. Petersburg, FL

Bon Secours Hospital North
North Miami, FL

Brandywine Hospital and Trauma Center
Coatesville, PA

Broome Developmental Services
Binghamton, NY

Broward General Medical Center
Fort Lauderdale, FL

Bryn Mawr Rehab Hospital
Malvern, PA

Burch, Rhoads & Loomis
Baltimore, MD

Byers and Basciano
Lancaster, PA

Carlisle Hospital
Carlisle, PA

Central Pennsylvania PT, Inc.

Shamokin, PA

Centra State Medical Center
Freehold, NJ
Chambersburg Hospital
Chambersburg, PA

Chestnut Hill Hospital
Philadelphia, PA

Chestnut Hill Rehabilitation Hospital
Wyndmoor, PA

Child Center
Silver Spring, MD

Children’s Seashore House
Philadelphia, PA

Children’s Specialized Hospital
Mountainside, NJ

Chilton Memorial Hospital
Pompton Plains, NJ

City Avenue Hospital - Graduate Health Systems
Philadelphia, PA

City Line Sports Rehabilitation
Bala Cynwyd, PA

Community General Hospital
Reading, PA

Community General Hospital of Sullivan County
Harris, NY

Community General Osteopathic Hospital
Harrisburg, PA

Community Medical Center
Scranton, PA

Crouse Irving Memorial Hospital
Syracuse, NY

Crozer Chester Medical Center
Upland, PA

Cumberland Hospital for Children and Adolescents
New Kent, VA

Delaware County Memorial Hospital
Drexel Hill, PA

Delaware Valley Medical Center
Langhorne, PA

Doylestown Hospital
Doylestown, PA

East Hills Rehab and Fitness Institute
Johnstown, PA
East Shore Rehabilitation
Harrisburg, PA

Easter Seal Society/Berks County
Reading, PA

Easter Seal Society/Chester County
Coatesville, PA

Easter Seals Rehab Center
Lancaster, PA

Easton Hospital
Easton, PA

Emanuel Hospital & Rehab Center
Portland, OR

Evangelical Community Hospital
Lewisburg, PA

Fairlawn Rehabilitation Hospital
Worcester, MA

Faulkner Physical Therapy Group, Inc
Wallingford, CT

Fitness & Back Institute
Paramus, NJ

Francis Scott Key Medical Center
Baltimore, MD

Gaylord Hospital
Wallingford, CT

Geisinger Medical Center
Danville, PA

Geisinger/Wyoming Valley Medical Center
Wilkes-Barre, PA

Gnaden Huetten Memorial Hospital
Lehighton, PA

Good Samaritan of Pottsville
Pottsville, PA

Good Shepherd Rehab Hospital
Allentown, PA

Grandview Hosp. Sports Medicine Ctr
Sellersville, PA

Great Lakes Rehabilitation Hospital
Erie, PA

Greater Pittsburgh Rehabilitation Hospital
Monroeville, PA
Hackensack Medical Center Institute for Child Development
Hackensack, NJ

Hahnemann University Hospital
Philadelphia, PA

Hamot Medical Center
Erie, PA

Handicapped Children's Assoc. of Southern NY, Inc.
Johnson City, PA

Hazleton General Hospital
Hazleton, PA

Hazleton St. Joseph's Medical Center
Hazleton, PA

HCA/L.W. Blake Hospital
Bradenton, FL

Health South of Erie (LEIR)
Erie, PA

Health South of Nittany Valley
Pleasant Gap, PA

Health South of York
York, PA

Health South Rehab. Center
Largo, FL

HealthSouth Sports and Rehab.
East Brunswick, NJ

Holy Redeemer Hospital & Med. Ctr.
Meadowbrook, PA

Holy Spirit Hospital
Camp Hill, PA

Holy Redeemer Sports Medicine Center
Meadowbrook, PA

Horton Memorial Hospital
Middletown, NY

Hospital of the University of Pennsylvania
Philadelphia, PA

Hunterdon Medical Center
Flemington, NJ

Indiana Hospital
Indiana, PA

Jeanes Hospital
Philadelphia, PA
Jersey Shore Hospital
Jersey Shore, PA

Jersey Shore Medical Center
Neptune, NJ

John Heinz Institute of Rehab
Wilkes-Barre, PA

John T. Mather Memorial Hospital
Long Island, NY

Johns Hopkins Hospital
Baltimore, MD

Kessler at Saddle Brook Center North
Saddle Brook, NJ

Kessler Institute for Rehab, Inc
West Orange, NJ

Lake Centre for Rehabilitation
Leesburg, FL

Lancaster General Hospital
Lancaster, PA

Lankenau Hospital
Philadelphia, PA

Leader Nursing & Rehab. Center
Chambersburg, PA

Lehigh Valley Hospital
Allentown, PA

Lewistown Hospital
Lewistown, PA

Lourdes Hospital
Binghamton, NY

Lower Bucks Hospital
Bristol, PA

Magee Rehabilitation Center
Philadelphia, PA

Marian Community Hospital
Carbondale, PA

Martin, McGough and Eddy
Nazareth, PA

Med Center One, Inc.
Bismarck, ND

Medical Center at Princeton
Princeton, NJ

Medical College of Virginia Hospitals
UNIVERSITY OF SCRANTON

Richmond, VA

Medical University of South Carolina
Charleston, SC

Memorial Hosp. of Burlington Cty.
Mt. Holly, NJ

Memorial Hospital of York
York, PA

Mercer-Bucks Sports Medicine Center
Newton, PA

Darby, PA

Mercy Hospital - Altoona
Altoona, PA

Mercy Hospital - Johnstown
Johnstown, PA

Mercy Hospital - Pittsburgh
Pittsburgh, PA

Mercy Hospital Rockville Center
Rockville Center, NY

Mercy Hospital Scranton
Scranton, PA

Mid Valley Hospital
Peckville, PA

Milford Memorial Hospital
Milford, DE

Millard Fillmore Hospitals
Williamsville, NY

Montebello Rehab Hospital
Baltimore, MD

Montgomery Cnty, Geriatric Rehab Ctr.
Royersford, PA

Morton F. Plant Hospital
Clearwater, FL

Moses Taylor Hospital
Scranton, PA

Moss Rehabilitation Hospital
Philadelphia, PA

Multispecialty Orthopedics of NJPT
Springfield, NJ

Nesbitt Memorial Hospital
Kingston, PA
New Hanover Memorial Hospital
Wilmington, NC

New Medico Associates, Inc.
Lynn, MA

New York University Medical Ctr.
New York, NY

Newton Memorial Hospital
Newton, NJ

North Shore University Hospital
Manhasset, NY

Northeast Ohio Sports Medicine Inst
Akron, OH

Northeast Physical Therapy, P.C.
Wilkes-Barre, PA

N.E. Work Hardening & Sports Therapy Center
Philadelphia, PA

Northeastern Educational Intermediate Unit #19
Mayfield, PA

N.E. Occupational Med. & Rehab Ctr., P.C.
Dunmore, PA

Nyack Hospital
Nyack, NY

Orange Cnty Sports Medicine Svcs.
Goshen, NY

Oregon Health Sciences University Hospital
Portland, OR

Orlando Sports Medicine Center
Orlando, FL

Overlook Hospital
Summit, NJ

Parkside Spine and Rehab.
Buffalo, NY

Pediatric Physical Therapy Association of Greater Suffolk
Commack, NY

Penn-Mar Rehabilitation, Inc.
Hanover, PA

Phelps County Regional Medical Center
Rolla, MO

Physical Therapy, Inc.
Harrisburg, PA
Physical Therapy Resources
Ft. Lauderdale, FL

Pike Creek Sports Medicine Center
Wilmington, DE

Pocono Medical Center
East Stroudsburg, PA

Pocono Rehab Associates, Inc
Bartonsville, PA

Polyclinic Medical Center
Harrisburg, PA

Pottsville Area P.T. Services
Pottsville, PA

Pottsville Hospital and Warne Clinic
Pottsville, PA

Professional Rehab Associates, Inc
Northampton, PA

Queens Medical Center
Honolulu, HI

Reading Hospital & Medical Center
Reading, PA

Reading - Berks Orthopedic & Sports PT
Fleetwood, PA

Rehab Hospital in Mechanicsburg
Mechanicsburg, PA

Rehab Hospital of Altoona
Altoona, PA

Rehab Hospital of the Pacific
Honolulu, HI

Rehabilitation Services, Inc
Binghamton, NY

Ridley Sports Rehabilitation, Inc
Folsom, PA

Riverside Rehabilitation Center
 Plains, PA

Riverview Medical Center
Red Bank, NJ

Robert Konvalin PT/Respiratory, Inc.
Ferndale, NY

Robert Packer Hospital
Sayre, PA

Sacred Heart Hospital
UNIVERSITY OF SCRANTON

Allentown, PA

Sacred Heart Hospital and Rehabilitation Center
Morristown, PA

St. Agnes Children’s Rehabilitation Center
White Plains, NY

Saint Agnes Medical Center
Philadelphia, PA

St. Christopher’s Hospital for Children
Philadelphia, PA

St. Francis Hospital & Medical Center
Hartford, CT

Saint Joseph’s Center
Scranton, PA

Saint Joseph’s Hospital
Reading, PA

St. Joseph’s-Twin Tiers Rehabilitation Center
Elmira, NY

Saint Joseph’s Hospital & Health Center
Syracuse, NY

St. Joseph’s Hospital & Med. Ctr.
Paterson, NJ

St. Lawrence Rehab Center
Lawrenceville, NJ

St. Luke’s Hospital
Bethlehem, PA

St. Vincent’s Health Center
Erie, PA

St. Vincent’s Medical Center/Richmond
Staten Island, NY

Schuylkill Rehabilitation Center
Pottsville, PA

Scranton Rehabilitation Services
Scranton, PA

Shadyside Hospital
Pittsburgh, PA

Shriners Burn Institute
Boston, MA

Sinai Rehabilitation Center
Baltimore, MD

Somerset Medical Center
Somerville, NJ
Somerset Sportsmedicine & Orthopedic Therapy Center
Bridgewater, NJ

South Hills Sports Medicine Clinic
Pittsburgh, PA

Sports Medicine -- Lehigh Valley
Bethlehem, PA

Sports Medicine -- Pocono
East Stroudsburg, PA

Sport Medicine Resource, PT
Stony Brook, NY

Sports Physical Therapists, Inc/Broomall
Broomall, PA

Sports Physical Therapists, Inc/Cherry Hill
Cherry Hill, NJ

Sports Physical Therapists, Inc
Wayne, PA

Sports Physical Therapists, Inc/Wilmington
Willmington, DE

SPRINT
Scranton, PA

Staten Island Univ. Hospital
Staten Island, NY

Sullivan Diagnostic Treatment Center
Harris, NY

The Center for Physical Therapy at Hollywood Med. Ctr.
Hollywood, FL

The Center for Physical Therapy at West Boca Med. Ctr.
Boca Raton, FL

The Physical Therapy Center at Seven Rivers Comm. Hosp
Crystal River, FL

The Physical Therapy Institute at Omnifit
Mt. Laurel, PA

The Woods Services
Langhorn, PA

Towanda Memorial Hospital
Towanda, PA

Tyler Memorial Hospital
Tunkhannock, PA

Union Hospital
Union, NJ
UNIVERSITY OF SCRANTON

United Cerebral Palsy/Greater Suffolk
Commack, NY

United Cerebral Palsy of NE PA
Clarks Summit, PA

United Cerebral Palsy/Nassau Cnty
Roosevelt, NY

United Health Services-Binghamton General Hospital
Binghamton, NY

United Health Services-Wilson Memorial Hospital
Johnson City, NY

University of Medicine & Dentistry of NJ
Newark, NJ

University of Michigan Hospitals
Ann Arbor, MI

University of New England Health Center
Biddeford, ME

University of North Carolina Hospitals
Chapel Hill, NC

University of Pittsburgh Medical Center
Pittsburgh, PA

University of Texas - Medical Branch (UTMB)
Galveston, TX

VA Medical Center
Wilkes-Barre, PA

Visiting Nurse Association
Easton, PA

VNA/Home Health Maintenance Organization
Scranton, PA

Wayne Memorial Hospital
Honesdale, PA

Welkind at Beaver Brook
Annadale, NJ

Welkind Rehab Hospital
Chester, NJ

Wilkes-Barre General Hospital
Wilkes-Barre, PA

Williamsport Gibson Rehabilitation Center
Williamsport, PA

Willow Lakes Health Center
Lancaster, PA

Wyoming Valley Children’s Association
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M.S.N., Allentown College of St. Francis de Sales

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M.A., University of Scranton

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M.A., Villanova University;
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Frederick Leri
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J.D., Villanova University

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M.A., Ph.D. Cand., Columbia University

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B.S. (Nursing), University of Scranton;
M.S.N., College Misericordia

Gail M. Mendzicki
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M.S., University of Scranton

Mary Jane Miskovsky
Nursing
B.S.N., College Misericordia;
M.S.N., Syracuse University

Richard L. Mroczka
Counseling and Human Services
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Certified Addictions Counselor

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Mathematics
B.S., M.S., University of Scranton

Gregory O’Connell
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B.A., University of Pennsylvania;
J.D., John Marshall Law School

Mary T. Gardier Paterson
Business Law
B.S., University of Scranton;
J.D., Temple University

Mary D. Perry
Music
B.M., M.A., Marywood College;
Ph.D., New York University

George Perry
Communication
A.B., University of Scranton
M.A., Catholic University
Ph.D., Fordham University

Beth C. Phillips
Sociology/Criminal Justice
B.A., M.S., University of Scranton

Laurel Pierangeli
Nursing
B.S., Marywood College;
M.S. (Nursing), SUNY Binghamton

Lisa Pollick
Nursing
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B.S.N., Marywood College;
M.S. (Nursing), SUNY Binghamton

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B.A., Alfred University;
Ph.D., Fairleigh Dickinson University
Licensed Psychologist

Paula Roe-Prior
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B.S.N., Thomas Jefferson University
M.S.N., University of Pennsylvania

Linda Rogers
Education
B.A., Blackburn College
M.A., University of Scranton

Sheldon J. Rosenberg
History
A.B., L.L.B., Temple University

Barbara A. Rothermel
Art History
B.A., Hood College;
M.L.S., University of Oklahoma

Ann Rusnak
Health Administration and Human Resources
B.S., M.B.A., University of Scranton

Judith Ryan
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<table>
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<th>College</th>
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Notes on the Catalog Conversion Process

This catalog is being viewed in the Adobe Acrobat Reader using Portable Document Format (PDF), but was originally prepared for use with a different multi-media viewer.

It was converted from computer files supplied by the school, or the printed catalog was scanned and converted using an OCR (Optical Character Recognition) process. In either case, the catalog's original page formatting was stripped and all photographs and graphics were removed to conserve disk space. The catalog was then reformatted to fit the viewer parameters.

Because of this, the page numbers in the original Table Of Contents and Index were no longer valid and these sections were deleted to avoid confusion. A new, hyperlinked table of contents was then created.

Future editions of this catalog will be converted with a process that better retains page formatting and the original table of contents and index will be hyperlinked.