University of Scranton
1997-98 Catalog
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1997-1998 UNIVERSITY OF SCRANTON
ACADEMIC CALENDAR

SEMMESTERS

FALL 1997

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<tr>
<td>Sept. 8</td>
<td>Last Day to Add Courses</td>
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<tr>
<td>Sept. 11</td>
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<tr>
<td>Sept. 12</td>
<td>Last Day to Declare Pass-Fail Option</td>
</tr>
<tr>
<td>Sept. 15</td>
<td>Last Day 75% Tuition Refund (Non-flat rate only)</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Last Day 50% Tuition Refund (Non-flat rate only)</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>Last Day 25% Tuition Refund (Non-flat rate only)</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Incomplete Grades Due</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Quarter Ends</td>
</tr>
<tr>
<td>Oct. 8</td>
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<tr>
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<td>Last Day to Declare Pass-Fail Option</td>
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<td>Oct. 10</td>
<td>Quarter Grades Due</td>
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<td>Oct. 14</td>
<td>Semester Break Begins</td>
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<tr>
<td>Jan. 6</td>
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<tr>
<td>Jan. 6</td>
<td>Last Day to Declare Pass-Fail Option</td>
</tr>
<tr>
<td>Jan. 7</td>
<td>Last Day 100% Tuition Refund</td>
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<tr>
<td>Jan. 8</td>
<td>Last Day to drop/50% Tuition Refund</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Last Day to Elect Audit Option</td>
</tr>
<tr>
<td>Jan. 23</td>
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</tr>
<tr>
<td>Jan. 30</td>
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<tr>
<td>Jan. 31</td>
<td>Session Ends</td>
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<td>Feb. 5</td>
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<td>Feb. 27</td>
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University of Scranton
Scranton, PA 18510-4699
(717) 941-7400

Day School Admissions Office (717) 941-7540
Dexter Hanley College Admissions Office (717) 941-7580
Office of Financial Aid (717) 941-7700
Office of the Registrar (717) 941-7720
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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, on 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 programs 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 socioeconomic 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 63 buildings, including 15 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 Electronic Commerce Resource Center.

COMMUNICATION WING OF ST. THOMAS HALL—Completed in October 1995, it consists of a 16,000 square-foot facility on two floors located between the Harper-McGinnis Wing of St. Thomas Hall and the John Long Center. The building spans Catlin Court and connects to the fourth and fifth floors of St. Thomas Hall. This facility complements the existing Computer Aided Logistics Support (CALS) program and houses a new television studio as well as production space.

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, 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.

INSTITUTE FOR MOLECULAR BIOLOGY AND MEDICINE—This facility was completed in August 1996 and provides biological research and office space as well as offices for the Northeast Regional Cancer Institute. The building was constructed through the assistance of the U.S. Air Force and Department of Defense.

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 a “Food Court.” Also included are staff and student lounges, snack bar, game room, and the 400-seat Eagen Auditorium. The building also houses the Offices of the Vice Presidents for Student Affairs and University Ministry, Student Government and Commuter Affairs.

LEAHY HALL—Houses residence facilities, offices, classrooms and laboratories for the Departments of Physical Therapy and Occupational Therapy, and a small auditorium.

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 principle chapel, Madonna della Strada, and the Military Science Department (ROTC). 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, former president of the University of Scranton and former 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-MCLEAN 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 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 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 around 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. 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; nursing service for emergencies and short-term care in the infirmary.

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.

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 356,713 volumes, 2,142 periodical subscriptions, and 382,813 microform pieces. The facility includes group study rooms; quiet study areas; a twenty-four hour study room with a computer lab; an Electronic Indexes laboratory with 18 CD-ROM databases networked to allow as many as six to eight users simultaneous access, with an additional 25 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 University Archives and Special Collections houses University historical records, rare books, faculty publications, and other special collections. The Media Resources Collection, located on the first floor, holds 10,371 non-print items, including video-cassettes, 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, dial-in via a modem (941-7715), or telnet (cat.uofs.edu). The Library subscribes to seven online databases including UnCover, a current contents/document delivery service.

The Library hours are posted on campus, on the online public catalog, and, on a recording (941-7525). It is open 99.5 hours per week, with extended hours during exam periods. For information about the Library, its services and resources, see the Weinberg Memorial Library homepage on the World Wide Web (http://www.uofs.edu/wml/wmlhp.html) or select the Library from the University’s homepage (www.uofs.edu). The Library conducts an extensive user education program to orient and instruct students in research resources and techniques.

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 the Student Health Services, the Drug and Alcohol Information Center, and an area leased to the Scranton police department.

ECRC (Electronic Commerce Research Center)—This structure, completed in October 1995, consists of a 16,000 square-foot facility on two floors located between the Harper-McGinnis Wing of St. Thomas Hall and the John Long Center. The building spans Catlin Court and connects to the fourth and fifth floors of St. Thomas Hall. This facility complements the existing Computer Aided Logistics Support (CALS) program and includes a new television studio as well as production space.

PARKING PAVILION—This five-story structure is located at the corner of Mulberry St. and Monroe Ave. It provides parking for approximately 515 cars as well as offices for the Department of Public Safety. The facility is a precast concrete structure with the primary entrance on Monroe Ave. and the primary exit to McKenna Court.

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, Harvard 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, Salamanca, Lancaster, 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 29,000 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. Glynn 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 Health Professions 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 20 regional alumni chapters include over 30,000 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

In 1996, the fiftieth anniversary of the Fulbright Program, the University of Scranton celebrated its twenty-fifth consecutive year of winning prestigious Fulbright Fellowships—the United States Government’s premier scholarship for foreign study and research. Over the last 25 years, 87 Scranton students have accepted grants in the competitions administered by the Institute of International Education (Fulbright) and International Rotary. Many of these former students returned to Scranton in November 1996, to celebrate the University’s remarkable success in the Fulbright competition. Mrs. Harriet Mayor Fulbright was the keynote speaker in the weekend celebration.

Two Scranton students accepted Fulbrights to conduct research overseas during the 1996-97 academic year, while a third student was awarded a French Government Teaching Assistantship. Robert Brennan, who double-majored in psychology and philosophy, is conducting neuroscience research as a Fulbright Fellow in Israel—at both Tel Aviv University and the Hebrew University of Jerusalem. Michael Tracy, who double majored in biology and philosophy, is conducting Fulbright research in evolutionary biology at Victoria University in Wellington, New Zealand. Michael Pagliarini, an international language/business major, accepted a French Government Teaching Assistantship to teach English to high school students in France.

Three Scranton students also were awarded Fulbright fellowships in the 1995-96 academic year. Jason Cascarino, who majored in history, spent 1996 at Victoria University in Wellington, New Zealand; Jeffrey Greer, who double majored in philosophy and biology, studied Buddhism and traditional medicine at the University of Peradeniya in Sri Lanka; while Renee Kupetz, who majored in international language/business conducted research on German business at the Albert-Ludwigs University of Freiburg in Germany.

In recognition of the late 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, 1980-1996

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 .................................................................... Hungary
Jennifer Murphy .............................................................. Denmark
Neal Rightley .................................................................... Germany
Salvatore Tirrito .............................................................. Finland
Denise Udvarhely ........................................................... New Zealand

1993
Timothy Gallagher ......................................................... New Zealand
Susan Kavalow ............................................................ South Korea
Jennifer Kelly ................................................................. Uruguay
Alan Landis ....................................................................... Colombia
Beth LiVolsi ....................................................................... Italy
Colleen McInerney ........................................................ Australia
Jennifer Seva ..................................................................... Argentina

1994
Margaret Mary Hricko ..................................................... Spain
Terrence Kossegi .......................................................... Pakistan
Karis Lawlor ................................................................. Germany
Brian Zarzecki ............................................................... Namibia

1995
Jason Cascarino ........................................................... New Zealand
Jeffrey Greer ................................................................. Sri Lanka
Renee Kupetz ................................................................. Germany

1996
Robert Brennan ............................................................. Israel
Michael Pagliarini ........................................................... France
Michael Tracy ................................................................. New Zealand
# RECENT INTERNATIONAL FELLOWSHIP WINNERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Brennan</td>
<td>1996</td>
<td>Israel</td>
</tr>
<tr>
<td>Michael Tracy</td>
<td>1996</td>
<td>New Zealand</td>
</tr>
<tr>
<td>Michael Pagliarini</td>
<td>1996</td>
<td>France</td>
</tr>
<tr>
<td>Jason Cascarino</td>
<td>1995</td>
<td>New Zealand</td>
</tr>
<tr>
<td>Renee Kupetz</td>
<td>1995</td>
<td>Germany</td>
</tr>
<tr>
<td>Jeffrey Greer</td>
<td>1995</td>
<td>Sri Lanka</td>
</tr>
<tr>
<td>Karis Lawlor</td>
<td>1994</td>
<td>Germany</td>
</tr>
<tr>
<td>Brian Zarzecki</td>
<td>1994</td>
<td>Namibia</td>
</tr>
<tr>
<td>Margaret Mary Hricko</td>
<td>1994</td>
<td>Spain</td>
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</tbody>
</table>
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
- Theatre
- Theology and Religious Studies

**BACHELOR OF SCIENCE**

- Accounting
- Biochemistry
- Biology
- Biophysics
- Chemistry
- Chemistry-Business
- Computer Information Systems
- Computer Science
- Criminal Justice
- Economics
- Elementary Education
- Environmental Science
- Finance
- Electrical Engineering
- Electronics-Business
- Gerontology
- Healthcare Administration

**ASSOCIATE IN ARTS***

- Business
- Computer Information Systems
- Criminal Justice

**ASSOCIATE IN SCIENCE**

- Electronics Engineering
- Gerontology
- Health Administration

*Available through Dexter Hanley College only.

†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.

UNIVERSITY OF SCRANTON GENERAL EDUCATION

All students at the University of Scranton will have the opportunity to become liberally educated in the Ignatian tradition. This liberal education will include the development of general skills and skills in the major. It will also include opportunity to develop both depth and breadth in the major, the cognate, and in the areas of natural science, social/behavioral science, humanities, philosophy, and theology. Within the disciplines listed above, students will also take at least two courses that are writing intensive and two courses with a strong cultural diversity component. Our approach to general education follows the outline below.

**FIRST YEAR**

Skills and knowledge development in writing, speaking, quantitative reasoning, and computing and information retrieval and use.

| GE SPCH | COMM 100 |
| GE WRTG | ENGL 107 |
| GE C/IL | C/IL 102 or 104 or 106 or 108 (See descriptions on p.20) |
| GE QUAN | A mathematically based course as recommended by the major or chosen by the student in consultation with an advisor; the titles of courses meeting this requirement have a (Q) preceding their titles |
| GE FSEM | Freshman seminar |

1. 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 student in one of the following ways:
   a. 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 skill area.
   b. 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.
FIRST AND SECOND YEAR

GE PHIL PHIL 120 - PHIL 210
GE T/RS T/RS 121 - T/RS 122
GE HUMAN Humanities courses as recommended by the student’s home department or student’s advisor. Students must earn six credits in one humanities field: History, Literature, or Foreign Language. Students will then earn six more credits in any other humanities fields with no more than three credits in Art or Music. Courses which fulfill the Humanities requirement are listed in several subdivisions under “culture”; the titles of courses meeting this requirement have a (C) preceding their titles.

GE NSCI Six credits of natural science as determined either by the major or by the student after consultation with an advisor. Students must meet the objectives of both NS I and II. NS I courses focus on the historical and cultural context of science, providing students with the tools to analyze and discuss scientific and technological issues. NS II courses relate quantitative information to scientific theory and models within a particular scientific discipline. Courses which meet the requirements of NS I have an (A) preceding the title of the course; those that meet the requirements of NS II have a (B) before the title; those that cover both NS I and NS II have an (E) before the title.

GE S/BH Six credits of social/behavioral science as determined either by the student’s major or by the student after consultation with an advisor. Courses which fulfill this requirement have an (S) preceding their titles.

GE PHED Physical education courses as chosen by the student. The total number of PHED credits to be completed is three.

SECOND AND THIRD YEAR

GE ELECT Students should begin the 12 credits of free electives that are required. It is recommended that students consider using these credits to develop either a minor or a second major.

GE PHIL or T/RS Students must take one more course chosen from either Philosophy or Theology/Religious Studies. Courses that meet this requirement have a (P) preceding the title.

Most students will not have had the opportunity to complete all of the GE requirements listed under FIRST AND SECOND YEAR and, therefore, will attend to these requirements in the THIRD and even the FOURTH years. Students are advised to have fulfilled some of their cultural diversity and writing intensive course requirements during this time.²

FOURTH YEAR

Finish GE requirements that have not been completed by the end of the THIRD year, including the writing intensive and cultural diversity requirements.²

COURSES MEETING GENERAL EDUCATION REQUIREMENTS

COURSE DESCRIPTIONS for the courses listed below will be found in the departmental listing for the discipline in which the general education course is offered (e.g. the description for COMM 100 will be found within the course descriptions of the Communication department.)

SKILLS ACQUISITION

Public Speaking -- 1 course (3 credits)
COMM 100 Public Speaking

Writing -- 1 course (3 credits)
ENGL 107 Composition

² All students take two courses designated as writing intensive and two courses designated as cultural diversity. Where possible, at least one of the writing intensive courses should be in the major. Cultural diversity and writing intensive courses may also fulfill other requirements in the GE curriculum.
### Quantitative Reasoning -- 1 course (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC</td>
<td>120</td>
<td>(Q)Applied Statistics</td>
</tr>
<tr>
<td>MATH</td>
<td>103</td>
<td>(Q)Pre-Calculus Mathematics</td>
</tr>
<tr>
<td>MATH</td>
<td>104</td>
<td>(Q)Mathematics for Elementary Teachers</td>
</tr>
<tr>
<td>MATH</td>
<td>106</td>
<td>(Q)Quantitative Methods I</td>
</tr>
<tr>
<td>MATH</td>
<td>107</td>
<td>(Q)Quantitative Methods II</td>
</tr>
<tr>
<td>MATH</td>
<td>109</td>
<td>(Q)Quantitative Methods in the Behav. Sciences</td>
</tr>
<tr>
<td>MATH</td>
<td>114</td>
<td>(Q)Analysis I</td>
</tr>
<tr>
<td>MATH</td>
<td>142</td>
<td>(Q)Discrete Structures</td>
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<tr>
<td>PSYC</td>
<td>210</td>
<td>(Q)Psychological Statistics</td>
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<tr>
<td>STAT</td>
<td>251</td>
<td>(Q)Statistics for Business I</td>
</tr>
<tr>
<td>STAT</td>
<td>252</td>
<td>(Q)Statistics for Business II</td>
</tr>
</tbody>
</table>

### Computing/Information Literacy -- 1 course (3 credits)

**C/IL 102/102L Computing & Information Literacy/Lab**
- C/IL courses present computing as a tool that amplify intellectual ability. Students learn to make full use of digital technology in the problem solving process to obtain, evaluate, and disseminate information. Laboratory exercises introduce students to the use of relevant software tools, and this use is reinforced and broadened through lecture assignments. Furthermore, students gain a conceptual understanding of how computer systems work and an appreciation of the impact of this technology on society. Students completing any C/IL course will be adequately prepared to make use of computing and information resources but are encouraged to take the variant most appropriate for their major since each variant presents its own emphasis and specialized laboratory activities. 2 hours lecture and 2 hours laboratory. Lecture and lab must be taken concurrently. Withdrawal from one requires withdrawal from both. Students must pass both lecture and laboratory to receive credit for either. Students who earn credit for any C/IL course may not earn credit for another C/IL course.

**C/IL 104/104L Computing and Information Literacy for Business**
- This course is a focused variant of C/IL 102/102L with an emphasis appropriate for students with majors in the School of Management.

**C/IL 106/106L Computing and Information Literacy for Health Sciences**
- This course is a focused variant of C/IL 102/102L with an emphasis appropriate for students majoring in any of the Health Science fields.

**C/IL 108/108L Computing and Information Literacy for Natural Sciences**
- This course is a focused variant of C/IL 102/102L with an emphasis appropriate for students majoring in Mathematics or the Natural Sciences.

### Writing Intensive -- 2 courses (no additional credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ARTH</td>
<td>116</td>
<td>(W)Art of Greece and Rome</td>
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<tr>
<td>ARTH</td>
<td>117</td>
<td>(W)Early Christian and Byzantine Art</td>
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<tr>
<td>ARTH</td>
<td>118</td>
<td>(W)Medieval Art: Romanesque and Gothic</td>
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<td>ARTH</td>
<td>216</td>
<td>(W)Michelangelo and his World</td>
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<td>ARTH</td>
<td>217</td>
<td>(W)Leonardo</td>
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<td>ARTH</td>
<td>218</td>
<td>(W)Art of Baroque and Rococo Europe</td>
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<td>114</td>
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<td>370L</td>
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<td>450L</td>
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<td>(W)Advanced Stylistics I &amp; II</td>
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<td>HADM</td>
<td>213</td>
<td>(W)Supervising Health Personnel</td>
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<td>(W)Victorian Studies</td>
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<td>207</td>
<td>(W)Italian Women’s Writing in Translation</td>
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<td>208</td>
<td>(W)Envisioning Italy from Novel to Film: The Case of Neorealism</td>
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<td>(W)Classical Roman Literature &amp; Mythology in Translation</td>
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<td>351</td>
<td>(W)Principles of Management I</td>
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<tr>
<td>T/RS</td>
<td>326</td>
<td>(W)The Church &amp; Contemporary Social Issues</td>
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</table>
SUBJECT MATTER MASTERY

THE HUMAN PERSON AND GOD

Theology/Religious Studies -- 2 courses (6 credits)  
Philosophy -- 2 courses (6 credits)

T/RS 121  Theology I  
T/RS 122  Theology II  

Theology/Philosophy -- 1 course (3 credits)

NATURE

Natural Science -- 2 courses: NS I (indicated by an A before the course title) and NS II (indicated by a B before the course title) must be covered. An (E) before a course title indicates that the objectives of both NS I and NS II are satisfied in the course. (6 credits)

<table>
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<tr>
<th>Subject</th>
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<tr>
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<tr>
<td>BIOL 110</td>
<td>(E)</td>
<td>Structure &amp; Function of the Human Body</td>
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<td>BIOL 202</td>
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<td>The ABC’s of Genetics</td>
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<td>Elements of Chemistry</td>
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<td>CHEM 104</td>
<td>(E)</td>
<td>Science and Society</td>
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<td>CHEM 110</td>
<td>(E)</td>
<td>Introductory Chemistry I</td>
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<td>CHEM 111</td>
<td>(A)</td>
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<tr>
<td>CHEM 122</td>
<td>(E)</td>
<td>General Chemistry I-II</td>
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<td>NSCI 201</td>
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<td>Science and the Human Environment</td>
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CULTURE

Humanities -- 4 courses (from at least 2 areas-12 credits)

History

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<td>HIST 111</td>
<td>(C)</td>
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<tr>
<td>HIST 120</td>
<td>(C)</td>
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<td>HIST 121</td>
<td>(C)</td>
<td>Europe, 1815 to the Present</td>
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Literature

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<tr>
<td>ENGL 103</td>
<td>(C)</td>
<td>Intro. to Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>(C)</td>
<td>Intro. to Drama</td>
<td>3</td>
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<tr>
<td>ENGL 134</td>
<td>(C)</td>
<td>Shakespeare</td>
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<tr>
<td>ENGL 202</td>
<td>(C)</td>
<td>British Lit., 450-1800</td>
<td>3</td>
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<td>ENGL 223</td>
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<td>Dramatic Comedy</td>
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<tr>
<td>FREN 239</td>
<td>(C)</td>
<td>French Christian Thinkers</td>
<td>3</td>
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<tr>
<td>GERM 313</td>
<td>(C)</td>
<td>Survey of German Lit and Culture</td>
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<tr>
<td>GRK 213</td>
<td>(C)</td>
<td>Greek Literature &amp; Mythology in Translation</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 207</td>
<td>(C)</td>
<td>Italian Women's Writing in Translation</td>
<td>3</td>
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<tr>
<td>HUM 286H</td>
<td>(C)</td>
<td>Victorian Studies</td>
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### Foreign Languages

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<td>(C)Intermediate Italian II</td>
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<td>FREN 102</td>
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<td>ITAL 311</td>
<td>(C)Advanced Italian</td>
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<td>FREN 212</td>
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<td>ARTH 116</td>
<td>(C)Michelangelo and His World</td>
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<td>Conversation &amp; Composition I</td>
<td>ARTH 216</td>
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<td>FREN 312</td>
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<td>JAP 101</td>
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<td>JAP 102</td>
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<td>(C)Elementary Russian II</td>
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<td>(C)Elementary Portuguese I</td>
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<td>(C)Elementary Portuguese II</td>
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<td>SPAN 101</td>
<td>(C)Elementary Spanish I</td>
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<td>GRK 111</td>
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<td>SPAN 102</td>
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<td>GRK 112</td>
<td>(C)Elementary Greek II</td>
<td>SPAN 211</td>
<td>(C)Intermediate Spanish I</td>
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<td>HEB 101-02</td>
<td>(C)Introduction to Biblical Hebrew</td>
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<td>(C)Contemp Mexican Culture &amp; Language</td>
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<td>(C)Spanish Conversation</td>
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### Art History/Music History

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<td>(C)Topics on Women in the Visual Arts</td>
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<tr>
<td>ARTH 113</td>
<td>(C)Topics in Non-Western Art</td>
<td>ARTH 114</td>
<td>(C)History of Architecture</td>
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<td>ARTH 111</td>
<td>(C)History of Art I</td>
<td>ARTH 216</td>
<td>(C)Michelangelo and His World</td>
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<td>ARTH 116</td>
<td>(C)Art of Greece and Rome</td>
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<td>(C)Music History I</td>
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<td>(C)American Art</td>
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<td>(C)Renaissance Art and Architecture</td>
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INTEGRATION OF INDIVIDUAL AND COMMUNITY

PERSONAL

Freshman Seminar -- 1 course (1 credit)
INTD 100 Freshman Seminar

Freshman Seminars, whether linked to specific majors or to a student's general field of study (business, humanities, natural science, or social science), are designed to foster students' successful integration into academic and community life at the University of Scranton. Seminars, which offer freshmen an opportunity to work individually and in small groups with their faculty and fellow students, provide a focused and individualized way to create an effective approach to university life so that each student's potential is realized and each student's goals for achievement are met.

Individual seminars will focus both on the topics necessary to all students engaged in study at the University of Scranton and on particular topics applicable to a student's major or field of interest. Topics common to all freshman seminars include: the nature and purpose of higher education; time management; the character and mission of a Jesuit university; academic development strategies; the role of the faculty; University resources; personal values. Other topics will vary by department or unit offering the seminar and be tailored to meet the common interests of the students and the instructors.

The Freshman Seminar will be piloted during the 1997-98 and 1998-99 academic years. It will be available to all first-year students in 1999-2000.

Physical Education -- 3 - 6 courses (3 credits)
PHED 104 Self Defense for Women
PHED 105 Cardio Fitness
PHED 106 Aerobic Fitness
PHED 107 Basketball
PHED 109 Yoga
PHED 111 Scuba Diving
PHED 114 Racquetball
PHED 117 Volleyball
PHED 118 Karate
PHED 119 Modern Jazz Dance
PHED 120 Running
PHED 121 Lifeguard Training
PHED 122 Water Safety Instructor
PHED 126 Skiing
PHED 134 Kodokan Judo
PHED 136 Wellness for the Young Adult
PHED 139 Tai Chi Chuan
PHED 141 Soccer
PHED 142 Wrestling
PHED 145 Fitness Swimming
PHED 146 Golf
PHED 147 Badminton
PHED 160 Intro. to Coaching

SOCIAL

Cultural Diversity -- 2 courses no (additional credits)
ARTH 113 (D)Topics in Non-Western Art
ARTH 210 (D)Topics on Women in the Visual Arts
COMM 228 (D)Intercultural Communication
COMM 229 (D)Gender & Communication
EDUC 140 (D)Early Childhood Education
EDUC 131 (D)Experiencing Cultural Diversity through Children’s Lit
GERM 313-14 (D)Survey of German Lit and Culture
GRK 205 (D)Legacy of Greece and Rome
HADM 315 (D)Cultural Diversity & Health Administration
H/PS 214 (D)World Politics
H/PS 224 (D)Ethnic & Racial Minorities in NE PA
HIST 219 (D)Modern World History
HIST 212 (D)Rebels, Rogues, & Reformers
HS 333 (D)Multiculturalism in Human Services
ITAL 208 (D)Envisioning Italy from Novel to Film: The Case of Neorealism
ITAL 207 (D)Italian Women’s Writing in Translation
(can only count 3 credits)
Social/Behavioral Sciences -- 2 courses (6 credits)

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<td>ECO 101</td>
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<td>PSYC 221</td>
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<td>ECO 153</td>
<td>Principles of Microeconomics</td>
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<td>Principles of Macroeconomics</td>
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<td>ECO 200</td>
<td>Economic Security &amp; Personal Finance</td>
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<td>GEOG 134</td>
<td>World Regional Geography</td>
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<td>S/CJ 210</td>
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<td>Intro to Human Adjustment</td>
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<td>Cultural Geography</td>
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<td>PS 131</td>
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<td>PS 135</td>
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<td>PSYC 220</td>
<td>Social Psychology</td>
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Electives -- 4 courses (12 credits)

Students are encouraged to use their GE electives to add minors or second majors where possible. For some majors, specific courses have been recommended in the GE elective area by the home departments. Where no specific recommendations have been made by the home department, any course (other than PHED activity courses) may be used as a free elective.
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 service 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 signatures of the appropriate Dean and the agreement of the two pertinent departmental chairpersons should be obtained. A second major consists 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 fewer 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, seventy-two students in the class of ’93, seventy-eight students in the class of ’94, and seventy-six students in the class of ’95 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 217.

MINORS

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.
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.

### General Area: Humanities

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<td>HIST 110-111</td>
<td>History of the U.S.</td>
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<tr>
<td>HIST 120-121</td>
<td>Europe 1500 to Present</td>
<td></td>
</tr>
<tr>
<td>ENGL 140-164</td>
<td>English Inquiry - British Lit.</td>
<td></td>
</tr>
<tr>
<td>LANG 311-322</td>
<td>Intermediate/Advanced Language</td>
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</tr>
<tr>
<td>COMM 110-120</td>
<td>Interpersonal - Mass Comm.</td>
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</tr>
<tr>
<td>GE WRIT SPCH</td>
<td>ENGL 107-100</td>
<td>Composition - Public Speaking</td>
</tr>
<tr>
<td>GE C/I/L</td>
<td>C/I/L 102</td>
<td>Computer Info Literacy</td>
</tr>
<tr>
<td>GE PHIL</td>
<td>PHIL 120</td>
<td>Intro to Philosophy</td>
</tr>
<tr>
<td>GE T/R S</td>
<td>T/R S 121</td>
<td>Theology I</td>
</tr>
<tr>
<td>GE QUAN</td>
<td>QUAN ELECT</td>
<td>Quantitative Reasoning Elective</td>
</tr>
<tr>
<td>GE FSEM</td>
<td>INTD 100</td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td>GE PHED</td>
<td>PHED ELECT</td>
<td>Physical Education</td>
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### General Area: Natural Science

<table>
<thead>
<tr>
<th>Major/Cognate</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>GE NSCI/QUAN</td>
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</tr>
<tr>
<td>BIOL 141-142</td>
<td>General Biology</td>
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</tr>
<tr>
<td>CHEM 122-123</td>
<td>General Analytical Chem</td>
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<tr>
<td>CMPS 134-144</td>
<td>Computer Science I-I</td>
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</tr>
<tr>
<td>PHYS 140-141</td>
<td>Elements of Physics</td>
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</tr>
<tr>
<td>MATH 103-114</td>
<td>Pre-Calculus</td>
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</tr>
<tr>
<td>MATH 142-114</td>
<td>Discrete Structures, Analysis</td>
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</tr>
<tr>
<td>GE WRIT SPCH</td>
<td>ENGL 107-100</td>
<td>Composition - Public Speaking</td>
</tr>
<tr>
<td>GE C/I/L</td>
<td>C/I/L 102</td>
<td>Computer Info Literacy</td>
</tr>
<tr>
<td>GE T/R S</td>
<td>T/R S 121</td>
<td>Theology I</td>
</tr>
<tr>
<td>GE FSEM</td>
<td>INTD 100</td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td>GE PHED</td>
<td>PHED ELECT</td>
<td>Physical Education</td>
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### General Area: Social Science

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<thead>
<tr>
<th>Major/Cognate</th>
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<tr>
<td>GE S/BH</td>
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<tr>
<td>PSYC 110 ELECT</td>
<td>Fundamentals of Psychology</td>
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</tr>
<tr>
<td>SOC 110-112</td>
<td>Intro Soc - Social Problems</td>
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<tr>
<td>SOC 110-GERO 110</td>
<td>Intro Soc - Gerontology</td>
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<td>PS 110-111</td>
<td>American National Gov't</td>
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<tr>
<td>HS 111-112</td>
<td>Intro to Human Adj - Human Serv.</td>
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<tr>
<td>SOC 110-C 110</td>
<td>Intro Soc - Intro Crim Justice</td>
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<td>EDUC 222-222</td>
<td>Educ Psych - Found of Educ</td>
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<tr>
<td>GE WRIT SPCH</td>
<td>ENGL 107-100</td>
<td>Composition - Public Speaking</td>
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<tr>
<td>GE C/I/L</td>
<td>C/I/L 102</td>
<td>Computer Info Literacy</td>
</tr>
<tr>
<td>GE PHIL</td>
<td>PHIL 120-210</td>
<td>Intro to Philosophy - Ethics</td>
</tr>
<tr>
<td>GE T/R S</td>
<td>T/R S 121</td>
<td>Theology I</td>
</tr>
<tr>
<td>GE FSEM</td>
<td>INTD 100</td>
<td>Freshman Seminar</td>
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<tr>
<td>GE PHED</td>
<td>PHED ELECT</td>
<td>Physical Education</td>
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### General Area: Business

<table>
<thead>
<tr>
<th>Major (GE S/BH)</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>ECO 153-154</td>
<td>Prin of Micro Econ</td>
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<tr>
<td>GE WRIT SPCH</td>
<td>ENGL 107-100</td>
<td>Composition - Public Speaking</td>
</tr>
<tr>
<td>GE C/I/L</td>
<td>C/I/L 102</td>
<td>Computer Info Literacy</td>
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<tr>
<td>GE PHIL</td>
<td>PHIL 120</td>
<td>Intro to Philosophy</td>
</tr>
<tr>
<td>GE T/R S</td>
<td>T/R S 121</td>
<td>Theology I</td>
</tr>
<tr>
<td>GE QUAN MATH</td>
<td>Mathematics Option - 2 courses</td>
<td></td>
</tr>
<tr>
<td>GE HUMN HUMN ELECT</td>
<td>Humanities Elective</td>
<td></td>
</tr>
<tr>
<td>GE FSEM</td>
<td>INTD 100</td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td>GE PHED</td>
<td>PHED ELECT</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

1 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.

2 Natural Science students who select only two Major/Cognate sequences will take two Humanities courses in place of a third sequence.

26 Students who select Phys. 140-141 must also take Math 114-221. Students who select CMPS 134-44 must also take Math 142-114.
ACADEMIC REGULATIONS

DEGREE REQUIREMENTS

Students beginning the first term of their degree/certificate program (matriculating) at the University of Scranton in the 1997-98 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. First-year students admitted in 1997-98 will follow the general education requirements of this catalog. Transfer students with second-year status or above will follow the general education program outlined in the 1996-97 catalog.

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. 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 other serious reason, an Incomplete may be given. To remove this grade the student must satisfy all course requirements by 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. 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 sent to the student.

FINAL EXAMINATION CONFLICTS

1. When a student has 3 or more examinations scheduled on the same day, according to the examination schedule issued by the Registrar’s Office, it is the student’s option whether to take all 3 examinations on the same day or to have one rescheduled.

2. If the student wishes to have one of the 3 examinations rescheduled, the examination with the lowest priority will be rescheduled, based on the following order of priority:
   - Major Course – first priority
   - Cognate course – second priority
   - Elective course – third priority

3. Where a conflict exists between two courses of the same kind (e.g., two cognates or two electives), the more senior professor—in terms of years of service at the University of Scranton—will have first priority.

4. If the student wishes to reschedule a conflict examination, he/she must advise the faculty member prior to Dead Week. If an appropriate resolution cannot be reached between the student and the faculty member, the student should contact his/her dean.

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 in the course description, 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
- 92–93 Service Learning
- 94–96 Research
- 97–99 Travel courses
- 498–499 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.
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.

Summa cum laude ................................................. 3.85 Grade Point Average in all subjects
Magna cum laude ................................................... 3.65 Grade Point Average in all subjects
CUM laude .......................................................... 3.50 Grade Point Average in all subjects

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 cumulative 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 extracurricular 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.
ATTENDANCE POLICY
Students are expected to attend all scheduled meetings of courses in which they are enrolled. Every student is responsible for all material presented and announcements made during any class. Attendance policies for individual courses are determined by the instructor and must be promulgated in writing in the course syllabi.

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.

UNIVERSITY OF SCRANTON/MARYWOOD CROSS REGISTRATION
This program is available to second, third, and fourth year students in good academic standing. Transfer students would be eligible after completing their first year at the University of Scranton.
Students may take 2 courses (equivalent to 6 credits) during the calendar year (January - December).

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 a class is the fifth class day from the start of a semester. The last day 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. 241.) 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) or department chairperson. The form for withdrawal may be obtained in the Registrar’s Office, the Dexter Hanley College office, the Academic Advising Centers, or the Academic Department Chairperson’s Offices. 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 or 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 Klomoski
1989 Prof. Stephen Whittaker
1990 Prof. Brian W. Carpenter
1991 Prof. Susan Mathews
1992 Prof. Willis M. Conover
1993 Prof. Robert L. McKeage
1994 Prof. Robert E. Hueston
1995 Prof. Gary E. Mattingly
1996 Prof. Kathleen G. Dwy

PHI ALPHA THETA*

International Honor Society in History founded in 1921. Basic requirements: 12 credits in History; Grade Point Average of 3.33 in History and overall ranking in top 35% of class. The mu rho chapter was established at the University in 1967.

BETA GAMMA SIGMA*

Beta Gamma Sigma is the only business honor society recognized by the American Assembly of Collegiate Schools of Business (AACSB). Basic requirements: ranking in the top 10% of the class with a major in Business Administration. The local chapter of Beta Gamma Sigma was chartered in Spring 1997.
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 an overall GPA of 3.0 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 843 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 with a GPA of 3.5 in English and 3.4 overall. 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 3.5 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. Basic requirements: 18 credits in criminal justice; an overall GPA of 3.2; a 3.2 GPA in Criminal Justice.

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 of Nursing was founded in 1922 and is a prestigious organization of nurse leaders, scholars, and researchers. Requirements: completion of one half of the curriculum, demonstrated ability in nursing, a GPA of 3.0, and in the upper one-third of class. 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.

OMEGA BETA SIGMA
The Business Honor Society for women founded at the University of Scranton in 1982, Basic requirements: at least sophomore standing and business as a major or minor and a GPA of 3.25.
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 “eloquencia 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>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tr>
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<tr>
<td>Phil 120J-210J</td>
<td>Intro to Philosophy</td>
<td>Ethics</td>
<td>3</td>
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<tr>
<td>T/RS 121J-Comm 100J</td>
<td>Theology I</td>
<td>Public Speaking</td>
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SECOND YEAR

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<td>T/RS 122J-Elective</td>
<td>Theology II</td>
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<tr>
<td>Phil. 217J-311J</td>
<td>The Trivium</td>
<td>Metaphysics</td>
<td>3</td>
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THIRD YEAR

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<tr>
<td>T/RS 231J-Elective</td>
<td>Social Ethics</td>
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<tr>
<td>Hum 311J-312J</td>
<td>Masterworks I</td>
<td>Masterworks II</td>
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<td>Elective-Phil. 322J</td>
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<td>Philosophy of Conscience</td>
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FOURTH YEAR

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<tr>
<td>Phil 412J-413J</td>
<td>Art and Metaphysics</td>
<td>The End of Philosophy</td>
<td>3</td>
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<tr>
<td>T/RS 310J-Elective</td>
<td>Theological Topics</td>
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TOTAL: 130-145 credits,
Depending on major

PHIL 120J Fr. McKinney
Introduction to Philosophy 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.

PHIL 210J Dr. Klonoski
Ethics 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?”

PHIL 311J Dr. Baillie
Metaphysics 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.

PHIL 217J Dr. Whittaker
The Trivium 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.
PHIL 322J  Dr. Black  Philosophy of Conscience  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.

PHIL 412J  Dr. Casey  Art and Metaphysics  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 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.

PHIL 413J  Dr. Rowe  The End of Philosophy  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  Dr. Steele  Theology I  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  Dr. Mathews  Theology II  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  Dr. Benestad  Social Ethics  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  Staff  Theological Topics  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  Prof. J. Benestad/Fr. McKinney  Masterworks I-II  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.

COMM 100J  Dr. Germeroth  Public Speaking  3 credits
This is a performance class which emphasizes the theory, composition, delivery, and criticism of speeches.

Electives & Exemptions: The five 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.

SJLA students are eligible to apply for the Christopher Jason Perfilio Memorial Scholarships awarded each year since 1995.
HONORS PROGRAM
The Honors Program at the University of Scranton concentrates on directed independent work for selected students who desire greater depth and breadth in their education. The Honors curriculum is designed to fit into existing University course requirements and to support students as they move into increasingly independent work. The sophomore courses, open only to Honors students, enable them to meet a University general education requirement on a more advanced level.

Junior Honors students take tutorials both in and out of their major. A tutorial is an exploration of a topic on an individually directed basis; the student meets with a faculty mentor weekly throughout the semester. Each Honors student must take three tutorials, at least one in the major and one out of the major or in the second major. The student may take a fourth and fifth tutorial. These tutorials count toward major, minor, cognate, or general education requirements.

In the Honors seminars a small group of Honors students meet weekly with the Director and Assistant Director for student-led discussions. 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.

Senior Honors students do a year-long project in their major, working under the guidance of a professor to explore a specialized topic, either academic or professional in nature. Upon completion, the project is defended before a board of three faculty members who judge whether it is of Honors caliber.

There is no extra charge for Honors work. In addition, Honors students who entered the University before fall 1996 and therefore pay tuition per credit can receive a scholarship in their final semester for up to two courses, provided these courses are over and above graduation requirements. Honors students who entered the University beginning in fall 1996 and therefore pay flat tuition may take between 12 and 21 credits in their third and fourth years at the flat rate.

ADMISSION TO THE 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, application, recommendations, and interviews. For further information contact Dr. Ellen Casey, Director of the Honors Program.

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

HUM 286H (C,W)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 gender.

NSCI 286H (E)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.

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.
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 future. 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, Slav, 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 history, political science, language, literature, art, religion, 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:** 6 credits from Category I and 15 credits from Category II

#### Category I. Two courses (6 credits)

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ECS 110</td>
<td>Biography as Culture</td>
</tr>
<tr>
<td>ECS/REES 335</td>
<td>Senior Seminar in ECS/REES</td>
</tr>
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#### Category II. Select five courses (15 credits) from the following:

**CHURCH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>T/RS 225</td>
<td>Intro. to Theology of the Eastern Churches</td>
</tr>
<tr>
<td>T/RS 226</td>
<td>Intro. to Eastern Liturgies</td>
</tr>
<tr>
<td>T/RS 325</td>
<td>Eastern Christian Spirituality</td>
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**STATE**

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<tr>
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<td>HIST 225</td>
<td>Imperial Russia</td>
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<tr>
<td>HIST 228</td>
<td>Ancient History I</td>
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<tr>
<td>HIST 229</td>
<td>Ancient History II</td>
</tr>
<tr>
<td>HIST 319</td>
<td>Byzantine Civilization I</td>
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<tr>
<td>HIST 320</td>
<td>Byzantine Civilization II</td>
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**CULTURE**

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<tr>
<td>GREEK 113</td>
<td>New Testament Greek I</td>
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<tr>
<td>GREEK 114</td>
<td>New Testament Greek II</td>
</tr>
<tr>
<td>LAT 111/112</td>
<td>Elementary Latin I &amp; II</td>
</tr>
<tr>
<td>LAT 207</td>
<td>Roots of Latin in English</td>
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<tr>
<td>LAT 211/212</td>
<td>Intermediate Latin I &amp; II</td>
</tr>
<tr>
<td>LAT 311/312</td>
<td>Readings in Latin Literature I &amp; II</td>
</tr>
<tr>
<td>ART 203</td>
<td>Early Christian &amp; Byzantine Art</td>
</tr>
<tr>
<td>MUS 231</td>
<td>Russian and East European Music</td>
</tr>
<tr>
<td>REES 225</td>
<td>Russian and East European Culture</td>
</tr>
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**CONCENTRATION: 21 CREDITS**

Students may interchange one REES course for an ECS course and vice-versa with the written approval of the coordinator.
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)

REES 140 Russian and East European Culture

Category II: Select five courses (15 credits) from the following:

CHURCH
T/RS 225 Intro to Theology of the Eastern Churches
T/RS 226 Intro to Eastern Liturgies

STATE
GEOG 134 World Regional Geography
HIST 225 Imperial Russia

CULTURE
MUS 251 Russian and East European Music
ARTH 205 The Icon in Russian and East European Art

Concentration: 21 credits

ECS 110 3 credits
Biography as Culture
(Formerly ECS 101, this course is required of all students in the ECS program.) A chronological study of prominent men and women who helped shape the legacies of the Byzantine, Slav, and Near East cultures. Includes emperors and empresses, painter, architects, musicians, saints, deacons and deaconesses.

REES 140 3 credits
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 3 credits
Russian and East European Literature
This course will examine Polish, Czech, Romanian, East German, and Russian literature of the nineteenth and twentieth centuries with emphasis on the themes of the alienation of human life and the search for the transcendent. Among the authors to be read and discussed are Reymont, Sienkiewicz, Lem, Capek, Ionesco, Tolstoy, Dostoevski and Chekhov.

ECS/REES 335 3 credits
Senior Seminar in REES
(Required of all students in ECS/REES program) A summing up of the ECS/REES concentration in advanced level discussions on the part of the students. Students will engage in the following: (a) identify one problem related to ECS/REES, (b) choose a methodology suited to the problem, (c) after intense research and analysis, choose a topic approved by the staff and prepare a project or paper approved by the staff. Some projects or papers might lend themselves to publication. Course available only to seniors in ECS/REES.

PHIL 219 3 credits
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 3 credits
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.

Tutorials are available to students who cannot fit courses into their schedule.
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 (HS 333), 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 (HS 323), 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

<table>
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<tr>
<th>Course</th>
<th>Instructor</th>
<th>Credits</th>
<th>Description</th>
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<tr>
<td>HD 224</td>
<td>Dr. Buchanan</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>HD 234</td>
<td>Dr. Norcross</td>
<td>3</td>
<td>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.)</td>
</tr>
<tr>
<td>HD 335</td>
<td>Staff</td>
<td>3</td>
<td>Exceptional Child (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.</td>
</tr>
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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)
- Science and the Human Environment (NSCI 201)
- Responsibility in Communication (Comm 220)
- 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)
- 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)
- Geopolitics (PS 213)
- Global Peace and War (PS 215)
- Women, Politics, and Policy (PS 227)

C. Integrative Capstone Course: (required in Jr./Sr. year)
- Toward a Just and Peaceful World (T/JP 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 social/political 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. MEAGHER, Director

The Women’s Studies concentration consists of both interdisciplinary and single-discipline courses which examine women’s experiences 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 Women’s Studies courses will address issues of race, class, ethnicity, and age which intersect with gender-related issues.

Women’s Studies 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 are open to students in all majors. (To enroll, students must see the Director of Women’s Studies.) The concentration consists of six courses including the required core course, Phil. 218, Feminism: Theory and Practice. The remaining five 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

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Section</th>
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<tr>
<td>Engl 225:</td>
<td>Writing Women</td>
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<td>Engl 227:</td>
<td>Frankenstein’s Forebears</td>
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<td>Engl 317:</td>
<td>Race in Anglo-American Culture, 600-2860</td>
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<td>*Fren 430:</td>
<td>French Women Writers</td>
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<td>Hist 238:</td>
<td>History of American Women I</td>
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<td>Hist 239:</td>
<td>History of American Women II</td>
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<td>Ital 207:</td>
<td>Italian Women’s Writing in Translation</td>
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<tr>
<td>H/PS 216:</td>
<td>Gender and the Work Force</td>
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<td>Lit 207:</td>
<td>Literature of American Minorities</td>
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<td>Mgt 472:</td>
<td>Women in Management</td>
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<td>Nurs 111:</td>
<td>Women’s Health</td>
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<tr>
<td>Phil 218:</td>
<td>Feminism: Theory and Practice</td>
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<td>Phil 231:</td>
<td>Philosophy of Women</td>
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<td>Phil 326:</td>
<td>Advanced Topics in Feminist Theory</td>
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<td>PS 227:</td>
<td>Women, Politics, and Policy</td>
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<td>Psych 237:</td>
<td>Psychology of Women</td>
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<td>*Span 430:</td>
<td>Hispanic Women Writers</td>
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<tr>
<td>T/RS 315:</td>
<td>Women in Christianity</td>
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<td>T/RS 319:</td>
<td>Women’s Spiritual/Autobiographical Writings</td>
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<td>Thtr 372:</td>
<td>Contemporary Women Playwrights</td>
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<tr>
<td>WOMN 429:</td>
<td>Special Topics</td>
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*taught in the original language.

Some of the listed courses have prerequisites; please consult departmental descriptions.
CATHOLIC STUDIES PROGRAM
DR. MATHEWS, Director

The Catholic Studies Program seeks to provide every student with the opportunity to engage the Catholic Tradition in a deeper and broader way than the typical course of studies can provide. Accordingly, this program casts a wide net over what the Catholic Tradition and heritage are and how they interface with human endeavor. Catholic Studies is a specialization built around a multi-disciplinary core that provides a systematic way of integrating the many facets of Catholic Tradition with various academic disciplines. Because Catholic Tradition is integrally linked to virtually every subject, it can provide a natural integrative coherence for nearly all majors and areas of studies. Thus the CSP provides a good means of organizing many general education requirements into a unified concentration; it is an attractive academic program for rounding out a student’s Catholic higher education.

The Catholic Studies Program consists of both inter- and uni-disciplinary courses which provide the opportunity to study the Catholic heritage in the ancient and the contemporary Church alike, and give access to the rich forms in which it has been expressed in literature, art, architecture, music, history, philosophy, science, etc. Catholic Studies welcomes all interested students whether or not they are Catholic. It is compatible with all majors. Ideally, students will enter in their freshman year, but it is possible for students to enter in their sophomore year. Courses in the program will meet either general education, major, minor or cognate requirements. All non-CSP students are welcome in any course(s) in the program, but CSP students are given enrollment preference. Honors tutorials are encouraged. SJLA students are welcome.

All courses taught in the Catholic Studies Program will seek to promote appreciation of the Catholic Tradition by being faithful to the Church’s Apostolic teaching. Courses will also encourage students (a) to integrate faith and academics; (b) to study the Catholic Tradition in an intellectually rigorous way; (c) to assess human intellectual activity and experience in the light of the Catholic faith; and (d) to examine the experience of Catholics in history, politics, various social groups, philosophical and religious movements, and/or science and technology.

The concentration consists of 21 credits: 6 are required; the other 15 are electives. T/RS 184C must be taken; one semester of Christian Classics is also required. Students may build their studies based on their major and interests. Students are invited to petition for readers that meet program standards. Students may likewise seek permission for courses not cross-listed to count for credit, provided they are eligible to do significant Catholic Studies work in them.

CATHOLIC STUDIES ELECTIVES: Students will choose five.

| INTD 333 | The Bible in Image and Text | T/RS 213 | American Catholic Thought |
| NSCI 101 | History of Science and Technology | T/RS 215 | Early Christian Writers |
| Arth 117 | Early Christian and Byzantine Art | T/RS 222 | Introduction to Liturgical Theology |
| French 239 | French Catholic Thinkers | T/RS 230 | Moral Theology* |
| Greek 113/114 | New Testament Greek | T/RS 231 | Social Ethics* |
| Hebrew 101/102 | Biblical Hebrew | T/RS 232 | John Paul II and Catholic Social Thought |
| T/RS 323 | Signs and Symbols | T/RS 330 | Biomedical Ethics* |
| T/RS 323 | Signs and Symbols | T/RS 331 | Christian Ethics* |
| Phil 221 | Medieval Philosophy | Phil 229 | Philosophy of Religion |
| Phil 232 | Idea of a University | Phil 233 | Language and the Existence of God |
| Phil 234 | Existentialism | Phil 411 | Philosophy of Aquinas |
| Phys 103 | Man and the Evolutionary Universe | Hist 324 | Reformation |
| Hist 319/320 | Byzantine Civilization | Hist 230/231 | Medieval History |
| Hist 217 | A History of American Catholicism |

* only for certain sections

REQUIRED COURSES
T/RS 184C Dr. S. Mathews 3 credits
Inside the Catholic Tradition
This introduction to Catholic Tradition will study its scope, depth, and on-going development, reception, and characteristics. Topics covered include faith and Revelation, the intercommunion of Scripture and Tradition, the role of Magisterium, and the development of doctrine. Selected readings are taken from important conciliar texts and theologians.

T/RS 201C-202C Staff 6 credits
Christian Classics I-II
Each semester of this CSP core course provides a structured opportunity for reading in common some of the major Christian works of literature and spirituality with which every educated Catholic should be familiar. Important Catholic books and significant works of some great men and women who have shaped Christian thought and life will be read and discussed.
ITALIAN STUDIES CONCENTRATION
DR. PICCHIETTI, Director  DR. DUNN, Co-Director

The Italian Studies Concentration is designed to advance students’ understanding of diverse aspects of Italian culture and society. The Concentration is open to all majors and consists of both interdisciplinary and single-discipline courses drawn from various academic departments at the University. It encourages both breadth and depth in the study of Italian culture and society; its goal is to cultivate a broadly based knowledge of Italian civilization and its contribution to the specific fields comprising the Concentration. At the same time, with an emphasis on cultural diversity and on a writing intensive curriculum, courses in the Concentration will fulfill general education requirements.

The curriculum is designed to accomplish the following: provide a focused study of Italian culture and society; develop oral and written skills; and develop practical skills applicable to trips to Italy and in career fields. The Concentration requires the successful completion of seven courses, three of which are required courses and four of which are to be chosen from an approved list of electives. Students will be required to successfully complete two courses of Italian language as well as the Italian Studies Seminar. Students will enter the language level they can master (determined in consultation with the director and/or the language department), and will fulfill the language requirement by successfully completing the two approved language courses.

The following are required and elective courses that make up the Concentration:

ITALIAN STUDIES REQUIRED COURSES: *Students will choose two language courses (at appropriate level) and seminar.*

ITAL 101-102  Elementary Italian  
ITAL 211-212  Intermediate Italian  
ITAL 311-312  Advanced Italian Composition and Conversation  
Italian Studies Seminar

ITALIAN STUDIES ELECTIVE COURSES: *Students will choose four.*

ENGL 431  Dante’s Divine Comedy  
ITAL 207  Italian Women Writers  
ITAL 208  Envisioning Italy from Novel to Film: The Case of Neorealism  
ITAL 209  Italian Cinema: From Origins to Present  
ARTH 214  Renaissance Art and Architecture: 1250-1500  
ARTH 216  Michelangelo and His World  
ARTH 217  Leonardo (Da Vinci)  
ARTH 218  The Age of Rembrandt  
ARTH 384  Special Topics in Art History (if applicable)  
MUS 217  Opera  
MUS 284  Special Topics in Music History (if applicable)  
HIST 323  The Renaissance  
PHIL 221  Medieval Philosophy  
PHIL 222  Modern Philosophy I  
NSCI 103  The Ascent of Man
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.

COMBINED BACCALAUREATE/MASTER’S DEGREE PROGRAM

Undergraduate students of the University, with outstanding undergraduate records, may be eligible to be accepted and dually enrolled in a master’s degree program prior to graduation. A student who has achieved an overall Grade Point Average of 3.5 after 64 semester hours, 3.4 after 80 semester hours, 3.3 after 96 semester hours, or 3.2 after 112 semester hours (with at least 32 graded hours at the University) may apply for early admission to a master’s degree program through the Combined Baccalaureate/Master’s Degree program. Master’s degree programs that accept Combined Baccalaureate/Master’s Degree students and details of the program are found in the section on The Graduate School (see page 238).

FOREIGN STUDY PROGRAM

The Foreign Study program at the University of Scranton provides an opportunity for students to continue studies they have begun at the University of Scranton at universities around the world. To date, University of Scranton students have studied in thirty-five different countries and have represented thirty different majors.

The Foreign Study experience typically take place during the junior year; however, planning should start during the freshmen year. In order to participate in Foreign Study, students need a minimum GPA of 3.0 and permission from their department and dean. Additionally, students are expected to have conducted themselves according to the standards of the University of Scranton, as they are expressed in the student handbook of the University.

Courses taken at foreign universities fill graduation requirements at the University of Scranton. Planning the Foreign Study experience in a proper and timely fashion and completing courses taken at a foreign institution successfully should insure that the student graduates with his or her class. Interested students should contact either Michael Simons, Foreign Study Advisor, or Dr. Mary Engel, Associate Dean of the College of Arts and Sciences and Director of Foreign Study.

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 294. 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 one of six hospitals in Pennsylvania. Students majoring in Physical Therapy select internships from some 275 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 a required internship in a variety of settings including hospitals, nursing homes, rehabilitation centers, and related health agencies and may serve a second internship. Those with a concentration in long-term care administration must also serve two 520-hour internships in a long-term care facility.

Seniors majoring in accounting are eligible to participate in a 13-week 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 (minimum 2.67) and on interviews by company representatives. In recent years, students have worked for such firms as Coopers & Lybrand; Ernst & Young; KPMG Peat 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.

Computing Sciences majors 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.

Sociology, Criminal Justice, and Gerontology majors spend part of the junior or senior year serving internships in criminal justice agencies (corrections, probation & parole services, the District Attorney’s Office, Sheriff’s and U.S. Marshal’s services, private security and legal work) and social work/human service settings (child-care and juvenile programs, Cancer Society, and agencies serving older adults, etc.)

Environmental Science majors are required to take an internship or perform original research. Internships are generally taken after the junior year and can be undertaken in government agencies, nonprofit groups, or industry.

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; 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.

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. 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—No specific undergraduate major is required for admission to law school; the American Bar Association in a 1996 statement does not recommend any particular group of either majors or individual courses, noting that “the law is too multifaceted, and the human mind too adaptable, to permit such a linear approach to preparing for law school or the practice of law.”

The ABA statement, however, does describe certain skills and values which are essential to success in law school and to competent lawyering. These are: Analytic and Problem Solving Skills, involving critical thinking and the ability to structure and evaluate arguments for and against propositions; Critical Reading Abilities, derived from substantial experience in the close reading and critical analysis of complex texts; Writing Skills, developed through rigorous practice in preparing and revising original pieces of substantial length; Oral Communication and Listening Abilities, based on experience in giving and evaluating formal presentations; Research and Time Management Skills, involving the ability to plan a research strategy, to undertake substantial library work, and to organize large amounts of information within a fixed period of time; and, not least of all, a Commitment to Serving Others and Promoting Justice, based on significant experience in service projects while an undergraduate.

While, in recent years, most students at the University who have gone on to law school have majored in history or political science, the skills noted above can be acquired by students majoring in many other fields. Students majoring in English, languages, management, any of the social sciences, and even the natural sciences have enjoyed success in the study and practice of law. Ultimately, the best preparation for law school comes from taking difficult courses from demanding professors.

In addition to these skills and values, the ABA has identified several more specific areas of knowledge that pre-law students should acquire as undergraduates. The University’s Curriculum 2000 provides a framework whereby all can be acquired through the General Education requirements applicable to all majors:

-- a broad understanding of American History (HIST 110-111)
-- a fundamental understanding of political thought and the American political system (PS 130-131)
-- a basic understanding of ethical theory (PHIL 210)
-- a grounding in economics, especially microeconomic theory (ECON 153)
-- an understanding of basic pre-calculus mathematics (MATH 106 or equivalent)
-- a basic understanding of human behavior and social interaction (PSYC 110 or SOC 110)
-- an understanding of diverse cultures within and beyond the United States (the six-credit cultural diversity requirement in Curriculum 2000)

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.
The success of the University’s Pre-Medical Program has been outstanding. Since 1980, the University has placed an average of over 50 students per year into American schools of medicine, dentistry, optometry, podiatry and veterinary medicine, often in the most prestigious schools in the country.

The University of Scranton offers its pre-medical students unique opportunities in anticipation of changes in health care delivery for the twenty-first century. This includes a special exposure to primary care medicine (the practice of family physicians, general internists, and general pediatricians), predicted to be the area of greatest growth in medicine. Students have an opportunity to participate in an undergraduate primary care internship through the Scranton-Temple Residency Program. In this program, students accompany physicians at Scranton Mercy and Moses Taylor Hospitals to gain exposure to clinical settings in primary care medicine. Students gain transcript recognition for participation in this internship as well as a clear view of the profession they seek to enter.

Moreover, the University of Scranton is one of only six undergraduate institutions participating in the Jefferson Medical College Physician Shortage Area Program (PSAP). This program is designed to recruit and educate medical students who intend to enter Family Medicine and practice in physician shortage areas in Pennsylvania. Finally, University of Scranton students are encouraged to participate in programs at the Center for Primary Care at the Penn State College of Medicine, Hershey.

The Pre-Medical Program is supported by a network of hundreds of medical alumni and by an active Medical Alumni Council. The Medical Alumni Council has compiled a directory of physicians who have agreed to serve as resources for information or internship opportunities for University of Scranton students. It also sponsors on-campus programs to which undergraduate students are invited.

Pre-Medical Undergraduate Curricula — Many undergraduate students who intend to apply to health professions schools choose Biology as their major. However, students may choose any major, provided that they meet the requirements for entrance to medical, dental, or other health professions school.

For students at the University of Scranton, the minimum requirements are:

- Biology 141 and 142
- Chemistry 112 and 113
- Chemistry 232 and 233
- Physics 120 and 121

Many medical schools recommend that students demonstrate a wide range of interests both in their choice of courses and of extra-curricular activities. Volunteer work is strongly recommended by the Admissions Committees of most Health Professions schools, as is course work in Ethics, particularly in Phil 212, Medical Ethics and/or T/R5 330, Biomedical Ethics.

Some medical and dental schools also have specific prerequisites for English, mathematics, or other courses, as listed in Medical School Admission Requirements, or Admission Requirements of U.S. and Canadian Dental Schools. Copies of these publications are available in the office of Dr. Mary Engel, Director of Medical School Placement.

The Association of American Medical Colleges recommends that undergraduate students planning to apply to medical school acquire a strong background in the natural sciences, so students should consider courses in biology, chemistry, physics and mathematics beyond the minimum requirements. Students should develop oral and written communication skills, and they should complete courses in the humanities and social sciences. Honors courses, independent study, and/or undergraduate research are also encouraged.
The University offers all applicants to health professions schools the option of a formal applicant evaluation by the Health Professions Evaluation Committee (HPEC). This committee consists of sixteen faculty and administrators representing a wide range of academic disciplines. It is directed by Dr. Mary Engel, Associate Dean of the College of Arts and Sciences and Director of Medical School Placement, who also advises the pre-medical organization.

Applicants are evaluated on academic record, volunteer and community service activities, extracurricular activities, and demonstrated motivation toward their chosen career. Students submit documents and request faculty letters of evaluation and are interviewed by two members of HPEC. Through the HPEC interview, students have an opportunity to develop their interviewing skills and receive feedback on their application materials and interviewing performance. The HPEC evaluation package sent to health professions schools is a comprehensive narrative which describes in depth an applicant’s qualifications for advanced study and careers in the health professions.

The University also makes available to students a wide variety of resources in the Health Professions Lending Library; information about materials which students may borrow is available from the Director of Medical School Placement.
The Air Force Reserve Officer Training Corps (AFROTC) program at Wilkes University permits students attending the University of Scranton to earn commissions as officers in the United States Air Force while pursuing a university degree. Students may enroll in either the Four-Year or Two-Year programs. Aerospace Studies courses are held on the campuses of Wilkes University, Bloomsburg University, and King’s College.

The Four-Year program permits students to enter the AFROTC program in their freshman or sophomore year. (Students with three years remaining until graduation may enroll concurrently in the freshman and sophomore Aerospace Studies courses and can complete the four-year program in three years.)

The Two-Year program is available for students (including Graduate School) who have at least two years remaining until graduation. Students interested in enrolling in the Two-year program must apply as early as possible in their sophomore year. Students should call 1-800-WILKES-U, ext. 4860, for more information.

General Military Course (Four-Year Program Only) — The first two years of the four-year program constitute the General Military Course (GMC). GMC courses are open to any University student. Students enrolling in these courses do not incur any military service obligation. (Exception: Air Force scholarship recipients incur a commitment at the beginning of their sophomore year.) The GMC curriculum consists of four one-credit Aerospace Studies courses, plus a non-credit leadership laboratory each semester, which introduces students to U.S. Air Force history and environment, customs, courtesies, drill and ceremonies and leadership skills.

Professional Officer Course (Two and Four-Year Programs) — The final two years of the four-year program comprise the Professional Officer Course (POC). It consists of four three-credit Aerospace Studies courses, plus a non-credit leadership laboratory each semester. POC cadets earn a $150-per-month, tax-free subsistence allowance during the academic year and incur a military obligation. To be accepted into the POC, students must pass a physical examination and an officer qualification test, as well as meeting certain academic standards. Four-year cadets must also complete a four-week field training program; two-year applicants must complete a six-week field training program, both of which are administered the summer before POC entry. In addition, all POC cadets must complete a course in mathematical reasoning prior to being commissioned.

Uniforms — All uniforms, equipment, and textbooks required for AFROTC are supplied by the U.S. Air Force. All cadets are required to pay a nominal initial deposit which will be refunded when the cadet returns all uniform items in satisfactory condition at the completion of (or withdrawal from) the AFROTC program.

Scholarships — The U.S. Air Force also offers many 2-to-5-year, full and partial scholarships for which qualified students may compete, if they enroll in AFROTC. All scholarship awards are based on individual merit, regardless of financial need, with most scholarship recipients determined by central selection boards. Scholarship selection boards for students already in college are held each year. Since scholarship applicants must meet certain academic, physical fitness and medical requirements to be considered by the scholarship boards, contact the Aerospace Studies department early, preferably 2-3 months before the boards convene, to apply.

Commissioning — All students who satisfactorily complete the POC curriculum requirements are commissioned as Second Lieutenants in the U.S. Air Force, and will serve on active duty in a career specialty they have chosen, consistent with USAF needs.

For additional information, or if you have specific questions about the Air Force Reserve Training Program, contact the Aerospace Studies Department at Wilkes University, at 1-800-WILKES-U, extension 4860/4861.
AS 111/112/211/212
AS 303/304/313/314
Leadership Laboratory No credit
Involves a progression of experience designed to
develop each student’s leadership potential in a
supervised training laboratory. Examines U.S. Air
Force customs and courtesies, drill and cere-
monies, career opportunities, life and work of an
Air Force company grade officer.

AS 101 Fall
Air Force Today I 1 credit
Introduction to the background, missions, and
functions of U.S. military forces, with emphasis on
functions of U.S. Air Force organization, com-
mand structure and the mission and organization
of various major commands. Development of indi-
vidual communication skills.

AS 102 Spring
Air Force Today II 1 credit
Introduction to USAF professions, geopolitics,
U.S. defense policy/strategy, U.S. general purpose
military forces, insurgency/counter-insurgency,
aerospace support forces and organization of other
military services. Development of individual com-
munication skills.

AS 201 Fall
The Development of Air Power I 1 credit
A study of air power development, in historical
perspective, through the end of World War II,
including the evolution of missions, concepts, doc-
trine and force employment, with emphasis on
changes in conflict and factors which have
prompted technological developments.
Development of individual communication skills.

AS 202 Spring
The Development of Air Power II 1 credit
(A prerequisite: AS 201 or permission of instructor.)
A study of air power development from the end of
World War II to the present, including changing
air power missions and the employment of air
power in support of national objectives.
Development of individual communication skills.

AS 201
Air Force Leadership and
Management I
(Prerequisite: AFROTC-approved membership in
the POC or permission of instructor.) General
Theory and practice of management with special
reference to the U.S. Air Force. Covers evolution
of management thought, including classical,
behavioral, and management science schools; poli-
icy formulation, principles and practices in plan-
ning, organizing, staffing, directing, and control-
ling business and Air Force activities; resource
control techniques; social and ethical issues within
the management process. Development of individ-
ual communication skills.

AS 301 Spring
Air Force Leadership and
Management II
Theoretical, professional, and legal aspects of
leadership; practical experience in influencing
people individually and in groups, to accomplish
organizational missions effectively. Development
of individual communication skills.

AS 302 Spring
Air Force Leadership and
Management II
(Prerequisite: AS 301 or permission of instructor.)
General Theory and practice of management with special
reference to the U.S. Air Force. Covers evolution
of management thought, including classical,
behavioral, and management science schools; poli-
cy formulation, principles and practices in plan-
ning, organizing, staffing, directing, and control-
ling business and Air Force activities; resource
control techniques; social and ethical issues within
the management process. Development of individ-
ual communication skills.

AS 311 Fall
National Security Forces in
Contemporary American Society I
(Prerequisite: AFROTC-approved membership in
the POC or permission of instructor.) The role and
functions of the professional military officer in a
democratic society, and civil-military interaction;
basic framework of defense policy and formulation
of defense strategy; the impact of East Asia, Latin
America, Africa, the Middle East, and
Commonwealth of Independent States on U.S.
national security policy. Development of individ-
ual communication skills.

AS 312 Spring
National Security Forces in
Contemporary American Society II
(Prerequisite: AS 311 or permission of instructor.)
The problems of developing defense strategy in a
rapidly changing technological environment;
effective deterrent posture and management of
conflict; dynamics and agencies of defense policy
making. Development of individual communica-
tion skills.
The College of Arts and Sciences

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 two minors: Art History and Music History. 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 History and Music History satisfy General Education requirements in the following areas: Humanities, Cultural Diversity, and Writing Intensive. See designations below.

Courses available for credit in GE Humanities include:
ARTH 111, 112, 116, 210, 213, 214; ARMU 140, 141; MUS 111, 112.

Courses available for credit in GE Cultural Diversity include:
ARTH 113, 210, MUS 113.

Courses available for credit in GE Writing Intensive include:
ARTH 116, 117, 118, 216, 217, 218.

MINORS IN ART HISTORY AND MUSIC HISTORY

MINOR IN ART HISTORY:

A minor in art history requires 18 credits, including ARTH 111 and 112. Four additional courses in art history are required. Internships at the Everhart Museum are available to art and art history minors upon completing 12 credits in art/art history.

Students minoring in art history have pursued graduate degrees in art history (Ph.D.), decorative arts (M.F.A.), and museum education (M.A.). Recent graduates are employed by the Metropolitan Museum of Art (NYC), the Franklin Institute (Philadelphia), and Sotheby’s (NYC).

MINOR IN MUSIC HISTORY:

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

ART

ART 112 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 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 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 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. Prerequisite: Art 112, 116 or equivalent.

ART HISTORY

ARMU 140-141 Dr. Dunn
(C)Perceiving the Arts 3 credits each
This 2-semester course offers a cross-disciplinary introduction to art and music in a pervasive study of these art forms as they inform and are informed by the societies in which they were created. Classes include (but are not limited to) lectures, lab discussions, guest lectures, museum, concert/opera trips. Course restricted to ELED majors.

ARTH. 111 Dr. Dunn, Prof. Long
(C)History of World Art I 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 Drs. Dunn, Miller-Lanning
(C)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.
ARITH 113  
(C,D)Topics in Non-Western Art  
Staff  
3 credits  
This course focuses on the history of painting, sculpture and architecture produced by non-western and ethnographic cultures, including, but not limited to, African, Oceanic, Native American, Japanese, Chinese, Islamic, and Indian Art. Courses will vary according to student and faculty interest.

ARITH 114  
(C,W)History of Architecture  
Staff  
3 credits  
A general survey of architectural history from the prehistoric through the modern era, focusing on architectural style, the built environment, and the rituals which condition the use and design of structures and urban spaces. The course features walking tours of Philadelphia and the city of Scranton, as well as guest lectures by area architects.

ARITH 115  
Art of the Ancient World  
Dr. Dunn  
3 credits  
(Formerly Arth 201) 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.

ARITH 116  
Art of Greece and Rome  
Prof. Long  
3 credits  
(Formerly Arth 202) 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.).

ARITH 117  
Early Christian and Byzantine Art  
Dr. Dunn  
3 credits  
(Formerly Arth 203) 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.

ARITH 118  
Medieval Art: Romanesque and Gothic  
Dr. Dunn  
3 credits  
(Formerly Arth 204) 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.

ARITH 205  
The Icon in Russian and East European Art  
Dr. Dunn  
3 credits  
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.

ARITH 210  
(C,D)Topics on Women in the Visual Arts  
Staff  
3 credits  
This cross-disciplinary course presents selected topics on women in the visual arts, including the history of women's achievements and struggles in the visual arts, varied ways of thinking and writing about women, art and culture. Topics will include, but are not limited to: Survey of Women in Art; Being Female in the Renaissance, Medieval Women in Image and Text; Contemporary Women Artists; The Female Artist in Latin America; Women Artists in America; 19th-Century Women Artists, etc.

ARITH 213  
(American Art  
Dr. Miller-Lanning  
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.

ARITH 214  
Renaissance Art and Architecture: 1250-1500  
Dr. Dunn  
3 credits  
(Formerly Arth 310) 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.

ARITH 215  
The Renaissance in Northern Europe  
Dr. Dunn  
3 credits  
(Formerly Arth 311) 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 Dürer.

ARITH 216  
Michelangelo and His World  
Dr. Dunn  
3 credits  
(Formerly Arth 410) 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.

ARITH 217  
Leonardo (Da Vinci)  
Dr. Dunn  
3 credits  
(Formerly Arth 411) 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.

ARITH 218  
The Age of Rembrandt  
Prof. Long  
3 credits  
(Formerly Arth 303) 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 220  History of Photography  3 credits
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 221  Nineteenth-Century Art  3 credits
(Formerly Arth 304) 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 222  Impressionism and Post-Impressionism
(Formerly Arth 312) 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 Monet, Degas, Van Gogh, Gauguin, Cézanne, Seurat, and Van Gogh and Gauguin will be examined as reactions to the aims of Impressionism.

ARTh 225  Art of the Twentieth Century  3 credits
(Formerly Arth 305) 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 227  Matisse and Picasso  3 credits
(Formerly Arth 315) 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 295-296  (Travel Seminar)  3 credits
Dr. Dunn
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 380  Museum Methods  1-3 credits
Drs. Dunn, Miller-Lanning
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. Prerequisites: Arth 111, 112 and 2 additional ARTH courses.

ARTh 384, 484  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. Prerequisites: Arth 111, 112 and 2 additional ARTH courses.

MUSIC

MUS 111  (C)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  (C)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 222  Staff  Bach  3 credits  (Formerly Mus 323) 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 223  Staff  Mozart  3 credits  (Formerly Mus 324) 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 225  Staff  Beethoven  3 credits  (Formerly Mus 325) 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 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, expressionism, neo-classicism, serialism, and minimalism, will be examined. Music 112 recommended as prerequisite.

MUS 231  Staff  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 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  Staff  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  Staff  Music Theory II  3 credits  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. Prerequisite: Mus. 235.

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 lay person or member of the clergy involved in developing church liturgy. No musical background required.

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

MUS 284  Staff  Special Topics  3 credits  Selected topics in Music History will vary from year to year based on student/faculty interest.
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, 354, 358, 445, 450
**Molecular (M)** - Biol. 250, 344, 350, 351, 361, 362, 363, 364; Chem. 350, 351, 360, 450, 451 (no more than 6 credits in chemistry may be used to fill biology elective credits.)
**Genetics (G)** - Biol. 260, 262, 263, 265

The premedical advisor's elective recommendations for preprofessional students are listed on page 49.

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<th>Dept. and No.</th>
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TOTAL: 134 credits

1 MATH 103 (taken before MATH 114) if indicated by Math Placement Test. 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 including the 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
* 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 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 Dr. Sweeney
General Biological Science 3 credits
The nature of living organisms and general biological principles, as they affect man, are stressed in general terms.

BIOL. 105 Dr. Conway
(A) Biodiversity 3 credits
An examination of the variety of animal and plant species, especially in the two most diverse ecosystems: the coral reef and the tropical rain forest. The foundations of biological diversity will be studied: ecology, systematic, evolution and biogeography. The effects of historical, cultural, economic, religious and political forces on biodiversity will be analyzed. Current topics will be discussed, such as deforestation, human population growth, endangered species, and global warming.

BIOL. 110 & 111 Staff
(E)* Structure and Function of the Human Body 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 Dr. Anderson
Perspectives in Anatomy and Physiology 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 Staff
* General Biology 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 Dr. Conway
Tropical Biology (O, P) 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. Intersession only.

BIOL. 196 (O, P) Dr. Conway
African Photo Safari 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. Intersession only.

BIOL. 201 Dr. Kwiecinski
Anatomy & Physiology 3 credits
(Prerequisite Biol 101) An introduction to the biochemical, cellular, tissue and organismal organization of selected body functions; structure in relation to function is emphasized.

BIOL. 202 Dr. McDermott
(E) The ABC'S Of Genetics 3 credits
(Prerequisite: Biol 101) 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 Dr. Hardisky
Horticulture 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.

BIOL. 210 Dr. McDermott
* Introductory Medical Microbiology 3 credits
Microbiology
(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 Fr. MacEntee
* Comparative Vertebrate Anatomy (0) 5 credits
(Prerequisite: Biol. 141-142) Structure and phylogeny of vertebrate organ-systems, emphasizing and comparing vertebrate structures in relation to their functions. Amphiobius, shark, necturus, and the fetal pig are subjected to detailed laboratory study. 3 hours lecture, 4 hours lab. Fall only.

BIOL. 243 Fr. MacEntee
* The Human Body (0) 5 credits
(Prerequisites: Biol. 141-142) Structure and function of the principal organ systems in mammals emphasizing the human condition. The cat is subjected to detailed study in the laboratory. 3 hours lecture, 4 hours lab. Spring only.

59
BIOL. 245 Staff 4 1/2 credits
* General Physiology (O) (Prerequisites: Biol. 141-142, Chem. 112-1 13)
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 Fr. Beining, Dr. Sulzinski 5 credits
* Microbiology (C, O, M) (Prerequisite: Biol. 141-142, Chem. 112-1 13)
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, 4 hours lab; not open to Nursing majors.

BIOL. 260 Dr. McDermott Genetics (G) 4 1/2 credits
* (Prerequisite: Biology 141-142) Mendelian, cyto-population and evolutionary, and basic molecular genetics; emphasis on eucaryotes. 3 hours lecture, 3 hours lab.

BIOL. 263 Dr. Dwyer 5 credits
* Genetic Engineering (Prerequisite: Biol. 141-2) 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.

BIOL. 270 Dr. Townsend 3 credits
Biology of the Vascular Plants (O, P) (Prerequisite: Biology 141-142) A survey of the vascular plants with respect to anatomy, life history and reproduction, ecology and natural history, evolution and systematic. Emphasis will be on the flowering plants as the dominant plant group of terrestrial communities. 3 hours lecture.

BIOL. 272 Dr. Voltzow *Invertebrate Biology (O,P) 5 credits (Prerequisite: Biol. 141-142) Structure and function of the major groups of invertebrates with emphasis on their evolutionary relationships. Labs focus on the diversity of invertebrate forms and include field trips. 3 hours lecture, 3 hours lab. Fall--odd years.

BIOL. 344 Fr. Beining Principles of Immunology (C, O, M) (Prerequisite: Biol. 250, strongly recommended for 344 lecture, required for 344 lab) 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; lab should only be taken concurrently with lecture. Spring only.

BIOL. 345 Dr. Anderson Comparative Animal Physiology (P, O) (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. Fall--odd years.

BIOL. 346 Dr. J. Carey 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.

BIOL. 347 Dr. Conway Exercise Physiology (O) 3 credits (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; includes 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. Spring--odd years.

BIOL. 348 Dr. Adams Neurophysiology (C, O) 4 1/2 credits (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. 3 hours lecture; 3 hours lab. Lecture - Spring only; Lab - spring - even years.

BIOL. 349 Dr. Hardisky Plant Physiology (C, O, P) 5 credits (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 - odd years.

BIOL. 350 Dr. Greuel * Cellular Biology (C, M) 5 credits (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.

BIOL. 351 Dr. J. Carey Cell Biology (P, O) 3 credits (Prerequisite: Biol. 349) The basic structure and function of eukaryotic cells; emphasis on cell membranes, organelles, cytoskeleton, and extracellular matrices. Examination of the regulation of cell proliferation, signaling, recognition/adhesion, and motility 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.

BIOL. 352 Dr. J. Carey Cell Biology (P, O) 3 credits (Prerequisite: Biol. 349) The basic structure and function of eukaryotic cells; emphasis on cell membranes, organelles, cytoskeleton, and extracellular matrices. Examination of the regulation of cell proliferation, signaling, recognition/adhesion, and motility 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.

BIOL. 353 Dr. J. Carey Cell Biology (P, O) 3 credits (Prerequisite: Biol. 349) The basic structure and function of eukaryotic cells; emphasis on cell membranes, organelles, cytoskeleton, and extracellular matrices. Examination of the regulation of cell proliferation, signaling, recognition/adhesion, and motility 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.

BIOL. 354 Dr. J. Carey Cell Biology (P, O) 3 credits (Prerequisite: Biol. 349) The basic structure and function of eukaryotic cells; emphasis on cell membranes, organelles, cytoskeleton, and extracellular matrices. Examination of the regulation of cell proliferation, signaling, recognition/adhesion, and motility 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.
BIOL.351  Dr. Greuel
* Developmental Biology (C, O, M)  5 credits
(Prerequisite: Biol. 141-142; 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.

BIOL.352  Dr. Kwiecinski
* Histology (C)  5 credits
(Prerequisite: Biol. 141-142; strongly recommended: Biol. 241) Microscopic structure and function of the four basic vertebrate tissues. Emphasis will be placed on mammalian tissues. Lectures include historical, theoretical and practical perspectives. Laboratories include examination of tissues through the use of loan sets of slides as well as demonstrations and exercises in basic preparation of tissues for microscopic examination. 3 hours lecture, 4 hours lab. Fall only.

BIOL.354  Dr. Kwiecinski
Special Histology: Organology (C, O) 5 credits
(Prerequisites: Chem 232-233; Biol 352) Microscopic recognition and functional correlations of the major vertebrate organ systems. Enrollment is limited to preserve informal and flexible working conditions appropriate to advanced histological work. This course is customized to the participants' needs. Options include in-depth training in techniques or in-depth analysis of a particular organ system. 2 hours lecture, 5 hours lab. Spring only.

BIOL.358  Dr. Adams
Cellular and Molecular Neurobiology (C, M) 3 credits
(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 signaling, cell-to-cell communication, glial cell function, and neural growth and development. 3 hours lecture. Fall only.

BIOL.361  Dr. Dwyer
* Molecular Biology I (M)  5 credits
(Prerequisites: Biol. 141-142, Chem. 232-233) Structure and function of prokaryotic cells from a molecular viewpoint. Study of biomacromolecules structure and function; bacterial DNA replication, transcription, translation and how these processes are regulated. 3 hours lecture, 3 hours lab; Fall only.

BIOL.362  Dr. Dwyer
Molecular Biology II (M, G)  3 credits
(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.

BIOL.364  Dr. Sulzinski
* Virology (M)  5 credits
(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.

BIOL.370  Dr. M. Carey
Animal Behavior (P, O)  41/2 credits
(Prerequisite: Biol. 141-142) 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. The laboratory is writing intensive(W).

BIOL.371  Dr. Townsend
Ecology (P)  5 credits
(Prerequisites: Biol. 141-142) 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 only.

BIOL.372  Dr. Townsend
Vertebrate Biology (O, P)  5 credits
(Prerequisite: Biol. 141-142) A survey of vertebrates, covering functional morphology, behavior, ecology, paleontology, and systematic 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.

BIOL.375  Dr. M. Carey
Evolution (G, P)  3 credits
(Prerequisites: Biol. 141-142) 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  Dr. Townsend
Biostatistics 3 credits
(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  Staff
Special Topics in Biology 2-4 credits
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  Staff
Undergraduate Research Variable credit
(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  Dr. Kwiecinski  
Mammalian Physiology (C, O)  3 credits  
(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. 446  Dr. Sweeney  
Cardiovascular Physiology (O)  3 credits  
(Prerequisites: Biol 245 and Physics 121 or 141) 
The physiological and biophysical bases of cardiovascular function; including cardiac electrophysiology and mechanics; regulation of the heart and the peripheral circulation; hemodynamics; solute and fluid exchange; and cell-cell interactions governing white blood cell transit. Special circulations will highlight the role of cardiovascular regulation in overall physiological function.

BIOL. 450  Dr. Anderson  
*Electron Microscopy (C)  5 credits  
(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; Fall-even years.

BIOL. 471  Staff  
Applied Ecology (P)  3 credits  
(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  Dr. Hardisky  
Systems Ecology (P)  3 credits  
(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. Spring - even years.

BIOL. 473  Dr. Hardisky  
Marine Biology (O, P)  5 credits  
(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.

The environmental science program, an interdisciplinary program involving both biology and chemistry, gives students a variety of research opportunities in the field.
CHEMISTRY

DR. HART, JR., 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, outstanding students in the Chemistry and Biochemistry majors are eligible for consideration in the Combined Baccalaureate/Master’s Degree program (please refer to the section on The Graduate School, page 237, and to the Graduate School Catalog for specifics of the program). 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 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.

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

<table>
<thead>
<tr>
<th>CHEMISTRY</th>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<td>MAJOR (GE NSCI)</td>
<td>CHEM 112-113</td>
<td>General Analytical Chem. I-II</td>
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<td>Analysis I-II</td>
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<td>GE SPCH-WRTG</td>
<td>ENGL 107-COM M 100</td>
<td>Composition - Public Speaking</td>
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<td>C/JL 102</td>
<td>Comp &amp; Info Literacy</td>
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<td>T/RS121-PHIL 120</td>
<td>Theology I-Intro Phil</td>
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<td>MAJOR</td>
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<td>Organic Chemistry I-II</td>
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<td>Analysis III</td>
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<td>PHYS 140-141</td>
<td>Elements of Physics</td>
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<td>PHIL 210-T/RS 122</td>
<td>Ethics-Philology II</td>
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<td>MAJOR</td>
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<td>MAJOR</td>
<td>CHEM 370</td>
<td>Instrumental Analysis</td>
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<td>MAJOR</td>
<td>CHEM 362-363</td>
<td>Physical Chem I-II</td>
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<td>MAJOR</td>
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<td>Chem Literature-Seminar</td>
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<td>MAJOR</td>
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<td>Adv Inorganic Chem. -Lab</td>
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</table>

1 For ACS certification, Chemistry majors must complete Math 222, Math 341, and two upper-division chemistry electives.

The MINOR in Chemistry will include the following requirements: Organic chemistry (6 credits), Physical Chemistry (6 credits), and a chemistry laboratory course (3 credits).
**BIOCHEMISTRY**

The Bachelor of Science program in biochemistry is based on the chemistry program and includes courses in general biology and advanced biochemistry. Students will use cognate electives to choose additional courses in biology, chemistry, computer science, mathematics or physics according to their personal interests.

**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).

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR (GE NSCI)</td>
<td>CHEM 112-113 General Analytical Chem. I-II</td>
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<td>COGNATE (GE QUAN)</td>
<td>MATH 114 Analytical</td>
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<td>COGNATE</td>
<td>BIOL 141-142 General Biology I-II</td>
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<td>GE SPCH-WRTG</td>
<td>ENGL 107 - COMM 100 Composition - Public Speaking</td>
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<td>GE CIL</td>
<td>C/IL 102 Computer and Info Literacy</td>
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<td>GE FSEM</td>
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<tr>
<td>GE PHED</td>
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**FIRST YEAR**

| Major (GE NSCI) | CHEM 232-233 Organic Chemistry I-II | 4.5 |
| MAJOR | CHEM 240 Inorganic Chemistry | 3 |
| COGNATE | PHYS 120-121 General Physics | 4 |
| GE ELECT | CMPS 134 Computer Science I | 3 |
| GE PHI | PHIL 120 Introduction to Philosophy | 3 |
| GE HUMN | HUMN ELECT Humanities Electives | 3 |
| GE PHED | PHED ELECT Physical Education Electives | 1.5 |

**SECOND YEAR**

| Major | CHEM 330 Organic Chemistry III | 3.5 |
| MAJOR | CHEM 370 Instrumental Analysis | 5 |
| MAJOR | CHEM 360-361 Biophysical Chemistry I-II | 4.5 |
| MAJOR | CHEM 390-391 Chemistry Literature-Seminar | 1 |
| GE ELECT | COGNATE ELECT | 3 |
| GE T/R/S | T/R/S 122 Theology II | 3 |
| GE PHIL | PHIL 210 Ethics | 3 |
| GE S/BH | S/BH ELECT Social-Behavioral Electives | 3 |
| GE PHED | PHED ELECT Physical Education Elective | 1 |

**THIRD YEAR**

| Major | CHEM 450-451 Biochemistry I-II | 3 |
| MAJOR | CHEM 450L Biochemistry Lab | 1.5 |
| MAJOR | CHEM 493-494 Undergraduate Research | 1.5 |
| GE T/R/S or PHIL | T/R/S or PHIL Elective | 3 |
| GE HUMN | HUMN ELECT Humanities | 3 |
| GE ELECT | COGNATE ELECT | 3 |
| GE ELECT | ELECT Cognate Elective (210 level or above) | 3 |

**FOURTH YEAR**

| Major | CHEM 440 and 440L | 6 |
| MAJOR | CHEM 440 and 440L | 6 |
| MAJOR | CHEM 440 and 440L | 6 |
| GE T/R/S or PHIL | T/R/S or PHIL Elective | 3 |
| GE HUMN | HUMN ELECT Humanities | 3 |
| GE ELECT | COGNATE ELECT | 3 |
| GE ELECT | ELECT Cognate Elective (210 level or above) | 3 |

**TOTAL: 130 Credits**

1. Cognate Electives for the biochemistry major may be taken in any of the following disciplines: biology, chemistry, computer science, environmental science, mathematics, physics, and certain psychology courses.

2. For ACS certification, Biochemistry majors must take Math. 114, 221, 222, 341; Phys. 140-141 in place of Phys. 120-121; and Chem. 440 and 440L.

The **Minor** in Biochemistry will include the following requirements: Organic Chemistry (6 credits), Biochemistry (3 credits), Biophysical Chemistry (3 credits), Chemistry Laboratory (3 credits).
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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<tr>
<td>MAJOR (GE NSCI)</td>
<td>CHEM 112-113</td>
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<td><strong>TOTAL</strong>: 130 Credits</td>
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1The Department recommends foreign language.
# 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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**FIRST YEAR**

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**THIRD YEAR**

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**TOTAL:** 139 Credits
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, Abington, Danville, Williamsport, Wilkes-Barre, and Scranton. 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.

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TOTAL: 133 1/2 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.
In cases where a student withdraws from a chemistry lecture course, the student must also withdraw from the corresponding laboratory course unless a written waiver is provided by the department.

C/CJ 200  Dr. Vinson  3 credits
Forensic Science
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.

CHEM. 100  Staff  3 credits
(E) Elements of Chemistry
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.

CHEM. 104  Staff  3 credits
(E) Science and Society
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.

CHEM. 110-111  Staff  6 credits
Introductory Chemistry
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. Chemistry 110 satisfies NS I and NS II (E) and Chemistry 111 satisfies NS I

CHEM. 110L-111L  Staff  2 credits
Introductory Chemistry Laboratory
(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  6 credits
(E) General and Analytical Chemistry
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  3 credits
General and Analytical Chemistry Laboratory
(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  2 credits
General Analytical Chemistry Laboratory
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 laboratory. Note: For students with majors in the Chemistry and Biology departments this course will satisfy the requirements for the Chemistry 112 - 113 laboratory courses.

CHEM. 232-233  Staff
(A) 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  Dr. Dickneider
Industrial Chemistry
3 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  
**Environmental Geochemistry**  3 credits  
*Staff*

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 their effects on the state of the oceans and the atmosphere.

### CHEM. 350  
**Drs. Dreisbach, Wasilewski**

**General Biochemistry I**  3 credits  
*(Prerequisite: 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. Successful completion of Chem 350 precludes credit for Chem 450.

### CHEM. 351  
**Drs. Dreisbach, Wasilewski**

**General Biochemistry II**  3 credits  
*(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. Successful completion of Chem 351 precludes credit for Chem 451.

### CHEM. 352  
*Staff*

**Chemical Toxicology**  3 credits  
*(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.

### CHEM. 360  
**Drs. Baumann, Hart**

**Biophysical Chemistry I**  3 credits  
*(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.

### CHEM. 361  
**Drs. Baumann, Hart**

**Biophysical Chemistry II**  3 credits  
*(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.

### CHEM. 360L-361L  
*Staff*

**Biophysical Chemistry Laboratory**  3 Credits  
*(Lecture is required as pre- or corequisite)* Experiments involve applications of physical-chemical techniques to biological problems. 3 hours laboratory each semester.

### CHEM. 362  
**Drs. Baumann, Hart**

**Physical Chemistry I - II**  6 credits  
*(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.

### CHEM. 362L-363L  
**(W)Physical Chemistry Laboratory**  3 credits  
*(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.

### CHEM 370  
**Drs. Vinson, Sherman**

**Instrumental Analysis**  2 credits  
*(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.

### CHEM 370L  
*Staff*

**Instrumental Analysis Laboratory**  3 credits  
*(Lecture is required as pre- or corequisite)* Experiments involve application of modern chemical instrumentation and techniques to quantitative analysis. 6 hours laboratory.

### CHEM 390  
*Dr. Cann*

**Chemical Literature and Writing**  1 credit

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.

### CHEM. 391  
*Staff*

**Seminar**  1 credit

Current topics in chemistry, biochemistry, and industrial chemistry are prepared and presented by the students.

### CHEM. 440  
*Dr. Marx*

**Advanced Inorganic Chemistry**  3 credits  
*(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  
*Staff*

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

### CHEM. 450  
**Drs. Dreisbach, Wasilewski**

**(W)Biochemistry I**  3 credits  
*(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. Successful completion of Chem 450 precludes credit for Chem 350.
CHEM. 450L  Staff  (W)Biochemistry Laboratory  3 credits  (Lecture is required as pre- or corequisite)  
Experiments involve techniques used in characterization of biopolymers and study of enzyme kinetics.

CHEM. 451  Drs. Dreisbach, Wasilewski  Biochemistry II  3 credits  (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.  Successful completion of Chem 451 precludes credit for Chem 351.

CHEM. 452  Drs. Dreisbach, Wasilewski  Enzymology  3 credits  
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  Drs. Baumann, Hart  Physical Chemistry III  3 credits  (Prerequisite: Chem. 363)  
Quantum mechanics and quantum chemistry, including classical problems, perturbation theory, variational theory and specific applications of molecular orbital theory to organic molecules and spectroscopic applications.

CHEM. 464  Drs. Hart, Narsavage  Polymer Chemistry  3 credits  (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  Drs. Hart, Narsavage  Polymer Chemistry Laboratory  1.5 credits  
(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  Staff  (W)Undergraduate Research  3 credits  (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  Dr. Vinson  (W)The Ascent of Man  3 credits  
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. GERMEROOTH, 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 subspeciality 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 Interpersonal 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

Mass Communication
- Comm 225 Advertising
- Comm 325 Advertising Copywriting
- Comm 326 Advertising Copywriting
- Comm 327 Public Relations Cases
- Comm 328 Public Relations Cases
- Comm 380 Advertising Practicum

Broadcasting/Film
- Comm 232 Film History
- Comm 233 Mass Media Management
- Comm 332 Documentary Film
- Comm 334 Broadcast Programming
- Comm 335 Broadcast Programming
- Comm 425 Cable Television

Communication Studies
- Comm 211 Argumentation and Debate
- Comm 214 Small Group Communication
- Comm 231 Communication and Socialization
- Comm 311 Political Communication
- Comm 313 Nonverbal Communication
- Comm 326 Political Advertising
- Comm 411 Persuasion and Propaganda
- Comm 416 Philosophy of Communication

Journalism
- Comm 223 Radio Journalism
- Comm 224 Newswriting
- Comm 323 Television Journalism
- Comm 324 Advanced Newswriting
- Comm 328 News Editing
- Comm 329 Graphics

Radio/TV Production
- Comm 221 Radio Production
- Comm 222 Television Production
- Comm 321 Advanced Radio Production
- Comm 322 Advanced Television Production
- Comm 422 Educational Television
- Comm 480 Television Practicum
## COMMUNICATION

### Dept. and No. Descriptive Course Title Credits
#### FIRST YEAR
- **MAJOR** COMM 110-120 Interpersonal/Mass Communication 3 3
- **COGNATE** COMM 100-ENGL 107 Cognate Elective 3
- **GE SPCH-WRTG** COMM 100-ENGL 107 Public Speaking: Composition 3 3
- **GE C/IL** C/IL 102 Computer & Information Literacy 3
- **GE HUMN** HUMN ELECT Humanities Electives 3 3
- **GE PHIL-T/R** PHIL 120-T/R 121 Intro to Philosophy/Theology I 3 3
- **GE FSEM INTD 100** Freshman Seminar 1
- **GE PHED** PHED ELECT Physical Education 1

#### SECOND YEAR
- **MAJOR** COMM 210 Logical & Rhetorical Analysis 3
- **MAJOR** COMM 220 Responsibility in Communication 3
- **COGNATE** COMM 230 Cognate Electives 3 3
- **GE PHIL-T/R** PHIL 210-T/R 122 Ethics/Theology II 3 3
- **GE QUAN-S/BH** QUANT-S/BH ELECT Quantitative/S/BH Science 3 3
- **GE PHED** PHED ELECT Physical Education 1

#### THIRD YEAR
- **MAJOR** COMM 310/ELECT Mass Communication Law/Comm Elective 3 3
- **MAJOR** COMM ELECT Communication Electives 3 3
- **COGNATE** COMM 320 Cognate Electives 3 3
- **GE PHIL-T/R-HUMN** PHIL 310-T/R-HUMN 122 Humanities Electives 3 3
- **GE NSCI** NSCI ELECT Natural Science Electives 3 3
- **GE ELECT** ELECT Free Electives 3 3

#### FOURTH YEAR
- **MAJOR** COMM 410 Communication Theory & Research 3
- **MAJOR** MAJOR ELECT Communication Elective 3
- **COGNATE** COMM 420 Mass Communication Elective 3
- **COGNATE** COMM 430 Cognate Elective 3 3
- **GE HUMN-S/BH** HUMN-S/BH ELECT Humanities Electives 3 3
- **GE ELECT** ELECT Free Electives 3 3

### TOTAL: 130 credits

### 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 or Comm 120 Interpersonal Communication or Mass Communication
2) either Comm 210 or Comm 220 Logical and Rhetorical Analysis or Responsibility in Communication
3) either Comm 310 or Comm 410 Mass Communication Law or Communication Theory and Research.

(Comm 100 and Comm 484 do not count toward the minor.)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Staff</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM. 100</td>
<td>Public Speaking</td>
<td>Staff</td>
<td>3</td>
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<td>(Prerequisite: a grade of C or better) fulfills the speech skills requirement of the University.</td>
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<tr>
<td>COMM. 110</td>
<td>Interpersonal Communication</td>
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<td>An investigation and analysis of the process and nature of human communication and its interpersonal and interpersonal attributes.</td>
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<td>COMM. 120</td>
<td>Mass Communication</td>
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<td></td>
<td>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.</td>
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<tr>
<td>COMM. 210</td>
<td>Logical and Rhetorical Analysis</td>
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<td>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.</td>
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<td>COMM. 211</td>
<td>Argumentation and Debate</td>
<td>Staff</td>
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<td>This course concentrates on the techniques of argumentation, persuasion, debate, and forensics. Focuses heavily on research, case construction, and formal analysis.</td>
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<td>COMM. 214</td>
<td>Small Group Communication</td>
<td>Staff</td>
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<td>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.</td>
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<td>COMM. 220</td>
<td>Responsibility in Communication</td>
<td>Staff</td>
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<td></td>
<td>(Prerequisites: Comm. 110 &amp; 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.</td>
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<td>COMM. 221</td>
<td>Radio Production</td>
<td>Staff</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>COMM. 222</td>
<td>Television Production</td>
<td>Staff</td>
<td>3</td>
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<td>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.</td>
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<td>Course Code</td>
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<td>COMM. 232</td>
<td>Film History</td>
<td>3</td>
<td>Staff</td>
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<td><strong>(Prerequisite: Comm. 100)</strong> Advanced principles and practices of speech construction, audience analysis, criticism, and delivery styles.</td>
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<td>COMM. 280</td>
<td>Advanced Public Speaking</td>
<td>3</td>
<td>Staff</td>
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<td><strong>(Prerequisite: Comm. 224)</strong> 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.</td>
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<tr>
<td>COMM. 310</td>
<td>Mass Communication Law</td>
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<td>Staff</td>
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<td><strong>(Prerequisite: Comm. 110, 120, 210 &amp; 220; Juniors and Seniors only)</strong> 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.</td>
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<td>COMM. 311</td>
<td>Political Communication</td>
<td>3</td>
<td>Staff</td>
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<td></td>
<td><strong>Staff</strong> 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.</td>
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<tr>
<td>COMM. 312</td>
<td>Organizational Communication</td>
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<td>Staff</td>
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<td></td>
<td><strong>Staff</strong> 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.</td>
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<td>COMM. 313</td>
<td>Nonverbal Communication</td>
<td>3</td>
<td>Staff</td>
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<td><strong>Staff</strong> 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.</td>
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<td>COMM. 314</td>
<td>Legal Communication</td>
<td>3</td>
<td>Staff</td>
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<td></td>
<td><strong>Staff</strong> 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.</td>
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<tr>
<td>COMM. 321</td>
<td>Advanced Radio Production</td>
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<td><strong>(Prerequisite: Comm. 221)</strong> 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.</td>
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<td>COMM. 322</td>
<td>Advanced Television Production</td>
<td>3</td>
<td>Staff</td>
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<td></td>
<td><strong>(Prerequisite: Comm. 222)</strong> Building upon the foundation acquired in COMM. 222, students pursue specialized projects in producing and directing programs for broadcast or cable distribution.</td>
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<td>COMM. 323</td>
<td>Television Journalism</td>
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<td>Staff</td>
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<td><strong>(Prerequisite: Comm. 224 or Comm. 328)</strong> Broadcast journalism skills are refined through classroom and outside assignments. Production techniques, including tape editing, are explored. Television news formats are produced.</td>
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<td>COMM. 324</td>
<td>Advanced Newswriting</td>
<td>3</td>
<td>Staff</td>
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<td></td>
<td><strong>(Prerequisite: Comm. 224)</strong> 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.</td>
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<tr>
<td>COMM. 325</td>
<td>Advertising Copywriting</td>
<td>3</td>
<td>Staff</td>
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<td><strong>Staff</strong> 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.</td>
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<td>COMM. 326</td>
<td>Political Advertising</td>
<td>3</td>
<td>Staff</td>
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<td><strong>Staff</strong> A case-method approach is the predominant mode of instruction. Final project requires the development of a public communication campaign.</td>
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<td>COMM. 327</td>
<td>Public Relations Cases</td>
<td>3</td>
<td>Staff</td>
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<td></td>
<td><strong>Staff</strong> 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.</td>
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<tr>
<td>COMM. 328</td>
<td>News Editing</td>
<td>3</td>
<td>Staff</td>
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<td></td>
<td><strong>Staff</strong> Preparing copy for publication. Correcting, improving and trimming stories. Headline writing, layout, graphics. Wire services, printing process. Students work at Macintosh computer terminals.</td>
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<tr>
<td>COMM. 329</td>
<td>Graphics</td>
<td>3</td>
<td>Staff</td>
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<tr>
<td></td>
<td><strong>Staff</strong> 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.</td>
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</table>
COMM. 331  Mass Media Management  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  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  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.

COMM. 380  Advertising Practicum  3 credits
(Prerequisite: Comm. 225 or Comm 325) Students function as a full-service advertising agency which provides clients with a complete array of services ranging from campaign creation to implementation and evaluation.

COMM. 410  Communication Theory  3 credits
(Prerequisites: Comm. 110, 120, 210, and 220; Seniors only; offered only in Fall semester) 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  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  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. 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 Elective 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, undertakes significant 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. The Computing Sciences department may be reached on the World Wide Web at http://www.cs.uofs.edu.

### COMPUTER SCIENCE

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

2. Must be a science course for science majors

MINOR. The Minor in Computer Science must include CMPS 134,144, and 240 and any three of the courses CMPS 250, 260, 344, 350, 352, 354, 360, 364, 370, 372, 374, 384, or 440.
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. Students are encouraged to participate in an internship.

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TOTAL: 131 credits

1 or STAT 251
2 Elective courses in the Computer Information Systems major must be CMPS courses numbered 200 or higher.

MINOR. The Minor in Computer Information Systems must include CMPS 134, 144, 330, and 331, and any two of 240, 340, 341, or C/IL 102.
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.

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 study of software development using a modern object-oriented programming language. The course deals with the role of analysis and design in the construction of quality software, emphasizing logical modularization, abstraction, coupling, cohesion, and program correctness. The course also presents the object-oriented concepts of polymorphism and dynamic dispatch and discusses such software engineering concepts as encapsulation, information hiding, and software reuse.

CMPS 240
Data Structures 3 credits
(Prerequisite: CMPS 144) An examination of the issues of representation and encapsulation, as they pertain to abstract data types. Measurement of the efficiency of representations and the algorithms that employ them. A modern object-oriented programming language is used.

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 examination of the fundamental models and concepts of computation — automata, formal languages, and grammars — and how they are related. Church-Turing thesis; recursive and recursively renumerable sets; unsolvable problems; complexity of algorithms; Chomsky hierarchy.

CMPS 330
Information Systems 3 credits
(Prerequisite: CMPS 102 or 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 a programming language. Topics include file maintenance and storage management; file searching, sorting, and merging; cosequential processing; index structures; B-trees; hash tables; indexed sequential files; database concepts.

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) A study of programming languages from both the theoretical and practical perspectives. The evolution of languages is reviewed in order to know the design considerations of the past and recognize those of the present. A survey of major and developing paradigms and languages is undertaken which includes use of specific languages to broaden the student’s experience. Implementation is studied through an introduction to compiling and interpretation.

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 240) A survey of methods for designing and analyzing algorithms. Classic algorithms from graph theory, combinatorics, and text processing are examined, as are traditional design strategies such as divide-and-conquer, backtracking, and dynamic programming. Other topics include NP-completeness and parallel algorithms.

CMPS 362  
Numerical Analysis  
3 credits  

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) An introduction to the hardware, software, and techniques used to generate graphical representations by computer. Two and three dimensional concepts and algorithms are studied with corresponding use of popular standard packages (GKS, PHIGS, etc.) to generate images. Advanced topics such as animation and the various aspects of realistic rendering are introduced.

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 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  
(W) 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>TOTAL: 130 credits</td>
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</table>

1 In the COGNATE, the department recommends Pol. Sci. 135, 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.

2 In the Elective Area, the department strongly recommends Acc. 253, Financial Accounting; Acc. 254, Managerial Accounting; Mgt. 351, Principles of Management I, if the student is considering general business as a minor.

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 S/CJ 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 (S)Introduction to Criminal Justice  3 credits
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 judicial process, and corrections.

S/CJ 210  Prof. Friedrichs, Atty. Cimini
(Law and Society  3 credits
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  Dr. Wolfer
Criminological Research  3 credits
Survey of methods and techniques for achieving interpretable results in research in the criminal justice field; research design; data collection.

S/CJ 213  Prof. Conlon, Dr. Wright
Criminology  3 credits
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  Dr. Wright
Juvenile Delinquency  3 credits
Nature and extent of delinquency: competing explanatory models and theories; evaluation of prevention, control, and treatment programs.

S/CJ 215  Dr. Wolfer
Statistics for the Social Sciences  3 credits
An introduction to the statistical techniques used by social scientists to analyze their data. Students learn descriptive and inferential statistics in conjunction with computer usage. Basic skills and procedures are taught for organizing and describing data, for assessing relationships among social variables, and for using this information to make inferences about the population.

S/CJ 218  Atty. Cimini
(S)The American Court System  3 credits
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, Dr. Wright
Penology: The American Correctional System  3 credits
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.

S/CJ 221  Prof. Conlon, Dr. Wright
Probation and Parole  3 credits
Examination of community treatment in the correctional process; contemporary usage of pre-sentence investigation, selection, supervision, release of probationers and parolees.

S/CJ 224  Prof. Friedrichs
(S)Sociology of Deviance  3 credits
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.

S/CJ 225  Prof. Friedrichs
White Collar Crime  3 credits
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.

S/CJ 227  Prof. Baker
Organized Crime Patterns  3 credits
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.

CJ 230  Prof. Baker
Crime Prevention  3 credits
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.

S/CJ 232  Prof. Baker
Public Safety Administration  3 credits
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.

S/CJ 234  Prof. Baker
Criminal Justice Management  3 credits
Basic principles and practices of administration and their application to law enforcement. Relationship of theoretical administrative concepts and practical police problems.

CJ 237  Prof. Baker
The Investigative Process  3 credits
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.
S/CJ 284  Staff
Special Topics in Criminal Justice  3 credits
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.

CJ 310  Atty. Cimini
Criminal Justice Process  3 credits
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.

CJ 312  Atty. Cimini
Criminal Law  3 credits
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.

S/CJ 314  Atty. Cimini
The Bill of Rights & C.J.  3 credits
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.

S/CJ 316  Atty. Cimini
Principles of Evidence  3 credits
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.

S/CJ 317  Atty. Cimini
Trial, Jury and Counsel  3 credits
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 right of a criminal defendant to a speedy and public trial, to trial by jury, and to the assistance of counsel.

S/CJ 318  Atty. Cimini
Civil Liability  3 credits
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.

S/CJ 324  Prof. Friedrichs
Victimology  3 credits
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.

CJ 382-383  Staff
Independent Study  3 credits
in Criminal Justice
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.

CJ 480-481  Profs. Baker, Pryle
Internship Experience  3 credits
Supervised experiential learning in an approved criminal justice setting taken preferably in junior and senior year. Prerequisite: permission of Instructor.
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. 152), 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. 153.

<table>
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<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<td>Principles of Micro-Macro Economics</td>
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<td>Monetary &amp; Fin Eco-Env of Intl Bus.</td>
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</table>

1. See note on Math Options in Undergraduate Catalog, page 154.
2. If Educ. 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.
3. If a third math course is required, it replaces this GE elective.
4. Economics 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.

Economics majors 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 credits must be in the same field.

MINOR: 18 credits - ECO 153, 154; (or ECO 101, 102); ECO 361, 362, plus two upper level economics courses.
ELECTRICAL ENGINEERING

DR. SPALLETTA, Director

Engineering is the profession in which a knowledge of the mathematical and natural sciences gained by study, experience, and practice is judiciously applied to develop ways to utilize, economically, the materials and forces of nature for the benefit of mankind. The Electrical 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. The department of Physics/EE offers four areas of focus: Computer Engineering, Biomedical Engineering, Optical Engineering, and Environmental Instrumentation Engineering. The specific electives for these areas of focus will be chosen in conjunction with the student’s academic advisor.

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<th>PHYS 140-141</th>
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<td>GET/R/RS or PHIL</td>
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</table>

| TOTAL: 139 credits |

1 An advanced technical elective approved by the department
2 ECO 101 is recommended by the department.
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 electrical 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.

<table>
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<th>Descriptive Title of Course</th>
<th>Credits</th>
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<td>Computer and Information Literacy</td>
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<td>GE PHIL</td>
<td>Introduction to Philosophy</td>
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<td>GE FSEM-PHED INTD</td>
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<td>MAJOR EE 240</td>
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<td>MAJOR EE 241</td>
<td>Circuit Analysis</td>
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<td>MAJOR ACC 253-254</td>
<td>Financial, Managerial Accounting</td>
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<td>MAJOR ENGR 292</td>
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<td>MAJOR EE 343-344</td>
<td>Electronic Circuits I - II</td>
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<td>MAJOR MGT 351</td>
<td>Principles of Management I</td>
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<td>MAJOR MKT 351</td>
<td>Introduction to Marketing</td>
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<td>MAJOR FIN 351</td>
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<td>MAJOR OIM 351</td>
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</table>
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>
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<th>Descriptive Title of Course</th>
<th>Credits</th>
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<td></td>
<td>FIRST YEAR</td>
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<td>C/IL 102</td>
<td>Computer &amp; Information Literacy</td>
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<td>PHIL 120</td>
<td>Introduction to Philosophy</td>
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<td>GE T/RS</td>
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<td>GE FSEM</td>
<td>INTD 100</td>
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<td>PHED ELECT</td>
<td>Physical Education</td>
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<td>MAJOR</td>
<td>EE 240</td>
<td>Introduction to Digital Circuits</td>
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<tr>
<td>MAJOR</td>
<td>EE 241</td>
<td>Circuit Analysis</td>
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<tr>
<td>MAJOR</td>
<td>ENGR 250-252</td>
<td>Statics Solid Material Science</td>
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<tr>
<td>MAJOR</td>
<td>ENGR 253-254</td>
<td>Introduction to CAD - 3-D CAD</td>
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<td>COGNATE</td>
<td>PHYS 270</td>
<td>Elements of Modern Physics</td>
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<tr>
<td>COGNATE</td>
<td>MATH 222-341</td>
<td>Analysis II - Diff Equations</td>
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<td>COGNATE</td>
<td>CHEM 112-113</td>
<td>General &amp; Analytical Chem I-II</td>
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<tr>
<td>MAJOR EE Major Elective may be substituted for CHEM 113</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor(s)</th>
<th>Prerequisite(s)</th>
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<tr>
<td>ENGR 250</td>
<td>Engineering Mechanics-Statics</td>
<td>3</td>
<td>Staff</td>
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<td></td>
<td>(Prerequisite: 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.</td>
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<tr>
<td>ENGR 251</td>
<td>Engineering Mechanics-Dynamics</td>
<td>3</td>
<td>Staff</td>
<td>(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.</td>
</tr>
<tr>
<td>ENGR 252</td>
<td>Solid State Materials Science</td>
<td>3</td>
<td>Dr. Varonides, Prof. Kalafut</td>
<td>(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.</td>
</tr>
<tr>
<td>ENGR 253</td>
<td>An Introduction to Computer Aided Design</td>
<td>1</td>
<td>Dr. Connolly</td>
<td>(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.</td>
</tr>
<tr>
<td>ENGR 254</td>
<td>3D Computer Aided Design</td>
<td>1</td>
<td>Dr. Connolly</td>
<td>(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.</td>
</tr>
<tr>
<td>ENGR 350</td>
<td>Applied and Engineering Mathematics</td>
<td>3</td>
<td>Dr. Fahey</td>
<td>(Prerequisite: Math. 222, Physics 141) First and second order 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 Phys. 350.) 3 hours lecture.</td>
</tr>
<tr>
<td>ENGR 352</td>
<td>Statistical and Engineering Thermodynamics</td>
<td>3</td>
<td>Dr. Varonides</td>
<td>(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 Physics 352.) 3 hours lecture.</td>
</tr>
<tr>
<td>EE 240</td>
<td>Introduction to Digital Circuits</td>
<td>3</td>
<td>Dr. Berger</td>
<td></td>
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<tr>
<td></td>
<td>(Prerequisite: Physics 141, Pre- or corequisite: Math 222) 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.</td>
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<tr>
<td>EE 241</td>
<td>Circuit Analysis</td>
<td>4</td>
<td>Staff</td>
<td>(Prerequisite: Physics 141, Pre- or corequisite: Math 222) Intermediate course treating Kirchhoff’s 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.</td>
</tr>
<tr>
<td>EE 243L</td>
<td>Digital System Design</td>
<td>2</td>
<td>Dr. DiStefano</td>
<td>(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.</td>
</tr>
<tr>
<td>EE 343</td>
<td>Electronic Circuits I</td>
<td>3</td>
<td>Dr. Varonides</td>
<td>(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.</td>
</tr>
<tr>
<td>EE 343L</td>
<td>Electronic Circuits I Lab</td>
<td>2</td>
<td>Dr. Zakzewski</td>
<td>(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.</td>
</tr>
<tr>
<td>EE 344</td>
<td>Electronic Circuits II</td>
<td>3</td>
<td>Dr. Zakzewski</td>
<td>(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.</td>
</tr>
</tbody>
</table>
EE 346  Dr. Berger
Digital Signal Processing  3 credits
(Prerequisite: EE 240, EE 241) 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 447  Dr. Varonides
Electromagnetics I  3 credits
(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 448  Staff
Electromagnetics II  3 credits
(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 448L  Dr. Zakzewski
Electromagnetics Design Laboratory  1 credit
(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 449  Dr. Spalletta
Computer Interfacing  3 credits
(Prerequisites: EE 344, EE 346) Microprocessor programming and interfacing; data acquisition, manipulation and transmission; microprocessor support devices and common computer interfaces. Periodic written and oral presentations are required. 3 hours lecture and 4 hours laboratory.

EE 450  Staff
Control Systems  3 credits
(Prerequisites: 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 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  2 credits
(Prerequisites: EE 240, EE 344) Analysis of MOS-FET 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 2 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. 1 hour lecture and 2 hours laboratory.

EE 454  Dr. Spalletta
Robotics Design Project and Professional Practice  3 credits
(Prerequisites: EE 449, EE 450) Students work with the faculty and/or a practicing electronics engineer to design a self-contained intelligent robot. This robot will be required to navigate a maze, carry out a task (such as retrieving a specific object) and return through the maze. Each project involves creative conception, design, development and evaluation; and must consider economic constraints as well as factors such as reliability and safety. Written and oral presentations before a group of faculty. 1 hour lecture and 3 hours laboratory.

EE 484  Dr. Varonides
Superconductivity  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 twelve 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. One introductory class must be taken (ENGL. 102, 103, 104, 144, 202, 203, 205 or 206). The remaining fifteen credits must be taken in courses that would satisfy area or elective requirements in the English major; i.e. no introductory courses may be included in these fifteen credits.

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, 223, 226, 245, 335, 384, 422, 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).

ENGLISH

ENGL. 101 Introduction to Literature 3 credits
Staff
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.

ENGL. 102 (C)Introduction to Fiction 3 credits
Staff
An exploration of the nature of prose fiction, its elements and techniques. The emphasis is critical rather than historical. The range of works and the specific selections may vary with the individual instructor.

ENGL. 103 (C)Introduction to Poetry 3 credits
Staff
An exploration of the nature of poetry, its value, aims, and techniques. The emphasis will be critical rather than historical. The range of poems and the specific selections will be the choice of the individual instructor.

ENGL. 104 Introduction to Drama 3 credits
Staff
An exploration of the nature of drama, its types, techniques, and conventions. The emphasis will be critical rather than historical. The range of plays and the specific selections may vary with the individual instructor. This course may be counted toward the theatre minor.
ENGLISH

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<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tr>
<td>MAJOR ENGL 140</td>
<td>English Inquiry</td>
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<tr>
<td>MAJOR ENG AREA A</td>
<td>Medieval and Renaissance</td>
<td>3</td>
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<tr>
<td>MAJOR HUMN HUMN ELECT</td>
<td>Humanities Elective</td>
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<tr>
<td>MAJOR S/BH S/BH ELECT</td>
<td>Social-Behavioral Elective</td>
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<tr>
<td>MAJOR SPCH-WRTG ENGL 107-COMM 100</td>
<td>Composition-Public Speaking</td>
<td>3</td>
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<td>MAJOR C/JL C/JL 102</td>
<td>Computer Information Literacy</td>
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<td>MAJOR QUAN QUAN ELECT</td>
<td>Quantitative Reasoning Elective</td>
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<td>MAJOR PHIL-T/RS PHIL 120-T/RS 121</td>
<td>Intro. to Philosophy-Theology I</td>
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<td>MAJOR FSEM-PHED INTD 100-PHED ELECT</td>
<td>Freshman Seminar-Physical Education</td>
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**FIRST YEAR FALL SPRING**

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| MAJOR ENGL AREA B | Restoration & Eighteenth Century | 3 |
| MAJOR ENGL AREA C | Romantic & Victorian | 3 |
| MAJOR ELECT English Elective | Elective | 3 |
| COGNATE COGNATE ELECT | Elective | 3 |
| GE PHIL-T/RS PHIL 120-T/RS 122 | Ethics-Theology II | 3 |
| GE NSCI NSCI ELECT | Natural Science Elective | 3 |
| GE HUMN HUMN ELECT | Humanities Elective | 3 |
| GE PHED PHED ELECT | Physical Education | 1 |

**SECOND YEAR FALL SPRING**

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| MAJOR ENGL AREA D | American Literature to 1865 | 3 |
| MAJOR ENGL AREA F | American Literature 1865-Present | 3 |
| MAJOR ELECT English Elective | Elective | 6 |
| COGNATE COGNATE ELECT | Elective | 6 |
| GE PHIL or T/RS PHIL or T/RS | Social-Behavioral Elective | 3 |
| GE S/BH S/BH ELECT | Elective | 3 |
| GE ELECT | Free Elective | 3 |

**THIRD YEAR FALL SPRING**

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| MAJOR ENGL AREA E | Modern British Literature | 3 |
| MAJOR MAJOR ELECT English Elective | Elective | 3 |
| COGNATE COGNATE ELECT | Elective | 3 |
| GE ELECT | Free Elective | 3 |
| GE PHIL or T/RS | Social-Behavioral Elective | 3 |
| GE S/BH S/BH ELECT | Elective | 3 |
| GE ELECT | Free Elective | 3 |

**FOURTH YEAR FALL SPRING**

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| MAJOR ENGL AREA F | Modern British Literature | 3 |
| MAJOR MAJOR ELECT English Elective | Elective | 3 |
| COGNATE COGNATE ELECT | Elective | 3 |
| GE ELECT | Free Elective | 3 |
| GE PHIL or T/RS | Social-Behavioral Elective | 3 |
| GE S/BH S/BH ELECT | Elective | 3 |
| GE ELECT | Free Elective | 3 |
| GE ELECT | Free Elective | 3 |

**TOTAL: 130 CREDITS**

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1 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.

2 For Sophomore COGNATE sequence, History 120-121 or foreign language is recommended.

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.

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.

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.

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.

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

ENGL. 130 Staff
Children’s Literature 3 credits
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 Dr. Whittaker
Introduction to Irish Culture 3 credits
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 Dr. Friedman
(C)Shakespeare (A) 3 credits
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 Staff
Milton & 17th Century Poetry (A) 3 credits
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 Drs. Casey, Rakauskas, and Engel
English Inquiry 3 credits
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 Dr. Beal
British Literature: Medieval and Renaissance (A) 3 credits
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 Dr. Beal
Literature in the Age of Chaucer (A) 3 credits
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 Staff
(C)English Literature 450-1800 3 credits
A study of English literature from Beowulf to the beginnings of the romantic movement. The emphasis is textual and critical.

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

ENGL. 205 Staff
American Literature through the Romantic Period 3 credits
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 Staff
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 Dr. Beal
Camelot Legend I (A) 3 credits
This course will examine the development of Arthurian legend—tales 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  Dr. Beal  
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  Dr. Jordan, Prof. Hill  
Modern Poetry  3 credits  
(Prerequisite: previous study of poetry) 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. 223  Dr. McNerney  
(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  Dr. Whittaker  
(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  Dr. Beal  
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  Dr. DeRitter  
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 novelist; 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  Dr. Whittaker  
Woody Allen  3 credits  
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. 318  Milton’s Paradise Lost
3 credits
Dr. DeRitter
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
3 credits
Dr. Casey
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
3 credits
Dr. Passon
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
3 credits
Dr. Fraustino
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
3 credits
Prof. Hill
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. 323  Renaissance Poetry and Prose (A)
3 credits
Staff
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)
3 credits
Dr. Gougeon
This course will deal with representative short works of America’s six major Romantic authors: Emerson, Thoreau, Whitman, Hawthorne, Melville, and Poe.

ENGL. 325  American Romantics (D)
3 credits
Dr. Gougeon

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

ENGL. 327  Introduction to Jewish Literature
3 credits
Prof. Schaffer
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. 328  Masters of Darkness (D)
3 credits
Dr. Gougeon
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. 329  American Novel
3 credits
Fr. Joseph Quinn
Courses to be studied include Thoreau’s Walden 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. 330  The Development of the American Novel
3 credits
Fr. Joseph Quinn
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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>ENGL. 334</td>
<td>Irish Short Story (E)</td>
<td>3</td>
<td>Fr. J.J. Quinn</td>
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<tr>
<td>ENGL. 335</td>
<td>Shakespeare: Special Topics (A)</td>
<td>3</td>
<td>Dr. Friedman</td>
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<tr>
<td>ENGL. 336</td>
<td>Modern Irish Novel (E)</td>
<td>3</td>
<td>Fr. J.J. Quinn</td>
</tr>
<tr>
<td>ENGL. 344</td>
<td>American Literature to 1865 (D)</td>
<td>3</td>
<td>Fr. Joseph Quinn, Dr. Gougeon</td>
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<tr>
<td>ENGL. 351</td>
<td>The Cross-Cultural Novella</td>
<td>3</td>
<td>Prof. Schaffer</td>
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<tr>
<td>ENGL. 364</td>
<td>Modern British Literature (E)</td>
<td>3</td>
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<tr>
<td>ENGL. 371</td>
<td>Victorian Voices (C)</td>
<td>3</td>
<td>Dr. Casey</td>
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<td>ENGL. 372</td>
<td>The English Romantic Poets (C)</td>
<td>3</td>
<td>Dr. Fraustino</td>
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<tr>
<td>ENGL. 373</td>
<td>Modern Drama</td>
<td>3</td>
<td>Dr. McInerney</td>
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<tr>
<td>ENGL. 382-383</td>
<td>Guided Independent Study</td>
<td>variable</td>
<td>Staff</td>
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<tr>
<td>ENGL. 395</td>
<td>Travel Seminar: Ireland</td>
<td>3</td>
<td>Staff</td>
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<tr>
<td>ENGL. 419</td>
<td>Modern Novel</td>
<td>3</td>
<td>Dr. Engel</td>
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<tr>
<td>ENGL. 420</td>
<td>Comparative Romanticism</td>
<td>3</td>
<td>Dr. Fraustino</td>
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<td>ENGL. 421</td>
<td>Literature of the Absurd</td>
<td>3</td>
<td>Dr. Fraustino</td>
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<td>ENGL. 422</td>
<td>Modern Drama</td>
<td>3</td>
<td>Dr. McInerney</td>
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<tr>
<td>ENGL. 424</td>
<td>American Realists (F)</td>
<td>3</td>
<td>Fr. Joseph Quinn</td>
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</tbody>
</table>

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. 425 Dr. Gougeon
Major Works: American Realists (F) 3 credits
Twin'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 Fr. J.J. Quinn
Poetry of G.M. Hopkins, S.J. 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 Prof. Hill
Conrad's Fiction 3 credits
A reading of major works by Conrad and survey of critical response to this quintessential modern Western writer.

ENGL. 438 Dr. Whittaker
Joyce 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 comprehend Joyce both the universal and the peculiarly Irish.

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

ENGL. 440 Dr. DeRitter
Early English Novelists 3 credits
(Prerequisite: satisfaction of Area B 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, Bunyan, Godwin, Wollstonecraft, and Austen.

ENGL. 444 Drs. Whittaker and Gougeon
American Literature, 1865-Present (F) 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 Dr. Rakauskas
Teaching Modern Grammars 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.

ENGL. 464 Drs. Whittaker and DeRitter
Literary Criticism and Theory 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).
THEATRE
DR. ROBBINS, Program Director

As a major existing within the English Department, Theatre offers a broad-based liberal arts degree for the Theatre generalist. The Theatre major prepares the student for further, more focused training in the theatrical arts through a wide variety of courses in performance arts, technical theatre, design arts, directing, theatre history, playwriting and dramatic literature. Students may focus their program of study to some degree toward specific interests in these areas of theatre through the use of electives within the major.

Theatre majors are strongly encouraged to complete either a minor (perhaps in English or Writing) or a second major (perhaps in English). Other combinations are possible.

Theatre majors are required to participate in University Players productions; theatre minors are strongly encouraged to do so. All students with an interest in theatre, whatever their major, are invited to participate in University Players productions. (See also “Theatre” under Extracurricular Activities.)

Students majoring in Theatre are required to take three introductory courses in Theatre, Acting, and Technical Theatre (THTR 110, 111, 112), two Theatre History courses (THTR 211, 212), Design for the Theatre (THTR 213), Directing I (THTR 311), and five credits of Production Laboratory (THTR 280, 380). Four elective courses in Theatre round out the major. Introduction to Drama (ENGL 104), and at least one other course in Dramatic Literature are required in the student’s cognate area. Courses which would satisfy the Dramatic Literature requirement include ENGL 134, 222, 223, 226, 245, 335, 384, 427.

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<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
<th>FIRST YEAR</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>MAJOR</td>
<td>THTR 110-111</td>
<td>Intro Theatre - Intro Acting</td>
<td>3</td>
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<td>MAJOR</td>
<td>THTR 112</td>
<td>Intro Tech Theatre</td>
<td>4</td>
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<td>COGNATE</td>
<td>THTR 104</td>
<td>Intro Drama</td>
<td>3</td>
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<tr>
<td>GE SPCH-WRTG</td>
<td>ENGL 107-100</td>
<td>Composition/Public Speaking</td>
<td>3</td>
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<tr>
<td>GE C/IL</td>
<td>C/IL102</td>
<td>Computer/Information Literacy</td>
<td>3</td>
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<tr>
<td>GE QUAN</td>
<td>QUAN ELECT</td>
<td>Quantitative Reasoning Elective</td>
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<td>GE PHIL-T/R</td>
<td>PHIL 120-T/R 121</td>
<td>Intro to Philosophy-Theology I</td>
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<td>GE FSEM-PHED</td>
<td>INTD 100-PHED ELECT</td>
<td>Freshman Seminar-Physical Education</td>
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</table>

| MAJOR         | THTR 211-212                | Theatre History I & II | 3 | 3 |
| MAJOR         | THTR 213                    | Design for the Theatre | 3 | |
| THTR 280      | Production Laboratory       | Elective - Dramatic Literature | 3 | |
| GE S/BH       | S/BH ELECT                  | Social - Behavioral Elective | 3 | |
| GE PHIL-T/R  | PHIL 210-T/R 122            | Ethics-Theology II | 3 | 3 |
| GE NSCI       | N/SCI ELECT                 | Natural Science Elective | 3 | 3 |
| GE HUMN       | HUMN ELECT                  | Humanities Elective | 3 | |
| GE PHED       | PHED ELECT                  | Physical Education | 3 | 16 |
|               |                             |         | 17 | 16 |

| MAJOR         | THTR 311                    | Directing I | 3 | |
| MAJOR         | THTR ELECT 1                | Electives | 3 | |
| THTR 280      | Production Laboratory       | Elective | 6 | 3 |
| COGNATE       | COGNATE ELECT 1             | Elective | 3 | |
| GE PHIL-T/R  | PHIL or T/R 1               | Social-Behavioral Elective | 3 | |
| GE S/BH       | S/BH ELECT                  | Free Elective | 3 | 3 |
| GE ELECT      | ELECT                       |                 | 18 | 18 |

| MAJOR         | THTR ELECT                  | Electives | 3 | 3 |
| MAJOR         | THTR 280                    | Production Laboratory | 1 | 1 |
| COGNATE       | ELECT                       | Cognate Elective | 3 | 6 |
| GE ELECT      | ELECT                       | Free Elective | 6 | 6 |
| GE HUMN       | HUMN ELECT                  | Humanities Elective | 3 | |
|               |                             |         | 18 | 18 |

TOTAL: 130 CREDITS

1. Major Electives: the Theatre major must select four electives from the following: any THTR course at the 200 level or higher; WRTG 215, WRTG 315, and ENG courses 200 level or higher that qualify as dramatic literature courses.

1 Cognate Electives must include two courses in dramatic literature; one of these must be ENGL 104.
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. 212 Theatre History II
Dr. Robbins
3 credits
A chronological study of western theatre from 17th century to 19th century British drama. Focuses on the development 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. 213 Design for the Theatre
Prof. Larsen
3 credits
(Formerly Thtr 213; Prerequisite: Theatre 112 with a grade of B- or higher. 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. 214 Special Topics
Prof. Larsen
1 credit
Topic and prerequisites will be announced prior to preregistration.
THTR 371  Theatre Design: Prof. Larsen 3 credits
Special Topics
Topic and prerequisites will be announced prior to preregistration.

THTR 372  Dramatic Literature: Dr. Robbins 3 credits
Special Topics
Topic and prerequisites will be announced prior to preregistration.

THTR 373  Acting: Prof. Bellah 3 credits
Special Topics
(Prerequisite: Thtr 111) Topic and prerequisites will be announced prior to preregistration.

THTR 380  Advanced Production Laboratory Staff 2 credits
(Prerequisite: permission of the instructor and typically 2 credits of THTR 280 with a grade of B- or higher.) May be taken only once.
This course is designed to offer the advanced student practical experience in a variety of production-related work including, but not limited to, stage management, theatre design, directing, dramaturgy, playwriting, or performance of a major role (as determined by the faculty) in the University Players Mainstage Season. Students must do a minimum of 80 hours of production work and complete the assigned tasks on deadline to receive credit.

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

THTR 410  Advanced Acting Prof. Bellah 3 credits
(Prerequisite: THTR 210 with a grade of B- or higher.) This final course in the three-course acting sequence focuses on external acting techniques. There is an exploration of physical characterization and the use of the actor’s body to achieve this physical transformation. This work builds on the student’s self-knowledge and experience with internal technique through the use of exercises, written analysis, and scene/monologue study.

THTR 411  Directing II Prof. Bellah 3 credits
(Prerequisite: THTR 311 with a grade of B- or higher or permission of instructor.) Building on techniques and skills learned in Directing I, this course concentrates primarily on the development of the young director’s style by focusing on the development of a production concept, and studying various rehearsal techniques, directing methods, directing styles. Methods of coaching actors and development of the director-actor relationship are also covered. Practical application of course work through direction of a 20-30 minute one act or cutting for public performance in the Director’s Workshop as part of the University Players Studio Season.
**WRITING**

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

**WRTG. 210**  
Dr. Rakauskas, Prof. Hill  
Advanced Composition  
3 credits  
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.

**WRTG. 211**  
Dr. Fraustino  
Technical and Business Writing  
3 credits  
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.

**WRTG. 212**  
Dr. McInerney  
Writing for the Law  
3 credits  
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.

**WRTG. 213**  
Prof. Schaffer  
Fiction Writing I  
3 credits  
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.

**WRTG. 214**  
Staff  
Nonfiction Writing I  
3 credits  
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.

**WRTG. 215**  
Dr. Robbins  
Play Writing I  
3 credits  
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. (This course may be counted toward the Theatre track, major, or minor.)

**WRTG. 216**  
Prof. Hill  
Poetry Writing I  
3 credits  
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.

**WRTG. 217**  
Staff  
Scriptwriting  
3 credits  
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. (This course may be counted toward the Theatre track, major, or minor.)

**WRTG. 313**  
Prof. Schaffer  
Fiction Writing II  
3 credits  
(Prerequisite: WRTG. 213) Advanced workshop augments intensive student writing assignments with theory of fiction composition and diverse examples.

**WRTG. 314**  
Staff  
Nonfiction Writing II  
3 credits  
(Prerequisite: WRTG. 214) Advanced workshop augments intensive student writing assignments with discussion and analysis of creative nonfiction by various hands.

**WRTG. 315**  
Dr. Robbins  
Play Writing II  
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, major, or minor.

**WRTG. 316**  
Prof. Hill  
Poetry Writing II  
3 credits  
(Prerequisite: WRTG. 216) Advanced workshop on practice and theory of writing poetry. The course encourages extensive reading and intensive writing.

**WRTG. 382-383, 482-483**  
Staff  
Guided Independent Study  
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 scientific 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. 102.

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 General Biochemistry I 3 credits

Group B:
- BIOL. 195 Tropical Biology 3 credits
- BIOL. 250 Microbiology 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 Staff
Topics in Environmental Science 2 credits
(Prerequisite: senior status in ESCI major 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 ESCI major 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.

ESCI 493-494 Staff
Research in Environmental Science 3 credits
(Prerequisite: senior status in ESCI major or permission of instructor) 1.5 credits/semester. Individual study and research of a specific environmental problem. Mentored by a biology or chemistry faculty member.
# Environmental Science

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<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tr>
<td><strong>FIRST YEAR FALL</strong></td>
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| MAJOR (GEN SCI) | CHEM 112-113 Gen Analytical Chem I-II | 4
| MAJOR | BIOL 141-142 General Biology I-II | 4
| MAJOR | NSCI 201 Science and Human Environment | 3
| GE SPCH-WRTG | ENGL 107-COMM 100 Composition-Public Speaking | 3
| GE C/IL | C/IL 102 Computer & Info Literacy | 3
| GE FSEM-PHED | INTD 100-PHED ELECT Freshman Seminar-Phys Ed | 1
| **FIRST YEAR SPRING** | | |
| MAJOR | CHEM 232-233 Organic Chemistry I-II | 4
| MAJOR | BIOL 371 Ecology | 5
| MAJOR | BIOL 379 Biostatistics | 3
| COGNATE (GE QUAN) | MATH 103-114 Pre Calculus - Analysis I | 3-4
| GE HUMN | HUMN ELECT Humanities Elective | 3
| GE T/RS-PHIL | T/RS 121-PHIL 120 Theology I-Intro to Phil | 3
| GE PHED | PHED ELECT Physical Education | 1
| **SECOND YEAR** | | |
| MAJOR | CHEM 340 Environmental Chemistry | 3
| MAJOR | CHEM 370 Instrumental Analysis | 5
| MAJOR | MAJOR ELECT Elective | 3-5
| GE S/BH | POL SCI 123 Environmental Policy | 3
| GE S/BH | ECO 300 Economics of Envir Issues | 3
| GE T/RS-PHIL | T/RS 122-PHIL 120 Theology II-Ethics | 3
| GE HUMN | HUMN ELECT Humanities Elective | 3
| GE ELECTIVE | PHYS 120-121 General Physics | 4
| **TOTAL** | **16** | **16** |

| **THIRD YEAR** | | |
| MAJOR | MAJOR ELECT Elective | 3-5
| MAJOR | MAJOR ELECT Elective | 3-5
| MAJOR | ESCI 480 or 493 Research or Intern in Env Sci | 1
| MAJOR | ESCI 481 or 494 Research or Intern in Env Sci | 1
| MAJOR | ESCI 440-441 Topics in Environmental Sci | 1
| GE T/RS or PHIL | T/RS or PHIL Elective | 3
| GE HUMN | HUMN ELECT Humanities Electives | 3
| GE ELECT | ELECT Free Electives | 6
| **FOURTH YEAR** | | |
| MAJOR | MAJOR ELECT Elective | 3-5
| MAJOR | MAJOR ELECT Elective | 3-5
| MAJOR | ESCI 480 or 493 Research or Intern in Env Sci | 1
| MAJOR | ESCI 481 or 494 Research or Intern in Env Sci | 1
| MAJOR | ESCI 440-441 Topics in Environmental Sci | 1
| GE T/RS or PHIL | T/RS or PHIL Elective | 3
| GE HUMN | HUMN ELECT Humanities Electives | 3
| GE ELECT | ELECT Free Electives | 6
| **TOTAL** | **16** | **18-20** |

1 Students entering exempt from Math 103 may select: Computer Science I (CMPS 134) or Analysis II (MATH 221).

2 Or Elements of Physics I and II (Phys. 141-141)

TOTAL: **130-137 Credits**
FOREIGN LANGUAGES 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
(C)* 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 Staff
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 211-212 Staff
(C)* Intermediate French 6 credits
(Prerequisites: French 101-102, or equivalent) 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 239 Dr. Hanks
(French Christian Thinkers 3 credits
(Prerequisite: An Introduction to Literature course in the English or Foreign Language department) Readings and analysis of writings by French Christians from the Middle Ages through the XXth Century. Taught in French, but credit in French available for students able to read and write in French, who meet one additional class period per week with instructor.

FRENCH 311 Staff
(French Conversation 3 credits
(Prerequisite: French 211-212, or equivalent, as determined by placement exam) Intensive French conversation, emphasizing cross-cultural comparisons and development of self-expression in French. Taught in French.

FRENCH 312 Staff
(French Composition 3 credits
(Prerequisite: French 211-212, or equivalent, as determined by placement exam) An intensive course in writing, in French stressing grammar, writing analysis, and composition. 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 Staff
* Business French 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 320 Staff
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.
FOREIGN LANGUAGE

<table>
<thead>
<tr>
<th>Dept. And No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAJOR (GE HUMN)</td>
<td>LANG3</td>
<td>Intermed or Advanced</td>
</tr>
<tr>
<td>COGNATE</td>
<td>LANG 101-102 or 211-212</td>
<td>Second Modern or Classical Lang</td>
</tr>
<tr>
<td>GE SPCH-WRTG</td>
<td>COMM 100-ENG 107</td>
<td>Public Speaking - Composition</td>
</tr>
<tr>
<td>GE QUAN</td>
<td>MATH 106 or 107</td>
<td>Quantitative Methods 1 or 2</td>
</tr>
<tr>
<td>GE C/IL</td>
<td>C/IL 102</td>
<td>Computer Info Literacy</td>
</tr>
<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 120-T/RS 121</td>
<td>Intro to Phil-Theology</td>
</tr>
<tr>
<td>GE FSEM-PHED</td>
<td>INTD 100-PHED</td>
<td>Freshman Seminar-Phys Ed</td>
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SECOND YEAR

| MAJOR | LANG 311-312 | Adv. Conversation/ Comp | 3 |
| COGNATE | LANG 211-212 or 311-312 | Second Modern or Classical Language | 3 |
| GE HUMN | HUMN ELECT | Humanities Electives | 3 |
| GE NSCI | NSCI ELECT | Natural Science Elective | 3 |
| GE PHIL-T/RS | PHIL 210 - T/RS 122 | Ethics/Theology II | 3 |
| GE PHED | PHED ELECT | Physical Education | 1 |

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</table>

THIRD YEAR

| MAJOR | LANG3 | Advanced Lang Electives | 6 |
| COGNATE | LANG/ELECT | Language Elective/Elective | 3 |
| GE PHIL or T/RS | PHIL or T/RS | Elective | 3 |
| GE S/BH | S/BH ELECT | Social/Behav Sci Electives | 3 |
| GE ELECT | ELECT | Electives | 3 |

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</tbody>
</table>

FOURTH YEAR

| MAJOR | LANG | Advanced Lang Electives | 6 |
| COGNATE | COGNATE ELECT | Cognate Electives | 3 |
| GE ELECT | ELECT | Electives | 6 |

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<th>FALL</th>
<th>SPRING</th>
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<tbody>
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</tbody>
</table>

TOTAL: 130 credits

1 Students who begin language at the Advanced (311) level will take 6 credits fewer in the major and 6 credits more in the COGNATE or FREE ELECTIVE area in either the junior or senior year.

2 Spanish majors will take SPAN 320, SPAN 321, and 3 of the following 4 courses: SPAN 313, SPAN 314, SPAN 330, and SPAN 331.

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.

<table>
<thead>
<tr>
<th>Dept. And No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR (GE HUMAN)</td>
<td>LANG 1</td>
<td>Fall</td>
</tr>
<tr>
<td>COGNATE</td>
<td>LANG 101-102 or 211-212</td>
<td>3</td>
</tr>
<tr>
<td>GE SPCH-WRTG</td>
<td>COMM 100-ENGL 107</td>
<td>3</td>
</tr>
<tr>
<td>GE C/L</td>
<td>C/L 102</td>
<td>3</td>
</tr>
<tr>
<td>GE QUAN ELECT</td>
<td>MATH 106-107 or 107-108</td>
<td>3</td>
</tr>
<tr>
<td>GE PHIL</td>
<td>PHIL 120</td>
<td>3</td>
</tr>
<tr>
<td>GE FSEM-PhED</td>
<td>INTD 100-PhED</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR</td>
<td>LANG 311-312</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR</td>
<td>ACC 210</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE</td>
<td>LANG 211-212 or 311-312</td>
<td>3</td>
</tr>
<tr>
<td>GE HUMAN</td>
<td>HUMAN ELECT</td>
<td>3</td>
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<tr>
<td>GE S/B</td>
<td>S/B ELECT</td>
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<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 210-T/RS 121</td>
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<tr>
<td>GE PHED</td>
<td>PHED ELECT</td>
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<tr>
<td>MAJOR</td>
<td>LANG 321-322</td>
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<td>MAJOR</td>
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<td>MAJOR</td>
<td>MGT 351</td>
<td>3</td>
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<td>MAJOR</td>
<td>ECO 351</td>
<td>3</td>
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<tr>
<td>MAJOR</td>
<td>FIN 351</td>
<td>3</td>
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<tr>
<td>GE ELECT</td>
<td>ELECT 1</td>
<td>3</td>
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<tr>
<td>GE NSCI</td>
<td>NSCI ELECT</td>
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<tr>
<td>GE T/RS</td>
<td>T/RS 122</td>
<td>3</td>
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<tr>
<td>MAJOR</td>
<td>LANG 319</td>
<td>3</td>
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<tr>
<td>MAJOR</td>
<td>LANG</td>
<td>3</td>
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<tr>
<td>MAJOR</td>
<td>MGT 351</td>
<td>3</td>
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<td>MAJOR</td>
<td>INT ELECT</td>
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<td>GE HUMAN</td>
<td>HUMAN ELECT</td>
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<td>GE PHIL or T/RS</td>
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</tr>
<tr>
<td>GE ELECT</td>
<td>ELECT 1</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL: 130 credits

1 Students who begin their major language level at the 311 level will take 6 fewer credits in the major and 3 credits more in the cognate or free area.
2 Students whose first language is Spanish will take Span 320, Span 321, and 3 of the following 4 courses: Span 313, Span 314, Span 330 and Span 331 in their advanced language electives area.
3 Second Math course and Political Science 212 are recommended GE electives.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRENCH 421</td>
<td>Staff</td>
<td>Medieval and Renaissance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>French Studies</td>
<td></td>
<td>(Prerequisites: French 311-312, or equivalent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selected literary works from the eleventh century to the late Renaissance.</td>
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<tr>
<td>FRENCH 423</td>
<td>Dr. Petrovic</td>
<td>XVIth Century French Studies</td>
<td>3</td>
<td>(Prerequisites: French 311-312, or equivalent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selected literary works from 1610 to 1715.</td>
<td></td>
<td>Literary, philosophical, and social expression from 1610 to 1715.</td>
</tr>
<tr>
<td>FRENCH 425</td>
<td>Dr. Petrovic</td>
<td>XVIIIth Century French Studies</td>
<td>3</td>
<td>(Prerequisites: French 311-312, or equivalent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Enlightenment from 1715 to 1789.</td>
<td></td>
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<tr>
<td>FRENCH 427</td>
<td>Dr. Petrovic</td>
<td>XIXth Century French Novel</td>
<td>3</td>
<td>(Prerequisites: French 311-312, or equivalent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The development of prose narration as reflected in the literary movements of the age.</td>
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<tr>
<td>FRENCH 429</td>
<td>Dr. Petrovic</td>
<td>XIXth Century French Poetry</td>
<td>3</td>
<td>(Prerequisites: French 311-312, or equivalent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The development of poetic forms from the romantic to the symbolist movement inclusively.</td>
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<tr>
<td>FRENCH 430</td>
<td>Dr. Hanks</td>
<td>French Women Writers</td>
<td>3</td>
<td>(Prerequisites: French 311-312, or equivalent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women’s view of themselves and the world as reflected in their literary creations. Cross-listed with Women’s Studies Concentration (see p. 38).</td>
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<tr>
<td>FRENCH 431</td>
<td>Dr. Petrovic</td>
<td>XXth Century French Novel</td>
<td>3</td>
<td>(Prerequisites: French 311-312, or equivalent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The development of prose narration from the Dreyfus case to the present.</td>
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<tr>
<td>FRENCH 432</td>
<td>Dr. Hanks</td>
<td>French Short Story</td>
<td>3</td>
<td>(Prerequisites: French 311-312, or equivalent)</td>
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<tr>
<td></td>
<td></td>
<td>Principal practitioners of the short story in French, including contemporary authors.</td>
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<tr>
<td>FRENCH 433</td>
<td>Dr. Petrovic</td>
<td>XXth Century French Drama</td>
<td>3</td>
<td>(Prerequisites: French 311-312, or equivalent)</td>
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<tr>
<td></td>
<td></td>
<td>The development of dramatic forms from the Theatre Libre to the present.</td>
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<tr>
<td>FRENCH 434</td>
<td>Dr. Hanks</td>
<td>French Novel Into Film</td>
<td>3</td>
<td>(Prerequisites: French 311-312, or equivalent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examination of the transformations effected in major French novels adapted for the screen, and exploration of alternative solutions to the problems posed.</td>
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</tr>
<tr>
<td>FRENCH 435</td>
<td>Staff</td>
<td>The French Theater</td>
<td>3</td>
<td>(Prerequisites: French 311-312, or equivalent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An inquiry into the various forms of the French Theater through a study of significant representative works from different periods.</td>
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</tr>
</tbody>
</table>
ITALIAN 101-102  Staff  (C)* Elementary Italian  6 credits  Introduction to the Italian language. Designed for beginners.

ITALIAN 207  Dr. Picchietti  (C,D,W) Italian Women’s Writing  3 credits  From Origins to Present  This course addresses a multitude of women’s voices and experiences in Italy in the Twentieth Century, as expressed in works of prose, poetry, theater, and film. Not all the artists subscribe to a feminist ideology, but their works share an interest in issues concerning women. Students will examine the styles, themes, and historical contexts of the primary works. This course does not count toward the Italian minor or major.

ITALIAN 208  Dr. Picchietti  (D,W) Envisioning Italy From Novel to Film: The Case of Neorealism  3 credits  This course addresses the way in which authors and film makers have envisioned Italy in the Neorealist tradition. Students will analyze neorealist novels and their cinematic adaptations to determine similarities and differences in the artists’ visions and interpretations of Italian society. This course does not count toward the Italian minor or major.

ITALIAN 209  Dr. Picchietti  Italian Cinema:  3 credits  From Origins to Present  An examination of the evolution of Italian cinema from the silent era to the present. Focus on the impact of historical events on the film industry, on the changing concerns and perspectives of film makers, and on the transformations in style and content in reaction to specific moments in Italian history. Films with subtitles. Taught in English. This course does not count for any minor or major requirement in foreign language.

ITALIAN 211-212  Staff  (C)* Intermediate Italian  6 credits  Grammatical review, written and oral composition with selected cultural readings of intermediate difficulty.

ITALIAN 211-212  Staff  (D,W) Envisioning Italy From Novel to Film: The Case of Neorealism  3 credits  Composition and Conversation  (Prerequisite: Italian 211-212, or equivalent) An intensive course in Italian composition and conversation with emphasis on detailed study of advanced grammatical and stylistic usage of the Italian language.

JAPANESE 101-102  Staff  (C)* 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  (C,D,W) 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  Dr. Ledford-Miller  
(C)* Elementary Portuguese  6 credits  
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  Dr. Ledford-Miller  
* 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  
(C)* 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’s 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

SPANISH 101-102  Staff  
(C)* Elementary Spanish  6 credits  
(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.

SPANISH 211-212  Staff  
(C)* Intermediate Spanish  6 credits  
(Prerequisites: Spanish 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 Spanish 101 and 102 and provides a solid foundation for the student interested in visiting Latin America. Content will vary according to the cultural/ geographic region examined, and course there-fore may be repeated for credit.

SPANISH 310  Staff  
* Medical Spanish  3 credits  
(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, and students develop an increased awareness of health issues often of particular concern to Hispanics.

SPANISH 311  Staff  
(C) Spanish Conversation  3 credits  
(Prerequisites: Spanish 211-212, or equivalent, as determined by placement exam) Reading-based conversation stressing development of self-expression in Spanish. Practice in oral composition.

SPANISH 312  Staff  
(C,W) Spanish Composition  3 credits  
(Prerequisite: Spanish 311) Intensive writing practice stressing grammar, writing analysis, and composition.

SPANISH 313  Staff  
* Spanish Culture and Civilization  3 credits  
(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.

SPANISH 314  Staff  
* Topics in Latin-American Culture and Civilization  3 credits  
(Prerequisites: Spanish 311-312, or equivalent) The course examines the diverse cultural, historical, linguistic, religious, and political factors of Latin America. Content will vary according to the cultural/ geographic region examined, and course therefore may be repeated for credit.

SPANISH 319  Dr. Parsons  
* Business Spanish  3 credits  
(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.

SPANISH 320  Staff  
(C) Introduction to Literature  3 credits  
(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 prerequisite for all upper-division literature courses.

PORTUGUESE

PORTUGUESE 101-102  Dr. Ledford-Miller  
(C)* Elementary Portuguese  6 credits  
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  Dr. Ledford-Miller  
* 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  
(C)* 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’s 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

SPANISH 101-102  Staff  
(C)* Elementary Spanish  6 credits  
(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.

SPANISH 211-212  Staff  
(C)* Intermediate Spanish  6 credits  
(Prerequisites: Spanish 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 Spanish 101 and 102 and provides a solid foundation for the student interested in visiting Latin America. Content will vary according to the cultural/ geographic region examined, and course therefore may be repeated for credit.

SPANISH 310  Staff  
* Medical Spanish  3 credits  
(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, and students develop an increased awareness of health issues often of particular concern to Hispanics.

SPANISH 311  Staff  
(C) Spanish Conversation  3 credits  
(Prerequisites: Spanish 211-212, or equivalent, as determined by placement exam) Reading-based conversation stressing development of self-expression in Spanish. Practice in oral composition.

SPANISH 312  Staff  
(C,W) Spanish Composition  3 credits  
(Prerequisite: Spanish 311) Intensive writing practice stressing grammar, writing analysis, and composition.

SPANISH 313  Staff  
* Spanish Culture and Civilization  3 credits  
(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.

SPANISH 314  Staff  
* Topics in Latin-American Culture and Civilization  3 credits  
(Prerequisites: Spanish 311-312, or equivalent) The course examines the diverse cultural, historical, linguistic, religious, and political factors of Latin America. Content will vary according to the cultural/geographic region examined, and course therefore may be repeated for credit.

SPANISH 319  Dr. Parsons  
* Business Spanish  3 credits  
(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.

SPANISH 320  Staff  
(C) Introduction to Literature  3 credits  
(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 prerequisite for all upper-division literature courses.
SPANISH 321  
* Advanced Stylistics  
3 credits  
(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 transla-  
tion 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  
3 credits  
(Prerequisite: Spanish 311-312 or equivalent) A  
conversation-intensive course. Discussion and  
reports based on readings in a broad range of cur-  
rent periodicals and focusing on issues of rele-  
vance to the Hispanic world and to the particular  
career or interest areas of students.  

SPANISH 330  
(C) History of Spanish Literature  
3 credits  
(Prerequisite: Spanish 320) Study of Spanish litera-  
ture from Cantar de Mio Cid to XXth century,  
with emphasis on main literary currents in each  
century.  

SPANISH 331  
(C,D) Survey of Spanish-American  
Literature  
3 credits  
(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  
Dr. Parsons  
XXth Century Spanish Drama  
3 credits  
(Prerequisite: Spanish 320) Peninsular drama of  
the XXth century including dramatic forms after  
Buero Vallejo and new directions of Spanish thea-  
ter in post-Franco era.  

SPANISH 422  
Dr. Parsons  
Spanish-American Drama  
3 credits  
(Prerequisite: Spanish 320) Spanish American  
drama from the late XIXth century to the present,  
with emphasis on contemporary trends.  

SPANISH 425  
Dr. Ledford-Miller  
Hispanic Detective Fiction  
3 credits  
(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  
Staff  
Topics in Spanish Prose  
3 credits  
(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  
Staff  
Topics in Spanish-American Prose  
6 credits  
(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  
Staff  
Hispanic Women Writers  
3 credits  
(Prerequisite: Spanish 320) This course examines  
writing by Hispanic women, including prose, poet-  
ery, 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  
Staff  
Spanish American Short Story  
3 credits  
(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 433  
Staff  
Hispanic Lyric Poetry  
3 credits  
(Prerequisite: 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 435  
Staff  
The Literature of Social Protest  
3 credits  
(Prerequisite: Spanish 320) Serious social and  
political literature in Spain and Spanish America.  

SPANISH 436  
Dr. Parsons  
The Hispanic Satirical Tradition  
3 credits  
(Prerequisite: Spanish 320) An examination of  
satirical writings beginning with Juan Ruiz,  
Quevedo, and Sor Juana Ines de la Cruz, and con-  
tinuing through such modern masters as Pio Baroja,  
Garcia Marquez, and Juan Jose Arreola.  

SPANISH 482-483  
Staff  
Guided Independent Study  
Variable Credit  
(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  
**Staff**  
(C) Elementary Greek  
6 credits  
An intensive course in the fundamentals of Classical Greek grammar.

### GREEK 113-114  
**Staff**  
New Testament Greek  
6 credits  
A systematic introduction to the fundamentals of the grammar of Koine Greek as it is found in the New Testament.

### GREEK 205  
**Dr. Petrovic**  
(D) Legacy of Greece and Rome  
3 credits  
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  
**Dr. Wilson**  
Roots of Greek in English  
3 credits  
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  
**Staff**  
Intermediate Greek  
6 credits  
(Prerequisites: Greek 111-112 or equivalent) Review of fundamentals. Readings from Zenophon, Euripides, and the New Testament.

### GREEK 213  
**Dr. Wilson**  
(C,W) Classical Greek Literature and Mythology  
3 credits  
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  
**Dr. Wilson**  
Ancient Civilization: Greece  
3 credits  
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  
**Staff**  
Readings in Greek Literature  
3-6 credits  
(Prerequisites: Greek 211-212 or equivalent) Selections from Greek writers to suit the students' special interests.

### GREEK 482-483  
**Staff**  
Guided Independent Study  
Variable credit  
(Prerequisites: Greek 211-212) A tutorial program open to junior and senior students only. Content determined by mentor.

## Latin

### LATIN 111-112  
**Staff**  
(C) Elementary Latin  
6 credits  
An intensive course in the fundamentals of Latin. Reading and composition.

### LATIN 205  
**Staff**  
History of Latin Literature  
3 credits  
A survey of Roman and post-Roman Latin Literature. The course is taught in English. No Latin prerequisite.

### LATIN 207  
**Dr. Wilson**  
Roots of Latin in English  
3 credits  
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  
**Staff**  
Intermediate Latin  
6 credits  
(Prerequisites: Latin 111-112 or equivalent) Review of fundamentals. Reading of selections from Caesar, Cicero and Virgil.

### LATIN 213  
**Dr. Wilson**  
(C,W) Classical Roman Literature and Mythology  
3 credits  
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  
**Staff**  
Ancient Civilization: Rome  
3 credits  
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  
**Dr. Wilson**  
Readings in Latin Literature  
3-6 credits  
(Prerequisites: Latin 211-212 or equivalent) Selections from Latin writers to suit the students' special interests. Topics will vary from year to year; the course may, therefore, be repeated for credit.

### LATIN 482-483  
**Staff**  
Guided Independent Study  
Variable credit  
(Prerequisites: Latin 211-212) A tutorial program open to junior and senior students only. Content determined by mentor.
LIT 105  Staff  Introduction to World Literature 3 credits
in Translation
This course introduces students to significant works in English translation of world literature, while introducing the genres of narrative (fiction and non-fiction), poetry, and drama, and the critical terminology needed to discuss them. Taught in English. Readings may vary.

LIT 205  Staff  Modern Latin-American Literature 3 credits
in Translation
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  Dr. Ledford-Miller  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  Dr. Ledford-Miller  Literature of American Minorities 3 credits
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. 42).

LIT 208  Dr. Petrovic  French Masterpieces in English Translation 3 credits
(Formerly Fren 205) The study of selected major works from the leading French writers of the 19th and 20th century that have made an important contribution to the development of Western civilization. Such authors as Stendhal, Flaubert, Gide, Proust, Camus, and Malraux will be discussed.

LIT 209  Dr. Petrovic  Masterworks of Russian and Slavic Literature 3 credits
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.

LIT 384  Dr. Ledford-Miller  Special Topics in American Minority Literature 3 credits
This course examines a particular minority group in American society through texts written by and about that group. Representative groups include, for example, Native Americans, African Americans, Asian Americans, Hispanic Americans, and Women. This course may be repeated for credit when content varies.
**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.

Outstanding students are eligible for consideration in the Combined Baccalaureate/Master’s Degree program (please refer to the section on The Graduate School, page 237, and to the Graduate School Catalog for specifics of the program). Through careful utilization of Intersession and Summer Sessions, it is possible to complete both the B.A. and M.A. degrees within a four year period. Contact the Chair or the Graduate Program Director of the department for additional information.

See the Pre-Law section earlier in the catalog for details of the department’s success in this area.

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<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tr>
<td>MAJOR</td>
<td>HIST 110-111 United States History</td>
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<tr>
<td>MAJOR</td>
<td>HIST 120-121 Europe: 1500 to Present</td>
<td>3 3</td>
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<td>GE SPCH-WRTG</td>
<td>ENGL 107-COMM 100 Composition - Public Speaking</td>
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<td>GE C/IL</td>
<td>C/IL 102 Computer Information Literacy</td>
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<td>GE QUAN</td>
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<td>GE T/RS</td>
<td>T/RS 121 Theology I</td>
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<td>GE PHIL</td>
<td>PHIL 120 Intro to Philosophy</td>
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<td>GE ESEM</td>
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<td>GE PHED</td>
<td>PHED ELECT Physical Education</td>
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**SECOND YEAR**

| MAJOR        | HIST 140 Research Methods                    | 3       |
| MAJOR        | HIST ELECT Electives                          | 3 6     |
| COGNATE      | COGNATE ELECT Social/Behavioral Elective      | 3 3     |
| GE SNB       | SNB ELECT T/RS                               | 3 3     |
| GE T/RS      | T/RS 122 Theology II                          | 3 3     |
| GE PHIL      | PHIL 210 Ethics                              | 3       |
| GE PHED      | PHED ELECT Physical Education                 | 1 1     |

**THIRD YEAR**

| MAJOR        | HIST ELECT Electives                         | 6 3     |
| MAJOR        | HIST ELECT Electives                         | 6 3     |
| COGNATE      | COGNATE ELECT Natural Science Electives      | 3 3     |
| GE NSCI      | NSCI ELECT Humanities Electives              | 3 3     |
| GE HUMN      | HUMN ELECT Free Electives                    | 3 3     |
| GE ELECT     | ELECT Elective                              | 3 3     |
| GE PHIL-T/RS | PHIL or T/RS Elective                        | 3       |

**FOURTH YEAR**

| MAJOR        | HIST 490 or 491 Seminar-Elective             | 3 3     |
| COGNATE      | COGNATE ELECT Electives                      | 6 6     |
| GE HUMN      | HUMN ELECT Humanities Electives              | 3 3     |
| GE ELECT     | Elective                                    | 3 3     |

**TOTAL: 130 Credits**

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1 Students may use cognate electives to develop a second major.

2 Department recommends History 140, Research Methods, for History majors; students admitted to 4-year BA/MA Program are recommended to take History 500, Research Methods. No student should take both Research Methods courses.

3 Senior History majors are required 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 39 credits in the first major be applied toward the major requirements of the second major.

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**HIST. 110-111**

**Staff**

HIST. 110-111 (C) 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.

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**HIST. 120-121**

**Staff**

HIST. 120-121 (C) 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:  3 credits
The Historian at Work
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  (D)Rebels, Rogues, and Reformers  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.

H/PS 213  Dr. Parente  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.

H/PS 214  Dr. DeMichele  (C,D)History of Contemporary World Politics
(See description under Political Science.)

HIST. 215  Prof. Buckley  Modern Economic History  3 credits
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.

H/PS 215  Dr. Homer  War and Modern Society  3 credits
(See description under Political Science.)

H/PS 216  Dr. Harris  Gender and the Work Force  3 credits
(See description under Political Science.)

H/Geog 217  Dr. Conover  (S)/Cultural Geography  3 credits
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.

HIST. 217  Dr. Hueston  History of American Catholicism  3 credits
A survey of the significant events, trends, and individuals reflecting the Catholic experience in America from the earliest colonial settlements to the post-Vatican era.

HIST. 218  Dr. Homer  Total War  3 credits
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.

HIST. 219  Dr. DeMichele  (C,D)Modern World History  3 credits
A study of change and development in the world during the 20th century. Emphasis on cultural, economic, and political differences between Western and non-Western states.

HIST. 221  Dr. Conover  (C)The American West  3 credits
A study of acquisition, settlement, and development of the Trans-Mississippi West, including the mining, cattlemen’s and farmers’ frontiers; Indian removal, and Manifest Destiny in Texas and Oregon.

HIST. 222  Dr. Champagne  History of American Presidential Elections  3 credits
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.

HIST. 223  Dr. Buckley  Introduction to Irish History  3 credits
An introduction to Irish History which surveys the principal political, social, economic, and intellectual changes in Irish life since the time of the pre-celtic peoples. Topics will include: Celtic Civilization; the Coming of Christianity; the Norman Invasion; the English connection; Irish nationalism; and the “Troubles” in Northern Ireland.

H/PS 224  Dr. DeMichele  (C,D)Ethnic & Racial Minorities in Northeastern Pennsylvania  3 credits
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.

HIST. 225  Staff  Imperial Russia  3 credits
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.

HIST. 226  Staff  Russian Revolution and Aftermath  3 credits
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.
H/PS 227  Staff
Soviet Foreign Policy  3 credits
See description under Political Science.

HIST. 228-229  Dr. Shaffern
Ancient History  6 credits
A survey of ancient civilizations of the Near East and Mediterranean worlds. The culture, society and science of Mesopotamia and Persia; Egypt—the Gift of the Nile; the ancient Israelites; heroic, archaic, classical and Hellenistic Greece; republican and imperial Rome; the origins of Christianity.

HIST. 230-231  Dr. Shaffern
Medieval History  6 credits
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.

HIST. 232  Dr. DeMichele
England, 1485 to 1714  3 credits
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.

HIST. 233  Dr. DeMichele
England, 1714 to Present  3 credits
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.

HIST. 234-235  Staff
Latin America History  6 credits
(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.

HIST. 236  Dr. Homer
Modern Germany: Unification & Empire  3 credits
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.

HIST. 237  Dr. Homer
Modern Germany: the 20th Century  3 credits
The troubled birth of the Weimar Republic: the Ruhr Crisis; the Stresemann Era; economic collapse and the rise of Nazism; the Third Reich; and World War II; the two Germanies and the “economic miracle.”

HIST. 238  Dr. Poulson
History of American Women: From Colonization to Mid-19th Century  3 credits
A study of American women from the major historical 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.

H/PS 238  Staff
The Third World  3 credits
A study of the developing nations with the developed industrial nations in the contemporary world.

HIST. 239  Dr. Poulson
History of American Women: From Mid-19th Century to the Present  3 credits
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.

H/PS 295  Dr. DeMichele
Britain: Past and Present  3 credits
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.

HIST. 310  Dr. Champagne
Colonial America, 1607-1763  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  Dr. Champagne
American Revolution, 1763-1789  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  Dr. Champagne
The Early National Period of American History, 1789-1824  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  Dr. Champagne
The Age of Andrew Jackson, 1824-1850  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  Fr. Masterson
Civil War & Reconstruction  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  Dr. Kennedy
The Emergence of Modern America:  3 credits
1900-1929
(Prerequisites: History 110 & 111) American society from the age of Theodore Roosevelt and Woodrow Wilson to the “New Era” of the Roaring Twenties. Topics include Progressive reform movements, World War I, and cultural conflict in the 1920’s.

HIST. 316  Dr. Poulson
From Depression to Cold War:  3 credits
1929-1960
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  Dr. Hueston
History of United States  3 credits
Immigration
(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.

H/PS 317-318  Dr. Kocis
American Constitutional and Legal History  6 credits
(See description under Political Science.)

HIST. 318  Dr. Hueston
A History of American Assimilation  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 1920’s. 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  Dr. Shaffern
Byzantine Civilization  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.

H/PS 319-320  Dr. Hueston
American Diplomatic History  6 credits

Attempts to preclude further war. World War II. Cold War. Contemporary problems.

HIST. 321-322  Dr. Hueston
American Ideas and Culture  6 credits

HIST. 323  Dr. Shaffern
The Renaissance  3 credits
A study of culture in Italy from the fourteenth to the sixteenth centuries. Humanism, art, historiography, and politics will be emphasized.

HIST. 324  Dr. Shaffern
The Reformation  3 credits
The history of Europe during the era of religious revivalism (sixteenth century). The course will focus on the magisterial Protestant reformers, the Catholic Counter-Reformation, and dynastic politics.

HIST. 325  Staff
French Revolution to 1815  3 credits
(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.

H/PS 326  Dr. Parente
Modern China  3 credits
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.

HIST. 326  Dr. Homer
Europe in the Age of Absolutism  3 credits
(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.

HIST. 327-328  Staff
France, 1814-1940  6 credits
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.

H/PS 327  Dr. Parente
Modern Japan  3 credits
(See description under Political Science)
HIST. 329  Staff  Europe, 1815-1875  3 credits  (Prerequisite: Hist. 121) The congress of Vienna and the European restoration; Industrialism, Liberalism, Socialism, and Nationalism; the revolutions of the 1840's; the unification of Italy and the German Empire; Russia and the Lesser States of Europe; the Third French Republic.

HIST. 330  Staff  Europe, 1875-1918  3 credits  (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.

HIST. 331  Dr. Poulson  Recent U.S. History:  1960 to the Present  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  Dr. DeMichele  English Constitutional and Legal History to 1485  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  Dr. DeMichele  English Constitutional and Legal History, 1485 to Present  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  Dr. Kennedy  America in the Gilded Age  3 credits  (Prerequisites: History 110 & 111) American society in the age of industrialization and urbanization. Topics include the emergence of big business and labor conflict, immigration and the growth of cities, Populism, imperialism, and the Spanish-American War.

HIST. 333-334  Staff  Twentieth Century Europe  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  Staff  World War II, Cold War & Detente  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  Atty. Rosenberg  History of American Law  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  Dr. Parente  Politics of Islam  3 credits  (See description under Political Science.)

HIST. 340  Dr. Kennedy  History of Urban America  3 credits  (Prerequisites: History 110 & 111) The evolution of cities in the United States from the founding of colonial settlements to the end of the twentieth century. The nature of cities and urban life, the process and impact of urban growth, and the problems facing contemporary cities will all be considered.

HIST. 490  Staff  Seminar in European History  3 credits  (Restricted to Senior History Majors and 4-year BA/MA 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  Staff  Seminar in American History  3 credits  (Restricted to Senior History Majors and 4-year BA/MA History students) An analysis of selected topics in American history from the Colonial era to the present. Extensive readings. Historical research and writing stressed.
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.

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.

### Mathematics

**Dr. Jasinski, Chairperson**

**Dept. and No.**

**MAJOR (GE QUAN)**
- MATH 142-144
- Cogs 134
- C/IL 102
- ENGL 107-C/IL 100
- PHIL 120-T/RS 121
- HUMN ELECT
- INTD 100
- PHED

**Cognate**
- CMPS 134
- Computer Science I
- Computer Information Literacy
- Composition-Public Speaking
- Intro to Philosophy-Theology
- Humanities Electives
- Freshman Seminar
- Physical Education

**First Year**

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**Total: 130 Credits**

1 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 Math 447 or 449, and at least two of Math 312, 345, 460, 461. Additional courses numbered under Math 300 may be taken as free electives but not as major electives.

2 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.
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 non-specialist. Not open to students with credit for or enrolled in any mathematics course numbered above 102.

MATH 103  
(Q) Pre-Calculus Mathematics  4 credits  
An intensified course covering the topics of algebra, trigonometry, and analytic geometry. Not open to students with credit for or enrolled in Math 109 or any calculus course.

MATH 104  
(Q) 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 and early childhood education majors.

MATH 106  
(Q) 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 or enrolled in Math 103 or Math 109.

MATH 107  
(Q) 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 or enrolled in Math 103 or Math 109.

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 or enrolled in Math 221.

MATH 109  
(Q) Quantitative Methods in the Behavioral Sciences  4 credits  
The mathematics necessary for elementary statistics: algebraic rules, logic, equations, functions, 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 or enrolled in Math 103.

MATH 114  
(Q) 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  
(Q) 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 184-384-484  
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.

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. Not open to students who have credit for or are enrolled in an equivalent statistics course (e.g. Psyc 210), Math 312 or Math 314.

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 320  
Chaos and Fractals  3 credits  
(Prerequisite: One math course beyond Math 221 and one CMPS course or equivalent experience) Study of chaotic dynamical systems and fractal geometry. Topics from discrete dynamical systems theory include iteration, orbits, graphical analysis, fixed and
periodic points, bifurcations, symbolic dynamics, Sarkovskii's theorem, the Schwarzian derivative, and Newton's method. Topics from fractal geometry include fractal, Hausdorff, and topological dimension, L-systems, Julia and Mandelbrot sets, iterated function systems, the collage theorem, and strange attractors.

**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. Topics include: first-order equations, first-order systems, linear and non-linear systems, numerical methods, and Laplace transforms. Computer-aided solutions will be used when appropriate.

**MATH 345**  
**Geometry**  
3 credits  
Euclidean, non-Euclidean, and projective geometry. Transformations and invariants.

**MATH 346**  
**Number Theory**  
3 credits  
(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**  
3 credits  
(Prerequisite: Math 222) Vector spaces, matrices, determinants, linear transformations, eigenvalues, eigenvectors, inner products, and orthogonality.

**MATH 430**  
**History and Philosophy of Mathematics**  
3 credits  
(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**  
3 credits  
(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**  
3 credits  
(Prerequisite: Math 446) Selections from: integration theory, infinite series, sequences and infinite series of functions, and related topics.

**MATH 448**  
**Modern Algebra I**  
3 credits  
(Prerequisite: Math 351) Fundamental properties of groups, rings, polynomials, and homomorphisms.

**MATH 449**  
**Modern Algebra II**  
3 credits  
(Prerequisite: Math 448) Further study of algebraic structures.

**MATH 460**  
**Topology**  
3 credits  
(Prerequisite: Math 446) Topological spaces: connectedness, compactness, separation axioms, and metric spaces.

**MATH 461**  
**Complex Variables**  
3 credits  
(Prerequisite: Math 222) The theory of complex variables: the calculus of functions of complex variables, conformal mappings, residues, and poles.

**MATH 462**  
**Vector Calculus**  
3 credits  
(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.
MILITARY SCIENCE  Army Reserve Officer Training Corps (ROTC)
LTC WETHERELL

ROTC is a totally flexible program that can be tailored to any individual student; especially those in their freshman and sophomore years. The objective of the program is to develop a pool of leaders who are qualified to become officers in the active or reserve forces of the U.S. 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 and female students must pass an aptitude test, a physical examination, and complete either the two-or four-year program of approved Military Science courses. Most students take one course per semester of the basic course program, (freshmen and sophomore years), and one course per semester of the advance courses (junior and senior years). All contracted students in the Advanced Courses, (junior and senior years), will receive a $150 per month subsistence allowance. Uniforms, equipment, and textbooks required for Army ROTC classes will be supplied by the Military Science Department.

Students qualify for entry into the Advance ROTC course (juniors/seniors/graduate students) in three ways:

1. On Campus Courses: Most students take the introductory military science courses, of the basic military science program, on-campus during their freshmen and sophomore years. These courses allow them to participate in adventure training, and to learn about the opportunities and responsibilities of being an Army officer without incurring any obligation.

2. Summer Programs: Students may also qualify through a paid, six-week, no obligation summer training session held in Fort Knox, Kentucky, which provides intensive military training equivalent to the instruction received by freshmen and sophomores in the basic course program.

3. Advanced Placement: Students with any prior military service, members of the United States Army Reserves or National Guard, or former Junior ROTC members may qualify for advanced placement into the advanced Army ROTC program.

TWO YEAR PROGRAM: Available to qualified full-time students, (generally having a minimum of two academic years remaining to degree completion), who meet the 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 students not previously enrolled in Military Science instruction. Also available for accepted graduate students.

FOUR YEAR PROGRAM: Consists of attending the freshman and sophomore courses; students can begin as late as the spring semester of their sophomore year if approved by the department chairman. Enrollment in the first four courses of Military Science is accomplished in the same manner as any other college courses and carries no military obligation for non-scholarship students. Application to enroll in the Advanced Military Science courses should be made while enrolled in Military Science 202.

Each student is required to complete a paid, six-week Advanced Training Camp at Fort Lewis, near Seattle, Washington, normally after completing Military Science 302, in their junior year. Transportation, food, lodging, and medical and dental care are provided in addition to base pay.

SCHOLARSHIPS: There are significant scholarship opportunities for ROTC students. Freshmen and sophomores can apply for 3 and 2 year full scholarships in January. Historically 85% of University of Scranton students who apply are scholarship winners. Also, there are scholarships offered to students who attend the 6-week summer program at Ft. Knox prior to the junior year. In 1996, 100% of students in the Scranton program won scholarships at the summer camp.

Winners of full, high school level, ROTC Scholarships are provided free room and board by the University of Scranton.

PARTNER IN NURSING EDUCATION (PNE): In 1996, the Army designated the University of Scranton as a PNE and sends five high school level ARMY ROTC Nursing Scholarship recipients to Scranton annually. Additionally, nursing students who complete the Army Nurse Summer Training Program (NSTP) receive 3 credits on their transcript towards Nursing 482 lab.

TRANSCRIPT CREDIT: Up to 12 Military Science credits can be counted on the transcript. Additionally, Physical Fitness Training can count for the 3 required physical education credits and nurses receive 3 credits for Army NSTP.

MS 101-102  Concepts of Leadership I & II  2 credits
Instruction is designed to provide a very basic understanding of military knowledge while concentrating on the leadership skills and civic responsibilities important to all citizens. Students may elect to participate in many activities that produce expertise in rappelling, orienteering, first aid, swimming and marksmanship.

MS 111-112  Leadership Applications Laboratory  0 credits
Freshmen and Sophomores are encouraged to participate in this elective. "Hands-on" instruction is designed to reinforce classroom training on weapons, first aid, tactics, leadership and military drill.
Advanced Leadership

MS 131-132
Applications Laboratory
0 credits
Advanced course Junior/Senior students are required to attend. Hands-on reinforcement of classroom leadership training and military structures is conducted. Students plan resource and conduct the training under the supervision of regular army sergeants and officers. Juniors are tested in situations similar to those they will experience at their Advanced summer camp.

Dynamics of Leadership I & II

MS 201-202
4 credits
Instruction is designed to familiarize the student with basic military operations and the principles of leadership. Students experience hands-on training with navigation and topographic equipment, first aid (including CPR) procedures, and military weapons.

Military Leadership I & II

MS 301-302
3 credits
(Prerequisite: MS 201-202, or equivalent) Instruction is designed to continue the development of leadership qualities and technical skills required in the military. Students teach freshmen and sophomores to use equipment and are graded in positions of responsibility. Students learn to plan, resource and execute effective training. The goal of the junior year is to prepare the student to excel at the Advanced summer camp prior to their senior year. (2 credits awarded for MS 301, 1 credit for MS 302)

Advanced Military Leadership

MS 401-402
3 credits
Instruction is designed to prepare students to function as members of a military staff and concurrently continues leadership development. The Professor of Military Science teaches this course and mentors students prior to their first military assignment. The course covers briefing techniques, effective writing, army training systems, and the logistical and administrative support of military operations. (2 credits awarded for MS 401, 1 credit for MS 402)

Physical Fitness Training

PHED 138
1 credit
A modern up-to-date program of fitness and health training. The one hour sessions are conducted before classes on Mondays-Wednesdays-and Fridays. The routine consists of stretching and warm-ups, followed by strengthening exercises, and concluding with an aerobic workout. There are a wide variety of activities including running, aerobics, swimming, gymnastic sports, weight lifting and the “Army Daily Dozen.” Safety is a prime concern and all sessions are supervised by senior military sergeants and officers. This course is designed (but not required) to be counted towards the four credit PE requirement during the Junior and Senior years. This course may be audited and is open to all students.

NOTE: Candidates for an Army commission through Military Science are required by regulation to complete academic courses in the areas of communications skills, military history, and computer literacy. Generally, these requirements will be met by satisfying the University’s General Education requirements. 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.

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<td>ENGL 107-COMM 100 Written Comm-Ord Comm</td>
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</tbody>
</table>

1 PSYC 330 fulfills one of the writing intensive requirements of the general education program.

MAJOR: Total credits 42-46/1; Majors must take two electives from both Biology and Psychology. Acceptable electives are listed in the current catalog.

COGNATE: Total credits 28-33. 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. ROWE, 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, to help the student to formulate for himself or herself a philosophy of life or world-view consistent with the objectives of liberal education at a Catholic university.

For the AB degree in Philosophy, the major must take 24 credits (8 courses) in Philosophy in addition to the six required of all students. These 24 credits must include a logic course and at least two courses on the 300 or 400 level.

See also the Philosophy offerings in the SJLA Program described elsewhere in this catalogue.

Phil. 120, Introduction to Philosophy, is a prerequisite to any other philosophy course.

**PHIL 120**
Introduction to Philosophy
Staff
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 that grapple with central questions in the history of philosophy.

**PHIL 210**
Ethics
Staff
3 credits
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
Drs. Klonoski, Black
3 credits
This course is an application of standard philosophical principles and theories to the critical study of questions, issues, and problems that surround the moral conduct of business. Recommended for business majors.

**PHIL 212**
Medical Ethics
Dr. Baillie, Fr. McKinney
3 credits
(Prerequisite: Phil. 210) The course will introduce the student to the presence of basic ethical concerns in the practice and distribution of health care. The course will emphasize both current scholarship and the practical nature of the subject through the discussion of medical cases, ethical theories, and current readings. Recommended for those interested in the health care professions.

**PHIL 213**
Environmental Ethics
Dr. Casey
3 credits
(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
Dr. Nordberg
3 credits
(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 warranties and programmer responsibility, artificial intelligence, the interface between human and computer.

**PHIL 215**
Logic
Fr. Gensler, Dr. Casey
3 credits
This course will help the student to understand reasoning—and to reason better. We will study syllogistic, propositional, quantificational, and modal logic. We will use these to analyze hundreds of arguments; many of these are on philosophical topics like morality, free will, and the existence of God.

**PHIL 218**
(D)Feminism: Theory and Practice
Dr. Meagher
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 219**
Russian Philosophy
Fr. Slesinski
3 credits
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.
### PHILOSOPHY

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<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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#### SECOND YEAR

| MAJOR (GE PHIL) | PHIL 200 or 300 level Second-Year Electives | 3 | 3 |
| GE T/RS | T/RS 121-122 Theology I & II | 3 | 3 |
| GE HUMN | FOR LANG Electives | 3 | 3 |
| GE S/BH | S/BH ELECT Elective | 3 |
| GE NSCI | NSCI ELECT Elective | 3 |
| GE ELECT | ELECT Electives | 3 | 3 |
| GE PHED | PHED ELECT | 1 | 1 |

#### THIRD YEAR

| MAJOR | PHIL 200 or 300 level Third Year Elective | 3 | 6 |
| GE ELECT | ELECT Electives | 9 | 9 |
| GE ELECT | ELECT Electives | 3 | 3 |

#### FOURTH YEAR

| MAJOR | PHIL 300 or 400 level Fourth Year Courses | 6 | 3 |
| GE ELECT | ELECT Electives | 9 | 9 |
| GE ELECT | ELECT Electives | 3 | 3 |

**TOTAL: 130 Credits**

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*Foreign language is recommended by Department.*

*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.

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**PHIL 220**

**Ancient Philosophy**

Drs. Baillie, Klonoski

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**

**Medieval Philosophy**

Drs. Pang-White, Rowe

A survey 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, and on the nature and ethos of scholasticism.

**PHIL 222**

**Modern Philosophy I**

Dr. Nordberg

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  Modern Philosophy II  Fr. Mohr  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  Foundations of 20th Century Philosophy  Dr. Fairbanks  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  Contemporary Philosophy  Dr. Casey  3 credits
A survey of 20th Century schools of philosophy including pragmatism (William James), phenomenology (Heidegger), existentialism (Sartre), post-structuralism (Derrida), and analytic philosophy (Wittgenstein).

PHIL 226  Oriental Philosophy  Drs. Pang-White, Black  3 credits
An introduction to the classical and modern Chinese understanding. The course will focus on the Daoist’s teachings and vision, the modifications made to Daoism by Buddhism, and the thought of Confucius and the Neo-Confucians. Included in the course will be comparisons and contrasts with Western thought and some discussion of Japanese Buddhism. The topics of the course will include ethics, social life, mysticism, religion, and reality.

PHIL 227  Political Philosophy  Drs. Klonoski, Baillie  3 credits
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.

PHIL 228  Philosophy of the Person  Dr. Fairbanks  3 credits
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’.

PHIL 229  Philosophy of Religion  Fr. Mohr, Dr. Rowe  3 credits
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.

PHIL 231  Philosophy of Women  Staff  3 credits
This course reviews the philosophies of women 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.

PHIL 232  Idea of a University  Dr. Capestany  3 credits

PHIL 234  Existentialism  Fr. Mohr  3 credits
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.

PHIL 235  New Directions in Philosophy  Dr. Fairbanks  3 credits
The purpose of this course is to focus on very recent works of philosophical value that open new avenues of intellectual reflection. Books and video tapes are updated regularly.

PHIL 236  Freud and Philosophy  Dr. McGinley  3 credits
Examination of overt and covert philosophical implications of Freud’s system of psychoanalysis. Emphasis on actual writings of Freud, particularly after 1920.

PHIL 237  Epistemology  Dr. Casey  3 credits
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 238  Metaphysics  Drs. Baillie, McGinley  3 credits
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 239  Modern Philosophy III  Dr. Rowe  3 credits
This course is a study of four figures in nineteenth century philosophy: Hegel, Kierkegaard, Marx, and Nietzsche. We will consider such issues as the relation between philosophy and non-philosophical experience, the place of philosophy in society, the theme of conflict in life and thought, and the simultaneous spread and decay of humanism in the nineteenth century.
PHIL 313  Dr. Klonoski
Philosophy and Friendship  3 credits
This course will be a historical survey of primary texts which discuss friendship. 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  Dr. Baillie
20th Century Political Philosophy  3 credits
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 319  Dr. Capestany
Philosophy of Law  3 credits
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  Dr. Black
Aesthetics  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  Dr. Nordberg
Great Books  3 credits
Major thinkers in the Western philosophical, religious, political and literary traditions. This course emphasizes philosophical themes in literature.

PHIL 325  Dr. Meagher
Literature and Ethics  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  Dr. Meagher
(D)Advanced Topics in Feminist Philosophy  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  Dr. McGinley
Readings in the Later Plato  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  Dr. Meagher
Philosophy of Literature  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  Dr. Black
Philosophy of Culture  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  Dr. Pang-White
Philosophy of Aquinas  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  Dr. Rowe
Philosophy of Emmanuel Levinas  3 credits
This course is a study of the twentieth century Jewish philosopher, Emmanuel Levinas. We will focus on Levinas’ theory of ethical experience, an account that takes its categories from both Greek and Hebrew sources, thereby enriching the dialogue between Jewish and Christian traditions in philosophy.
PHIL 415  Philosophy of God
Fr. McTeigue
3 credits
This course will use classic and contemporary texts to begin a discussion of evil as a challenge to traditional notions of the existence, power, wisdom, and goodness of God. We shall also consider whether hope is an intellectually honest response to the problem of evil.

PHIL 418  Phenomenology
Dr. Klonoski
3 credits
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  Philosophy of Rhetoric
Dr. Black
3 credits
A systematic 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 various relationships between rhetoric and philosophy.

PHIL 425  Postmodern Philosophy
Fr. McKinney
3 credits
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  Philosophy of the Social and Behavioral Sciences
Dr. Meagher
3 credits
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  Philosophy of Science
Dr. Fairbanks
3 credits
An introduction to the history and philosophy of science. Selections from Darwin’s The Origin of Species (1859) and The Descent of Man (1871) and Popper, Feynman, Hanson, Stace, Quine, Frank, Rescher, Hempel and Baier.

PHIL 432  Technology and Culture
Dr. T. Casey
3 credits
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  Linguistic Philosophy
Dr. Fairbanks
3 credits
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  Issues in Philosophy and Theology
Dr. Baillie
3 credits
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.

ED/P 306  Philosophy of Education
Dr. Klonoski
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.
PHYSICS

DR. SPALLETTA, Chairperson

The department of Physics/EE offers majors in physics and biophysics, as well as the electrical 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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<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<td>COGNATE (GE QUAN)</td>
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<td>Pre Calculus Math-Analyses I or Analysis I-II</td>
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<td>Composition-Public Speaking</td>
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<td>Electromagnetics I-II</td>
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<td>Mechanics-Atomic</td>
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1 Physics majors starting with M ath 103 due to placement test results take one fewer Physics elective.
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.

DEPT. AND NO. DESCRIPTIVE TITLE OF COURSE CREDITS

FIRST YEAR

FALL SPRING
MAJOR (GE NSCI) PHYS 140-141 Elements of Physics 4 4
MAJOR BIOL 141-142 General Biology 4½ 4½
COGNATE (GE QUAN) MATH 103-114 or Pre-Calculus Math/Analysis 4 4
MATH 114-221 Analyis I-II
GE SPCH-WRTG ENGL 107-COMM 100 Composition - Public Speaking 3 3
GE C/IL C/IL 102 Computer and Information Literacy 3
GE FSEM INTD 100 Freshman Seminar 1

SECOND YEAR

FALL SPRING
MAJOR PHYS 270-352 Modern Statistical Physics 4 3
MAJOR CHEM 112-113 General Analytical Chemistry I-II 4½ 4½
COGNATE EE 241 Circuit Analysis 4
COGNATE CMPS 134 Computer Science I 3
COGNATE MATH 221-222 or
MATH 222-341 Analyis II-III or
GE PHIL PHIL 120 Introduction to Philosophy 3
GE T/RS T/RS 121 Theology I 3

THIRD YEAR

FALL SPRING
MAJOR ELECT Phys, Bio, Chem 3 3
MAJOR CHEM 232-233 Organic Chemistry I-II 4½ 4½
GE T/RS T/RS 122 Theology II 3
GE PHIL PHIL 210 Ethics 3
GE PHIL or T/RS PHIL T/RS Elective 3
GE S/BH S/BH ELECT Social-Behavioral Elective 3 3
GE HUMN HUMN ELECT Humanities Electives 3
GE PHED PHED ELECT Physical Education 1 1

FOURTH YEAR

FALL SPRING
MAJOR ELECT Phys, Bio, Chem 3 3
MAJOR ELECT Phys, Bio, Chem 3 3
GE HUMN HUMN ELECT Humanities Electives 6 3
GE ELECT ELECT Electives 3 6

TOTA L: 137 CREDITS

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 100 Prof. Kalafut
(E) History of Science and Technology 3 credits
(Formerly NSCI 101) 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.

PHYS 101 Dr. Varonides
(A) The Solar System 3 credits
A course for non-science students that concentrates on the study of the Solar System. Its origin, its evolution, its fate. Study of the planets, asteroids, meteors and comets. Theories about the Cosmos from the Antiquity to the Modern Age.

PHYS 102 Dr. Connolly, Staff
Earth Science 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 Dr. Spalletta
Seeing the Light 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  Dr. Zakzewski
Introduction to Consumer Technology  3 credits
Every day we listen to the radio or compact disk recordings, watch TV, use copiers, 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.

PHYS 105  Dr. Varonides
(A) Man and the Evolutionary Universe  3 credits
This course is intended for non-science majors and concentrates on the study of the universe from the ancient times to the present. The ideas and approaches of various peoples are to be discussed, from the era of the powerful myths to the scientific approach of the Greeks, up to the modern times, focusing on Man and the Evolving Universe, in a historical and modern perspective. The role and the involvement of the Church in the scientific thinking will be stressed as well.

PHYS 106  Prof. Kalafut
(B) Energy and the Environment  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.

PHYS 107  Dr. Spalletta
(B) “Hands On” Physics  3 credits
This course for non-science majors is 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 students with a 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.

PHYS 108  Dr. Spalletta
(A) New York Times Physics  3 credits
This course is an introductory level course for non-science students that concentrates on the study of the modern times, focusing on Man and the Evolving Universe, in a historical and modern perspective. The role and the involvement of the Church in the scientific thinking will be stressed as well.

PHYS 109  Dr. Varonides
(E) The Conscious Universe  3 credits
A course that discusses and concentrates on matters like Waves, Quanta and Quantum Theory. Science will be viewed as a rational enterprise committed to obtaining knowledge about the actual character of physical reality and the character of the physical law.

PHYS 110  Dr. Connolly
Meteorology  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.

PHYS 120-121  Staff
(E) General Physics  8 credits
(Prerequisites: Mathematics 103-114) General college course for pre-medical, pre-dental and biology majors. Mechanics, heat, electricity and magnetism, sound and light. Three hours lecture and recitation and two hours laboratory.

PHYS 140-141  Staff
(E) Elements of Physics  8 credits
(Prerequisites: 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 201  Dr. Varonides
(A) Stellar Evolution  3 credits
An introduction to Astrophysics. A course for non-science students that concentrates on the study of the Sun, Stars and the Universe. The evolution of the Stars. Their birth, their life-times, their deaths. The remnants of the stars, and exotic entities such as neutron stars, quasars, black holes. Galaxies and galaxy formations. The expanding universe. Red shifts and cosmological principles. Grand Unified Theories.

PHYS 270  Prof. Kalafut
Elements of Modern Physics  4 credits
(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; multielectron atoms and the periodic table; introduction to nuclear physics. Three hours lecture and two hours laboratory.

PHYS 350  Dr. Fahey
Applied and Engineering Mathematics  3 credits
(Prerequisite: Math 222, Physics 141) First and second order 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
3 credits

PHYS 352
Statistical and Engineering Thermodynamics
Dr. Varonides
3 credits
(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 EE 448 L). 2 hour laboratory.

PHYS 371
Staff
Advanced Mechanics
3 credits
(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
Prof. Kalafut
Atomic and LASER Physics
3 credits
(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
Dr. Varonides
Electromagnetics I
3 credits
(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
Dr. Zakzewski
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 emphasis 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 406
Dr. Fahey
Non-linear Systems and Chaos
3 credits
This course develops the equations that describe several important non linear systems in mechanics and in electronics and then develops the solutions. Concepts such as limit cycles, chaotic attractors, hysteresis, stability and phase space will be defined and used to understand complex systems. Classically important oscillators such as the Duffing oscillator, the van der Pol oscillator and the Lorenz equations will be solved at several different levels of approximation with several ODE solvers. Chaos, bifurcations, the routes to chaos, chaotic maps and the correspondence between maps and Poincare sections of physical systems will be studied.

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 - 494
Dr. Spalletta and Staff
Undergraduate Physics
6 credits
Research I -II
(Prerequisite: Permission of the Instructor) Students choose a research project sponsored by a member of the department and approved by the instructor and Chairperson. Students gain experience with research literature, techniques, and equipment. Weekly seminars are given on Quantum Mechanics, mathematics tools, and topics related to ongoing research projects. A written report is required.
The Bachelor of Science degree in political science imparts to students an understanding of: 
1) the scope and purpose of government in civil society; 
2) the origins, goals, and limitations of democratic government; 
3) the structure and functions of the institutions of American government; 
4) the similarities and differences in the structures and functions of other governments in the international community.

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<th>Spring Credits</th>
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<td>MAJOR</td>
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<td>C/IL 102 Computer Info. Literacy</td>
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<td>GE SPCH-WRTG</td>
<td>ENGL 107-COMM 100 Written and Oral Communication</td>
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<td>S/BH ELECT Social Behavioral Sci Elective</td>
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<td>Major</td>
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**TOTAL: 130 Credits**

1Economics 210 and Geog. 134 are recommended as Social/Behavioral Science electives.

2In GE FREE AREA, the department recommends a modern foreign language in junior year with subsequent language courses to follow in senior year as part of the Humanities. The department advisor should be consulted.

3In addition to the American National Govt. sequence and the courses in statistics and political philosophy, the department requires that major elect a minimum of one course in Comparative Politics (among PS 217, 218, 221, 222, HIPS 213, 238, 326, 327, 338) and a minimum of one course in International Relations (among PS 212, 213, 215, 227).

4Political Science majors are required to take PS 240 (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.

**DOUBLE MAJORS** between any two of the majors in the History/Political Science department require that none of the 39 credits in the first major be applied toward the major requirements of the second major.
PUBLIC ADMINISTRATION AND PUBLIC AFFAIRS TRACK
FOR POLITICAL SCIENCE MAJORS

Political Science majors may take a concentration in Public Administration and Public Affairs, which is designed for students who may seek a career in government service at the federal, state or local level. It develops analytic and quantitative skills, while providing substantive knowledge of a range of public policy problems, and the management systems designed to implement policy decisions.

Students in the concentration would complete their political science electives by taking:

**Required Courses:**
- PS 231: The Public Policy Process
- PS 232: Public Bureaucracies
- PS 241: Political Science Statistics II
- PS 480: Public Administration Internship

**Electives - choose three from:**
- PS 135: State and Local Government
- PS 322: Public Personnel
- PS 324: Public Policy Analysis
- PS 325: Politics of the Budgetary Process
- PS 327: US Congress

Students in this concentration would complete their cognate in one of two ways:

1. HIST. 110-111: US History
   HIST. 120-121: European History
   ECO. 153: Microeconomics
   ECO. 154: Macroeconomics
   ACC. 253: Financial Accounting
   ACC. 254: Managerial Accounting

   or

2. Completing a minor, another concentration, or special program at the University, in consultation with either Dr. Harris or Dr. Champney, the PAPA Concentration advisors.

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**POL SCI 130-131**
(Staff)
(S)American National Government
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 135**
(Staff)
(S)State and Local Government
3 credits
The structures, scope, processes and politics of state and local governments are analyzed. Also considered: the constitutional position of state and local governments; the changing relationships among federal, state and local governments; and, policy areas of interest to students in the class (educational policy, criminal justice policy, etc.)

**POL SCI 212**
(Prof. Williams)
International Relations
3 credits
Prerequisites: P.S. 130-131) It examines the prominent tenants of IR as an academic discipline. Secondly, students are provided with basic knowledge and tools for analyzing the international system as it unfolds today. A constant theme is bridging the gap between theory and practice of international relations.

**POL SCI 213**
(Prof. Williams)
Geopolitics
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**
(Staff)
Global Peace and War
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**
(Prof. Parente)
Comparative Government
3 credits
(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.)
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.

<table>
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<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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| SECOND YEAR   |                           |          | 16   |
|---------------|----------------------------|---------|------|--------|
| MAJOR         | HIST 120-121               | Europe: 1500 to Present | 3    | 3      |
| MAJOR         | PS 212-213                 | Internat'l - Geopolitics | 3    | 3      |
| COGNATE       | GEO 134                    | World Regional Geography | 3    |
| GE T/RS-PHIL  | T/RS 121-PHIL 120          | Theology I Intro to Philosophy | 3    | 3      |
| GE ELECT      | ELECT                      | Elective | 3    |
| GE PHED       | PHED ELECT                 | Physical Education | 1    |
|               |                            |          | 16   |

| THIRD YEAR    |                           |          | 18   |
|---------------|----------------------------|---------|------|--------|
| MAJOR         | H/PS 390 ELECT             | Seminar-Elective | 3    | 3      |
| MAJOR         | H/PS ELECT                 | Electives | 3    | 3      |
| COGNATE       | ELECT                      | Electives | 3    | 3      |
| GE HUMN       | HUMN ELECT                 | Electives | 3    | 3      |
| GE ELECT      | ELECT                      | Electives | 3    | 3      |
| GE T/RS-PHIL  | T/RS 122-PHIL 210          | Theology II-Ethics | 3    | 3      |
|               |                            |          | 18   |

| FOURTH YEAR   |                           |          | 15   |
|---------------|----------------------------|---------|------|--------|
| MAJOR         | H/PS ELECT                 | Electives | 3    | 3      |
| COGNATE       | ELECT                      | Electives | 3    |
| GE HUMN       | HUMN ELECT                 | Electives | 3    |
| GE ELECT      | ELECT                      | Elective | 3    |
| GE PHIL or T/RS | PHIL or T/RS            | Elective | 3    |
|               |                            |          | 15   |

TOTAL: 130 Credits


MINORS: A minor in Political Science (18 credits) should include PS 30, 130 and 131, plus any four additional political science courses.

A minor in Public Administration (18 credits) should include PS 110, 111, 130 and 131 plus any two additional courses from the following: PS 210, PS 240, PS 310, PS 322, PS 323, PS 324 and PS 325.

A minor in International Studies (18 credits) should include HIST 110, 111, PS 130 and 131 plus two additional courses from the following: PS 212, PS 213, PS 215, PS 217, PS 218, PS 221, PS 222, PS 312, PS 316, PS 318, PS 319, H/PS 213, H/PS 320, H/PS 326,
POL SCI 218  Dr. Parente 3 credits  East European Politics  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 3 credits  Politics of South East Asia  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 3 credits  Politics in Russia  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 3 credits  Women, Politics and Policy  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 1960s.

POL SCI 230  Dr. Champney 3 credits  Environmental Policy  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 231  Dr. Champney 3 credits  The Public Policy Process  (Formerly PS 111; Recommended for background: PS 130-131) 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 232  Dr. Harris 3 credits  Public Bureaucracies  (Formerly PS 110; Recommended for background: PS 130-131) A study of the structures, scope, and processes of American public bureaucracies. The growth of the executive branches of governments, the role of public bureaucracies in our democratic government, and the experiences of American public bureaucrats are analyzed.

POL SCI 240  Dr. Champney 3 credits  Political Science Statistics I  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 3 credits  Political Science Statistics II  (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 3 credits  Pre-Law Internship  

SPANISH/PS 295  Dr. Kocis/Dr. Parsons 3 credits  Contemporary Mexican Culture and Language  (See description under Foreign Language and Literature).

POL SCI 311  Staff 3 credits  Introduction to American Law  (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 6 credits  Western Political Thought  The roles of the state and society, the auxiliary agencies and functions of government as viewed by political philosophers from Plato to Marx.

POL SCI 315  Dr. Kocis 3 credits  Modern Political Thought  A study, based on primary materials, of the current state of the controversies in contemporary political thinking. A wide range of perspectives, from far Left to far Right, will be analyzed and critically examined. Minimally, the works of John Rawls, Robert Nozick, C.B. Macpherson, Isaiah Berlin, and Leo Strauss will be included.

POL SCI 316  Dr. Kocis 3 credits  Jurisprudence  An examination of the differences between “the law” and “the laws”; the nature of legal systems; the nature and grounds of political, moral and legal obligations, and the controversy between the traditions of Natural Law and Positive Law.

POL SCI 318  Dr. VanDyke 3 credits  U.S. Foreign Policy: Cold War and Aftermath  (Prerequisite: History 111) Examines and analyzes critically the content of American Foreign Policy in the Cold War and post-Cold War eras. Special emphasis on themes, goals and means of American foreign policy, particularly national security vis-a-vis the U.S.S.R.

POL SCI 319  Dr. VanDyke 3 credits  U.S. Foreign Policy Process  (Prerequisites: P.S. 131 and Hist. 111) Examines the actual formulation and implementation of American foreign policy within the decision-making process. Analyzes what the process is, who the decision makers are, and internal and external variables of policy making in the U.S. Involves at least two in-depth American foreign policy case studies.
POL SCI 320 Dr. Kocis
Twentieth Century Ideologies 3 credits
A study, based on primary texts, of the philosophical foundations of the three major political ideologies identified with the twentieth century: communism, fascism, and democracy. In addition, feminism, racism, environmentalism and other more current ideologies will be analyzed and critically examined.

POL SCI 321 Dr. Kocis
Chinese Political Thought 3 credits
An intense study, based on translations of primary texts, of the great philosophical traditions of China and their political implications. Beginning with the I Ching (Book of Changes), the course will cover the great traditions of Taoism and Confucianism, examine their evolutions and competitors through three millennia, and end with the works of Mao Tsetung.

POL SCI 322 Dr. Harris
Public Personnel 3 credits
(Prerequisites: P.S. 110, 130, 131, or permission of instructor) An examination of public personnel administration. Theories of organization, personnel policies, civil service history, and current issues in personnel administration are considered.

POL SCI 324 Dr. Champney
Public Policy Analysis 3 credits
Analysis of the functions and methods of the public sector and a discussion of the effect of public sector activities on society and the economy of the United States. Particular emphasis is placed on “public problems vs. private problems” and on the desirable scope of governmental activities in a free society.

POL SCI 325 Dr. Harris
Politics of the Budgetary Process 3 credits
(Prerequisites: P.S. 110, 130, 131, or permission of instructor) Public budgeting in theory and in practice is discussed. Historical reforms and the inevitable politics of the process are considered. Use of budget simulations allow for practical experience.

POL SCI 326 Dr. Kocis
Theories of Political Economy 3 credits
An examination of the works of the great thinkers in the tradition of the political economy; and an extensive study of the historical evolution of theories of value, he creation of value and the increase of productive abilities.

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.

POL SCI 329 Dr. VanDyke
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.

POL SCI 330 Dr. Van Dyke
Western Europe in World Affairs 3 credits
(Prerequisites: PS 212 OR PS 217) This seminar provides an historical, political, and analytical foundation for understanding the profound political and economic changes facing Europeans today. This involves studying the two world wars, the formation of Cold War alliances and security systems, the European integration movement, the foreign policies of major European states, and organization of post-Cold War Europe.

POL SCI 331 Dr. Van Dyke
The European Union 3 credits
(Enrollment only by permission from the professor) Provides an in-depth study of the European Union and its fifteen member states in order to prepare students for an intercollegiate simulation of the EU, which is held in Washington, DC each December. Student examine the EU’s theoretical and historical foundations, its institutions and policy procedures, and the ongoing challenges for European integration.

POL SCI 380-381 Staff
Special Topics in Political Science 3 credits
Study and analysis of selected topics in the field of Political Science. The particular topic or topics will vary from year to year depending on the instructor and changing student needs.

H/PS 213 Dr. Parente
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 comparative perspective.

H/PS 214 Dr. DeMichele
History of Contemporary World Politics 3 credits
Deals directly with the history of the political, economic, and social issues that are current in international affairs including the future possibilities of world order and the crises of foreign policy-making.

H/PS 215 Dr. Homer
War and Modern Society 3 credits
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
Dr. Harris
Gender and the Workforce
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. DeMichele
Ethnic & Racial Minorities in Northeastern Pennsylvania
3 credits
(See description under History.)

H/PS 227
Staff
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; H/PS 317 is prerequisite for H/PS 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.)

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.

H/PS 331
Dr. DeMichele
English Constitutional and Legal History to 1485
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
Dr. Parente
Politics of Islam
3 credits
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
Staff
Seminar in International Studies
3 credits
Required for International Studies majors. Other advanced undergraduates may take course with permission of the professor.

GEOG. 134
Dr. Conover
(S)World Regional Geography
3 credits
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.

SPAN/PS 295
Drs. Kocis, Parsons
Contemporary Mexican Culture and Language
3 credits
A six-credit intersession travel course to Guadalajara, Mexico for three credits in Humanities (foreign language area, intermediate and/or advanced level), three credits in the social sciences (political science area), as well as cultural diversity credit. The course in team-taught by University of Scranton faculty from the departments of Foreign Languages and History/Political Science with assistance from Mexican faculty at UNIVA.
PSYCHOLOGY

DR. JAMES BUCHANAN, Chairperson

Psychology provides a unique educational experience of quality, breadth, and flexibility. Our curricula have 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 the University's 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 134; 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 325.

MINOR. A minor in psychology consists of Psych. 110, Psych. 210, Psych. 330 lecture, and one course from 3 of the following 4 groups: Physiological Process (230, 231), Learning Processes (234, 235), Social-Developmental Processes (220, 221), and Individual Processes (224, 225). An equivalent statistics course or an equivalent methods course may be substituted for either Psych. 210 (Statistics) or Psych. 330 (Research Methods), but not both. The substituted course must then be replaced with a 3 credit psychology course. Total: 18 credits in psychology.

PSYCH. 105
Brain and Human Nature
3 credits
An examination of the human mind, brain, and why we are the way we are. Topics include: the mind-body problem, the nature of consciousness, the evolution of behavior, addictions (e.g., love), eating disorders, depression, and aggression. (Credit cannot be earned for this course and Psych. 231; Not open to Psychology majors or minors.)

PSYCH. 106
Drugs and Behavior
3 credits
This course will examine interactions between drugs and behavior. Behavioral topics will include: tolerance, addiction, learning, aggression, sexual behavior, eating, anxiety, depression, and schizophrenia. Drug/drug categories will include: alcohol, cannabis, opiates, antidepressants, and antianxiety. (Credit cannot be received for this course and Psych 384, Psychopharmacology; Not open to Psychology majors or minors.)

PSYCH. 110
Fundamentals of Psychology
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
Dr. Baril, Dunstone, Hogan
Statistics in the Behavioral Sciences
3 credits
An introduction to the basic statistics used in the behavioral sciences, including descriptive statistics, correlation, sampling, hypothesis testing, and inferential statistics.
### PSYCHOLOGY

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<th>Descriptive Title of Course</th>
<th>Credits</th>
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<td>C/IL 102</td>
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<td>MATH 109</td>
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<td>SDC 110</td>
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<td>PSYC 221</td>
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<td>PSYC 230</td>
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<tr>
<td>Sensation and Perception</td>
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1 The department strongly recommends WRTG 211, Technical & Business Writing, in preparation for Research Methods and higher level psychology courses, and SOCI 110, Intro to Sociology.

2 BIOL 101 and either BIOL 201, Anatomy and Physiology or BIOL 202, The ABC’s of Genetics.
PSYC. 231  Dr. Cannon
Behavioral Neuroscience  3-4.5 credits
(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.

PSYC. 234  Dr. Buchanan
(S)Cognitive Psychology  3-4 credits
(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 recogni-
tion, attention, memory, imagery, concepts and
categories, and problem solving. Three credits lec-
ture and optional one credit laboratory. Lab fee.
Fall only.

PSYC. 235  Dr. Dunstone
Conditioning and Learning  3-4.5 credits
(Prerequisite: Psych. 110) Concerns the exper-
imental study of both classical and instrumental
conditioning. Optional lab involves supervised ani-
mal and human experimentation. Three credits lec-
ture and optional 1.5 credit laboratory. Lab fee.
Spring only.

PSYC. 236  Dr. Baril
Industrial/Organizational  3 credits
Psychology
(Prerequisite: Psych. 110) The psychological study
of people at work. Topics include personnel selec-
tion and training, motivation, leadership, the phys-
ical work environment, and computer applications.
Fall only.

PSYC. 237  Dr. Williams-Quinlan
(D,S)Psychology of Women  3 credits
(Prerequisite: Psych. 110) Examines the biologi-
cal, 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.

PSYC. 284  Drs. Norcross & Cannon
Special Topics:  3 credits
Behavior Modification

PSYC. 284  Dr. O’Malley
Special Topics:  3 credits
Sports Psychology

PSYC. 284  Staff
Psychology of Language

PSYC. 284  Dr. Slotterback
Special Topics:  3 credits
Adolescence

PSYC. 330  Drs. Baril, Cannon
Research Methods in the  5 credits
Behavioral Sciences
(Prerequisites: Psych. 110 & 210) A survey of sci-
entific method and research design in the behav-
ioral sciences. Topics include single subject, sur-
c ey, correlational and experimental research.
Lecture and lab involve computerized data analy-
ses. Lab also includes supervised research and sci-
entific writing. Three credits lecture, two credits
laboratory. Lab fee. Spring only. The laboratory is
writing intensive.

PSYC. 335  Dr. Norcross
(W)Psychological Testing  3 credits
(Prerequisites: Psych. 110 & 210) Provides a thor-
ough grounding in principles of testing and a
review of the major types of assessment, including
intellectual, personality, and interest. Spring only.

PSYC. 360  Dr. Norcross
(W)Clinical Psychology  3 credits
(Prerequisites: Psych. 110 & 225) An overview of
contemporary clinical psychology focusing on its
practices, contributions, and directions. Topics
include clinical research, psychological assess-
ment, psychotherapy systems, community applica-
tions, and emerging specialties, such as health and
forensic psychology. Fall only.

Special Topics courses are developed by individ-
ual psychology faculty to provide in-depth cov-
erage of a specific area. Prerequisites are Psych.
110, at least sophomore status, and other psycholo-
gy courses determined by the instructor. This
course and Psych. 284 may only be used once to
satisfy major elective requirements.

PSYC. 384  Dr. Cannon
Special Topics:  3 credits
Psychopharmacology
(Prerequisite: Psych. 231)

PSYC. 384  Dr. Alford
Special Topics:  3 credits
Cognitive Psychotherapies
(Prerequisite: Psych. 225)

PSYC. 384 (Area I)  Dr. Hogan
Special Topics:  3 credits
Multivariate Statistics
(Prerequisite: Psych. 210)
PSYC. 480 Drs. Norcross, Alford
Field Experience in Clinical Settings
3 credits
(Prerequisites: a “C” or better in Psych 225, Psych 360, and 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; graded S/U.

PSYC. 481 Dr. Baril
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; graded S/U.

PSYC. 490 Dr. O’Malley
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. Fall only.

PSYC. 491 Staff (W)History and Literature of Psychology II
1.5 credits
(Prerequisite: Senior status; 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 preferences. Spring only.

PSYC. 493-494 Staff 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, Gerol. 212, 216, 218, and 230; for Human Resources/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.

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<th>PROF. PRYLE, Chairperson</th>
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<td>PSYC 110</td>
<td>Fundamentals of Psychology</td>
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<td>Math or Statistics</td>
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<th>Sociology Electives</th>
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<tr>
<td>MAJOR</td>
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<tr>
<td>COGNATE</td>
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<tr>
<td>GE ELECT</td>
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<td>Free Electives</td>
<td>FALL: 3  SPRING: 3</td>
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<td>15   15</td>
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</table>

TOTAL: 130 credits

1 In the COGNATE Social Science Electives, the department recommends a mix of Human Services, Criminal Justice, Gerontology, and Psychology electives, especially Psych. 224 (Personality); Pol. Sc. 240 (Statistics).

2 Department Recommendation - The Social Work Internship may be taken in either the junior or senior year, or both (not to exceed a maximum of six credits of internship).

MINORS: A minor in Sociology will require eighteen credits - There are three required courses: Soc. 110: Introduction to Sociology; Soc. 112: Social Problems; and Soc. 318: Sociological Theory. The following elective courses are strongly recommended by the department in the Sociology sequence: Soc. 234: Cultural Anthropology; Soc. 231: Urban Sociology; Soc. 224: American Minority Groups; and Soc. 226: Sociology of Work and Professions.
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, federal, state, and local governmental agencies, retirement communities, business and industry, 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.

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAJOR SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR GERO 110</td>
<td>Introduction to Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>GE S/BH PSYC 110</td>
<td>Fundamentals of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GE C/I/L C/I/L 102</td>
<td>Computer Info Literacy</td>
<td>3</td>
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<tr>
<td>GE SPCH-WRTG ENGL 107-COMM 100</td>
<td>Composition - Public Speaking</td>
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<td>GE QUAN QUAN ELECT</td>
<td>Math or Statistics</td>
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<tr>
<td>GE PHIL PHIL 120</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>GE T/R/S T/R/S 121</td>
<td>Theology I</td>
<td>3</td>
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<td>GE HUMAN HUMAN ELECT</td>
<td>Humanities Elective</td>
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<tr>
<td>GE FS EM INTD 100</td>
<td>Freshman Seminar</td>
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<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAJOR SOC 211-GERO 218</td>
<td>Methods of Soc Research-Health &amp; Aging</td>
<td>3</td>
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<tr>
<td>MAJOR GERO 232-230</td>
<td>Aging and Death-Social Policy and Aging</td>
<td>3</td>
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<tr>
<td>COGNATE HS 243</td>
<td>Case Management and Interviewing</td>
<td>3</td>
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<td>GE S/BH SOC 224</td>
<td>American Minority Groups</td>
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<tr>
<td>GE PHIL PHIL 210</td>
<td>Ethics</td>
<td>3</td>
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<tr>
<td>GE T/R/S T/R/S 122</td>
<td>Theology II</td>
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<td>GE PHED PHED ELECT</td>
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<td>MAJOR GERO ELECT</td>
<td>Gerontology Electives</td>
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<tr>
<td>COGNATE PSYCH 222-SOC 228</td>
<td>Adulthood and Aging-Social Psychology</td>
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<tr>
<td>COGNATE HADM 112-SOC SCI</td>
<td>Health Systems-Social Science Elective</td>
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<td>GE NSCI NSCI ELECTIVES</td>
<td>Electives</td>
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<th>Credits</th>
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<td>Gerontology Electives</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR GERO 480-481 ELECT</td>
<td>Internships/or Electives</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE ELECT</td>
<td>Social Science Electives</td>
<td>3</td>
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<td>GE ELECT ELECT</td>
<td>Free Electives</td>
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TOTAL: 130 credits

* Department Recommendation - The Gerontology Internship may be taken in either the junior or senior year, or both (not to exceed a maximum of six credits of internship).

MINOR: 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 and the Life Cycle; Gero. 232: Aging and Death.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Professor(s)</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tr>
<td>SOC. 110</td>
<td>Staff</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>Fundamental principles in the field of sociology. Stratification, ethnicity, deviance; basic institutions of society; social change and demographic trends.</td>
</tr>
<tr>
<td>SOC. 112</td>
<td>Staff</td>
<td>Social Problems</td>
<td>3</td>
<td>Application of sociological principles to major issues in contemporary society.</td>
</tr>
<tr>
<td>SOC. 115</td>
<td>Prof. Naughton, Prof. Pryle</td>
<td>Introduction to Social Work</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SOC. 116</td>
<td>Prof. Pryle</td>
<td>Community Organization</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SOC. 122</td>
<td>Prof. Phillips, Dr. Rynn</td>
<td>Introduction to Archaeology</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SOC. 212</td>
<td>Prof. Pryle</td>
<td>Religion and Society</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SOC. 214</td>
<td>Staff</td>
<td>Sociology of Sport</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SOC. 216</td>
<td>Prof. Naughton, Prof. Pryle</td>
<td>Medical Sociology</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SOC. 218</td>
<td>Prof. Pryle, Dr. Rynn</td>
<td>American Minority Groups</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SOC. 219</td>
<td>Prof. Naughton</td>
<td>Sociology of Work and Professionals</td>
<td>3</td>
<td>The nature and role of contemporary occupations and professions in the life cycle are discussed; occupational choice, career patterns and occupational mobility are noted. The student is made aware of the relationship among education, work and aspirations. The career path from entry level job to retirement is examined.</td>
</tr>
<tr>
<td>SOC. 224</td>
<td>Dr. Rynn</td>
<td>Business and Society</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SOC. 226</td>
<td>Dr. Rynn</td>
<td>Social Psychology</td>
<td>3</td>
<td>Study of individual behavior as affected by cultural and social stimuli. Emphasis on the analysis of human conduct in social settings.</td>
</tr>
<tr>
<td>SOC. 227</td>
<td>Staff</td>
<td>Crisis in Population</td>
<td>3</td>
<td>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.</td>
</tr>
</tbody>
</table>
SOCS 231: Urban Sociology

Urban sociology and culture as the dominant form of community life in contemporary society; their characteristics, peculiarities, and problems.

SOCS 234: Cultural Anthropology

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.

SOCS 235: Peoples of East Asia

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.

SOCS 284: Special Topics in Sociology

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.

SOCS 318: Sociological Theory

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.

SOCS 382-383: Independent Study in Sociology

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.

SOCS 480-481: Internship in Social Work

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:

SO/CJ 210 Law and Society
SO/CJ 213 Criminology
SO/CJ 214 Juvenile Delinquency
SO/CJ 218 The American Court System
SO/CJ 220 Penology: Corrections
SO/CJ 221 Probation & Parole
SO/CJ 224 Sociology of Deviance
SO/CJ 225 White Collar Crime
SO/CJ 227 Organized Crime Patterns
SO/CJ 317 Trial, Jury and Counsel
SO/CJ 324 Victimology
GERONTOLOGY COURSES

**GERO. 110**  Drs. Brolan, Wolfer, Prof. Pryle  
*(S)Introduction to Gerontology*  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.

**GERO. 112**  Dr. Wolfer  
Social Problems of Aging  3 credits  
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.

**GERO. 210**  Dr. Rynn  
Aging Around the World  3 credits  
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.

**GERO. 212**  Dr. Wolfer  
Aging and the Life Cycle  3 credits  
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.

**GERO. 214**  Prof. Borsuk, Prof. Germain  
Aging and Human Behavior  3 credits  
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.

**GERO. 216**  Prof. Pryle  
Aging and the Community  3 credits  
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.

**GERO. 218**  Prof. Borsuk, Prof. Pryle  
Health and Aging  3 credits  
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.

**GERO. 220**  Atty. Cimini  
Crime and Aging  3 credits  
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.

**GERO. 230**  Prof. Pryle  
Social Policy and Aging  3 credits  
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.

**GERO. 232**  Prof. Naughton  
Aging and Death  3 credits  
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.

**GERO. 284**  Staff  
Special Topics in Gerontology  
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.

**GERO. 382-383**  Staff  
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**  Prof. Pryle  
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.
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 three hours in either philosophy or theology/religious studies to complete the GE Philosophy/Theology 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 T/RS 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 following 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.

Departmental Courses are grouped into the following categories.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Details</th>
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<tbody>
<tr>
<td>T/RS 121</td>
<td>Introduction to the Bible</td>
<td>3</td>
<td>A survey of central texts and themes of the Bible. Its purpose is to develop biblical literacy as well as skills in interpreting various literary forms and key theological concepts.</td>
</tr>
<tr>
<td>T/RS 122</td>
<td>Introduction to Christian Theology</td>
<td>3</td>
<td>Prerequisite: T/RS 121. A survey of key Christian themes: creation, Christ’s incarnation and redemption, Church and sacraments, Christian personhood, and the practice of prayer, virtue and hope for the future.</td>
</tr>
<tr>
<td>T/RS 184C</td>
<td>Inside the Catholic Tradition</td>
<td>3</td>
<td>This introduction to Catholic Tradition will study its scope, depth, and on-going development, reception, and characteristics. Topics covered include faith and Revelation, the intercommunion of Scripture and Tradition, the role of Magisterium and the development of doctrine. Selected readings are taken from important conciliar texts and theologians.</td>
</tr>
<tr>
<td>T/RS 204</td>
<td>Pauline Letters</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>T/RS 206</td>
<td>The Four Gospels</td>
<td>3</td>
<td>A study of the four Gospels from the perspectives of history, theology, and literature.</td>
</tr>
<tr>
<td>T/RS 207</td>
<td>Jews, Christians, and the Bible</td>
<td>3</td>
<td>A survey of ancient and modern ways of reading the Bible. The focus will be on a group of central biblical figures whose stories will be examined in the context of ancientIsraelite History and society. The biblical stories will then be compared with later elaborations by Jewish and Christian interpreters.</td>
</tr>
<tr>
<td>T/RS 210</td>
<td>The Christian Religious Tradition</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>T/RS 211</td>
<td>Great Books I: Perspectives on Western Culture</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>T/RS 212</td>
<td>Saints and Holiness</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>T/RS 213</td>
<td>American Catholic Thought</td>
<td>3</td>
<td>The major themes of American Catholic tradition from colonial times to the present are placed in their historical, religious, social and political context.</td>
</tr>
<tr>
<td>T/RS 215</td>
<td>Early Christian Writers</td>
<td>3</td>
<td>This course is designed to provide an introduction to the main figures, theological currents, and ideas of the formative period of the history of Christian theology by a close reading of selected texts from the major figures of the first six centuries of the Church.</td>
</tr>
<tr>
<td>T/RS 217</td>
<td>The Holocaust in Context: History and Theology</td>
<td>3</td>
<td>An exploration of the Holocaust from several different perspectives, focusing on the moral and theological issues raised by it.</td>
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THEOLOGY/RELIGIOUS STUDIES

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<tr>
<th>Dept and No.</th>
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<th>Credits</th>
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<td>MAJOR (GE T/RS)</td>
<td>T/RS 121-122</td>
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<td>GE SPCH-WRTG</td>
<td>ENGL 107-COMM 100</td>
<td>3</td>
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<td>GE C/IL</td>
<td>C/IL 102</td>
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<td>GE PHIL</td>
<td>PHIL 120</td>
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<td>HUMN ELECT</td>
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<td>MATH ELECT</td>
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<td>GE S/BH</td>
<td>S/BH ELECT</td>
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<td>GE NSCI</td>
<td>NSCI ELECT</td>
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<td>GE PHIL</td>
<td>PHIL 210 - ELECT</td>
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<td>T/RS ELECT</td>
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<tr>
<td>MAJOR</td>
<td>T/RS ELECT</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE</td>
<td>COGNATE ELECT &amp; ELECT</td>
<td>3</td>
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<tr>
<td>GE FREE</td>
<td>ELECT</td>
<td>3</td>
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<tr>
<td>T/RS 218</td>
<td>Development of Christian Thought to 1100</td>
<td>Dr. Johnson</td>
</tr>
<tr>
<td>T/RS 219</td>
<td>Development of Christian Thought 1100 to 1800</td>
<td>Dr. Johnson</td>
</tr>
<tr>
<td>T/RS 220</td>
<td>Liturgy and Sacraments</td>
<td>Fr. Begley, S.J.</td>
</tr>
<tr>
<td>T/RS 221</td>
<td>Prayer</td>
<td>Dr. Steele</td>
</tr>
</tbody>
</table>

MINOR: The minor in T/RS requires 12 credits beyond the introductory sequence, preferably spread over several areas.

T/RS 218 Dr. Johnson Development of Christian Thought to 1100
A survey of the principal theological, spiritual and institutional developments in the first millennium of the Church's life.

T/RS 219 Dr. Johnson Development of Christian Thought 1100 to 1800
Survey of the principal theological, spiritual, and institutional developments in the Church in the medival, reformation and early modern periods

T/RS 220 Fr. Begley, S.J. Liturgy and Sacraments
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
Introduction to the nature, purpose, and method of prayer in the Catholic Christian tradition.

T/RS 222 Fr. Liberatore Introduction to Liturgical Theology
This course will consider the relationship between Liturgy and Theology, as realities in the Christian life which form and inform one another. Fundamental documents of the Roman liturgy will be introduced, with an eye toward discerning insights into God, Christ, the Church, the sacraments, and the human person which are emodied therein.

T/RS 223 Dr. Johnson Heaven and Hell
3 credits
Besides studying the origins of the Christian belief in the afterlife, the course will also focus on Catholic and Protestant formulations of the doctrines of salvation and damnation as well as literary responses to the notions of heaven and hell.

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
Protestant Traditions 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 3 credits
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  Msgr. Bohr & Staff
Moral Theology 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  Drs. Benestad, Pinches
Social Ethics 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, foreign policy and economic justice.

T/RS 232  Dr. Benestad
John Paul II and Catholic Social Thought 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  Dr. Steele
Suffering 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  Sr. Foley, C.N.D.
Twentieth Century Peacemakers 3 credits
A study of some of the principles and methods of “waging peace” found in the lives and writings of Mohandas Gandhi, Dorothy Day, Thomas Merton and Martin Luther King.

T/RS 235  Dr. Pinches
The Theology of Birth and Death 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  Prof. Casey
Faith and Justice 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 Pastoral and Biblical readings will be the basis of discussion.

T/RS 237  Prof. Casey
Politics: A Christian Perspective 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  Dr. Benestad
Nietzsche and Christianity 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  Staff
Theology for the 20th Century 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 230  Dr. Frein
Jesus for the Gentiles: An Introduction to the Gospel of Luke 3 credits
The primary purpose of this course is to probe the message 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 T/RS 201 and 205).

T/RS 234  Dr. S. Mathews
John’s Gospel and Letters 3 credits
A close look at the Fourth Gospel and the Epistles of John with an emphasis on their literary, historical, and theological characteristics.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>T/RS 305</td>
<td>The Apocalypse of St. John</td>
<td>3</td>
<td>Dr. S. Mathews</td>
</tr>
<tr>
<td>T/RS 306</td>
<td>Job and the Psalter</td>
<td>3</td>
<td>Dr. S. Mathews</td>
</tr>
<tr>
<td>T/RS 307</td>
<td>Passion and Resurrection Narratives</td>
<td>3</td>
<td>Dr. S. Mathews</td>
</tr>
<tr>
<td>T/RS 308</td>
<td>The Great Prophets</td>
<td>3</td>
<td>Dr. S. Mathews</td>
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<tr>
<td>T/RS 309</td>
<td>The Heart of the Old Testament</td>
<td>3</td>
<td>Dr. S. Mathews</td>
</tr>
<tr>
<td>T/RS 310</td>
<td>Religion and the American People</td>
<td>3</td>
<td>Fr. Rousseau, S.J.</td>
</tr>
<tr>
<td>T/RS 311</td>
<td>Liturgical Theology of Byzantine Churches</td>
<td>3</td>
<td>Staff</td>
</tr>
<tr>
<td>T/RS 312</td>
<td>Jesuit Spirit</td>
<td>3</td>
<td>Fr. Sable, S.J.</td>
</tr>
<tr>
<td>T/RS 314</td>
<td>The Religions of the World</td>
<td>3</td>
<td>Staff</td>
</tr>
<tr>
<td>T/RS 315</td>
<td>Women in Christianity</td>
<td>3</td>
<td>Dr. Kopas, o.s.f.</td>
</tr>
<tr>
<td>T/RS 316</td>
<td>God and the Earth</td>
<td>3</td>
<td>Sr. Foley, C.N.D.</td>
</tr>
<tr>
<td>T/RS 317</td>
<td>Women's Spiritual/Autobiographical Writing</td>
<td>3</td>
<td>Dr. Kopas, o.s.f.</td>
</tr>
<tr>
<td>T/RS 318</td>
<td>Models of the Church</td>
<td>3</td>
<td>Dr. S. Mathews</td>
</tr>
<tr>
<td>T/RS 319</td>
<td>Approaches to God</td>
<td>3</td>
<td>Dr. Kopas, o.s.f.</td>
</tr>
<tr>
<td>T/RS 320</td>
<td>Signs &amp; Symbols</td>
<td>3</td>
<td>Fr. Liberatore</td>
</tr>
<tr>
<td>T/RS 321</td>
<td>God and the Earth</td>
<td>3</td>
<td>Sr. Foley, C.N.D.</td>
</tr>
<tr>
<td>T/RS 322</td>
<td>Eastern Christian Spirituality</td>
<td>3</td>
<td>Fr. Levko, S.J.</td>
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<tr>
<td>T/RS 323</td>
<td>Eastern Christian Spirituality</td>
<td>3</td>
<td>Fr. Sable, S.J.</td>
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<tr>
<td>T/RS 324</td>
<td>Models of the Church</td>
<td>3</td>
<td>Dr. Benestad</td>
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<tr>
<td>T/RS 325</td>
<td>Eastern Christian Spirituality</td>
<td>3</td>
<td>Fr. Levko, S.J.</td>
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<tr>
<td>T/RS 326</td>
<td>Eastern Christian Spirituality</td>
<td>3</td>
<td>Fr. Sable, S.J.</td>
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<tr>
<td>Course Code</td>
<td>Instructor(s)</td>
<td>Course Title</td>
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<tr>
<td>T/RS 326</td>
<td>Prof. Casey</td>
<td>The Church and Contemporary Social Issues</td>
<td>3</td>
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<tr>
<td></td>
<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 327</td>
<td>Prof. Casey</td>
<td>Belief and Unbelief</td>
<td>3</td>
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<tr>
<td></td>
<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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<tr>
<td>T/RS 328</td>
<td>Dr. Frein</td>
<td>Wealth and Poverty in the Biblical Tradition</td>
<td>3</td>
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<td></td>
<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 330</td>
<td>Drs. Benestad, Pinches</td>
<td>Biomedical Ethics</td>
<td>3</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 331</td>
<td>Drs. Benestad, Pinches</td>
<td>Christian Ethics</td>
<td>3</td>
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<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 332</td>
<td>Dr. Pinches</td>
<td>Christian Ethics in America</td>
<td>3</td>
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<tr>
<td></td>
<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 333</td>
<td>Dr. Shapiro</td>
<td>The Jewish Way of Life</td>
<td>3</td>
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<tr>
<td></td>
<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 334</td>
<td>Dr. Shapiro</td>
<td>Jewish and Christian Approaches to Ethics</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>A survey of Jewish and Christian approaches to ethics and ethical problems. This course will examine the biblical and religious foundations of both Jewish and Christian ethics, ethics as a human construct and ethical case studies. Students who take T/RS 337 may not take T/RS 334.</td>
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<tr>
<td>T/RS 335</td>
<td>Staff</td>
<td>Judaism in the Time of Jesus</td>
<td>3</td>
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<td></td>
<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 336</td>
<td>Pr. Rousseau, S.J.</td>
<td>Contemporary Case Studies in Theology</td>
<td>3</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 337</td>
<td>Dr. Shapiro</td>
<td>Jewish Approaches to Ethics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A survey of Jewish approaches to ethics and ethical problems with comparisons to other religious traditions and the writings of secular ethicists. Students who take T/RS 334 may not take T/RS 337.</td>
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</tr>
<tr>
<td>T/RS 338</td>
<td>Dr. Pinches</td>
<td>Jesus and the Moral Life</td>
<td>3</td>
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<td></td>
<td></td>
<td>A study of how the life of Jesus and the theological claims Christians make about his person relate to the moral life. Historical resources of the first century will be considered as well as contemporary writings in Christian ethics.</td>
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</tr>
<tr>
<td>T/RS 400</td>
<td>Dr. Frein</td>
<td>Introduction to Old Testament Exegesis</td>
<td>3</td>
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<td></td>
<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, form and redaction criticism and such more recently developed approaches as social scientific, literary and feminist criticism.</td>
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</tr>
</tbody>
</table>
INTERDISCIPLINARY COURSES *

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 Literature/Drama 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 neuro-physical, 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 Friedricks
The Holocaust  3 credits
An exploration of the cataclysmic event in Jewish history known as the Holocaust. The course will examine the subject from 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.

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.

INTD. 333 Drs. Dunn, Mathews
The Bible in Image and Text  3 credits
This team-taught course is a study of the interpretation of major biblical stories and figures in the Christian theological tradition and in Art History. The marriage of Christian text and image is a natural and long-lived one; it provides and exciting way to integrate knowledge of various major themes such as creation and last judgement, and of many great biblical figures, such as Moses and Christ. Students will learn to read the images and visualize the text.

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 vision of the School of Management is to encourage and enable students to make lasting contributions to their organizations and communities.

Accreditation

The School of Management is nationally accredited for its business programs, on both the undergraduate and graduate levels, by the American Assembly of Collegiate Schools of Business (AACSB)
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 preprofessional 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 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.

GRADUATION REQUIREMENTS

In order to graduate in a business major, in addition to the 2.00 minimum GPA overall, the student must have earned a minimum 2.00 GPA in both the major and business core coursework.

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-Language, and Economics (SOM only). It will consist of 21 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO. 101</td>
<td>Current Economic Issues</td>
</tr>
<tr>
<td>ACC. 253-254</td>
<td>Financial-Managerial Accounting</td>
</tr>
<tr>
<td>MGT. 251</td>
<td>Legal Environment of Business</td>
</tr>
<tr>
<td>MGT. 351</td>
<td>Principles of Management I</td>
</tr>
<tr>
<td>MGT. 352</td>
<td>Principles of Management II</td>
</tr>
<tr>
<td>MKT. 351</td>
<td>Introduction to Marketing</td>
</tr>
</tbody>
</table>

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. Minors in Accounting, Economics, Management of People and Teams, Management of Structures and Systems, and Operations Management are described under those respective programs.

BUSINESS COGNATE

Non-business students with special needs may pursue a personal cognate in business, but may not take more than 25 percent of their total credit hours 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.
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 with a 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

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Year: BLDR 351 Principles of Mgt. I</td>
<td>BLDR 355 Business Ethics</td>
</tr>
<tr>
<td>BLDR 385 Bus. Leadership</td>
<td>BLDR 386 Bus. Leadership</td>
</tr>
<tr>
<td>Seminar #1 - Self-Assessment</td>
<td>Seminar #2 - Empowerment</td>
</tr>
<tr>
<td>Senior Year: BLDR 455 Bus. Policy &amp; Strategy</td>
<td>BLDR 484 Eloquencia Negotialis</td>
</tr>
<tr>
<td>BLDR 485 Bus. Leadership</td>
<td>BLDR 486 Bus. Leadership</td>
</tr>
<tr>
<td>Seminar #3 - Mentorship</td>
<td>Seminar #4 - Case Study Defense</td>
</tr>
</tbody>
</table>

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  3-6 credits  
(Approval of Chairperson and Dean required)

Guided Research for Independent Study: 482-483  3 credits  
(Approval of Chairperson and Dean required)  
Content determined by mentor in specialized field.

Seminar: 490-491  
(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.

Special Topics: 484  3 credits  
Course devoted to a special topic (chosen by instructor) in a field. The course will not normally be repeated.
ACCOUNTING
DR. CARPENTER, Chairperson

Accounting is defined as the process of recording, classifying, reporting, and interpreting the financial data of an organization. Accordingly, it plays a vital role in the financial decisions made by the management, owners, and creditors of organizations. Because of this important role, accounting has become known as the "language of business." To fulfill the needs of students entering this discipline, the Accounting Department of the University of Scranton offers majors in two tracks: financial accounting and managerial accounting.

Financial accounting focuses on the needs of users outside of the organization, primarily investors and creditors. This accounting information facilitates the investment and credit decisions that are inherent in a market economy. Many financial accountants ultimately seek CPA certification. The financial track is best suited for those students aspiring to become CPAs. While licensure of CPAs is separately governed by each state's legislative body, the Accounting Department provides students with the opportunity to satisfy the education requirements of any state in which they may aspire to become certified.

Managerial accounting focuses on the information needs of users within the organization. This information aids in planning and controlling the organization’s activities, and in evaluating the performance of organization segments and managers. Many managerial accountants seek certification as Certified Management Accountants (CMA). The managerial track is best suited for those students aspiring to become CMAs.

The success of our graduates is demonstrated by their job placements. Alumni are employed by Big Six, regional, and local public accounting firms, as well as by many notable firms in private industry. Still others are employed by governmental and not-for-profit organizations. Students have opportunities for on-the-job training through our internship program.

ACCOUNTING- FINANCIAL ACCOUNTING TRACK

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>FALL</td>
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<tr>
<td>ECO 153-154</td>
<td>Prin of Micro-Macro Economics</td>
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<td>ENGL 107-COMM 100</td>
<td>Composition-Public Speaking</td>
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<td>PHIL 120</td>
<td>Introduction to Philosophy</td>
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<tr>
<td>T/RS 121</td>
<td>Theology I</td>
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<td>C/IL 102</td>
<td>Computer and Information Literacy</td>
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<tr>
<td>MATH-ELECT</td>
<td>Math Option- 2 courses</td>
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<td>Humanities Elective</td>
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<td>ACC 251-252</td>
<td>Financial Accounting I-II</td>
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<td>STAT 251-252</td>
<td>Statistics for Business I-II</td>
<td>3</td>
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<td>MGT 251</td>
<td>Legal Environment of Business</td>
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<td>PHIL-T/RS</td>
<td>Ethics-Theology II</td>
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<td>ACC 361-362</td>
<td>Intermediate Accounting I-II</td>
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<td>ACC 363-364</td>
<td>Federal Taxes-Auditing</td>
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<tr>
<td>MGT 351-352</td>
<td>Principles of Management I-II</td>
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<tr>
<td>FIN 351-MKT 353</td>
<td>Intro to Finance-Intro to Marketing</td>
<td>3</td>
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<td>OIM 351-OIM 352</td>
<td>Intro to Mgt Science Intro to Org Mgt.</td>
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<td>ECO 351</td>
<td>Environment of Intl Business</td>
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<td>PHIL or T/RS</td>
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<td>ACC 460-ELECT</td>
<td>Adv. Accounting-Major Elective</td>
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<td>ACC 461-ELECT</td>
<td>Cost Accounting-Major Elective</td>
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</table>

TOTAL: 133 Credits

1 See note on Math Options in Undergraduate Catalog, page 154.
2 If Educ. 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.
3 If a third math course is required, it replaces this GE elective.
4 Major electives for the Financial Accounting track are ACC 365, 470, 472, 473, 475 & 480. Students who plan to sit for the CPA examination in New York or New Jersey need 6 credits of Finance and 6 credits of law. For the additional course in Finance, one of FIN 361, FIN 362, or FIN 475 is recommended. ACC 470 is recommended for the additional law course.
### ACCOUNTING-MANAGERIAL ACCOUNTING TRACK

<table>
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<tr>
<th>Dept. and No.</th>
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<th>Credits</th>
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<tr>
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<td>ECO 153-154 Prin Micro/ Macro Economics</td>
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<tr>
<td>GE WRTG-SPCH</td>
<td>ENGL 107-COMM 100 Composition-Public Speaking</td>
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<td>GE PHIL</td>
<td>PHIL 120 Introduction to Philosophy</td>
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<tr>
<td>GE T/R S</td>
<td>T/R S 121 Theology I</td>
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<tr>
<td>GE C/I L</td>
<td>C/I L 102 Computer and Information Literacy</td>
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<tr>
<td>GE QUAN-LECT</td>
<td>MATH ELECT 1 Math Option-2 courses</td>
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<td>GE HUMN</td>
<td>HUMN ELECT Humanities Elective</td>
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<tr>
<td>GE FSEM-PHED</td>
<td>INTO 100-PHED ELECT</td>
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</table>

| BUS CORE ACC 251-252 | Financial Accounting I-II | 3 | 3 |
| BUS CORE MGT 251 | Statistics for Business I-II | 3 | 3 |
| GE PHIL-T/R S PHIL 210-T/R S 122 | Legal Environment of Business | 3 |   |
| GE NSCI NSCI ELECTIVES | Natural Science Electives | 3 | 3 |
| GE HUMN HUMN ELECTIVES | Humanities Electives | 3 | 3 |
| GE ELECT ELECT | Free Elective | 3 |   |

| MAJOR ACC 361-362 | Intermediate Accounting I-II | 3 | 3 |
| MAJOR ACC 461-365 | Cost Acctg.-Federal Tax of Corp. | 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 Science | 3 | 3 |
| BUS CORE OIM 351-OIM 352 | Intro to Mkt Science Intro to Oper Mgt | 3 | 3 |
| BUS CORE ECO 351 | Environment of Intl Business | 3 |   |
| GE PHIL or T/R S PHIL or T/R S | Elective | 3 |   |

| MAJOR ACC 462 ELECT 1 Adv. Mgrl. Accounting-Major Elective | 3 | 3 |
| MAJOR ACC ELECTIVES | Major Electives | 3 | 3 |
| GE HUMN HUMN ELECT 2 Humanities Elective | 3 |   |
| GE ELECT ELECT | Free Electives | 3 | 3 |
| GE PHED PHED ELECT | Physical Education | 1 | 1 |

**TOTAL: 133 Credits**

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**Minor in Accounting**

The Accounting minor provides students of any major with an understanding of the "language of business," thus serving to expand their career possibilities. The minor also serves as an excellent foundation for students who might later pursue a graduate business degree or law degree. The minor consists of 4 required courses and 2 electives. Business students can complete the minor requirements by taking 4 accounting courses beyond the 2 accounting courses that are required of their major. Non-Business students can complete the minor by taking 6 courses. Interested students should contact the S.O.M. Advising Center for additional information.

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1 See note on Math Options in Undergraduate Catalog, page 134.
2 If Educ. 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.
3 If a third math course is required, it replaces this GE elective.
4 The major electives for the Managerial Accounting track are ACC 361, 364, 460, 471, 472, 475 & 480.
Federal Taxes
3 credits
Intermediate Accounting II
(Prerequisite: 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 210
Survey of Managerial & Financial Accounting
3 credits
A foundation course for Acc. 502. Coverage of recording transactions, adjusting and closing entries, and preparing financial statements; the form and content of each financial statement; and the principles underlying accounting treatment of economic events. Managerial accounting terminology, concepts and cost classification; the cost of goods manufactured and sold statement; the budgeting process. Not open to students needing 6 credits in introductory accounting.

ACC 251
Financial Accounting I
3 credits
(For Acc. & Fin. majors) A survey of accounting principles, concepts and procedures. Includes financial statements, the information processing cycle, cash, receivables, inventory costing methods, plant and equipment, intangibles, and current liabilities.

ACC 252
Financial Accounting II
3 credits
(Continuation of Acc. 251 for Acc. and Fin. majors; prerequisite: Acc. 251) A study of long-term liabilities, owners’ equity of corporations and partnerships, the cash-flow statement, and cost analysis and accumulation.

ACC 253
Financial Accounting
3 credits
(For non-accounting and non-finance majors) A survey of the accounting cycle, basic financial statements, theory and techniques of income, asset, and liability recognition.

ACC 254
Managerial Accounting
3 credits
(Continuation of Acc. 253 for non-accounting and non-finance majors; prerequisite: Acc. 253) Completion of the financial accounting sequence. Methods of cost accumulation and assignment; methods useful in managerial decision making.

ACC 361
Intermediate Accounting I
3 credits
(Prerequisite Junior standing, Acc. 252) A comprehensive study of contemporary accounting theory, concepts and procedures and their application to the asset classification on the balance sheet. Current pronouncements of the various accounting organizations relevant to assets will be emphasized.

ACC 362
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
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
Auditing Theory
3 credit
(Prerequisite Acc. 361) Regulatory, legal, ethical, and technical issues related to the independent audit service. Examination of auditing standards, statistical methods, and techniques involved in the examination of certain transaction cycles.

ACC 365
Federal Taxation of Corporations and Partnerships
3 credits
(Prerequisite: Acc. 252) An introduction to the taxation of C and S corporations and partnerships including analyses of the tax consequences of their formation, operation, and liquidation.

ACC 460
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, and branch accounting. Also covered is governmental and nonprofit accounting.

ACC 461
Cost Accounting
3 credits
(Prerequisites: junior standing, Acc. 252) Theories and 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
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-volume-profit analysis and direct costing.

ACC 463
Survey of Managerial Auditing
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
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
Law for Accountants
3 credits
(Prerequisite: Acc. 252) A study of the law of contracts, sales, commercial paper, secured transactions, rights of debtors and creditors, and bankruptcy.
ACC 473  
Prof. Ellis, Staff 
Advanced Auditing  
(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  
(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. Johnson, Lawrence 
International Accounting  
(Prerequisites: Acc. 252 or 254, and Eco. 351) This course is designed for both accounting and non-accounting majors with an interest in global accounting issues. The environmental influences on accounting development, reporting standards for selected countries, and the harmonization of accounting standards will be explored. Additional topics covered include financial reporting and statement analysis, accounting for foreign currency translation and transactions, and managerial accounting issues for multinational business entities.

Combined Bachelor of Science/Master of Business Administration Degree Program

The Accounting Department of the University of Scranton offers interested and qualified students the opportunity to earn both a Bachelor of Science degree in accounting and an M.B.A. degree with an accounting concentration. The student who is interested in becoming a Certified Public Accountant may want to enroll in this specialized program. The program was developed in response to emerging changes with respect to individual state requirements for certification as a Certified Public Accountant (C.P.A.). While each state dictates its own requirements for C.P.A. certification, the American Institute of Certified Public Accountants (the national association of C.P.A.’s) has encouraged individual states to implement a 150 credit hour educational requirement. Some states have indeed adopted such a requirement. The combined B.S./M.B.A. program provides the student with the opportunity to satisfy the educational requirements of any state in which the student may seek certification. It might also be of interest to those students who do not intend to enter public accounting.

Exceptional students are invited to apply for this program as early as the beginning of their junior year (please refer to the section on The Graduate School, page 237, and to the Graduate School catalog for specifics of the program). Students who are admitted to the program can begin taking graduate courses as early as their junior year. With judicious course scheduling, most students can complete the program within five academic years. These students must adhere to the graduate catalog requirements, which include the completion of at least three advanced electives in accounting courses and an international course. Interested students should consult with the M.B.A. Director and obtain a copy of the Graduate School catalog for detailed requirements. A copy of the catalog can be obtained from the Graduate School.
ECONOMICS/FINANCE

DR. SATYAJIT GHOSH, Chairperson

The major in ECONOMICS, which is available both through the School of Management and the College of Arts and Sciences (p. 78), 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.

<table>
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<tr>
<th>ECONOMICS</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tr>
<td>MAJOR (GE S/BH)</td>
<td>ECO 153-154 Principles of Micro-Macro Economics</td>
<td>3 3</td>
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<td>GE SPCH-WRTG</td>
<td>COMM 100-ENGL 107 Public Speaking-Composition</td>
<td>3 3</td>
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<td>GE PHIL</td>
<td>PHIL 120 Introduction to Philosophy</td>
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<tr>
<td>GE T/RS</td>
<td>T/RS 121 Theology I</td>
<td>3</td>
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<td>GE C/JIL</td>
<td>C/JIL 102 Computer and Information Literacy</td>
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<td>MATH 1</td>
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<td><strong>FIRST YEAR</strong></td>
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<td><strong>ACC 253</strong> Financial Accounting</td>
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<td><strong>PHIL 210-T/RS 122</strong> Ethics-Theology II</td>
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<td><strong>MAJOR</strong></td>
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<td><strong>FOURTH YEAR</strong></td>
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<td><strong>TOTAL:</strong></td>
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1. See note on Math Options in Undergraduate Catalog, page 154.
2. If Educ. 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.
3. If a third math course is required, it replaces this GE elective.
4. Economics 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. Economics 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, 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.

MINOR: 18 credits — ECO 153, 154, (ECO 101.102), 361, 362 plus two upper level ECO courses (SOM majors may not use ECO 351).
ECO. 101  Staff  (S)Current Economic Issues  3 credits
Intended to provide a foundation in economics for non-business students. This course provides economic analysis of contemporary economic issues relevant for the U.S. economy in particular and the world in general. Issues such as economic policy, budget deficit, federal debt, recession, unemployment, inflation, health care, environment, and regulation of business are studied. Tools of micro and macroeconomic analysis are developed in the context of these issues. Not open to economic majors.

ECO. 102  Staff  Fundamentals of Economic Analysis
Designed to provide students who have minimal mathematical background an understanding of economics through application of basic quantitative methods. Statistical concepts and mathematical models are discussed and applied using electronic spreadsheets to examine issues critical to business firms, households, society, and economy in the aggregate. Not open to economics majors.

ECO. 153  Staff  (S)Principles of Microeconomics  3 credits
(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.

ECO. 154  Staff  (S)Principles of Macroeconomics  3 credits
(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.

ECO. 200  Dr. Ralph Grambo, Staff  (S)Economic Security & Personal Finance  3 credits
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.

ECO. 351  Dr. Trussler/Staff  Environment of International Business  3 credits
(Prerequisites: Eco. 153 & 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.

ECO. 361  Dr. Ghosh/Staff  Intermediate Microeconomics  3 credits
(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, resource allocation, and income distribution. Economics majors take in Sophomore year; Finance in Junior year.

ECO. 362  Dr. Ghosh/Staff  Intermediate Macroeconomics  3 credits
(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.

ECO. 363  Dr. Nguyen  Applied Econometrics  3 credits
(Prerequisite: ECO. 361, ECO 362, Stat. 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.

ECO. 364  Dr. Corcione  Labor Economics & Labor Regulations  3 credits
(Prerequisites: Eco. 153-154) Analysis of labor supply & demand; measurement theory of unemployment; occupational choice; wage differentials; labor market issues & policies; labor legislation.
ECO. 365 Mathematical Economics 3 credits (Prerequisites: Eco. 361, Eco. 362, Stat. 253, MATH 107, MATH 108) This course studies the methodology of modern economic analysis. Emphasis is placed on developing the rigorous theoretical foundations of micro and macro economics using tools of calculus and linear algebra. Topics such as comparative static analysis, general equilibrium analysis, consumer and firm behavior, intertemporal decision making, decision making under uncertainty, theory of growth and rational expectation hypothesis are covered.

ECO. 366 Economic Geography 3 credits (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 & development of cities & regions will also be discussed, as will the related topic of the development of nations within the global economy.

ECO. 410 Economics for Education Majors 3 credits 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.

ECO. 460 Monetary & Financial Economics 3 credits (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.

ECO. 461 Managerial Economics 3 credits (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.

ECO. 462 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 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 Development Economics 3 credits (Prerequisite: Eco. 361-362) Principal determinants of economic development and economic growth in less-developed countries.

ECO. 470 Law and Economics 3 credits (Prerequisite: ECO 361 or permission of the instructor) This course focuses on the public policy implications of law and economics. It is based on the notion that legal rules establish implicit prices for different types of behavior and the consequence of these rules can be analyzed using microeconomics. In particular, microeconomic theory is used to analyze economic aspects of property, contracts, torts, and crime.

ECO. /IB 475 International Economics 3 credits & Finance (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:

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<th>Banking</th>
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SECOND YEAR

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THIRD YEAR

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FOURTH YEAR

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TOTAL: 133 Credits

1 See note on Math Options in Undergraduate Catalog, page 154.
2 If EDUC 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.
3 If a third math course is required, it replaces this GE elective.
FIN. 351
Staff
Introduction to Finance 3 credits
(Prerequisites: Junior standing, Acc. 252 or 253, 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 Dr. R.W. Grambo, Staff
Working Capital Management 3 credits
(Prerequisite: Fin. 351) This course is designed to provide 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 Dr. Rajan, Staff
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 Dr. Kallianiotis, Staff
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 Dr. Hussain, Staff
Derivative Securities 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 Dr. Hussain, Staff
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 Dr. Corcione, Staff
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 Dr. Kallianiotis
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

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1. See note on Math Options in Undergraduate Catalog, page 154.
2. If EDUC 113 is required, it is taken in place of PHIL 120. CMPS 102 is then moved to the Spring of the first year. PHIL 120 will be taken in the second year.
3. A third math course is required. GE electives are moved from the fourth to the second year. The NSCI sequence is moved to the fourth year.
4. Four of the five following courses: ACC 475, ECO/IB 475, FIN/IB 475, MGT/IB 475; M KT/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.)
5. For students requiring EDUC 113 and a third Math course, 6 additional credits are needed to complete the foreign language requirement.
6. Global Studies electives are GEOG 134 (highly recommended), PS 212, PS 213, H/PS 214, H/GEOR 217. Regional Studies electives are courses that focus on specific areas or regions of the world (not U.S.), including culture courses taught in a foreign language.
Management involves getting things done through people. The management major provides students with a broad-based, generalist background that is designed to provide graduates with the skills and tools needed to successfully cope with the challenging roles and expectations that are sweeping through organizations. “Getting things done” involves analyzing, designing and continuously improving an organization’s structure and processes. “Through people” involves leading, motivating, and working effectively with other people in teams and other settings. Management courses use a variety of teaching techniques that involve a high degree of student/faculty interaction— including experiential exercises, student presentations, simulations and team activities—to develop self-analytic skill development, team and communication skills. Graduates of the major will practice skills in coping with the needs of organizations in the areas of social responsibility, globalization, and the understanding of a regulatory environment. Students are encouraged to work with their faculty and advisors in choosing from a variety of courses to design a program of study that will prepare them to enter a variety of positions in private industry, government, educational institutions, small businesses and not-for-profit organizations.

### MANAGEMENT

**Dept. and No.** | **Descriptive Title of Course** | **Credits**  | **FALL** | **SPRING**
---|---|---|---|---
GE S/BH | ECO 153-154 | Pre-macro Economics | 3 | 3
GE SPCH-WRTG | COM 100-ENGL 107 | Public Speaking-Composition | 3 | 3
GE PHIL | PHIL 120 | Introduction to Philosophy | 3 | 3
GE T/RS | T/RS 121 | Theology I | 3 | 3
GE C/IL | C/IL 102 | Computer and Information Literacy | 3 | 3
GE QUAN/ELECT | MATH 1 | Math Option-2 Courses | 3 | 3
GE HUMN | HUMN ELECT | Humanities Elective | 3 | 3
GE FSEM | INTD 100 | Freshman Seminar | 1 | 1
GE PHED | PHED ELECT | Physical Education | 1 | 1

**SECOND YEAR**

**Major** | **MGT ELECT** | Mgt Elective | 3 | 3
**Major** | **MGT ELECT** | Mgt Elective | 3 | 3
**BUS CORE** | **MGT 251** | Legal Environment of Business | 3 | 3
**BUS CORE** | **MKT 351-352** | Marketing-I/II | 3 | 3
**BUS CORE** | **MKT 351-352** | Intro to Mktg Intro to Finance | 3 | 3
**BUS CORE** | **ECO 351** | Environment of Int Business | 3 | 3
**GE PHIL or T/RS** | **PHIL or T/RS** | Elective | 3 | 3

**THIRD YEAR**

**Major** | **MGT ELECT** | Mgt Elective | 3 | 3
**Major** | **MGT ELECT** | Mgt Elective | 3 | 3
**BUS CORE** | **MGT 455** | Business Policy & Strategy | 3 | 3
**BUS CORE** | **OIM 471** | Business Information Management | 3 | 3
**GE HUMN** | **HUMN ELECT** | Humanities Electives | 3 | 3
**GE ELECT** | **ELECT** | Elective | 3 | 3

**FOURTH YEAR**

**Major** | **MGT ELECT** | Mgt Electives | 3 | 3
**Major** | **MGT ELECT** | Mgt Electives | 3 | 3
**BUS CORE** | **MGT 455** | Business Policy & Strategy | 3 | 3
**BUS CORE** | **OIM 471** | Business Information Management | 3 | 3
**GE HUMN** | **HUMN ELECT** | Humanities Electives | 3 | 3
**GE ELECT** | **ELECT** | Elective | 3 | 3
**GE PHED** | **PHED ELECT** | Physical Education | 1 | 1

**TOTAL:** 130 Credits

1. See note on Math options in Undergraduate Catalog, page 154
2. If EDUC 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE elective. One GE elective in the fourth year must then be taken as a humanities elective.
3. If a third math course is required, it replaces this GE elective.
4. In consultation with their advisor, management majors should choose two of the following four focus courses: MGT 361, 362, 460 or 461. MGT 361 and 362 focus more on people skills; MGT 460 and 461 focus more on organizational and administrative processes.

**MINORS:**

**Management of Structures and Systems**—This minor focuses on the skills a successful manager needs to plan, organize, maintain, and improve an organization’s structures and systems. The student will take MGT 351, 352, 460 or 461 & any upper level management elective except MGT 455.

**Management of People and Teams**—This minor focuses on the skills a successful manager needs to meet the management challenges and people in today’s workplace. The student will take MGT 351, 352, 361, 362, 471 & any upper level management elective except MGT 455.

**MGT. 161**

Staff

166
Intro to Business 3 credits
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 3 credits
The nature, sources, formation, and applications of law. The judicial function, the court system, litigation and other methods of resolving disputes, legislation 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 (W)Principles of Management I 3 credits
(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 to addressing current topics including issues of workplace diversity. Course will address the knowledge and skills that managers must develop in working with others who are different from themselves.

MGT. 352 Principles of Management II 3 credits
(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 workplace, and with individual effectiveness, interpersonal relations and group skills.

MGT. 361 Personnel Management 3 credits
(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 3 credits
(Prerequisite: Mgt. 351) This course will focus on employee-management practices in contemporary society. It examines the employee participation in unions and their spillover 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 Business Policy and Strategy 3 credits
(Prerequisites: Seniors only, Fin. 351, OIM 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 Management of Administrative Processes and Change 3 credits
(Prerequisite: Mgt. 351) 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 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 system 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  Drs. Biberman, McKeage
Group Dynamics 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  Prof. Hewitt, Staff
Women and Men in Management 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  Staff
Organizational Social Responsibility 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  Dr. Chowdhury, Staff
International Management 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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<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
<th>FALL</th>
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<tr>
<td>GE S/BH</td>
<td>ECO 153-154 Prin of Micro-Macro Economics</td>
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<td>GE SPCH-WRTG</td>
<td>COMM 100-ENGL 107 Public Speaking-Composition</td>
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<td>GE PHIL</td>
<td>PHIL 120 Introduction to Philosophy</td>
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<td>GE T/R/S</td>
<td>T/R/S 121 Theology</td>
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<td>GE PHED</td>
<td>PHED ELECT Physical Education</td>
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| BUS CORE      | ACC 253-254 Financial-Managerial Accounting | 3       | 3    | 3      |
| BUS CORE      | STAT 251-252 Statistics for Business I-II  | 3       | 3    | 3      |
| BUS CORE      | MGT 251 Legal Environment of Business      | 3       | 3    | 3      |
| GE PHIL       | PHIL 210 Ethics                            | 3       | 3    | 3      |
| GE T/R/S      | T/R/S 122 Theology II                      | 3       | 3    | 3      |
| GE NSCI       | NSCI ELECT Natural Science Electives       | 3       | 3    | 3      |
| MAJOR         | MKT 361 Marketing Research                 | 3       | 3    | 3      |
| MAJOR         | MKT 362 Consumer Behavior                  | 3       | 3    | 3      |
| BUS CORE      | MKT 351-FIN 351 Intro to Marketing/Intro to Finance | 3       | 3    | 3      |
| BUS CORE      | MGT 351-352 Principles of Management I-II  | 3       | 3    | 3      |
| BUS CORE      | OIM 351-01M 352 Intro to Mgt Science/Intro to O per Mgt | 3       | 3    | 3      |
| BUS CORE      | ECO 351 Environment of Int Business         | 3       | 3    | 3      |
| GE PHIL or T/R| PHIL or T/R Elective                       | 3       | 3    | 3      |
| MAJOR         | MKT 470-476 Mkt Communications-Mkt Strategy| 3       | 3    | 3      |
| MAJOR         | MKT ELECT Mkt Electives                    | 3       | 3    | 3      |
| BUS CORE      | MGT 455 Business Policy & Strategy         | 3       | 3    | 3      |
| BUS CORE      | OIM 471 Business Information Mangement     | 3       | 3    | 3      |
| MAJOR         | MKT ELECT Mkt Electives                    | 3       | 3    | 3      |
| MAJOR         | MKT ELECT Mkt Electives                    | 3       | 3    | 3      |
| GE PHED       | PHED ELECT Physical Education              | 1       | 1    | 1      |

**TOTAL: 130 Credits**

1 See note on Math Options in Undergraduate Catalog, page 154.
2 If EDUC 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.
3 If a third math course is required, it replaces this GE elective.
MKT. 351  Staff  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 mar-
ketplace is examined. The marketing concept is presented as the framework under which the deci-
sions related to marketing mix variables (product, place, price and promotion) are made by organiza-
tions.

MKT. 361  Dr. Chattopadhyay, Staff  Marketing Research  3 credits
(Prerequisite: Mkt. 351) Study of the role of mar-
keting information as the basis for decision mak-
ing. Topics include research design, methods of
gathering data, questionnaire structure, interview-
ing methods, and preparing the final report. Examples of various types of research problems
and quantitative techniques used by marketing management are presented.

MKT. 362  Staff  Consumer Behavior  3 credits
(Prerequisite: Mkt. 351) Study of theories of con-
sumer behavior. The buyer is analyzed at the indi-
vidual level in terms of motivation, attitudes, etc.
and at the social level in terms of influence on
buying behavior from the socio-economic environ-
ment.

MKT. 470  Dr. Zych, Staff  Marketing Communications  3 credits
(Prerequisite: Mkt. 351) Personal and mass com-
munication approaches generated by manufactur-
ers and intermediates or institutions toward target markets. The design of advertising campaigns to
shift consumer attitudes, to secure resellers’ sup-
port 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  Dr. Sumrall  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  Dr. Sumrall  Retailing Management  3 credits
(Prerequisites: Mgt. 352, Fin. 351, Mgt. 351, OIM
351) This course is intended to focus on the deci-
sion areas facing retail managers. Topics to be
covered will include retailing, structure, merchan-
dising, locations, store layout, promotion, pricing
and personnel.

MKT/IB 475  Dr. Chattopadhyay  International Marketing  3 credits
(Prerequisites: Mkt. 351, Eco. 351) Analysis of the
marketing strategies of multinational corporations
with emphasis on the internal environment of
country markets. Discussions will include compar-
isons of different regional markets along socio-
economic, political and cultural dimensions. Differ-
tent types of international market barricades
and the corresponding market entry strategies will
be analyzed. Additional readings from internation-
al publications will be required.

MKT. 476  Dr. Balakrishnan  Marketing Strategy  3 credits
(Prerequisite: Mkt. 351) The theme of this course
is building effective marketing strategies through
integrated decision making. Emphasis is on differ-
ent decision models within functional areas such
demand analysis, consumer research, product
and promotion management, etc. Case discussions
and advanced readings will be required.
OPERATIONS AND INFORMATION MANAGEMENT

DR. KAKUMANU, Chairperson

Operations and Information 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
- Production Manager
- Materials Manager
- Inventory Analyst
- Warehouse Manager

**Services**
- Plant Manager
- Quality Control Manager
- Production Planning Analyst
- Purchasing Manager
- Shipping Specialist

**V.P. Operations**
- Operations Manager
- Customer Service Manager
- Supplies Specialist

**Store Manager**
- Warehouse Manager
- Buyer or Purchasing Agent
- Inventory Analyst

**OPERATIONS MANAGEMENT**

<table>
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<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<td><strong>FIRST YEAR</strong></td>
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<tr>
<td>GE S/BH</td>
<td>ECO 153-154 Prin of Micro/Macro Economics</td>
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<td>GE QUAN-ELECT</td>
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<td><strong>SECOND YEAR</strong></td>
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<td>BUS CORE</td>
<td>ACC 253-254 Financial Managerial Accounting</td>
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<td><strong>THIRD YEAR</strong></td>
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<td>MAJOR</td>
<td>OIM 361 Productivity Management</td>
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<td>MAJOR</td>
<td>OIM 470 Production Planning and Control</td>
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<td>MAJOR</td>
<td>OIM 473 Bus Appl of Communication Networks</td>
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<td>BUS CORE</td>
<td>MGT 455 Business Policy &amp; Strategy</td>
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<td><strong>TOTAL</strong></td>
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1. See note on Math Options in Undergraduate Catalog, page 154.
2. If EDUC 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.
3. If a third math course is required, it replaces this GE elective.

**MINOR:** The minor in Operations Management (18 credits) must include STAT 252, OIM 351, OIM 352, OIM 471 and any two of the following: OIM 361, OIM 363, OIM 364, OIM 365, OIM 470, OIM 473, OIM 476, or OIM 490.
Data analysis will be done using appropriate software. STAT 252 (Q) Statistics for Business II Sebastianelli, Staff 3 credits (Prerequisite: Stat. 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 nonparametric statistics. Data analysis will be done using appropriate software.

OIM 351 Drs. Chien, Cunningham, Gnanendran, Tamimi, Staff Introduction to Management Science 3 credits (Prerequisite: Junior standing, CMPS 104, Stat. 251) A functional view of how to manage the activities involved in the process of converting or transforming resources into products or services. Topics include an overview of strategic decisions, forecasting, product design, process planning, facility layout, basic inventory models, capacity planning, aggregate planning and scheduling.

OIM 352 Drs. Chien, Cunningham, Gnanendran, Tamimi, Staff Operations Management 3 credits (Prerequisites: OIM 351, Stat. 252) A functional view of how to manage the activities involved in the process of converting or transforming resources into products or services. Topics include an overview of strategic decisions, forecasting, product design, process planning, facility layout, basic inventory models, capacity planning, aggregate planning and scheduling.

OIM 361 Drs. Cunningham, Tamimi, Staff Productivity Management 3 credits (Prerequisite: Stat. 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.

OIM 363 Drs. Sebastianelli, Tamimi, Staff Total Quality Management 3 credits (Prerequisite: Stat. 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, e.g., Deming. Topics include employee empowerment, quality-improvement tools, cross-functional teams, leadership for quality, statistical process control, process capability, Taguchi methods, ISO 9000 standards, and the role of inspection in TQM.

OIM 364 Drs. Cunningham, Pratipayi, Staff Service Operations Management 3 credits (Prerequisite Stat. 252) Principles of operations management applied to service organizations. 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.

OIM 365 Dr. Cunningham, Staff Logistics Management 3 credits (Prerequisite: OIM 352) The design, operation and control of logistics systems for production and service firms. Topics include activities associated with the physical supply and physical distribution efforts of the firm such as facility location, logistics customer service, order processing systems, mode and carrier selection, warehousing, and logistics requirements planning.

OIM 470 Drs. Chien, Gnanendran, Staff Production Planning and Control 3 credits (Prerequisite: OIM 352) Production planning and inventory management within the organization. Topics include forecasting, aggregate planning, capacity planning, master production scheduling, material requirements planning, production activity control, purchasing, inventory models, Just-in-Time and problems of practical applications.

OIM 471 Drs. Kakumanu, Pratipayi, Staff Business Information Management 3 credits (Prerequisites: CMPS 104, Mgt. 351) Computers and how they can be applied to the operations and management of business firms. 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. Software packages will be used to gain hands-on experience.

OIM 473 Drs. Kakumanu, Pratipayi, Staff Business Applications of Communication Networks 3 credits (Prerequisite: OIM 471) Use of computer and telecommunication networks to achieve organizational goals. Topics include data communications; planning and design of communication networks; data integrity, independence, and security; client-server computing; global communication; the Internet; applications of telecommunication networks and current issues and future trends.

OIM 476 Drs. Tamimi, Pratipayi, Staff Technology Management 3 credits (Prerequisite OIM 471) The course covers contemporary topics in technology including: role of technology in organization; choice of process technology; policy and strategy; technology positioning; automation and service sectors; information technology in manufacturing; moving beyond Taylorism and other issues in technology management for the 90's.
The College of Health, Education, and Human Resources

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
FR. MORGAN, S.J., Chairperson
DR. TOLOCZKO, 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.

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<th>Dept &amp; No.</th>
<th>Descriptive Title</th>
<th>Credits</th>
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<td>MAJOR HS 112</td>
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<td>MAJOR HS 293</td>
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<td>MAJOR HS 380</td>
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</table>

Total: 131 Credits

1 SERV (192, 292, 392, 492) is a ten hour requirement during each Fall and Spring semester per academic year.

2 To avoid duplication of course content, Human Services majors should not take Psych. 225 - Abnormal Psychology, Psych. 224 - Personality, 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.

MINOR. A minor in Human Services requires HS 111, 112, 241, 242, 341, and one HS elective course.
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.

HS 001  Staff
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  Staff
(S) 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  Staff
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  Staff
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  Staff
Counseling Theories 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  Staff
Special Topics 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 twice to satisfy major or minor elective requirement.

HS 293  Staff
Research Methods in Human Services 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  Staff
Physical Disabilities 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  Staff
Mental Retardation 3 credits
An examination of the problems associated with mental retardation and developmental disabilities are examined. Emphasis will be placed on innovative and community-based treatment approaches.

HS 323  Staff
Psychiatric Rehabilitation 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 331  Staff
Health and Behavior 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 332  Staff
Career Development 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  Staff
(D) Multiculturalism in Human Services 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  Staff
Marital and Family Counseling 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 254.)
HS 335  Staff  Administration in Human Services  3 credits  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.

HS 336  Staff  Recreational Therapy  3 credits  Designed to develop an understanding of purpose, organization, administration and delivery of recreational therapy services for the handicapped.

HS 340  Staff  Career Seminar  1 credit  (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.

HS 341  Staff  Group Dynamics  3 credits  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.

HS 380  Staff  Internship in Human Services  3 credits  (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).

HS 421  Staff  Addictions  3 credits  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.

HS 422  Staff  Substance Abuse Education  3 credits  Design, implementation, and evaluation of substance abuse education and prevention programs.

HS 423  Staff  Legal and Health Aspects of Substance Abuse  3 credits  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.

HS 441  Staff  Crisis Intervention  3 credits  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.

HS 481  Staff  Internship in Human Services  3 credits  (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 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, Chairperson
DR. KHAZZAKA, Director of Secondary Education
DR. NIMEROSKY, Director of Elementary Education

The Department of Education endeavors to contribute to the improvement of education by preparing informed, inquiring, and skilled professionals who, as scholars and decision makers, are prepared 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 Early Childhood, and Elementary Education, both leading to certification. Special Education is approved as a major and state approval is pending. 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) and ECE (pre-K-3).

The 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. 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 each individual student’s continuing potential to become a teacher. This determination is based on academic and personal qualities consistent with the competencies stated in The Education Student Handbook, (available from the Education Department and in the Weinberg Memorial Library). The academic standard of the Education Department is a 2.5 cumulative GPA in Education classes, in teaching area and cognate courses, and overall. Additionally, a grade of “C” or better is required in all major and teaching area classes to student teach and to elicit a recommendation for certification. Students whose professional development is unsatisfactory are subject to departmental probation and may be recommended to the Dean of the college for dismissal from the education program. The department’s probation policy and other information is presented in The Education Student Handbook. In addition, all Education majors are required to perform 10 hours of community service per academic year. Service hours are to be performed in the semester opposite a field experience.

Additionally, as a matter of University policy, all Education majors are required to submit a completed Act 34 clearance (and, in some cases, the Pennsylvania Child Abuse History 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.
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<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<td>MAJOR</td>
<td>EDUC 180 Field Experience I</td>
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**TOTAL: 134 Credits**

**NOTE:** see page 191 for footnotes.
## ELEMENTARY EDUCATION

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### SECOND YEAR

| MAJOR EDUC. 222 | Educational Psychology | 3 |
| MAJOR EDUC. 280 | Field Experience II | 1 or 1 |
| MAJOR EDUC 241 | Foundations of Reading Inst | 3 |
| COGNATE BIOL 100 | Mod Concepts of Biology and Lab | 4 |
| COGNATE NURS 100 | Family Health | 3 |
| COGNATE ENGL 130 | Children’s Literature | 3 |
| GE T/R S PHIL T/R S 122-PHIL 210 | Theology II - Ethics | 3,3 |
| GE ELECT GEOG 134 | World Regional Geography | 3 |
| GE S/BH PSYC 221 | Childhood & Adolescence | 3 |
| GE ELECT PS 135 | State and Local Government | 3 |
| GE PHED PHED ELECT | Physical Education | 1,1 |
| SERV SERV 292 | Service Learning | 17-18 |

### THIRD YEAR

| MAJOR EDUC 344-345 | Science Methods - Lang. Arts Methods | 3,3 |
| MAJOR EDUC 347 | Instr. Strategies for Reading | 3 |
| MAJOR EDUC 346 | Social Studies Methods | 3 |
| MAJOR EDUC 380 | Field Experience III | 1 |
| MAJOR EDUC 242 | Math Methods for Elementary Tchg | 3 |
| COGNATE EDUC 341 | Educ Exceptional Child | 3 |
| COGNATE EDUC 342 | Educational Media/Tech | 3 |
| COGNATE NSCI 201 | Science/Human Environment | 3 |
| GE N SCI CHEM 100 | Elements of Chemistry | 3 |
| GE ELECT ARMU 140-141 | Perceiving the Arts | 3,3 |
| SERV SERV 392 | Service Learning | 16 |

### FOURTH YEAR

| MAJOR EDUC 440 | Classroom Management/Elementary | 3 |
| MAJOR EDUC 441 | Student Teaching Plan - Elementary | 2 |
| MAJOR EDUC 442 | Student Teaching/Instr - Elementary | 3 |
| MAJOR EDUC 443 | Student Teaching Mgmt - Elementary | 2 |
| MAJOR EDUC 444 | Student Teaching Pro Dev - Elementary | 3 |
| COGNATE EDUC 343 | Eval & Measurement | 3 |
| GE PHIL ED/PI 306 | Philosophy of Education | 3 |
| GE HUMN HIST 110 or 111 | History of U.S. | 3 |
| GE HUMN HTTR 115 | Introduction to Theatre | 3 |
| GE HUMN HUMN | Lit Elective | 3 |
| GE ELECT ECO 410 | Economics for Educators | 3 |
| SERV SERV 492 | Service Learning | 18 |

**TOTAL: 132 Credits**

**NOTE:** see page 191 for footnotes.
## PROGRAM: SECONDARY EDUCATION (BIOLOGY)

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TOTAL: 137½ Credits

NOTE: see page 191 for footnotes.
### PROGRAM: SECONDARY EDUCATION (CHEMISTRY)

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**TOTAL: 136 1/2 Credits**

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**TOTAL: 134 Credits**

NOTE: see page 191 for footnotes.
# PROGRAM: SECONDARY EDUCATION (ENGLISH)

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**FIRST YEAR**

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| MAJOR EDUC 222-280 | Educational Psych - Field Experience I | 3 1 |
| COGNATE ELECT | English Literature | 3 |
| COGNATE ELECT | American Literature | 3 3 |
| COGNATE ENGL 134 | Shakespeare | 3 |
| COGNATE ELECT | Theatre Elective | 3 |
| GE PHIL PHIL 210 | Ethics | 3 |
| GE HUM N WRTG 210 | Advanced Composition | 3 |
| GE HUM N HUMN | Rep. World Literature | 3 |
| GE S/BH S/BH | Natural Science Elective | 3 |
| GE PHED PHED ELECT | Social/Behavioral Elective | 3 |
| SERV SERV 292 | Physical Education | 1 |
| SERV SERV 292 | Service Learning | |

**SECOND YEAR**

| 18 | 17 |

| 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 |
| COGNATE ENGL 215 | Writing Women | 3 |
| COGNATE ENGL 310 | Strat for Tchg Writing | 3 |
| COGNATE ENGL 460 | Tchg Modern Grammar | 3 |
| COGNATE ELECT | Minority Literature | 3 |
| GE T/RS T/RS 122 | Theology II | 3 |
| GE S/BH S/BH | Natural Science Elective | 3 |
| GE HUM N HUMN | Writing Elective | 3 |
| GE ELECT ELECT | Open Elective | 3 |
| GE PHED PHED | Physical Education | 1 |
| SERV SERV 392 | Service Learning | |

**THIRD YEAR**

| 17 | 18 |

| MAJOR EDUC 475 | Classroom Management - Secondary | 3 |
| MAJOR EDUC 476 | Student Teaching Plan - Secondary | 2 |
| MAJOR EDUC 477 | Student Teaching Instr - Secondary | 3 |
| MAJOR EDUC 478 | Student Teaching Mgmt - Secondary | 2 |
| MAJOR EDUC 479 | Student Teaching Pro Dev - Secondary | 3 |
| COGNATE ELECT | English Literature | 3 |
| GE PHIL ED/P 306 | Philosophy of Education | 3 |
| GE HUM N | Rep. World Literature | 3 |
| GE ELECT ELECT | Open Elective | 9 |
| SERV SERV 492 | Service Learning | |

**FOURTH YEAR**

| 18 | 13 |

**TOTAL: 134 Credits**

NOTE: see page 191 for footnotes.
# PROGRAM: SECONDARY EDUCATION (GENERAL SCIENCE)

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| MAJOR | EDUC 313 | General Methods and Planning | 3 |
| MAJOR | EDUC 380-314 | Field III - Specific Subject Meth. | 1 | 3 |
| MAJOR | EDUC 360 | Reading in Secondary School | 3 |
| COGNATE | COGNATE ELECT | Environmental Context | 3 |
| COGNATE | COGNATE ELECT | Technological Context | 3 |
| GE PHIL | PHIL 431 | Philosophy of Science | 3 |
| GE NSCI | PHYS 101-102 | Modern Astronomy - Earth Science | 3 | 3 |
| GE S/BH | PSYC 221 | Childhood & Adolescence | 3 |
| GE ELECT | PHI 432 | Philosophy of Technology | 3 |
| GE PHED | PHED ELECT | Physical Education | 2 |
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**NOTE:** see page 191 for footnotes.
## PROGRAM: SECONDARY EDUCATION (LATIN)

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**TOTAL: 134 Credits**

*NOTE: see page 191 for footnotes.*
## PROGRAM: SECONDARY EDUCATION (MATH)

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### FIRST YEAR

| MAJOR         | EDUC 222-280                | Educational Psych - Field II | 3    | 1      |
| COGNATE       | MATH 221-222                | Analysis II - III | 4    | 4      |
| GE PHIL       | T/RS 122                   | Theology II | 3    |        |
| GE HUMN       | HUMN ELECT                 | Humanities Elective | 3    |        |
| GE NSCI       | NSCZ ELECT                 | Natural Science Elective | 3    | 3      |
| GE S/BH       | PSYC 110                   | Fundamentals of Psychology | 3    |        |
| GE S/BH       | S/BH                       | Social/Behavioral Elective | 3    |        |
| GE ELECT      | ELECT                      | Open Elective | 3    |        |
| GE PHED       | PHED ELECT                 | Physical Education | 1    | 1      |
| SERV          | SERV 292                   | Service Learning |        |        |

### SECOND YEAR

| MAJOR         | EDUC 313                   | General Methods and Planning | 3    |        |
| MAJOR         | EDUC 386-314                | Field III - Specific Subj Mth. | 1    | 3      |
| MAJOR         | EDUC 340                   | Reading in Secondary School | 3    |        |
| MAJOR         | EDUC 312                   | Secondary Math Curriculum | 3    |        |
| COGNATE       | MATH 204                   | Sp Topics Statistics | 3    |        |
| COGNATE       | MATH 345                   | Geometry | 3    |        |
| COGNATE       | MATH 200                   | History of Math | 3    |        |
| COGNATE       | MATH 350                   | Linear Algebra | 3    |        |
| GE PHIL       | PHIL 210                   | Ethics | 3    |        |
| GE HUMN       | HUMN ELECT                 | Humanities Electives | 3    | 3      |
| GE ELECT      | ELECT                      | Open Elective | 3    |        |
| SERV          | SERV 392                   | Service Learning |        |        |

### THIRD YEAR

| MAJOR         | EDUC 475                   | Classroom Management - Secondary | 3    |        |
| MAJOR         | EDUC 476                   | Student Teaching Plan - Secondary | 2    |        |
| MAJOR         | EDUC 477                   | Student Teaching Instr - Secondary | 3    |        |
| MAJOR         | EDUC 478                   | Student Teaching Mgmt - Secondary | 2    |        |
| MAJOR         | EDUC 479                   | Student Teaching Pro. Dev - Secondary | 3    |        |
| COGNATE       | MATH 448                   | Modern Algebra | 3    |        |
| COGNATE       | COGNATE ELECT              | Related Elective | 3    |        |
| GE PHIL       | ED/IP 306                  | Philosophy of Education | 3    |        |
| GE HUMN       | ELECT                      | Humanities Elective | 3    |        |
| GE ELECT      | ELECT                      | Open Electives | 6    |        |
| SERV          | SERV 492                   | Service Learning |        |        |

### FOURTH YEAR

| MAJOR         | EDUC 475                   | Classroom Management - Secondary | 3    |        |
| MAJOR         | EDUC 476                   | Student Teaching Plan - Secondary | 2    |        |
| MAJOR         | EDUC 477                   | Student Teaching Instr - Secondary | 3    |        |
| MAJOR         | EDUC 478                   | Student Teaching Mgmt - Secondary | 2    |        |
| MAJOR         | EDUC 479                   | Student Teaching Pro. Dev - Secondary | 3    |        |
| COGNATE       | MATH 448                   | Modern Algebra | 3    |        |
| COGNATE       | COGNATE ELECT              | Related Elective | 3    |        |
| GE PHIL       | ED/IP 306                  | Philosophy of Education | 3    |        |
| GE HUMN       | ELECT                      | Humanities Elective | 3    |        |
| GE ELECT      | ELECT                      | Open Electives | 6    |        |
| SERV          | SERV 492                   | Service Learning |        |        |

**TOTAL:** 139 Credits

**NOTE:** see page 191 for footnotes.
# PROGRAM: SECONDARY EDUCATION (MODERN LANGUAGE)

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MAJOR EDUC 222-280 | Educational Psych - Field II | 3 |
COGNATE MLANG 321-322 | Modern Lang Electives | 3 |
COGNATE ELECT | Quant Reasoning Elective | 3 |
GE QUAN T/RS 122 | Theology II | 3 |
GE HUMN HUMN | Humanities Elective | 3 |
GE NSCI NSCI | Natural Science Elective | 3 |
GE S/BH PSYC 221 | Childhood & Adolescence | 3 |
GE ELECT ELECT | Open Elective | 3 |
GE PHED PHED ELECT | Physical Education | 1 |
SERV SERV 292 | Service Learning |         |

### SECOND YEAR

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MAJOR EDUC 333 | General Methods and Planning | 3 |
MAJOR EDUC 380-314 | Field III - Specific Subj Math | 1 |
MAJOR EDUC 340 | Reading in Secondary School | 3 |
COGNATE COGNATE ELECT | Modern Lang Electives | 6 |
COGNATE COGNATE ELECT | Related Electives | 3 |
GE HUMN ELECT | Humanities Elective | 3 |
GE ELECT SOC 234 | Cultural Anthropology | 3 |
GE PHED PHED EDUC | Physical Education | 1 |
SERV SERV 392 | Service Learning |         |

### THIRD YEAR

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MAJOR EDUC 475 | Classroom Management - Secondary | 3 |
MAJOR EDUC 476 | Student Teaching Plan - Secondary | 2 |
MAJOR EDUC 477 | Student Teaching Inst - Secondary | 3 |
MAJOR EDUC 478 | Student Teaching Mgmt - Secondary | 2 |
MAJOR EDUC 479 | Student Teaching Prof Dev - Secondary | 3 |
COGNATE ELECT | Modern Lang Elective | 3 |
GE PHIL ED/P. 306 | Philosophy of Education | 3 |
GE PHIL PHIL 210 | Ethics | 3 |
GE HUMN HUMN | Humanities Elective | 3 |
GE ELECT ELECT | Related Elective | 3 |
GE ELECT ELECT | Open Elective | 3 |
SERV SERV 492 | Service Learning |         |

### FOURTH YEAR

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TOTAL: 134 Credits

* Spanish, French or German should be selected as a specialization within Modern Language (MLANG).

** Students whose specialization within Modern Languages is Spanish are required to take Span 313, Span 314, Span 320, and Span 321. In Spanish, there is no Advanced Stylistics II.

NOTE: see page 191 for footnotes.
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**TOTAL:** 138 Credits
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**TOTAL: 134 Credits**
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<td>MAJOR EDUC 364</td>
<td>Inclusionary Classroom Practices</td>
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<td>MAJOR EDUC 366</td>
<td>Emotional &amp; Behavioral Disabilities</td>
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<td>COGNATE EDUC 342</td>
<td>Educational MediaTech</td>
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<td>COGNATE HS 322-333</td>
<td>Mental Retardation-Multiculturalism in HS</td>
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### FOURTH YEAR<br\>
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<td>Professional Seminar</td>
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<td>MAJOR EDUC 460</td>
<td>Classroom Mgt. for SPED</td>
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<td>Planning in SPED Student Teaching</td>
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<td>Instruction in SPED Student Teaching</td>
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<td>Exp. Cultural Diversity through Children's Lit.</td>
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<td>Elective Writing Intensive Course</td>
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### TOTAL: 135 credits
Chi-square test, and current issues related to education. The role of education in contemporary society, and the characteristics of the public school system in the United States, will be examined.

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.

The Foundations of Education
3 credits
Staff
EDUC 121

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.

Applied Statistics
3 credits
(Q,W)Applied Statistics
(Prerequisite: Eagl 107) A writing-intensive, quantitative-reasoning course designed to enable students to use statistics to solve problems and to communicate clearly the procedures employed and the results obtained. Students will be required to perform statistical computations and to write as a means of learning the course material and expressing comprehension of the course material. Topics covered include hypothesis testing, correlation, t-test, and Chi-square test of independence.

EDUC 121
The Foundations of Education
3 credits
Staff
EDUC 121

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.
EDUC 242  Dr. DiGiaimo
Mathematics Methods for 3 credits
Elementary Teaching
The course provides 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 251  Dr. McMahon
Development of the Early Learner 3 credits
This course will be focused on the development of the early learner, birth through age 8. Psychomotor, affective and cognitive development, as well as special needs children will be studied. Theory to practice linkages will be stressed. An observation component is part of the course expectation.

EDUC 252  Dr. McMahon
Assessment in Early Childhood Education 3 credits
This course will be focused on those strategies, methods, and instruments for assessing the early learner’s development in the cognitive, psychomotor, and affective domains. Theory to practice linkages will be stressed. An observation component is part of the course expectation.

EDUC 258  Staff
Assessment Practicum 1 credit
(Corequisite: EDUC 265) Students will obtain hands-on experience in the assessment of special needs students and adults.

EDUC 265  Staff
SPED Educational Assessment 3 credits
This course will be focused on those strategies, methods, and instruments for assessing the disabled student’s development in the cognitive, psychomotor, and affective domains. Theory to practice linkages will be stressed. An observation component is part of the course expectation.

EDUC 266  Staff
Secondary, Transitional and Vocational Services 3 credits
The role of the special education teacher in designing and implementing transitional and vocational services for the disabled student. Emphasis is placed upon the role of the special education professional as an advocate for the disabled in accessing school, community, state and federal resources.

EDUC 267  Staff
Learning Disabilities 3 credits
Introduction to learning disabilities. Definitions, current theories, etiological bases, and educational management of students with learning disabilities and/or hyperactivity and attention deficit is emphasized.

EDUC 280  Staff
Field Experience II 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.

EDUC 206  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.

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.

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  Dr. Khazzaka
General Methods and Planning 3 credits
(Prerequisite: Education 222; Pre or co-requisite for 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.

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.

EDUC 340  Dr. Cantrell
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 acquaints 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 understanding and instructional strategies appropriate for use in the science area of the elementary curriculum. An analysis of content and methodology will be made in light of the needs of the elementary school, the elementary student and society.

EDUC 345 Dr. Cantrell
Language Arts Methods 3 credits
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 Dr. Volkman
Social Studies Methods 3 credits
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 Dr. Cantrell
Instructional Strategies for Content Area Reading 3 credits
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 351 Dr. McMahon
Methods Across the ECE Curriculum 3 credits
This course is designed to explore methods for integrating a primary curriculum to include social studies content, literature and language arts, as well as the expressive arts. An integrated curriculum which invites children to become involved in a variety of creative activities and learning situations will be stressed.

EDUC 352 Dr. McMahon
ECE Methods in Math/Science/Health 3 credits
This course will provide the education student with an appropriate knowledge base from which to design instructional sequences which integrate science, health and mathematics concepts for young learners.

EDUC 364 Staff
Inclusionary Classroom Practices 3 credits
Emphasis will be placed on the special education teacher as one member of an educational team. Students will receive guidance in supporting the disabled student in a general education classroom, supporting the general education teacher in providing instruction for the disabled child, and generally facilitating the acceptance and optimal learning of the disabled student in a general education environment

EDUC 365 Staff
Professional Seminar 3 credits
Focuses on the special educator as one team member in a larger professional group which may include administrators, ancillary staff, parents, and other professionals. Students will be closely guided in learning to write IEPs, transitional plans, and school based grant proposals. Additionally students will receive guidance in constructing a portfolio and in case management.

EDUC 366 Staff
Emotional/Behavioral Disabilities 3 credits
A study of the problems associated with emotional and behavioral disabilities in the classroom. Emphasis is placed on behavior management and appropriate learning strategies for inclusionary general education classes, self contained special education classes, and in residential placements.

EDUC 367 Staff
Designing Curriculum for Elementary Special Education 3 credits
Emphasis is on the effective design and use of curriculum and materials to educate elementary students with special needs.

EDUC 368 Staff
Designing Curriculum for Secondary Special Education 3 credits
Emphasis is on the effective design and use of curriculum and materials to educate secondary students with special needs.

EDUC 369 Staff
Early Assessment and Intervention 3 credits
This course will focus on the development of the early learner, birth through age eight, along with appropriate assessment and intervention techniques for children falling under the IDEA.

EDUC 380 Staff
Field Experience III 1 credit
(Prerequisites: EDUC 280, EDUC 313) 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. Secondary section offered in the fall; elementary section in the spring.

EDUC 440 Prof. Nimerosky
Elementary Classroom Management and Discipline 3 credits
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 Staff
Planning in Elementary 2 credits
Student Teaching
Preparation of actual teaching plans during elementary student teaching.

EDUC 442 Staff
Instruction in Elementary 3 credits
Student Teaching
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  Staff
Managing Elementary Classrooms  2 credits
in Student Teaching
Involvement in the management of learning situations during elementary student teaching.

EDUC 444  Staff
Professional Growth in  3 credits
Elementary Student Teaching
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 451  Staff
Early Childhood  5 credits
Education Student Teaching
This course consists of a high intensity practicum in the early childhood classroom at a pre-K level. Assignment by the Education Department to an ECE classroom requires completion of an application process. Attendance at weekly seminars is also required. This course must be preceded by or follow Elementary Student Teaching if state certification is being pursued. A grade of "C" or higher is required for endorsement of certification applications.

EDUC 460  Staff
Classroom Management  3 credits
Discipline for SPED
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 461  Staff
Planning in SPED  3 credits
Student Teaching
Preparation of actual teaching plans during special education student teaching.

EDUC 462  Staff
Instruction in SPED  3 credits
Student Teaching
Involvement in implementing methods and techniques. Special education student teaching on a full time basis under the supervision of classroom teachers and University supervisors.

EDUC 463  Staff
Managing SPED  3 credits
Student Teaching Instruction
Involvement in the management of learning situations during special education student teaching.

EDUC 464  Staff
Professional Growth in  3 credits
Special Education 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.

EDUC 475  Staff
Secondary Classroom Management and Discipline  3 credits
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  Staff
Planning in Secondary  2 credits
Student Teaching
Preparation of actual teaching plans during secondary student teaching.

EDUC 477  Staff
Instruction in Secondary  3 credits
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  Staff
Managing Classrooms in  2 credits
Secondary Student Teaching
Involvement in the management of learning situations during secondary student teaching.

EDUC 479  Staff
Professional Growth  3 credits
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.

The Education Department ordinarily does not permit students to take courses concurrently with the student teaching sequence. Students seeking deviations from this policy must complete a form requiring the approvals of the advisor, 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. GEORGE, 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. Students must provide their own transportation on internships. In order to graduate, Health Administration majors must have 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 (see long-term care administration concentration).

<table>
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<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
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<td>MAJOR</td>
<td>HADM 111</td>
<td>Introduction to Health Administration</td>
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<td>MAJOR</td>
<td>HADM 112</td>
<td>Health Systems</td>
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<td>Introduction to Philosophy-Theology</td>
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<td>MAJOR</td>
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<td>ACC 253-254</td>
<td>Financial Accounting-Managerial Accounting</td>
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<tr>
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TOTAL: 131 credits

SERV (192, 292, 392, 492) is a 20 hour requirement per academic year.

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
Concentration in Long-Term Care Administration

Students seeking a career in long-term care administration can select a sequence of courses in Health Administration, Business, and Gerontology, including a 1040 clock hour HADM internship and upon successful completion of the curriculum, students will have met the educational requirements of the Pennsylvania State Board of Licensure for Nursing Home Administrators necessary to take the state licensure examination for long-term care administrator. The Health Administration curriculum forms the infrastructure for the LTCA concentration. It includes 40 credits of HADM courses, continues the 21-credit business minor and features 12 credits of Gerontology courses. The HADM/LTCA increases the credits for the health administration degree from 131 for the regular HADM major to 134. Students may also earn a second minor, in Gerontology, by taking Soc. 110 and Gero. 230.

Dept. and No. | Descriptive Title of Course | FALL | SPRING
---|---|---|---
MAJOR | HADM 111 | Introduction to Health Administration | 3 | 
MAJOR | HADM 112 | Health Systems | 3 | 
COGNATE | GER 216 | Aging and Community | 3 | 
GE SPCH | COMM 100 | Public Speaking | 3 | 
GE WRTG | ENGL 101 | Composition | 3 | 
GE C/IL | C/IL 102 | Computer/Information Literacy | 3 | 
GE QUAN | PSYC 210 | Psychological Statistics | 3 | 
GE PHIL/T/RS | PHIL 120-T/RS 121 | Introduction to Philosophy-Theology I | 3 | 3
GE NSCI | NSCI ELECT | Natural Sciences | 3 | 
F SEM | INTD 100 | Freshman Seminar | 1 | 
GE ELEC | GERO 110 | Introduction to Gerontology | 3 | 
SERV | SERV 192 | Service Learning | 16 | 18

SECOND YEAR

MAJOR | HADM 212 | Health Administration Law | 3 | 
MAJOR | HADM 213 | Supervising Health Personnel | 3 | 
MAJOR | HADM 293 | Research in Health Administration | 3 | 
COGNATE | MGT 251 | Legal Environment of Business | 3 | 
COGNATE | GERO 218 | Health and Aging | 3 | 
COGNATE | ACC 252-254 | Accounting | 3 | 3
GE PHIL/T/RS | PHIL 210-T/RS 212 | Ethics-Theology II | 3 | 3
GE NSCI | NSCI ELECT | Natural Sciences | 3 | 
GE S/BH | ECD | Current Economics Issues | 3 | 
GE ELEC | GERO 232 | Aging and Death | 3 | 
SERV | SERV 292 | Service Learning | 18 | 18

THIRD YEAR

MAJOR | HADM 340 | Career Seminar | 1 | 
MAJOR | HADM 312 | Health Finance | 3 | 
MAJOR | HADM 313 | Health Administration | 3 | 
MAJOR | HADM 318 | Long Term Care Administration | 3 | 
COGNATE | MGT 351-352 | Org. and Management-Orig. Behavior | 3 | 3
COGNATE | MKT 351 | Managerial Marketing | 3 | 
GE PHIL or T/RS | PHIL or T/RS | Elective | 3 | 
GE HUMN | HUMN ELECT | Humanities Elective | 3 | 
GE S/BH | S/BH ELECT | Social/Behavioral Sciences | 3 | 
GE PHED | PHED ELECT | Physical Education | 1 | 
GE ELECT | ELECT-HADM 315 | Free Elective-Cult. Diversity & Health Admin. | 3 | 3
SERV | SERV 392 | Service Learning | 17 | 18

FOURTH YEAR

MAJOR | HADM 441 | Issues in Health Administration | 3 | 
MAJOR | HADM 480-480 | Internship in Long Term Care Administration | 6 | 6
GE HUMN | HUMN ELECT | Humanities Elective | 6 | 3
GE PHED | PHED ELECT | Physical Education | 1 | 1
GE ELECT | PHIL 212 ELECT | Medical Ethics/Elective | 3 | 
SERV | SERV 492 | Service Learning | 13 | 15

TOTAL: 134 credits

SERV (192, 292, 392, 492) is a 20 hour requirement per academic year.

MINOR: There is no minor in Long Term Care Administration.
HEALTH ADMINISTRATION

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.

HADM 111  Staff
Introduction to Health Administration  3 credits
An initial overview of health care in the United States and the professions involved. Emphasis is placed on health care providers and professionals in health service settings.

HADM 112  Staff
Health Systems  3 credits
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.

HADM 212  Staff
Health Administration Law  3 credits
The legal and regulatory environment of health care and the administration of health services.

HADM 213  Staff
(W)Supervising Health Personnel  3 credits
Principles and practices of direct supervision of personnel including motivation, leadership, and various personnel functions in health care settings. For Health Administration majors and minors only.

HADM 284  Staff
Special Topics  3 credits
Selected topics of current interest in health administration are offered on a variable basis.

HADM 293  Staff
Research in Health Administration  3 credits
(Majors only; prerequisite: Psyc 210) 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.

HADM 311  Staff
Resource Development  3 credits
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.

HADM 312  Staff
Health Finance  3 credits
The costs of health care in society with emphasis on financial concepts and reimbursement mechanisms for health providers.

HADM 313  Staff
Health Administration  3 credits
Roles and functions of supervisory and administrative structure, including boards of directors, in health agencies, systems, and organizations, with an emphasis on managed care environments.

HADM 314  Staff
Health Care Policy  3 credits
Public policy in the health care sector is studied, including the policy-making process. Implications of governmental policy for health care organizations and administrators are discussed.
HADM 315  Staff  (D)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. For HADM majors and HADM minors only.

HADM 316  Staff  Health Care Marketing
3 credits
Marketing theories, concepts, strategies, methods, and techniques are studied and applied to health care. The unique aspects of health care, services, and health care organizations are considered as they pertain to marketing.

HADM 317  Staff  Workforce Development
3 credits
Training and development needs of employees within various health care delivery systems will be examined. Adult learning theories and the role of the training function will be critically reviewed. An in-depth study and application of the training process will require students to design, develop, implement, and evaluate a training program.

HADM 318  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 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: HADM 340, 18 HADM credits or approval of Prog. Director) The internship, a significant educational experience, ends the third year 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 and a minimum of 18 hours in on-campus staffing sessions. Prerequisite for HADM 481. Students must provide their own transportation. Graded S or U.

HADM 441  Staff  Issues in Health Care Administration
3 credits
Seniors only. A capstone course in which students demonstrate knowledge attained throughout the HADM curriculum as well as the ability to apply that knowledge in a practical manner through completion of a "mega case study", utilizing a small administrative group/team approach.

HADM 480  Staff  Internship in Long-Term Care Administration
3 credits
(Prerequisite: approval of HADM director) The internship is a significant educational capstone experience that involves a supervised practical experience in a licensed long-term care facility. 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 520 hours in the field placement and 15 hours of on-campus seminars. Students must accumulate 1040 hours of internship experience by taking HADM 480 in both the fall and spring semesters of their senior year. Students must provide their own transportation. Graded S or U.

HADM 481  Staff  Internship in Health Administration
3 credits
(Prerequisite: HADM 380) This second internship involves 150 hours in a community agency or organization providing health services; it may be taken during any regular academic term and may be completed outside the immediate University region. Approval by Program Director is required. Students must provide their own transportation. 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.

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, PSYCH 210, 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 C-, 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 order to graduate, Nursing majors must complete a minimum of ten hours of community service during each Fall and Spring semester in which they are registered.

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 license. The University of Scranton's Nursing program is accredited by the National League for Nursing.

SERV 192, 292, 392, 492
Service Learning
0 credits

Service learning activities are integrated in the Nursing courses. 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. 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.

NURS 100
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.

NURS 111
Women's Health
3 credits

Course focuses on historic, physiologic, social, cultural, emotional, and economic issues affecting women's health. The course explores strategies to empower women's use of health care services. Class members will be expected to participate actively in all discussions.

NURS. 112
Sexual Development Through the Life Span
3 credits

(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.

NURS. 140
Introduction to Nursing Concepts
3 credits

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 physiologic, 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.
<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 140</td>
<td>Introduction to Nursing Concepts</td>
<td>3</td>
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<tr>
<td>CH EM 110-110</td>
<td>Introduction Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 110-111</td>
<td>Structure &amp; Function</td>
<td>4</td>
</tr>
<tr>
<td>EN GL 107-COM M 100</td>
<td>Composition-Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>C/IIL 102</td>
<td>Computer/Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>PH IL 120</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 110</td>
<td>Fundamentals of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>INTD 100</td>
<td>Freshman Seminar</td>
<td>1</td>
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<tr>
<td>PHED ELECT</td>
<td>Physical Education</td>
<td>1</td>
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<td>SERV 192</td>
<td>Service Learning</td>
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**SECOND YEAR**

<table>
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<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 260</td>
<td>Nursing Related to the Health Patterns</td>
<td>3</td>
</tr>
<tr>
<td>NURS 261</td>
<td>Physical Assessment (Health Patterns)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 262</td>
<td>Pharmacology I</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 210</td>
<td>Introductory Medical Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 210</td>
<td>Psychological Statistics</td>
<td>3</td>
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<tr>
<td>T/R S 211</td>
<td>Theology I</td>
<td>3</td>
</tr>
<tr>
<td>HUM ELECT</td>
<td>Humanities Elective</td>
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<tr>
<td>PSYCH 225</td>
<td>Abnormal Psychology</td>
<td>3</td>
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<td>SERV 292</td>
<td>Service Learning</td>
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**THIRD YEAR**

<table>
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<tr>
<th>Dept. and No.</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 340-341</td>
<td>Clinical Pathology I, II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 380</td>
<td>Nursing II-Nursing the Individual</td>
<td>8</td>
</tr>
<tr>
<td>NURS 360-361</td>
<td>Pharmacology II, III</td>
<td>1</td>
</tr>
<tr>
<td>NURS 381</td>
<td>Nursing III-Nursing Individual/Family</td>
<td>8</td>
</tr>
<tr>
<td>T/R S or PHIL</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td>PHED ELECT</td>
<td>Physical Education</td>
<td>1</td>
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<tr>
<td>Psych 221-ELECT</td>
<td>Childhood and Adolescence-Elective</td>
<td>3</td>
</tr>
<tr>
<td>SERV 392</td>
<td>Service Learning</td>
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**FOURTH YEAR**

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<tr>
<th>Dept. and No.</th>
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<tbody>
<tr>
<td>NURS 480</td>
<td>Nurs. IV Individual/Family/Community</td>
<td>8</td>
</tr>
<tr>
<td>NURS 440</td>
<td>Clinical Pathology III</td>
<td>3</td>
</tr>
<tr>
<td>NURS 493</td>
<td>Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 482</td>
<td>Nursing V-Synthesis of Nursing Concepts</td>
<td>9</td>
</tr>
<tr>
<td>HUM ELECT</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>PHED ELECT</td>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 212-ELECT</td>
<td>Medical Ethics-Elective</td>
<td>3</td>
</tr>
<tr>
<td>SERV 492</td>
<td>Service Learning</td>
<td>18</td>
</tr>
</tbody>
</table>

**TOTAL: 137 credits**

1 SERV 192, 292, 392, 492 is a ten hour per semester requirement per academic year.
2 Fall or Spring Semester
3 ROTC Option Available

**NURS. 213 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.

**NURS. 241 (W)Perspectives in Professional Nursing**

(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 Dr. Muscari, Staff 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 Dr. Harrington, Staff 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. 262 Staff Pharmacology I 1 credit
(Prerequisites: Chemistry 110-111, Biology 110-111, Biology 210) Principles of Pharmacology and specific drug groups. Emphasis is placed on drug actions, side effects, dosages, and nursing responsibilities.

NURS. 310 Dr. Bailey Understanding Transcultural Health Care 3 credits
This course will focus on exploring values, beliefs, and lifestyles of diverse cultural groups in order to broaden the student’s perception and understanding of health and illness and the variety of meanings these terms carry for members of differing groups.

NURS. 311 Dr. Narsavage 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.

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.

NURS. 340 Drs. Farrell, Harrington, Staff 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 Staff Pharmacology II 1 credit
(Prerequisite: Nursing 262) Principles of Pharmacology and specific drug groups related to alterations in the sleep-rest, activity-exercise, self-perception/self-concept health patterns. Emphasis is placed on drug actions, side effects, dosages, and nursing responsibilities. 1 hour lecture.

NURS. 361 Staff Pharmacology III 1 credit
(Prerequisite: Nursing 360) Principles of Pharmacology and specific drug groups related to alterations in the nutrition-metabolic, sexuality-reproductive, role-relationship, cognitive-perceptual, and elimination health patterns. Emphasis is placed on drug actions, side effects, dosages, and nursing responsibilities. 1 hour lecture.

NURS. 380 Drs. Zalon, Farrell, 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 Prof. DiMattio, Drs. Farrell, 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS. 440</td>
<td>Clinical Pathophysiology</td>
<td>3</td>
<td>(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.</td>
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</tr>
<tr>
<td>NURS. 480</td>
<td>Nursing the Individual/Family/Community</td>
<td>8</td>
<td>(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.</td>
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<tr>
<td>NURS. 481</td>
<td>Community Nursing</td>
<td>6</td>
<td>(Prerequisite: Senior Status in the University and Nursing Program) Focus on the professional nurse’s role as caregiver, advocate, and teacher in promoting and restoring adaptive responses in 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. 3 hours lecture and 9 hours laboratory.</td>
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<tr>
<td>NURS. 482*</td>
<td>Synthesis of Nursing Concepts</td>
<td>9</td>
<td>(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.</td>
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<tr>
<td>NURS. 483</td>
<td>Independent Study in Nursing</td>
<td>3</td>
<td>(Prerequisite: Senior Status in the nursing program AND Nursing 493) An independent project of academic or professional nature in an area specific to professional nursing. Students develop and complete a specific project and work on a one-to-one basis with a faculty member in the department of nursing.</td>
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<tr>
<td>NURS. 490</td>
<td>Synthesis of Nursing Concepts</td>
<td>6</td>
<td>Related to Leadership Management Roles Registered Nurse Students Only. (Prerequisite: Senior status in University and in Nursing program) Focus on the professional nurse’s role as leader/manager in promoting, restoring and maintaining adaptive responses in individuals, families, communities and groups in collaboration with nursing and interdisciplinary health teams. This is the final course in the nursing curriculum and requires integration and synthesis of all prior academic preparation leading to the baccalaureate degree. 3 hours lecture and 9 hours laboratory.</td>
<td>Students may substitute a nursing elective upon approval of the R.N. program director.</td>
</tr>
<tr>
<td>NURS. 493</td>
<td>Research in Nursing</td>
<td>3</td>
<td>(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.</td>
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</table>

* The following option is available for ROTC Nurse cadets. Three credits are awarded for successful completion of the ROTC Nurse Summer Training Program (NSTP).
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. Observation and/or volunteer experience in Occupational Therapy settings is required and must be documented.

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 semester 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 II 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.

The Occupational Therapy Program has initiated accreditation procedures with the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA’s phone number is (301) 652-AOTA. Once accreditation of the program has been obtained, its graduates will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

The normal length of time for completion of the program is four and one half years. All OT students must complete Level II Fieldwork within 24 months following completion of the academic portion of the program.

<table>
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<tr>
<th>COURSE</th>
<th>CREDITS</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>SERV 192, 292, 392, 492</td>
<td>1 credit</td>
<td>Service Learning</td>
</tr>
<tr>
<td>OT 140</td>
<td>1 credit</td>
<td>Introduction to Occupational Therapy</td>
</tr>
<tr>
<td>OT 141</td>
<td>3 credits</td>
<td>Occupational Therapy Theoretical Concepts</td>
</tr>
<tr>
<td>OT 240</td>
<td>3 credits</td>
<td>Activity Analysis I</td>
</tr>
<tr>
<td>OT 241</td>
<td>3 credits</td>
<td>Pathological Conditions I</td>
</tr>
<tr>
<td>OT 242</td>
<td>1 credit</td>
<td>Activity Analysis II</td>
</tr>
<tr>
<td>OT 243</td>
<td>2 credits</td>
<td>OT Fieldwork/OT Practice</td>
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</tbody>
</table>

OT 243 is the required course for Level II Fieldwork within 24 months following completion of the academic portion of the program.
OT 347 Pathological Conditions II
Prof. Penny
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.

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 OT practice. Prerequisites: PT 256, OT 275. Two hours lecture, two hours lab/week.
OT 360  
**Occupational Therapy Practice I: Pediatrics**  
3 credits  
An 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  
**Occupational Therapy Practice II: Psychosocial Rehabilitation**  
3 credits  
An 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  
**Occupational Therapy Level I**  
1 credit  
Clinical – I: Pediatrics  
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  
**Occupational Therapy Level I**  
1 credit  
Clinical – II: Psychosocial Rehabilitation  
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  
**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  
**Hand Rehabilitation**  
2 credits  
An in-depth 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  
**Occupational Therapy Practice III: Physical Rehabilitation**  
3 credits  
An 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  
**Occupational Therapy Practice IV: Geriatrics**  
3 credits  
An 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  
**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, adaptive seating, and assistive technology. Prerequisites: OT 451, OT 460. Two hours lecture, two hours lab/week.

OT 480  
**Occupational Therapy Level I**  
1 credit  
Clinical – III: Physical Rehabilitation  
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  
Fall-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  
Fall-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  
An introduction to research design, data collection, analysis, and interpretation of findings. Emphasis placed on critical review of occupational therapy research studies, application to clinical practice, quantitative, and qualitative methods. Concepts are integrated through the preparation of a research proposal. Prerequisite: Psych 210. Corequisites: OT 451, OT 460. Three hours lecture/week.
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 and 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 .5-1 credit
Students talking physical education may select 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, golf, tai chi, badminton and scuba diving. Three 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.

<table>
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<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<td>Ph. Ed. 160</td>
<td>Introduction to Coaching</td>
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<tr>
<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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<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>
<td>3</td>
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<tr>
<td>Ph. Ed. 205</td>
<td>Teaching Sport Skills</td>
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</table>

TOTAL: 16

PHED 160
Introduction to Coaching
Team 1 credit
Prerequisite course which will assist prospective coaches as they develop a positive coaching philosophy, apply coaching principles, and use sport management skills.

PHED 210
Sports Physiology
Prof. Howlett 3 credits
Students will learn how to design effective, individualized training programs by incorporating training basics such as overload, specificity, adaptation, and progression. Will include individual differences among athletes, muscular fitness, energy fitness, and performance factors.

PHED 202
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.

PHED 203
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.

PHED 205
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).
The Department of Physical Therapy at the University of Scranton offers a five-year, entry-level Bachelor’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. 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 all 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. In the third, fourth and fifth years, 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. In addition, PT majors must do ten hours of community service per semester during their four undergraduate years.

Advancement to professional studies (JR.YR.) is automatic for pre-professional students (FR.-SOPH. 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 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 volunteer/work experience and the potential the student has to be a physical therapy practitioner); (e) a positive evaluation of personal abilities and aptitudes by department faculty responsible for courses provided in the pre-professional phase of the curriculum; and (f) up-to-date completion of community service hours.

When students enter the professional phase of the curriculum, the cumulative GPA requirements are as follows: Junior year 2.85, Senior year 3.00, and Graduate year 3.00. Students are expected to complete the curriculum in the 5 year time span and in the sequence indicated. All students are to satisfactorily complete the clinical 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.
## PHYSICAL THERAPY

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<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
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<td>ENGL 107-COMM 100</td>
<td>Composition-Public Speaking</td>
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<td>Intro to Phil-Theology I</td>
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<td>Structure-Function Human Body</td>
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<td>MAJOR</td>
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<td>Org and Mgt in PT</td>
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<td>Psychological Statistics</td>
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**FOURTH YEAR (Summer)**

- PT Internship I (2 Cr.)
- 2

**FOURTH YEAR**

| MAJOR        | PT 440                     | Org and Mgt in PT           | 3  |      |       |
| MAJOR        | PT 452/453                 | Advanced Clinical Skills    | 1-2| 1-2 |       |
| MAJOR        | PT 455                     | Pediatric Development       | 2  |      |       |
| MAJOR        | PT 456                     | PT App to N euro Popul      | 4  |      |       |
| MAJOR        | PT 460                     | Clinical Sciences II        | 3  |      |       |
| MAJOR        | PT 465                     | Psychol/Soc Aspects of Disab| 3 |      |       |
| MAJOR        | PT 470                     | Cardiopul PT                | 4  |      |       |
| MAJOR        | PT 477                     | Teaching in PT              | 2  |      |       |
| MAJOR        | PT 482                     | Prof Development (opt.)     | 2  |      |       |
| MAJOR        | PT 490                     | Cl Educ Seminar III         | 1  |      |       |
| MAJOR        | PT 493                     | Intro to Research           | 3  |      |       |
| GE QUAN      | PSYC 210                   | Psychological Statistics    | 3  |      |       |

**Credits Total:**

- 18 1/2
- 7
- 17 1/2

- 17 1/2
- 3
- 18

- 16
- 2
- 15

- 14-16
- 16-18
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<td>MAJOR PT 552</td>
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<td>MAJOR PT 556</td>
<td>Motor Control/Motor Learning</td>
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<td>MAJOR PT 584</td>
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<td>MAJOR PT 590</td>
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<td>MAJOR PT 593</td>
<td>Res Design &amp; Implementation</td>
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1. SERV 192, 292, 392, 492 is a 10 hour per semester requirement for first four years
2. All majors must take a minimum of two one-credit modules.

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**PHYSICAL THERAPY PROGRAM**

**AFFILIATED CLINICAL EDUCATION CENTERS**

The PT Program has fully executed contracts with approximately 300 clinical sites across the United States, allowing our students adequate choices to satisfy program requirements. The clinical education experiences are provided in a variety of clinical practice settings designed to model current practice environments. Students are encouraged to experience a variety of clinical settings in order to broaden their clinical learning experiences, but also to incorporate experiences beyond patient care. The objectives of the clinical education experiences as well as student objectives for clinical education also include: participation in administration, teaching, quality assurance, supervision of physical therapist assistants and other supportive personnel; interaction, communication and collaboration with other health care professionals and clinical research.

Our list of contracted sites has been slowly increasing since the inception of the program. In the current healthcare market, the actual listing of names/locations of clinical sites is outdated as quickly as it is printed (in light of mergers, corporate influences etc.). The sites most frequently utilized by University of Scranton students are located in the PA, NJ, NY, DE and MD areas. Our available sites extend as far as Hawaii, Oregon and Washington to the west; Arizona, Texas, Louisiana and Florida to the south; along the east coast; and scattered throughout the US. This variety of locations parallels the variety of clinical opportunities which include: in-patient general and specialty experiences, inpatient extended care, comprehensive outpatient experiences, community healthcare, and community/home based experiences.
Three hours lecture/week.

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. Three hours lecture/week.

Three hours lecture/week.

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.

A introduction to human gross 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.

The first of four clinical education seminars will include an overview of the history, current practice and future profession of physical therapy. Current practice sites and settings are presented and observed with consideration of traditional and emerging roles and responsibilities of the physical therapist. Students will participate in several half day group observations of local clinics. Comprehensive exam of medical terminology will be included in this course. Two hours lecture/week.

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.

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. Students learn to recognize major signs and symptoms of systemic disease that can mimic primary musculoskeletal lesions. Evaluation tools are presented to help students recognize problems that are beyond physical therapy expertise. Students learn how to make treatment-versus-referral decisions for patients who present presumed musculoskeletal problems. Two hours lecture, 4 hours lab/week.
PT. 360  Dr. Sanko  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, with an emphasis on their implications for comprehensive patient management. Emphasis on musculoskeletal, rheumatic and cardiovascular diseases. Three hours lecture/week.

PT. 375  Dr. Kosmahl  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 gait studies are completed. Two hours lecture, 2 hours laboratory/week.

PT. 376  Drs. Kosmahl, Sanko  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 provided. Two hours lecture, 2 hours laboratory/week.

PT. 390  Prof. Wagner  Clinical Education Seminar II 1 credit
This second seminar 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  Dr. Barnes  Organization & Management in Physical Therapy 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. 452/453/552  Dr. Barnes  Advanced Clinical Skills  (var. credits)
This course is comprised of several 1 credit modules, each with a specific clinical focus. All students will be required to take a minimum of 2 modules. Module offerings will be available Fall and Spring semesters and will be posed during pre-registration. The course format will be determined by the instructor. Full-time PT faculty and area PT clinicians will offer these short (15 hour) courses.

PT. 455  Prof. Zichettella-Caffrey  Introduction to Developmental Pediatrics 3 credits
This course involves a comprehensive look at the normal and abnormal development of motor and cognitive issues from the prenatal period through early childhood. Assessment tools will be introduced as they apply to medical conditions specific to the pediatric population. Theories of development and their influence on treatment concepts will be discussed. An overview of physical therapy management of the pediatric clinical conditions will be included. Two hours lecture/week.

PT. 456  Prof. Zichettella-Caffrey  PT Approaches to Neurological Populations 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. Three hours lecture, 2 hours laboratory/week.

PT. 460  Prof. Hakim  Clinical Sciences II 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  Prof. Wagner  Psychosocial Aspects of Physical Disabilities 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  Dr. Sanko  Cardiopulmonary Physical Therapy 4 credits
An overview of the human physiological response to physical activity. Emphasis is placed on the acute and chronic adaptation of the body systems to activity by individuals in various states of health and disease throughout the lifespan. Principles of cardiopulmonary disease prevention, treatment, and rehabilitation are examined. Laboratory experiences are designed to illustrate these principles and develop skills necessary for their implementation. Three hours lecture, two hours laboratory/week.
PT. 477 Teaching in Physical Therapy 2 credits
Dr. Barnes
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. 480 Internship I 2 credits
Prof. Wagner
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 service or case presentation will be required during the internship.

PT. 482, 582 Professional Development 2 credits
Dr. Barnes
This course is designed to provide the student with the opportunity to explore, in increasing depth, an area of professional interest. A contract drawn between student and advisor is required. Optional.

PT. 490 Clinical Education Seminar III 1 credit
Prof. Wagner
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 Introduction to Research 3 credits
Dr. Sanko
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 4 credits
Prof. Hakim
This course is designed to integrate background knowledge and clinical practice in the areas of: ICU management, orthotics, prosthetics, oncology, head injury, speech/language, and spinal cord injury. Evaluation, treatment, and documentation issues are addressed as they pertain to teach area. Concepts of impairment, disability, and handicap are discussed in relation to clinical management and an interdisciplinary approach. Laboratory experiences focus on treatment planning and application with problem solving scenarios. Demonstrations, videos, equipment management, and clinical guest lectures are included. Field trips to local rehabilitation facilities supplement the head injury and spinal cord injury modules. Three hours lecture, 2 hours lab/week.

PT. 556 Motor Control/Motor Learning 4 credits
Prof. Zichettella-Caffrey
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 II 3 credits
Prof. Wagner
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 service or case presentation will be required during the internships.

PT. 581 Internship III 12 credits
Prof. Wagner
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 service, case presentation or research paper will be required during each internship.

PT. 584 Special Topics in Health Care 2 credits
Dr. Barnes
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 Clinical Education Seminar IV 1 credit
Prof. Wagner
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 "speciality" 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 Research Design and Implementation 2 credits
Dr. Sanko
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

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.
- b. Students who wish to pursue an undergraduate degree on a part-time basis or attending evenings only.
- c. Students who want to obtain an associate degree or certificate.
- d. Students 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
Dexter Hanley College students may attend courses offered in the day or at night. Students who can attend courses scheduled for mornings and afternoons may choose from degree programs in Group 1 or Group 2. Students who plan to attend only in the evening may select from Group 2.

Group 1: Courses that comprise the MAJOR for these degree programs are offered during the daytime only.

<table>
<thead>
<tr>
<th>BACHELOR’S DEGREE</th>
<th>ASSOCIATE DEGREE</th>
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<tbody>
<tr>
<td>Biology</td>
<td>International Studies</td>
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<tr>
<td>Chemistry</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Medical Technology</td>
</tr>
<tr>
<td>Early Childhood Education*</td>
<td>Neuroscience</td>
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<tr>
<td>Elementary Education*</td>
<td>Nursing*</td>
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<tr>
<td>Secondary Education*</td>
<td>Philosophy</td>
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<tr>
<td>Electrical Engineering</td>
<td>Political Science</td>
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<tr>
<td>English</td>
<td>Psychology</td>
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<tr>
<td>Gerontology</td>
<td>Sociology</td>
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<tr>
<td>International Language</td>
<td>Theology/Religious Studies</td>
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</table>

*Some courses in the MAJOR are available evenings.

Group 2: MAJOR, COGNATE and general education courses for these degrees are available night and day.

<table>
<thead>
<tr>
<th>BACHELOR’S DEGREE</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>History</td>
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<tr>
<td>Communication</td>
<td>Human Services</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Management</td>
</tr>
<tr>
<td>Economics</td>
<td>Marketing</td>
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<tr>
<td>Finance</td>
<td>Nursing for R.N.s</td>
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<tr>
<td>Health Administration</td>
<td>Operations Management</td>
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<table>
<thead>
<tr>
<th>ASSOCIATE DEGREE</th>
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</thead>
<tbody>
<tr>
<td>Associate in Arts</td>
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<tr>
<td>Business</td>
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<tr>
<td>Computer Information Systems</td>
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<td>Criminal Justice</td>
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<tr>
<td>Gerontology</td>
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<tr>
<td>Health Administration</td>
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<tr>
<td>Human Services</td>
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<tr>
<td>Political Science</td>
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</tbody>
</table>
The Dexter Hanley College baccalaureate programs have the same general education requirements as the corresponding programs in the College of Arts and Sciences, the School of Management, and the College of Health, Education and Human Resources. These general requirements are described on pp. 18-24. It should be noted, however, that the physical education requirement, described on pg. 206, is waived for DHC students.

Curricular requirements for each degree program will be found on pages indicated in the index at the back of this catalog. Math placement testing may determine additional math prerequisites in addition to those specified by a degree program. Curricular information for Liberal Studies and Nursing for Registered Nurses, two degree programs unique to Hanley College, is available on pages 219-221.

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 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 $20.00 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 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 $20.00 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 previously completed courses when completed courses are equivalent to courses at the University, the student received grades of C or higher, and when courses are required 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 that apply 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 25 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.

Readmission

Once accepted to Dexter Hanley College, a student must maintain continuous enrollment. The dean may approve requests for one, and, on occasion, two consecutive semester leaves of absence. Students who do not attend the University within a year may be required to complete a full application for readmission. This may also result in a student’s needing to fulfill new curricular requirements.

University of Scranton/Marywood Cross Registration

After completing 30 credits at the University of Scranton, DHC full time students in good academic standing may take 2 courses (equivalent to 6 credits) during the calendar year (January-December). Part time students can take 1 course per 15 credits for a maximum of 6 courses.
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. The program provides an overview of the scholarly resources available at this university and carefully designs 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 foundation for future coursework.

Admission of Special Students

Special students include 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), 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 227 - 230.)

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 the 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 of Dismissed Students

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 on the inside front cover of this catalog. Auditing students pay the regular tuition and fees (see page 252).

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 or individual 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.

DHC ADVISING CENTER
In Hanley College, academic advising begins with admission interviews, registration, and new student orientations. Ongoing advising services that support students through their years of study to graduation provide all students, particularly transfer and evening students, with stability and continuity in their academic planning. DHC students are assigned faculty advisors by their choice of major. They are also assisted by staff advisors who are available twelve months a year during regular DHC office hours.

A new student-use space has been added to the advising center. Here students may use computers to access updated course information and to check their grades and student account status prior to registration.
B.S. IN NURSING FOR R.N. STUDENTS
DR. DONA RINALDI CARPENTER, 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 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 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 by verifying current employment or graduation through original R.N. program less than 10 years prior to acceptance. The 33 validation credits are posted on the student's official transcript upon successful completion of Chem. 110-111, Bio. 110-111, Bio. 210, Nurs. 241 and Nurs. 242. The student must hold Junior status in the program.
3. Students must have completed at least 100 credits prior to enrollment in Nurs. 481 or 493. Completion of all coursework toward the baccalaureate degree is suggested prior to enrollment in Nurs. 490.
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.
6. Students who have earned an overall GPA of 3.3 or higher may choose an accelerated track toward the M.S. in Nursing. NURS 510, 591, and 595 may be taken in lieu of NURS 483 and 490. Additional information is available from Dr. Carpenter, Director of the R.N. Track.
**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>FIRST YEAR</strong></td>
<td></td>
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</tr>
<tr>
<td>COGNATE (GE NSCI) CHEM. 110-111</td>
<td>Introduction to Chemistry I-II</td>
<td>8</td>
</tr>
<tr>
<td>COGNATE (GE NSCI) BIOL. 110-111</td>
<td>Structure and Function I-II</td>
<td>8</td>
</tr>
<tr>
<td>GE SPCH-WRTG COMM 100-ENGL 107</td>
<td>Public Speaking-Composition</td>
<td>6</td>
</tr>
<tr>
<td>GE C/IL-QUAN C/IL 102</td>
<td>Computer and Information Literacy</td>
<td>3</td>
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<tr>
<td>GE PHIL PHIL 120</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>GE S/BH PSYC 110</td>
<td>Fundamentals of Psychology</td>
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<tr>
<td><strong>SECOND YEAR</strong></td>
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<tr>
<td>MAJOR</td>
<td>NURS 241</td>
<td>Perspectives in Professional Nursing</td>
</tr>
<tr>
<td>MAJOR</td>
<td>NURS 242</td>
<td>Nursing Related to Assessment of Health Patterns</td>
</tr>
<tr>
<td>COGNATE</td>
<td>BIO 210</td>
<td>Intro to Medical Microbiology</td>
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<tr>
<td>COGNATE (GE QUAN)</td>
<td>PSYC 210</td>
<td>Psychological Statistics</td>
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<td>GE T/RS T/RS 121</td>
<td>Theology I</td>
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<td>GE PHIL-T/RS PHIL 210-T/RS 122</td>
<td>Ethics-Theology II</td>
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<td>GE HUMN ELECTIVES</td>
<td>Humanities Electives</td>
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<td>GE S/BH PSYC 225</td>
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<td><strong>THIRD YEAR</strong></td>
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<tr>
<td>GE T/RS ELECTIVE</td>
<td>T/RS Electives</td>
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<tr>
<td>GE ELECT PSYC 221-ELECT</td>
<td>Childhood &amp; Adolescence-Free Elective</td>
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<td>GE HUMN ELECTIVE</td>
<td>Humanities Elective</td>
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<tr>
<td>GE ELECT PHIL 210-ELECT</td>
<td>Medical Ethics and/or Free Elective</td>
<td>6</td>
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<tr>
<td><strong>FOURTH YEAR</strong></td>
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<tr>
<td>MAJOR</td>
<td>NURS 481</td>
<td>Community Nursing</td>
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<tr>
<td>MAJOR</td>
<td>NURS 493</td>
<td>Research in Nursing</td>
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<tr>
<td>MAJOR</td>
<td>NURS 490</td>
<td>Independent Study</td>
</tr>
<tr>
<td>MAJOR</td>
<td>NURS 483</td>
<td>Synthesis of Nursing Concepts Related to Leadership Management Roles</td>
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<td>Humanities Elective</td>
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<tr>
<td>GE ELECT PHIL 212-ELECT</td>
<td>Medical Ethics and/or Free Elective</td>
<td>6</td>
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</table>

**TOTAL: 133 credits**

1 Fall or Spring
2 Department Recommendation
3 Portfolio Option Available
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 231.) 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

<table>
<thead>
<tr>
<th>General Education</th>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>FIRST YEAR</td>
<td></td>
<td></td>
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<tr>
<td>GE SPCH-WRTG</td>
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<td>Public Speaking - Composition</td>
<td>3</td>
</tr>
<tr>
<td>GE C/IL-QUAN</td>
<td>C/IL 102</td>
<td>Computer and Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>GE PHIL - TRS</td>
<td>PHIL 120 - T/RS 121</td>
<td>Introduction to Philosophy - Theology I</td>
<td>3</td>
</tr>
<tr>
<td>GE HUMN</td>
<td>ELECT</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>GE S/BH</td>
<td>ELECT</td>
<td>Social-Behavioral Elective</td>
<td>3</td>
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<td>GE NSCI</td>
<td>ELECT</td>
<td>Natural Science Elective</td>
<td>3</td>
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<tr>
<td>FSEM</td>
<td>INTD 100</td>
<td>Freshman Seminar</td>
<td>1</td>
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<td></td>
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<td>ELECT</td>
<td>Natural Science Elective</td>
<td>3</td>
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<td>GE S/BH</td>
<td>ELECT</td>
<td>Social-Behavioral Elective</td>
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<td>GE HUMN</td>
<td>ELECT</td>
<td>Humanities Electives</td>
<td>3</td>
</tr>
<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 210-T/RS 122</td>
<td>Ethics-Theology II</td>
<td>3</td>
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<td>Concentration Area</td>
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<tr>
<td>GE PHIL-T/RS</td>
<td>ELECT</td>
<td>Philosophy or Theology Elective</td>
<td>3</td>
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<td>ELECT</td>
<td>Free Electives</td>
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<td></td>
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<tr>
<td>FOURTH YEAR</td>
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<td>Free Electives</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Total: 127 credits

Physical education courses cannot be counted within the Liberal Studies degree.

No minors or College of Arts and Sciences concentrations can be granted within the Liberal Studies degree.
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 a broad exposure to the arts and sciences.

Degree Requirements for Associate in Arts

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:

**General Education**

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE SPCH-WRTG</td>
<td>COMM 100-ENGL 107 Public Speaking-Composition</td>
<td>6</td>
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<tr>
<td>GE C/IL-QUAN</td>
<td>C/IL 102 Computer and Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MATH ELECT</td>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 120-T/RS 121 Introduction to Philosophy - Theology I</td>
<td>6</td>
</tr>
<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 210-T/RS 122 Ethics-Theology II</td>
<td>6</td>
</tr>
<tr>
<td>GE S/BH ELECT</td>
<td>Social-Behavioral Electives</td>
<td>6</td>
</tr>
<tr>
<td>GE NSCI ELECT</td>
<td>Natural Science Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

| Major/Cognates | Humanities Major Electives | 24 |

**TOTAL: 60 credits**

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. Course requirements follow:

**BUSINESS**

**General Education**

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE QUAN/ELECT</td>
<td>MATH 106-MATH 107 Quantitative Methods I-II</td>
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<tr>
<td>GE ELECT</td>
<td>ELECT Free Elective</td>
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<tr>
<td>GE S/BH</td>
<td>ECO 153-154 Principles of Micro-Macro Economics</td>
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</tr>
<tr>
<td>GE WRTG</td>
<td>ENGL 107 Composition</td>
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</tr>
<tr>
<td>GE SPCH</td>
<td>COMM 100 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>GE C/IL</td>
<td>C/IL 102 Computer and Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>GE HUMN ELECT</td>
<td>Humanities Electives</td>
<td>9</td>
</tr>
<tr>
<td>GE PHIL</td>
<td>PHIL 120 Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>GE T/RS</td>
<td>T/RS 121 Theology I</td>
<td>3</td>
</tr>
<tr>
<td>GE PHIL or T/RS</td>
<td>PHIL210 or T/RS 122 Ethics or Theology II</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Major/Cognates</th>
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</thead>
<tbody>
<tr>
<td>MGT 161</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>ACC 253-254</td>
<td>Financial/Managerial Accounting</td>
</tr>
<tr>
<td>STAT 251-252</td>
<td>Statistics for Business, I-II</td>
</tr>
<tr>
<td>MGT 251</td>
<td>Legal Environment of Business</td>
</tr>
</tbody>
</table>

**TOTAL: 60 credits**

1 Math placement testing may determine additional math pre-requisites in addition to the math specified for this degree program.
2 Must take two (2) courses in history, literature, or foreign language. The other 3 credits will be in one of the other two areas.

**NOTE:** Students who complete the associate degree in business and wish to continue toward the B.S. in accounting, economics, finance, management, marketing, or operations management, must have attained a 2.0 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>Descriptive title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE C/IL</td>
<td>Computer and Information Literacy</td>
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<tr>
<td>GE QUAN</td>
<td>MATH 142</td>
<td>4</td>
</tr>
<tr>
<td>GE S/BH</td>
<td>ECO 153</td>
<td>3</td>
</tr>
<tr>
<td>GE SPCH-WRTG</td>
<td>COMM 100-ENGL 107</td>
<td>6</td>
</tr>
<tr>
<td>GE HUMN</td>
<td>ELECT</td>
<td>9</td>
</tr>
<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 120-T/RS 121</td>
<td>6</td>
</tr>
<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 210 OR T/RS 122</td>
<td>3</td>
</tr>
<tr>
<td>GE ELECT</td>
<td>WRTG 211</td>
<td>3</td>
</tr>
<tr>
<td>GE ELECT</td>
<td>ELECT</td>
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**Major/Cognates**

<table>
<thead>
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<th>Dept. and No.</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>CMPS 134, 144</td>
<td>Computer Science I, II</td>
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<tr>
<td>MATH 204 or STAT 251</td>
<td>Special Topics of Statistics or Statistics for Business I</td>
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<tr>
<td>CMPS 240</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 250</td>
<td>Machine Organization &amp; Assembly Language Programming</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 330</td>
<td>Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 340</td>
<td>File Processing</td>
<td>3</td>
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</table>

**TOTAL:** 63 credits

Math placement testing may determine additional math pre-requisites in addition to the math specified for this degree program. ECO 154 is recommended.

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# CRIMINAL JUSTICE

## General Education

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive title of Course</th>
<th>Credits</th>
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</thead>
<tbody>
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<td>ELECT</td>
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</tr>
<tr>
<td>GE S/BH</td>
<td>SOC 110</td>
<td>3</td>
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<tr>
<td>GE S/BH</td>
<td>PSYC 110</td>
<td>3</td>
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<tr>
<td>GE S/BH</td>
<td>PS 130</td>
<td>3</td>
</tr>
<tr>
<td>GE S/BH</td>
<td>SOC 112</td>
<td>3</td>
</tr>
<tr>
<td>GE SPCH-WRTG</td>
<td>COMM 100-ENGL 107</td>
<td>6</td>
</tr>
<tr>
<td>GE C/IL</td>
<td>C/IL 102</td>
<td>3</td>
</tr>
<tr>
<td>GE HUMN</td>
<td>ELECT</td>
<td>9</td>
</tr>
<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 120-T/RS 121</td>
<td>6</td>
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<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 210 or T/RS 122</td>
<td>3</td>
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<tr>
<td>GE ELECT</td>
<td>ELECT</td>
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**Major/Cognates**

<table>
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<tr>
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<th>Descriptive title of Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJ 110</td>
<td>Introduction to Criminal Justice</td>
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<tr>
<td>S/CJ 210</td>
<td>Law and Society</td>
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<tr>
<td>S/CJ 212</td>
<td>Criminological Research</td>
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<tr>
<td>S/CJ 213</td>
<td>Criminology</td>
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<tr>
<td>Major Electives</td>
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</tbody>
</table>

**TOTAL:** 63 credits

1 Recommended courses.
2 This could also be used for writing intensive and/or cultural diversity credit.
### ELECTRICAL ENGINEERING

**General Education**

<table>
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<th>Dept. and No.</th>
<th>Descriptive title of Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GE SPCH-WRTG</td>
<td>COMM 100 - ENGL 107 Public Speaking - Composition</td>
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<td>C/IL 102 Computer and Information Literacy</td>
<td>3</td>
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<tr>
<td>GE PHIL - T/RS</td>
<td>PHIL 120 - T/RS 121 Introduction to Philosophy - Theology I</td>
<td>6</td>
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<td>GE HUMN</td>
<td>ELECT Humanities Elective</td>
<td>3</td>
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<tr>
<td>GE S/BH</td>
<td>ELECT Social-Behavioral Elective</td>
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**Major/Cognates**

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<th>Title</th>
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<tbody>
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<td>Phys. 270</td>
<td>Elements of Modern Physics</td>
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<td>Math 103 - 114</td>
<td>Pre-Calculus-Analysis I</td>
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<td>Math 221 - 222</td>
<td>Analysis II, III</td>
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<td>CMPS 134</td>
<td>Computer Science I</td>
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<tr>
<td>Engr. 250 - 252</td>
<td>Statics - Solid State Materials</td>
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<td>Engr. 253 - 254</td>
<td>Introduction to CAD-3D CAD</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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<td>EE. 343</td>
<td>Electronic Circuits I</td>
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<tr>
<td>EE. 243L</td>
<td>Digital System Design Lab</td>
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**TOTAL:** 72 credits

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1 Math placement testing may determine additional math pre-requisites in addition to the math specified for this degree program.

### GERONTOLOGY

**General Education**

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<td>Elements of Chemistry</td>
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<td>GE NSCI ELECT</td>
<td>Natural Science</td>
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<tr>
<td>GE S/BH SOC 110</td>
<td>Introduction to Sociology</td>
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<tr>
<td>GE S/BH PSYC 110</td>
<td>Fundamentals of Psychology</td>
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<tr>
<td>GE S/BH PSYC 222</td>
<td>Adulthood and Aging - or</td>
<td>3</td>
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<tr>
<td>SOC 112</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>GE SPCH-WRTG COMM100 - ENGL 107</td>
<td>Public Speaking - Composition</td>
<td>6</td>
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<tr>
<td>GE C/IL C/IL 102</td>
<td>Computer and Information Literacy</td>
<td>3</td>
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<tr>
<td>GE HUMN ELECTIVES</td>
<td>Humanities Electives</td>
<td>3</td>
</tr>
<tr>
<td>GE PHIL - T/RS PHIL 120 - T/RS 121</td>
<td>Introduction to Philosophy - Theology I</td>
<td>6</td>
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<tr>
<td>GE PHIL - T/RS PHIL 210 or T/RS 122</td>
<td>Ethics or Theology II</td>
<td>3</td>
</tr>
<tr>
<td>GE ELECT ELECT</td>
<td>Free Elective</td>
<td>3</td>
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</tbody>
</table>

**Major/Cognate**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Gero. 110</td>
<td>Introduction to Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>Gero. 230</td>
<td>Social Policy and Aging</td>
<td>3</td>
</tr>
<tr>
<td>Gero. 232</td>
<td>Aging and Death</td>
<td>3</td>
</tr>
<tr>
<td>Soc. 211</td>
<td>Methods of Social Research</td>
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<tr>
<td>Electives</td>
<td>Gerontology Electives</td>
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</table>

**TOTAL:** 63 credits

---

1 Recommended Courses
2 This could also be used for writing intensive and/or cultural diversity credit.
## HEALTH ADMINISTRATION

### General Education

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive title of Course</th>
<th>Credits</th>
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<tr>
<td>GE SPCH-WRTG</td>
<td>COMM 100 - ENGL 107 Public Speaking - Composition</td>
<td>6</td>
</tr>
<tr>
<td>GE C/IL</td>
<td>C/IL 102 Computer and Information Literacy</td>
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</tr>
<tr>
<td>GE HUMN</td>
<td>ELECT Humanities Electives</td>
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<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 120 - T/RS 121 Introduction to Philosophy - Theology I</td>
<td>6</td>
</tr>
<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 210 - T/RS 122 Ethics or Theology II</td>
<td>3</td>
</tr>
<tr>
<td>GE ELECT</td>
<td>ELECT Free Electives</td>
<td>6</td>
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</table>

**Major/Cognate**

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive title of Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HADM 111</td>
<td>Introduction to Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HADM 112</td>
<td>Health Systems</td>
<td>3</td>
</tr>
<tr>
<td>HADM 312</td>
<td>Health Finance</td>
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</tr>
<tr>
<td>HADM 313</td>
<td>Health Administration</td>
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</tr>
<tr>
<td>Elective</td>
<td>HADM Elective</td>
<td>3</td>
</tr>
<tr>
<td>Acc 253 - 254</td>
<td>Financial - Managerial Accounting</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>Cognate Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL: 60 credits**

Students must complete a minimum of 40 hours of community service in addition to completing courses specified, to earn the associate degree in health administration. (These hours will apply to the 80 hours required for a bachelor’s degree if students continue in the bachelor’s program.)

**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.

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## HUMAN SERVICES

### General Education

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE SPCH-WRTG</td>
<td>COMM 100 - ENGL 107 Public Speaking - Composition</td>
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<td>ELECT Humanities Electives</td>
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</tr>
<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 120 - T/RS 121 Introduction to Philosophy-Theology I</td>
<td>6</td>
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<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL 210 - T/RS 122 Ethics or Theology II</td>
<td>3</td>
</tr>
<tr>
<td>GE QUANT-NSCI</td>
<td>ELECT Quantitative or Natural Science</td>
<td>6</td>
</tr>
<tr>
<td>GE ELECT</td>
<td>ELECT Free Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**Major/Cognate**

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 111</td>
<td>Introduction to Human Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>HS 112</td>
<td>Human Services Systems</td>
<td>3</td>
</tr>
<tr>
<td>HS 241</td>
<td>Case Management &amp; Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>HS 242</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>HS Elective</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Cognate Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL: 60 credits**

Students must complete a minimum of 40 hours of community service in addition to completing courses specified, to earn the associate degree in human services. (These hours will apply to the 80 hours required for a bachelor’s degree if students continue in the bachelor’s program.)

**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

To earn the Associate of Science degree in Political Science the student must successfully complete 60 semester hours of credit. Of these, 48 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

<table>
<thead>
<tr>
<th>General Education</th>
<th>Dept. and No.</th>
<th>Descriptive title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE SPCH-WRTG COMM 100 - ENGL 107</td>
<td>Public Speaking - Composition</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>GE C/IL C/IL 102</td>
<td>Computer and Information Literacy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GE NSCI-QUAN ELECT</td>
<td>Natural Science - Math Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>GE PHIL - T/RS PHIL 120 - T/RS 121</td>
<td>Introduction to Philosophy - Theology I</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>GE PHIL - T/RS PHIL 210 or T/RS 122</td>
<td>Ethics or Theology II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GE S/BH ELECT</td>
<td>Social - Behavioral Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>GE HUMN ELECT</td>
<td>Humanities Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>GE ELECT ELECT</td>
<td>Free Electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Total: 48 credits**

| Major | PS 130-131 American National Government I-II | 6 |
| Electives | PS-H/PS Electives | 6 |

**Total: 12 credits**

**TOTAL: 60 credits**

---

SOCIOCY

General Education

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE NSSCI PHYS 107</td>
<td>“Hands On” Physics</td>
<td>3</td>
</tr>
<tr>
<td>GE NSSCI ELECT</td>
<td>Natural Science-Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>GE S/BH PSYC 110</td>
<td>Fundamentals of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GE S/BH ELECT</td>
<td>Social-Behavioral Electives</td>
<td>6</td>
</tr>
<tr>
<td>GE SPCH-WRTG COMM 100 - ENGL 107</td>
<td>Public Speaking - Composition</td>
<td>6</td>
</tr>
<tr>
<td>GE C/IL C/IL 102</td>
<td>Computer and Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>GE HUMN ELECT</td>
<td>Humanities Electives</td>
<td>9</td>
</tr>
<tr>
<td>GE PHIL-T/RS PHIL 120 - T/RS 121</td>
<td>Introduction to Philosophy - Theology I</td>
<td>6</td>
</tr>
<tr>
<td>GE PHIL-T/RS PHIL 210 - T/RS 122</td>
<td>Ethics or Theology II</td>
<td>3</td>
</tr>
<tr>
<td>GE ELECT ELECT</td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 45 credits**

| Major/Cognate | SOC 110 Introduction to Sociology | 3 |
| SOC 112 Social Problems | 3 |
| SOC 211 Methods of Social Research | 3 |
| SOC 231 Urban Sociology | 3 |
| SOC 318 Sociological Theory | 3 |
| Elective Soc. Elective | 3 |

**Total: 18 credits**

**TOTAL: 63 credits**

---

1 Recommended
2 Gero. 110 or CJ 110 or PS 130 recommended
3 This could also be used for writing intensive and/or cultural diversity credit.
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. 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.

The courses a certificate student takes are part of the regular curriculum of the University. Certificate programs are comprised of eight academic credit courses that are recorded permanently on a transcript. Some certificates also include guided learning experiences.

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 Director of Admissions 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. Students with life-experience in advertising, promotion, or public relations may wish to take the more advanced courses. An advisor should be consulted before doing so.

Required Courses:

- COMM 120 Mass Communication
- COMM 224 Newswriting (or COMM 324 Advanced Newswriting)
- COMM 225 Advertising (or COMM 325 Advanced Advertising)
- COMM 226 Writing for Public Relations (or COMM 227 Public Relations)

Elective Courses (select four):

- COMM 110 Interpersonal Communication
- COMM 210 Logical and Rhetorical Analysis
- COMM 214 Small Group Communication
- COMM 220 Responsibility in Communication
- COMM 227 Public Relations
- COMM 280 Advanced Public Speaking
- COMM 310 Political Communication
- COMM 312 Organizational Communication
- COMM 323 TV Journalism
- COMM 324 Advanced Newswriting

- COMM 325 Advertising Copywriting
- COMM 327 Public Relations Cases
- COMM 328 News Editing
- COMM 329 Graphics
- COMM 331 Mass Media Management
- COMM 334 Broadcast Programming
- COMM 380 Advertising Practicum
- COMM 410 Communication Theory & Research
- COMM 411 Persuasion and Propaganda
- COMM 482 Directed Independent Study

* 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 requires combinations of work experience, education, and examinations as specified for each level of certification. Detailed information is available in the Dexter Hanley College office.

Required Courses:  
Elective Courses (Select three courses):

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 241: Case Management and Interviewing</td>
<td>HS 112: Human Service Systems</td>
</tr>
<tr>
<td>HS 242: Counseling Theories</td>
<td>HS 323: Psychiatric Rehabilitation</td>
</tr>
<tr>
<td>HS 421: Addictions</td>
<td>HS 331: Health &amp; Behavior</td>
</tr>
<tr>
<td>HS 422: Substance Abuse Education</td>
<td>HS 334: Marital &amp; Family Counseling</td>
</tr>
<tr>
<td>HS 423: Health and Legal Aspects of Substance Abuse</td>
<td>HS 341: Group Dynamics</td>
</tr>
</tbody>
</table>

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:  
Electives: (Select 2 courses):

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 142: Discrete Structures *</td>
<td>CMPS 240: Data Structures</td>
</tr>
<tr>
<td>CMPS 134: Computer Science I</td>
<td>CMPS 331: Systems Analysis and Design</td>
</tr>
<tr>
<td>CMPS 144: Computer Science II</td>
<td>CMPS 341: Database Systems</td>
</tr>
<tr>
<td>CMPS 330: Information Systems Analysis</td>
<td></td>
</tr>
<tr>
<td>CMPS 340: File Processing</td>
<td></td>
</tr>
</tbody>
</table>

* 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

Electives (Select five courses):
Gero. 112: Social Problems of Aging
Gero. 212: Aging & the Life Cycle
Gero. 214: Aging & Human Behavior
Gero. 216: Aging & The Community
Gero. 218: Health & Aging*
Gero. 220: Crime & Aging

ADVANCED
Required Courses:
Gero. 110: Intro. to Gerontology
Gero. 218: Health & Aging

Electives (Select six courses):
Gero. 112: Social Problems of Aging
Gero. 210: Aging Around the World
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

* 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: Electives (9 credits)

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
(24 credits)
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: Electives (9 credits)

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 24 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
C/IL 102: Computer and Information Literacy
Free Elective (Advisor Approved)

LEVEL II
Level II certificate programs will comprise 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, provides the student with adequate course work to meet Pennsylvania's requirement to sit for the C.P.A. examination. However, both New York and New Jersey require additional credits in Finance (6 credits) and Business Law (6 credits) to sit for the exam. (For one of the additional courses in Finance, one of FIN 361, 362 or 475 is recommended. One of these courses could be taken as the Free Elective in Level I.) The student should consult an advisor in the School of Management to ensure that they take the correct courses to satisfy the requirements of states other than Pennsylvania.

ACCOUNTING
(24 credits)
Acc. 251, 252: Financial Accounting I, II
Acc. 361, 362: Intermediate Accounting I, II
Acc. 363, 364: Federal Taxes—Auditing Theory
Acc. 461, 470: Cost Accounting—Law for Accountants

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)
Acc. 210: Survey of Managerial & Financial Accounting (or ACC. 253 & 254)
Econ. 210: Essentials of Economic Theory (or Econ. 153 & 154)
Fin. 351: Introduction to Finance
Mkt. 351: Intro. to Marketing
Mgt. 251: Legal Environment of Business
Mgt. 351: Principles of Management I
OIM 210: Quantitative Methods I (or Math 106 & 107)
OIM 211: Quantitative Methods II (or QMS 251 & OIM 351)
TELECOURSES
Telecourses provide DHC students with an opportunity to study with a more flexible schedule. 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 to no more than six meetings per semester. 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, 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 Director of Advising 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 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).

EDUC. 101 Dr. Adams
Fundamentals of Adult Development and Experiential Learning
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.
ACADEMIC REGULATIONS
Sequences of Study/Prerequisites

Students enrolled in degree programs in Hanley College are strongly advised to follow the sequence of studies listed for their chosen major as closely as possible. 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 27-31 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

Dexter Hanley College students may take courses offered by 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 participation in various aspects of University life. DHC participation in campus government is provided through the Hanley College Student Government and through Hanley College representation on the University Senate.
## TUITION AND FEES 1997-98

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanley College Tuition:</td>
<td></td>
</tr>
<tr>
<td>(full-time)</td>
<td>$439. per credit</td>
</tr>
<tr>
<td>(part-time)</td>
<td>$367. per credit</td>
</tr>
<tr>
<td>(all Intersession '98 courses)</td>
<td>$439. per credit</td>
</tr>
<tr>
<td>University Fee for Hanley Students:</td>
<td></td>
</tr>
<tr>
<td>(full-time)</td>
<td>$415. per semester</td>
</tr>
<tr>
<td>(part-time)</td>
<td>$35. per semester</td>
</tr>
<tr>
<td>I.D. Photo</td>
<td>$20.</td>
</tr>
<tr>
<td>Schedule Change Fee</td>
<td>$15.</td>
</tr>
<tr>
<td>Health Service Fee (full-time)</td>
<td>$65. per semester</td>
</tr>
<tr>
<td>Recreational Complex Use Fee (optional for</td>
<td>$70. per semester</td>
</tr>
<tr>
<td>part-time students):</td>
<td></td>
</tr>
<tr>
<td>Application Fee for Hanley Students:</td>
<td>$20.</td>
</tr>
<tr>
<td>Orientation Fee for Hanley Students:</td>
<td>$30.</td>
</tr>
<tr>
<td>Prior Learning Portfolio Review Fee:</td>
<td>$30. per credit</td>
</tr>
<tr>
<td>Credit by Exam</td>
<td>$75. per credit</td>
</tr>
<tr>
<td>Prerequisite challenge exam:</td>
<td>$15.</td>
</tr>
</tbody>
</table>

The orientation fee is refunded only when a student withdraws from the University prior to orientation.

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 in writing 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. 252-253.

## 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.

## HIGH SCHOOL SCHOLARS

The University offers a special summer program for high school students who have completed their sophomore or junior year with a minimum of a B+ grade average. These students may take summer undergraduate courses, up to one per session, for credit or audit at the special tuition rate of $100 per credit. Tuition grants are available to individuals with demonstrated financial need. Grants are limited to one course. Further information about the program is available from Janet Gilroy, Director of the High School Scholars Program, at (717) 941-7580 or FAX: (717) 941-7937.
FINANCIAL AID FOR HANLEY STUDENTS

At the present time Hanley Students are eligible to apply for several forms of Federal and State financial aid. Please refer to page 253-254 for the descriptions of these aid programs. Eligibility for all grant, loans, and institutional aid requires the student to submit the University Application for Scholarship and Financial Aid and the Free Application for Federal Student Aid (FAFSA). The student must also submit signed copies of the tax information for the student and spouse/parent (if required). Priority deadline for Incoming Students is May 1st. Returning students must file by April 15th.

In addition to the Federal and State financial aid programs, Hanley students are eligible to apply for the following Institutional aid programs.

Pennsylvania Higher Education Assistance Agency
Hanley College students are eligible to apply for PHEAA grants if they are taking six credits a semester.

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 Full-time and Part-time Grants
Full-time and part-time grants are awarded to Hanley College students who demonstrate need, academic progress, and enrollment status of at least six credits.

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 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’ Scholarship and Loan Fund
The Hanley College Deans’ Scholarship and Loan Fund provides monies for scholarships and loans to allow adult and non-traditional students, who experience unexpected financial difficulties, to complete their education and fulfill personal and professional goals.

Federal Stafford Loan
Hanley College students are eligible to apply for Stafford Loans if they are taking at least six credits per semester.
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 300 graduates of the University have been accepted into graduate schools of theology in the United States and Europe. Of that number, some 200 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, Willemstad (Netherlands Antilles), Wilmington, and Scranton.
SPECIFIC COURSE REQUIREMENTS

Seminarians in the four-year college program normally major in philosophy and are expected to take the following courses in fulfillment of the general requirements of the philosophy department and St. Pius X Seminary. Seminarians enrolled in the two-year pre-theology program are required to take the courses listed below that are marked by an asterisk (*):

<table>
<thead>
<tr>
<th>Philosophy</th>
<th>Theology (St. Pius X Teaching Chair of Theology)</th>
<th>Language</th>
<th>Humanities</th>
<th>Interdisciplinary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil. 120 Introduction to Philosophy *</td>
<td>T/RS 121-122 Theology I-II *</td>
<td>Latin 111-112 Elementary Latin *</td>
<td>Hist. 230-231 Medieval History</td>
<td>Intl. 201-202C Christian Classics*</td>
</tr>
<tr>
<td>Phil. 210 Ethics *</td>
<td>T/RS 184C Inside the Catholic Tradition*</td>
<td>Greek 113-114 Biblical Greek *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phil. 215 Logic</td>
<td>T/RS 204 Pauline Letters (available)</td>
<td>Spanish 101-102 Elementary Spanish (recommended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phil. 220 History of Ancient Philosophy *</td>
<td>T/RS 230 Moral Theology*</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Phil. 221 History of Medieval Philosophy *</td>
<td>T/RS 222 Introduction to Liturgical Theo.*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phil. 222 Modern Philosophy *</td>
<td>T/RS 215 Early Christian Writers*</td>
<td>Latin 211-212 Intermediate Latin (recommended)</td>
<td>Hist. 323-324 Renaissance and Reformation*</td>
<td></td>
</tr>
<tr>
<td>Phil. 310 Epistemology *</td>
<td>T/RS 323 Signs and Symbols (available)</td>
<td>HB 101-102 Elementary Hebrew (available)</td>
<td></td>
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<tr>
<td>Phil. 311 Metaphysics</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Phil. 311 Philosophy of Aquinas *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phil. 411 Issues in Phil. &amp; Theo.*</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Pre-theology program (2 years; 60 credits)
The Graduate School

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 20 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 Nursing

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 these requirements, which apply to all programs, individual programs may have special requirements such as test scores, personal interviews, or writing samples. Consult the Graduate School catalog for these special requirements.

International students whose native language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). Scores required on this test for admission vary by program. Consult the Graduate School catalog for minimum scores applicable to each program.

All application documents should be on hand in the Graduate School Office at least one month before the intended starting term. Consult the Graduate School catalog for more stringent deadlines for the Counseling, Health Administration, and Nursing programs. International students should have their credentials in the Graduate School Office at least three months before the term that they would like to begin their studies. Students may begin their studies in Fall, Spring, or Summer. Software Engineering and Health Administration students may only begin their studies in the Fall semester. Nursing students are only accepted for Fall admission in odd-numbered years.

Combined Baccalaureate/Master’s Degree Program
Undergraduate students often plan to pursue graduate study either in their undergraduate specialty or in another field of endeavor.

For the undergraduate student whose major field of study is in Accounting, Biochemistry, Chemistry, Computing Sciences, Health Administration/Human Resources, History, or Nursing; who excels within his/her major field of study early in an undergraduate career; and who is positioned to and also desires to pursue advanced study in that field of endeavor, that student may have the opportunity to be admitted to a graduate program prior to obtaining a baccalaureate degree. This allows that student opportunity to pursue graduate coursework in his/her major field while completing the other undergraduate requirements for graduation.

For the undergraduate student who excels, in general, and desires to pursue graduate work in a field of endeavor other than his/her undergraduate major (often in a professional graduate program), that student may have the opportunity to be admitted to that graduate program prior to obtaining a baccalaureate degree in order to undertake graduate coursework at an appropriate time in his/her development (often prior to completing the requirements for the baccalaureate degree).

Departments housing undergraduate programs may allow some graduate coursework to satisfy undergraduate degree requirements (not to exceed 12 credit hours). In participating undergraduate programs, the student’s undergraduate program advisor will recommend the undergraduate coursework for which graduate credits may be substituted.

The selection of the graduate coursework, the particular credits to be applied toward an undergraduate degree, and a prospectus of study requires the approval of the student’s undergraduate program advisor, the chair of the department housing the student’s undergraduate degree program, the graduate program director in the student’s academic discipline, the appro-
appropriate undergraduate program dean, and the dean of the graduate school.

The Combined Baccalaureate and Master’s Degree student will be expected to complete
his/her baccalaureate degree no later than the semester he/she completes the master’s degree.
Often, the student entering the combined Baccalaureate and Master’s Degree program will
complete both programs during a five year time period.

For further information concerning possible participation in the Combined
Baccalaureate/Master’s Degree Program please refer to the Graduate Catalog of the University
of Scranton (or contact the Graduate School - (717) 941-7600). In addition, you may contact

**Accounting:** Dr. Wayne Cunningham (717) 941-4387
or Dr. Brian Carpenter (717) 941-7632

**Chemistry, Biochemistry:** Dr. Christopher Baumann (717) 941-6389
or Dr. Joseph Dreisbach (717) 941-7511

**Computing Sciences:** Dr. Yaodong Bi (717) 941-6108
or Prof. Richard Plishka (717) 941-6111

**Health Administration/Human Resources:**
Dr. Marie George (717) 941-4128

**History:** Dr. Raymond Champagne (717) 941-7428
or Dr. Michael DiMichele (717) 941-7443

**Nursing:** Dr. Mary Jane Hanson (717) 941-4060
or Dr. Patricia Harrington (717) 941-7673

**Graduate Assistantships**
Approximately 60 graduate assistantships are available each year. Students awarded an
assistantship receive a stipend and are entitled to a tuition scholarship.

Applicants for graduate assistantships must have an application for admission form on file
in the Graduate School Office. Applications for assistantships must be submitted by March 1.
Awards are made on the basis of the student’s academic record, experience, and promise as a
graduate student. International students are not eligible for a graduate assistantship in their first
semester.

Graduate students can also apply for GSL Student Loans and Federal Work-Study.

**Scheduling**
Most 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, FAX, or visit our web site:
http://academic.uofs.edu/department/gradsch/.

**Address:**
The Graduate School
University of Scranton
Scranton, Pennsylvania 18510 - 4631

**Telephone numbers:**
(717) 941-7600 or 1 - 800- 366-4723 (within the U.S.A.)
FAX: (717) 941-4252
International Students

The University of Scranton has been teaching international students for 47 years and remains committed to that tradition. At present, approximately 50 different countries are represented by both undergraduate and graduate students. The Graduate School enrolls approximately 100 students from 30 different countries.

A full-time Director of International Student Affairs, whose office is adjacent to the Graduate School in the Estate building, advises and counsels students to ensure a smooth transition in a new culture and educational system. The Director is moderator of the International Student Association and coordinator of the Family Friendship Program. Selected families in the area participate in the Family Friendship Program and welcome individual international students by offering hospitality in many ways.
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 theatre and dramatics in Jesuit colleges goes back four hundred years. The University of Scranton has played a vital part in that tradition as evidenced by the many theatre professionals who were undergraduates at the University: Pulitzer-Prize winning dramatist Jason Miller; broadway actor and director, Walter Bobbie; director Stan Woyewodski Jr., dean of the Yale School of Drama, and the list goes on.

Today, the University Players, a co-curricular activity of the Department of English, produce a four-show, mainstage season along with a festival of student written plays, and a festival devoted to new student directors. Well over 150 students participate in productions on and off stage each year. the theatre program is housed in a new state-of-the-art facility, complete with a 300-seat mainstage and a studio theatre, scene shop, costume shop, and other support spaces.

The University Players have historically been host to many a prominent guest artist. In 1984, Oscar-winning British actress Glenda Jackson conducted an acting workshop, actor Richard Harris directed a production of Julius Caesar in 1988, and Stan Woyewodski spoke at the opening of the theatre facility in 1994 and met with students.

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 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 all full-time undergraduate students.

Esprit is the award-winning campus literary journal.

History students have the opportunity to have their articles published in Retrospect, 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 Psychology Club
Business Club Schrodinger Chemical Society
Political Science Club International Students Association
Ski Club College Democrats
Pre-Law Society College Republicans
Social Science Club Rangers Club
Physical Therapy Club Royal Battalion Drill Team/Color Guard
Computer Science Club Bowling Club
Communications Club Women’s Business Honor Society
Veterans Club Nursing Association
India Club University Singers
Philosophy Forum Society for Advancement of Management
Student Education Association Human Resources Association
Horticulture Club Health Administration Association
History and Public Affairs Society
Students for Life

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  Cross Country
Baseball Golf
Tennis Soccer
Wrestling Lacrosse
Swimming Ice Hockey

WOMEN’S VARSITY SPORTS
Field Hockey Softball
Tennis Cross Country
Basketball Soccer
Volleyball 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 1990’s a legacy of achievement that was unequaled during the past decade. In the past 18 years, 32 individual Academic All-Americans were honored and 12 NCAA Postgraduate Scholarships were issued. All-American honors were earned by individuals on 30 occasions; 11 individual conference champions were crowned; 49 teams won Middle Atlantic Conference titles, while 42 teams and 16 individuals qualified for NCAA postseason play.

Senior basketball star Jennifer Nish was elected to the GTE Academic All-America team this past season for the third straight year. Nationally ranked tennis sensation Clay Yeager was a GTE team member in spring of 1994, ’95 and ’96. In 1993, Matt Cusano, a senior center on the Royals basketball team, was elected to the 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.

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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 medal 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 eight seasons to the NCAA tournament for the Lady Royals soccer team. In 1992, the men’s basketball team reached the 1000th victory mark in the 79-year history of the program.

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), and second all-time scorer, Monica Davidson (1989); swimmers Cathy Hadley and Marilyn Bogusch, national qualifiers, with Bogusch earning All American honors; and basketball All-Americans Laura Pikulski (1992), Lynne Kempski (1993), Jackie Dougherty (1994), and Jennifer Nish (1995, 1996).

The Royals soccer program heads the All American count with 10 overall, including midfielder Joe Schmidt’s election in fall 1993. 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, ’94, ’95, ’96); women’s softball (1990 and ’91); women’s tennis (1990, ’92, ’94); and the Lady Royals basketball team won a conference record eleventh championship, and fourth in seven seasons, in 1996. The women’s swim team has had back-to-back unbeaten seasons, capturing the 1995 and ’96 MAC team titles. Christine Lubrano and Erin Kenney were named the 1995 Co-Most Outstanding Swimmers.

INTRAMURALS AND PHYSICAL EDUCATION

A year-long intramural program is in operation in the John 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 the dormitories. Spiritual counseling is available from the staff and 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 psychologists, certified counselors, and a licensed social worker. Interviews are on a voluntary basis, 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.

WELLNESS CENTER — The mission of the Wellness Center, with the help of numerous campus departments, is to help individuals lead better lives. By relating programs to the six dimensions of Wellness -- Physical, Intellectual, Emotional, Spiritual, Occupational, and Social -- the Wellness Center assists in the creation of lifestyles that facilitate health and well-being.

Additionally, the Wellness Center coordinates the DICE, SART and HIV/AIDS peer education programs to educate the campus community on issues related to alcohol and other drugs, sexual assault and HIV/AIDS.

The Wellness Center is located in the Roche Wellness Center at 1130 Mulberry Street (top of campus). The Center is open Monday through Friday from 8:30 a.m. to 4:30 p.m. and evenings by appointment (717) 941-4253.
THE CAS ACADEMIC ADVISING CENTER—The Academic Advising Center, located in 309 St. Thomas Hall, serves all freshmen in the College of Arts and Sciences. Staffed by faculty advisors from a wide variety of disciplines, 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 Freshman 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 orientation, preregistration, drop-add, general education course selection, declaration and change of major, and assessment of academic performance and goals.

THE CHEHR ACADEMIC ADVISING CENTER—The Academic Advising Center, located on the third floor of Leahy Hall, currently serves freshmen and sophomores in the College of Health, Education and Human Resources. Staff are available, during the academic year, Monday through Friday from 8:30 a.m. to 4:30 p.m., to provide individual assistance with academic advising, registration, assessment of academic performance and career goals. The Center also works closely with other campus resources to provide comprehensive advisement opportunities. Junior and Senior students normally are advised by departmental advisors, but are welcome to use some of the services offered by the CHEHR Center.

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 field-declared business 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 field-declared business 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. Services are provided to students with learning disabilities in compliance with section 504 of the Rehabilitation Act.

CAREER SERVICES—is located on the second floor of the Gallery and is open from 8:30 AM - 6:30 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 internship program, and helps in locating off-campus part-time employment and internship opportunities through its Career Related Work Experience program.

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. Additional information is available through our home page at http://academic.uofs.edu/department/ocs/.
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.
ADMISSION
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; and SAT 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 $40.00 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 SAT I: Reasoning Tests (College Entrance Examination Board) or the ACT Test (American College Testing) are required of all applicants. These tests should be taken during junior year and/or senior year of high school. During Summer Orientation, the University administers its own placement tests. Therefore, applicants are not required to take the SAT II.

A non-refundable class reservation fee of $150.00 is required of all accepted applicants. In addition, accepted resident freshmen will make a non-refundable room deposit of $150.00 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:

<table>
<thead>
<tr>
<th>HIGH SCHOOL UNITS</th>
<th>COLLEGE PROGRAM CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arts</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>History &amp; Social Science</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>College Preparatory Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
<tr>
<td>Other acceptable units</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16+</td>
</tr>
</tbody>
</table>

* In addition to four units of mathematics and single units in biology, chemistry, and physics, occupational therapy and physical therapy applicants must submit documentation attesting to observation work done in their chosen field.
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.

STUDENTS WITH DISABILITIES
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

Residence Life

The University of Scranton Residence Life system is comprised of 13 freshman and 19 upperclass residences. Resident freshmen are normally assigned to Freshmen residence halls that offer support of their academic program, personal development, and leadership opportunities under the guidance of Residence Life staff, Jesuit Counselors, and faculty. Upperclass students may select from a range of housing options that includes attractive houses, apartment buildings, suite-style halls with semi-private baths, and traditional halls offering single and double rooms. Also, there is limited apartment style housing available for graduate students.

The University provides in-room access to the University’s communication network (television, 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. The only University houses or apartments that offer in-room data access are Blair House, Gonzaga House, Luzerne House and Westmoreland House. In addition, light in-room housekeeping, 24-hour maintenance, and 24-hour security are included.

Housing costs are based on the building to which that student is assigned. There are three housing plans:

- **Plan A** applies to Gavigan College and Redington Hall;
- **Plan B** applies to Casey Hall, Driscoll Hall, Gannon Hall, Lavis Hall, Leahy Hall, Luzerne House, McCormick Hall, Nevils Hall, Southwell House, Tioga House, Westmoreland House, and all of the University theme houses;
- **Plan C** applies to Bradford Apartments, Cambria House, Denis-Edward Hall, Fitch Hall, Hafey Hall, Hannan Hall, Jerrett Apartments, Lynett Hall, Martin Hall, McCourt Hall, Montgomery Apartments, Somerset Apartments, and Wyoming House. Please note that room and board charges are per semester. Even though the fee does cover intersession housing, an additional fee is assessed for any meal plan. No fees include 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 any combination of 14 meals per week. 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, Leahy, 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 including intersession.

Intersession

Students taking one or more intersession classes must live in University housing and, if applicable, continue in their meal plan program, if they were enrolled for either room and/or board for the preceding Fall semester. As noted above, additional fees do apply for meals. Those not enrolled in classes during intersession are not permitted to reside in University housing for reasons of safety and security. Student athletes approved to stay by the Office of Residence Life may live in their rooms over the intersession period without taking classes.
STUDENT TELEPHONE SERVICES

Resident students are provided with basic telephone service and voice mail/messaging services as part of the basic room contract. University-provided long distance services are also available to all resident students. These discounted services include savings up to 50% over the cost of calling cards.

Students residing in off-campus housing (within one-mile aerial radius of campus) can also have access to the University’s communication services, including basic telephone service, voice mail/messaging service, and long distance service.

For more information regarding these communication services, contact the Office of Network Services, St. Thomas Hall, Room 102, or call 941-6181.

STUDENT IDENTIFICATION CARDS

All students attending the University of Scranton must have a current Royal Card (photo ID). This card must be presented upon demand for student services, registration, athletic facilities and in the library.

A Royal Card is used for meals in the dining facilities, resident hall access, photocopying in the library, and may be used in vending and laundry machines. A brochure describing the Royal Card account may be obtained at the Royal Card Office, St. Thomas Hall, Room 103 or by calling 941-6181 or 941-7400. Student photos are taken daily (8:30 a.m.-10:30 p.m.) at the Royal Card Office.

TUITION PAYMENTS

Tuition and fees are payable in advance upon registration. Registration is to be completed BY MAIL in August 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. A completed form must be filed in the Bursar’s Office each year to receive the reduction for that year.

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.

VISA and MasterCard use is available for tuition and fee payments. Please contact Bursar’s Office for details.
TUITION AND FEES

ACADEMIC YEAR 1996-97

TUITION: flat tuition (Applied for the fall and spring terms to freshmen, sophomore, and transfer students with an admit term of fall 96 and thereafter)

*Physical Therapy Majors (12 to 18 credits) ................................................................. $8740
All other Majors (12 to 18 credits) ............................................................................... $7840

per credit rate applied for course loads less than the 12 credit flat tuition minimum credit load, or to credits in excess of the 18 credit flat tuition maximum credit load .............................................. $439

TUITION: per credit (Applied for the fall and spring terms to students with an admit term prior to fall 96) ................................................................. $439
(Intersession-all students) ........................................................................................ $439
(Summer Session-all students) .................................................................................. $367

* Note: The tuition charge for required intersession and summer courses taken by Physical Therapy majors is included in the fall and spring flat tuition assessment.

Honors Program—During their junior and senior years (fall and spring semesters), Honors students will be allowed to take up to 21 credits per semester at no additional charge above the flat tuition rate.

SI&LA Program—During their junior and senior years (fall and spring semesters), SI&LA students will be allowed to take up to 21 credits per semester at no additional charge above the flat tuition rate.

Business Leadership Program—During their junior and senior years (fall and spring semesters), Business Leadership students will be allowed to take up to 21 credits per semester at no additional charge above the flat tuition rate.

ORDINARY FEES

University Fee per semester (Fall and Spring)
(for freshmen, sophomore, and transfer students with an admit term of fall 96 and thereafter) ................................................................. $100.
(for students with an admit term prior to fall 96) ........................................................................ $415.
Health Fee per semester (Fall and Spring—for students with an admit term prior to fall 96) ................................................................. $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, in addition to regular tuition ................................................. $30.
Breakage Fee ................................................................................................................. Actual

FOR GRADUATING STUDENTS ONLY

Commencement/Yearbook Fee ............................................................................... $190.
Orientation Fee ................................................................................................. $200.

LABORATORY FEES

Science Departments
Biology Labs, per course, per semester ................................................................. $100.
Chemistry Labs, per credit .................................................................................. $40.
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 ................................................. $50.

Foreign Language Department
Language Lab Fee, per course, per semester ......................................................... $50.

Nursing, Occupational Therapy, and Physical Therapy Departments
Clinical Lab, per hour, per semester ................................................................. $40.
Assessment Fee (Nursing—Jr./Sr.) ........................................................................ $40/50.

Department of Art and Music
All Studio Art Courses (per course, per semester) .............................................. $70.
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.
Returned Check Fee ........................................................................................ $25.
Late Registration Fee ........................................................................................ $20.
Requested Change of Schedule after Classes Begin ........................................ $15.
Change of Major Fee ........................................................................................ $15.
Off-Campus Course Permission Fee ................................................................. $25.
Certified Transcript (per copy) ........................................................................ $2.
All Other Requests .......................................................................................... $4.
Application Fee ................................................................................................. $40.
Parking Fee, annual .......................................................................................... $100.
Locker Rent, per year ......................................................................................... $10.
Reinstatement to Class List .............................................................................. $100.
Foreign Study Fee (per semester) ..................................................................... $150.

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ROOM AND BOARD FEE SCHEDULE:

Room Rent A (per semester)—Redington and Gavigan Halls ............................................................... $2,154.

Room Rent B (per semester)—Theme Houses, Driscoll, Gannon, Lavis, McCormick, Leahy, Luzerne, and Nevils Halls; Tioga, Westmoreland, Casey, Cambria, and Cambria Halls ........................................ $2,038.

Room Rent C (per semester)—Denis Edward, Fitch, Hafey, Hannan, Lynett, Martin, McCourt, Bradford, Jerrett, Montgomery, Somerset, and Wyoming ................................................................. $1,921.

Room Damage Deposit ........................................................................................................................... $200.

Food Plan. 19 meal plan ........................................... (intersession — $396.) ................................... semester — $1,468.

Food Plan. 14 meal plan ........................................... (intersession — $365.) ................................... semester — $1,351.

Food Plan. 10 meal plan ........................................... (intersession — $317.) ................................... semester — $1,151.

Summer Room Charges ............... (1st and 2nd sessions — $348.) ............................... “G” session — $477.

University Housing Activity Fee (freshman and transfer students) ....................................................... $60.

University Housing Activity Fee (annual fee, all returning students) ....................................................... $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 who entered the University prior to Fall 1996 and who withdraw 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

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INTERSESSION/SUMMER SESSIONS

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<td>50%</td>
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<tr>
<td>no refund</td>
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* Note: Students billed flat tuition (those entering the University in Fall 1996 or later) will be eligible for a refund only if their total course load after the dropped course(s) falls below the flat tuition minimum credit load, or their course load prior to dropping the course(s) was greater than the flat tuition maximum credit load. The formula used to calculate refunds for students billed under flat tuition will be available from the Bursar’s office.

PRO RATA 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 or the CSS Profile form. Incoming students must complete the application by February 1st. 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 1st; 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
Credit Requirements:
Full-time students are expected to complete their undergraduate degree within six academic years. Part-time students are allotted a period of time that shall not exceed twelve 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 3.00.

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. The University of Scranton's preferred lender is PNC Bank. 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 student’s 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 $2,700 per year. A FAFSA application must be filed by May 1.

FEDERAL SUPPLEMENTAL 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 $2,700 per academic year, based on financial need. A FAFSA application is required.

UNIVERSITY OF SCRANTON AWARDS
The University offers a number of awards to students based on academic merit and financial need. All accepted freshmen are automatically evaluated for scholarship aid. In order to be considered for need-based aid, students must file a FAFSA and either the University Application for Financial Aid or the CSS Profile.

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 in Rock Hall (ph. 941-7457 or 941-6336). Approximately 85% of cadets are awarded scholarships, worth up to $60,000.

The UNITED STATES AIR FORCE RESERVE OFFICER TRAINING CORPS offers many 2- TO -5-year, full and partial tuition scholarships for which qualified students may compete, if
they enroll in U.S. Air Force ROTC. Certain qualified students may also be eligible for a tax-
free stipend of $150 a month. All graduating students, who successfully complete the AFROTC
program, receive commissions as Second Lieutenants, and will serve on active duty in the
United States Air Force. For more information, contact the Aerospace Studies Department at 1-
800-945-5378, ext. 4860.

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 merit scholarships which are based on a student’s high
school record of academic achievement. These scholarships include both Ignatian (full tuition)
and Loyola (partial tuition) awards. Scholarship application procedures are outlined in the
University Prospectus.

SCRANTON PREPARATORY SCHOOL SCHOLARSHIP
This four-year, full-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 Laura M. Novak
— to Mary Ellen Donohue
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. Its designation
was changed 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 a unique opportunity to recognize individu-
als who have served this institution as trustees, faculty, staff or friends.

The names of the Ignatian Scholarships and the recipients for 1993-97 are:
THE BENJAMIN J. COTTONE, M.D. SCHOLARSHIP—to Michael J. Fraboni II of Waverly,
New York (Waverly Junior-Senior High School).
THE REV. LOUIS C. KLEFF, S.J. SCHOLARSHIP—to Jennifer J. Lyden of Maitland, Florida
(Bishop Moore High School).
THE BENNO AND GERTRUDE LEVY SCHOLARSHIP—to Karen R. Zolnowski of Red
Bank, New Jersey (Middletown High School South).
THE MR. RALPH J. LOMMA SCHOLARSHIP—to Matthew G. Sullivan of Valley Stream,
New York (Regis High School).
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).

The names of the Ignatian Scholarships and the recipients for 1994-98 are:
THE RICHARD J. BOUCRIER, PH.D. SCHOLARSHIP—to Thomas Truszkowski of Long
Valley, New Jersey (Oratory Preparatory School).
THE REV. JOHN J. HIGGINS, S.J. SCHOLARSHIP—to Elizabeth Pilat of Nashua, New
Hampshire (Bishop Guertin High School).
THE REV. WILLIAM B. HILL, S.J. SCHOLARSHIP—to Margaret Mullan of Elkton,
Maryland (Archmere Academy).
THE BERNARD V. HYLAND, M.D. SCHOLARSHIP—to Karen Carpency of Hellertown, Pennsylvania (Bethlehem Catholic High School).

THE THOMAS J. MCHUGH, ESQ. SCHOLARSHIP—to Nancy Klein of Franklin Square, New York (Kellenberg Memorial High School).

THE HON. ROBERT J. MELLOW SCHOLARSHIP—to Georgette Lavetsky of Dickson City, Pennsylvania (Scranton Preparatory School).

THE MRS. ETHEL MULLIN SCHOLARSHIP—to Karolyn Teufel of Kingston, Pennsylvania (Bishop O’Reilly High School).

THE PATRICK T. RYAN, ESQ. SCHOLARSHIP—to Jennifer Taylor of Sinking Springs, Pennsylvania (Holy Name High School).

The names of the Ignatian Scholarships and the recipients for 1995-99 are:

THE REV. JOSEPH M. HAMMERNICK, S.J., SCHOLARSHIP—to Kathryn A. Janofsky of West Chester, Pennsylvania (the Academy of Notre Dame).

THE DAVID W. HAWK SCHOLARSHIP—to Johanna C. Eltz of Carbondale, Pennsylvania (Sacred Heart High School).

THE LAWRENCE J. HOWARD, M.D., SCHOLARSHIP—to Amy S. Baranoski of Wilkes-Barre, Pennsylvania (Elmer L. Meyers High School).

THE SR. MATTHEW ANITA MACDONALD, S.S.J., SCHOLARSHIP—to Andrea C. Thompson of West Chester, Pennsylvania (Villa Maria Academy).


THE ETHEL PELL SCHOLARSHIP—to Timothy S. Palmer of Berwick, Pennsylvania (Lehighтон Area High School).

THE JOHN J. PRICE SCHOLARSHIP—to John J. Dziak of Pittston, Pennsylvania (Pittston Area Senior High School).

THE JOHN P. ROCHON SCHOLARSHIP—to Kara B. Haughton of Flushing, New York (The Mary Louis Academy).

THE LARRY STETLER SCHOLARSHIP—to Katherine E. Roth of Levittown, Pennsylvania (Conwell-Egan Catholic High School).


THE ANONYMOUS FRIEND SCHOLARSHIP—to Michael F. Swierczek of Summit Hill, Pennsylvania (Mariann High School).

The names of the Ignatian Scholarships and the recipients for 1996-2000 are:


THE WILLIAM R. LYNNETT SCHOLARSHIP—to Adrienne M. Carver from Wilmington, Delaware (St. Mark’s High School).

THE DR. AND MRS. FRANK A. MILANI SCHOLARSHIP—to Kate A. Ellis of Scranton, Pennsylvania (Bishop Hannan High School).

THE MR. AND MRS. PAUL F. TOOLAN SCHOLARSHIP—to Taryn L. Fallon of Merchantville, New Jersey (Bishop Eustace Preparatory School).

THE H. PATRICIA CURRAN SCHOLARSHIP—to Erin E. Frey of Lebanon, Pennsylvania (Lebanon High School).

THE EDWARD J. MANLEY SCHOLARSHIP—to Erin A. Grasek of Delanson, New York (Duansburgh High School).

THE JOSEPH D. AUSTIN SCHOLARSHIP—to Douglas B. Klein of Somers, Connecticut (Somers High School).


THE MR. AND MRS. FRANCIS J. PEDICONE SCHOLARSHIP—to Jennifer A. Schumacher of Levittown, Pennsylvania (Conwell-Egan Catholic High School)

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THE MR. AND MRS. JOSEPH T. DOYLE SCHOLARSHIP—to Daniel C. Wrazien of Windsor, Connecticut (Windsor High School)

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 F. Urban Crovetti
Vice President for Institutional Director of Major Gifts
Advancement and Planned Giving
(717) 941-7661 (717) 941-7725

ENDOWED SCHOLARSHIPS AND AWARDS

THE ALPERIN FAMILY AWARD—Members of the Alperin Family (Irwin E. Alperin, Myer Alperin, Toni Alperin Goldberg, the late Joel M. Alperin, and their families) established this award in 1987. It is given to incoming students who have demonstrated excellence in the classroom and financial need. First preference is given to employees of the Alperin family companies and their families, but all worthy students from Lackawanna County and Northeastern Pennsylvania are considered.

THE JOSEPH JAMES AND MARY AGNES ANDRAKO AWARDS—These funds were established in 1988 according to the provisions in the will of the late Joseph J. Andrako. The award benefits students who have financial need and who are enrolled in a pre-medical or allied health sciences program.

THE FRANK A. AND HELEN S. BACIEWICZ SCHOLARSHIP—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.

EDWARD F. BARTLEY SCHOLARSHIP—Joseph Austin ‘52 and his wife, Mary, established this award in 1996 to honor Bartley, a U of S professor emeritus. The scholarship will be awarded to students from Lackawanna County, with preference given to students from the Mid-Valley area.

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—Established in 1989 by the Bevilaqua family as a memorial to honor the late Michael J. Bevilaqua. 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.

MARGARET BRIGGS FOUNDATION SCHOLARSHIP—In 1995 the Margaret Briggs Foundation established this award for an incoming freshman who demonstrates financial need. Students from Lackawanna County will be given first consideration, thereafter qualified students from one of the surrounding counties will be considered.

BURKE FAMILY AWARD—Income from this fund provides awards to 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.

ALIO J. BUSELLI MEMORIAL SCHOLARSHIP—Created in memory of Alio J. Buselli by his wife, June, to assist incoming freshmen from Lackawanna County pursuing a degree in chemistry.

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—Established in 1973 by a local businessman and alumnus, Class of ’47, this fund provides aid to 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—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.

GRACE COURTNEY SCHOLARSHIP FUND—Raymond S. Courtney established this award with a bequest in memory of his wife. This award provides financial assistance to students who meet the University’s admission requirements.

HAROLD DAVIS M.D. SCHOLARSHIP FUND—This award, established in 1994, is presented to a female undergraduate from Northeastern, Pennsylvania pursuing a degree in the health sciences. The recipient must be involved in extra curricular activities. Both financial need and scholastic merit will be considered.

THE EUGENE J. DONAHUE SCHOLARSHIP AWARD FUND—This award was established in memory of John and Ann Donahue by Eugene Donahue, a resident of Clarks Summit and a 1968 graduate of the University of Scranton. The award is for students who show a demonstrated need, and first consideration is given to students residing in Lackawanna County. Recipients must be enrolled in the University’s Dexter Hanley College.

THE JUDITH A. DOYLE SCHOLARSHIP—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 MEMORIAL SCHOLARSHIP—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. Her degree was conferred posthumously in 1994. The scholarship aids students who want to study in non-Western European countries.

ROBERT I. EDELSOHN AWARD—In 1964 a sum was bequeathed in the Estate of Robert I. Edelsohn, a Polish immigrant who became a Scranton businessman and realtor. Income from the fund is used to furnish awards for needy and deserving students at the University.
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 ETR AND ASSOCIATES, INC. SCHOLARSHIP—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.

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.

THE MARTHA AND HERBERT FINN MEMORIAL SCHOLARSHIP—This fund was established by William H. Finn in honor of Martha and Herbert Finn. The proceeds are to assist students from Southern Connecticut, Westchester, Nassau and Suffolk counties in New York.

THE MARTHA FITCH AWARD—In 1955 a bequest was made to the University by Miss Martha Fitch, a retired nurse and former superintendent of Thompson Hospital, Scranton. Income is used to provide scholarships for needy and deserving students.

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FATHER FITZPATRICK SPIRIT FUND—Established by several alumni in memory of Fr. Fitzpatrick who guided and influenced many students, the fund provides for special needs for athletics, crisis funds for students in need, and items related to the encouragement of school spirit.

REV. JOHN J. FITZPATRICK, S.J., SCHOLARSHIP—This scholarship honors the Rev. John J. Fitzpatrick, S.J., who served the University of Scranton for 22 years in various roles including Dean of men, Jesuit minister, student counselor, and university chaplain prior to his death in 1987. The scholarship helps students of academic excellence who have demonstrated financial need. Preference is given to students from Northeastern Pennsylvania who are enrolled in Dexter Hanley College. The fund was established through the generosity of Midori Y. Rynn, Ph.D., Professor of Sociology/Criminal Justice.

FLEET SERVICES, INC. AWARD—Sons or daughters of Fleet Services, Inc. employees are eligible for this award. The U of S Financial Aid office will select a student based on financial need.

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—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—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 assist deserving and financially needy students each year.

JOSEPH P. GALLAGHER MEMORIAL SCHOLARSHIP—The Greater Scranton Chamber of Commerce created this award in 1995 to honor the memory of Mr. Gallagher who was employed by the Chamber for 15 years. The award will be given annually to a senior who is the son or daughter of an employee of any current member of the Chamber.

THE JOHN R. GAVIGAN AWARD—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, S.J. 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 DR. AND MRS. JOHN GIUNTA SCHOLARSHIP—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. First consideration is given to residents of Lackawanna County.

THE IRVING AND EDYTHE GROSSMAN SCHOLARSHIP 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 AWARD—The Estate of Joseph F. Gunster provided funds for this award to honor the memory of his father. Awards are based on merit.

MARGARET GUNSTER AWARD—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—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 used for awards given annually to students from N.E. Pennsylvania.

THE JOHN AND LUCILLE GUZEY AWARD—An endowed award by Mr. and Mrs. John Guzey was begun initially in 1978. It assists members of the Scranton Boys’ and Girls’ Clubs, and also students with financial need.

A.J. GUZZI GENERAL CONTRACTORS, INC. SCHOLARSHIP —Angelo J. Guzzi created this award to assist qualified and deserving students from one of the following high schools: Abington Heights, Valley View, Mid-Valley and Lakeland. The recipient will be an incoming freshman who demonstrates 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.

REV. WILLIAM B. HILL S.J. SCHOLARSHIP FUND—This fund was established to honor Fr. Hill by his sister, Gerardine C. Hill. Since 1969, Fr. Hill has served in several administrative positions at the U. of S. including assistant to the president.

THE HILL NEIGHBORHOOD ASSOCIATION/PETER CHEUNG AWARD—This fund was named for Peter Cheung, 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 HOESCHELE-STEINMETZ AWARD—This fund was established by General Electric in honor of David B. Hoeschele, an alumni 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 ROBERT V. HORGRE SCHOLARSHIP FUND—This fund was established by Robert V. Horger, a prominent Scranton banker. It is given without respect to geography to qualified students from the incoming freshman class who demonstrate financial need.

GEORGE RONALD HOLMES PH.D. SCHOLARSHIP—Dr. Holmes and his wife started this award to provide aid to junior and senior psychology majors.

THE FRANK AND JEAN HUBBARD AWARD—This fund was established through a generous gift from Frank and Jean Hubbard. It is for graduates from North Pocono High School in the top 25% of the class who have financial need. It is expected that the recipient will take a minimum of fifteen credits each semester.

ITT AWARD—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—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—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 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. Available for four years, as long as the recipient maintains a grade point average of 3.00 or better.

B. CARL JONES MEMORIAL AWARD—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—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 is given to family members and grandchildren of the members of the Koch-Conley American Legion Post 121. Thereafter, family members of other Pennsylvania American Legion Post members may be considered.

REV. STEPHEN A. KOLLAR MEMORIAL AWARD—Established in 1977 from the Will of the late pastor of Holy Family Church, Scranton, PA. Applications must be considered in the following priority: 1) kinship to Rev. Stephen Kollar; 2) members of the Holy Family Church for a minimum of three years prior to filing the application. In the event that there are no eligible candidates in these categories, other needy students may be considered.

THE MARY R. WALSH KRAHE AWARD—Established in 1987 by Mary R. Walsh Krahe in memory of her brothers, Nicholas E. Walsh and William E. Walsh, and the Walsh family of Old Forge, Pennsylvania. Funds provide support to a student from Lackawanna County with preference given to students who attended Old Forge High School.

KUEHNER AWARD—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—In 1990 a gift was made to the University through the estate of Robert G. Lavis, a Scranton businessman. Income from this fund provides a full four year award to an incoming freshman. This award also helps junior and senior students (who have a reduction in their ability to meet educational expenses).

EDWARD P. LEAHY AWARD—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—This fund was established to assist with the cost of education for students of Leslie Fay employees at the Wilkes-Barre, Pennsylvania facility.
THE RALPH J. LOMMA AWARD—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. The full-tuition scholarship is awarded each four years to one student.

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 MONSIGNOR ANDREW J. Mcgowan SCHOLARSHIP—The F.M. Kirby Foundation, Inc. established this award to honor Msgr. McGowan, a U of S former trustee and honorary degree recipient. It will be used to assist deserving students who reside in either Lackawanna or Luzerne County.

THE BRUCE LOWENBERG AND JOHN McLEAN KELLY MEMORIAL AWARD—This fund was established in 1988 by Mrs. Frances McLean Lowenberg. It provides awards 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.

BETH ANNE MACKIE MEMORIAL AWARD—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 SALLY AND RICHARD MARQUARDT SCHOLARSHIP AWARD FUND—This award was established in 1997 by Mr. & Mrs. Marquardt, residents of Waverly, Pennsylvania. The award is given each year to qualified local students.

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.

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—Established in 1985 by former trustee, Thomas E. Sheridan ‘60, and many other alumni, students, family and friends to honor Professor John P. McLean, a School of Management faculty member for over 50 years. It is distributed to deserving accounting students.

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 MARGARET CHORBA MEZICK SCHOLARSHIP FUND—This award was established by James A. and Mary P. Mezick in honor of Mr. Mezick’s mother. The award will be given each year to a qualified incoming freshman, with preference given to students from the Mid Valley, with demonstrated need.

THE ANGELO H. MONTRONE AWARD—This fund was established by Paul M. Montrone, ‘62, President of the Henley Group, Inc. to honor his father. It assists a School of Management student who best exemplifies the senior Mr. Montrone’s life-long dedication to self-improvement and ethical behavior in business.

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—This fund was established in 1957, through a bequest of Miss Margaret Murphy, a retired schoolteacher and lifelong resident of Scranton. Margaret and her sister Katherine made the award “in loving memory of our mother, father and brothers,” to assist needy and deserving students.
JAMES NASSER FAMILY AWARD—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 AWARD—Established in 1987 by Northeastern Pennsylvania Chapter of the American Production and Inventory Control Society for qualified junior or senior students enrolled in the Operations Management major of the School of Management and/or active members of the University of Scranton Chapter of APICS.

THE MARIAN R. OATES MEMORIAL AWARD—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—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. 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.

ERNEST D. PREATE, SR., MEMORIAL AWARD—The family of Attorney Ernest D. Preate, Sr., established this fund in March 1982. First consideration is given to needy students who are residents of Lackawanna County.

THE REV. J.J. QUINN, S.J. SCHOLARSHIP—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—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—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.

JOHN M. ROBINSON AWARD—Established by John M. Robinson who attended the University and subsequently established LPS Industries, Inc. in Newark, New Jersey. The Award assists promising and deserving students. Scranton area residents receive first consideration.

PATRICK AND MARIE C. ROCHE SCHOLARSHIP—Out of their affection for the University and respect for the school’s mission, Scranton natives, Patrick and Marie Roche created this scholarship for eligible Lackawanna County students.

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.

REV, JOSEPH A. ROCK, S.J. SCHOLARSHIP—Created in memory of Father Joseph A. Rock, S.J. who served as acting president in 1970, to assist students enrolled in the academic development program.

CHARLES V. SABATINO, SR. SCHOLARSHIP—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—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.

SCRANTON TIMES/SUNDAY TIMES/TRIBUNE—This award was established by the Lynett-Haggerty families to provide support to current or former newspaper carriers attending the U of S. Applications for the award should be filed with the University’s Financial Aid office.

THOMAS J. SHEVLIN, JR. AND DR. JOHN F. SHEVLIN MEMORIAL AWARD—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 GROUP, INC. EDUCATIONAL FUND—The fund was established in 1988 for students of Dunmore High School, or Bishop O’Hara High School, Dunmore, Pennsylvania.

THE FRANCIS J. STAHL ’35 MEMORIAL FUND—These funds were established through the will of Mary T. Stahl and her husband Francis J. Stahl, a 1935 graduate of the University of Scranton. The fund assists local needy students.

THE AMELIA SURACI AWARD—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.

UNICO SCHOLARSHIP—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 SCHOLARSHIP 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 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. The award is presented to a junior or senior who plans a career of service to the handicapped.

THE THOMAS P. WHITE AWARD—Mrs. Irene White established this award in honor of the memory of her husband Thomas. It is to be awarded to an education major and a “non-traditional” student, such as a transfer student or an individual returning to school after an absence.

THE WILLIAM ZAHLER AWARD—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. 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 an Electrical Engineering Major each year.

CECO ASSOCIATES, INC. AWARD—Started in 1993 by Mr. Angelo Rosati, President of CECO Associates, Inc. to assist a Lackawanna County senior pursuing a degree in engineering or a similar field.

CONNAUGHT LABORATORIES, INC.—Each year, two graduate students with demonstrated excellence in the field of biology and who are pursuing a Biochemistry Masters Degree are selected for a summer internship at Connaught’s Swiftwater, PA location.
THE LEN AND DEBORAH GOUGEON ST. ANN’S 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. Ann’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.

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. Dr. Wineburgh established the program to honor an elementary teacher, Rose I. Kelly, who greatly influenced his life.

LACKAWANNA COUNTY LAWYERS’ AUXILIARY AWARD—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.

MR. AND MRS. PALMER P. LIBERATORE AWARD—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 CHARLOTTE W. NEWCOMBE FOUNDATION AWARD—This fund provides scholarship aid for mature, second-career women students.

O’MALLEY & HARRIS PRE-LAW AWARD—This award, sponsored by the law firm O’Malley & Harris, P.C., 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.

CHRISTOPHER JASON PERFILIO MEMORIAL AWARD FOR THE SPECIAL JESUIT LIBERAL ARTS PROGRAM (SJLA)—This award was established by Christopher’s parents and older brother for SJLA students who have high academic achievement and show financial need. Christopher passed away the summer before his senior year. His degree was conferred posthumously in May, 1995.

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 ARMOND AND BETTY STRUTIN AWARD—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.

BIENNIAL SCHOLARSHIP

DR. JOHN H. CORCORAN AWARD—Biennially the Society of the Friendly Sons of St. Patrick of Lackawanna County provides funds for a University of Scranton student or students to enjoy the benefits of studying at an Irish University for one or two semesters in Ireland. 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.
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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J.A. Panuska, S.J.
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Harold E. Ridley, S.J.
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Joseph T. Sebastianelli, Esq.
Susan M. Swain
Gerald P. Tracy, M.D.
Jerry J. Weinberger, Esq.
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)
Richard H. Passon, D. et U.* (1964)
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 Institutional Advancement (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)
B.S., State University of New York at Fredonia;
M.A., Michigan State University;
Ed.D., Columbia University

Dean, College of Arts and Sciences (1997)
Joseph H. Dreisbach (1978)
Professor, Chemistry (1989)
B.A., LaSalle University;
M.S., Ph.D., Lehigh University
Executive Director, Office of Urban and Government
Affairs (1997)
Glenn Pellino (1980)
B.A., M.A., St. Louis University;
Ph.D. Cand., University of Michigan
Dean, Dexter Hanley College,
Director of Instructional Development
and of Learning Resources Center (1986)
Shirley M. Adams (1986)
Associate Professor, Education (1996)
B.A., University of Northern Iowa;
M.A., University of Iowa;
Ph.D., Iowa State University
Dean, Graduate School and
Director of Research (1995)
Robert E. Powell (1995)
Professor of Mathematics (1995)
B.A., M.A., Michigan State University
Ph.D., Lehigh University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

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Associate Provost for Information Resources (1996)
Jerome DeSanto, D. et U. (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 (1997)
Ronald D. Johnson (1997)
B.S., M.B.A., D.B.A., Indiana University

Dean, College of Health, Education, and Human Resources (1991)
James J. Pallante (1991)
Professor, Health Administration and Human Resources (1991)
Professor, Education (1994)
B.A., La Salle University;
M.S., Temple University;
M.A., Glassboro State College;
Ed.D., Rutgers University

Associate Vice President for Operations, (1988)
B.S., M.B.A., University of Scranton

General Counsel (1995)
Abigail Byman (1995)
B.A., Carleton College;
J.D., University of Denver

Registrar (1996)
Robert Feitzenhoff (1996)
B.A., Fordham University

Director of Human Resources (1996)
Darrell Frederick, SPHR (1996)
B.S., Penn State University

Assistant Vice President for Finance (1993)
B.S., University of Scranton

Associate Dean, College of Arts and Sciences (1986)
Director, Academic Advising Center (1987)
Director of Medical School Placement (1996)
Mary F. Engel (1986)
Associate Professor, English (1986)
B.A., St. Bonaventure University;
L.L., Katholieke Universiteit te Leuven;
Ph.D., Kent State University

Associate Dean, College of Health, Education, and Human Resources (1997)
Linda M. McMurra (1997)
B.S., Niagara University;
M.S., Ph.D., Syracuse University

Director of Library (1992)
Charles E. Kratz (1992)
B.A., M.A., University of Notre Dame;
M.L.S., University of Maryland

EMERITI

George V. Babcock, M.B.A.
D. et U. * (1963)
Associate Dean, SOM
Department of Economics/Finance

Thomas N. Beckish, M.S.
(1964)
Counselor/SOM Advising Center
Assistant Professor, Psychology

John R. Gavigan, A.B.
D. et U. * (1950)
Vice President for Student Affairs

John S. Flanagan, M.S.
Vice President for Administrative Services

Zim E. Lawhon, M.S.
D. et U. * (1964)
Department of Military Science
Registrar

Bernard R. McIlhenny, S.J., M.A., S.T.B.
D. et U. * (1958)
Dean of Admissions

Robert T. Ryder, M.B.A.
D. et U. * (1946)
Vice President for Finance/Treasurer

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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

Edward J. Capestany, Ph.D.
Department of Philosophy

Frank A. Cimini, M.A.
D. et U. (1941-1985)
Department of Foreign Languages and Literatures

John J. Clarke, Ph.D.
(1986-1995)
Department of Communication

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.
Department of Philosophy

A. John Giunta, Ph.D.
D. et U. * (1960-1993)
Department of Economics/Finance

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. Houdhlan, 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

John P. McLean, B.S.
D. et U. * (1940-1990)
Department of Accounting

Marianne McGigge, 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

Department of Math/Computer Science

John J. Quinn, S.J., Ph.D.
Department of English

Edward J. Rielly, Ph.D.
Department of Sociology/Criminal Justice

Henry V. Sattler, C.S.S.R.
Department of Theology

Angelina T. Scardamaglia, M.S.
D. et U. * (1947-1978)
Assistant Librarian

Cheng Hwa Siao, M.A., M.S.L.S.
Associate Librarian

Bernard D. Williams, M.A.
Department of History/Political Science

John C. Williams, M.S.
Department of Education

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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

Associate Professor, Biology (1998)  
B.S., State University of New York at Fredonia;  
M.S., Ph.D., Lehigh University

Scott Bader-Saye (1997)  
Instructor, Theology/Religious Studies (1997)  
B.A. Davidson College;  
M.Div., Yale Divinity School;  
Ph.D. Cand., Duke University

Patricia A. Bailey, R.N. (1983)  
Professor, Nursing (1995)  

Harold W. Baille (1978)  
Professor, Philosophy (1993)  
A.B., Yale University;  
M.A., Ph.D., Boston College

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

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)  
Professor, English (1995)  
A.B., Westminster 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

John A. Beidler, C.D.P., D. et U. * (1964)  
Professor, Computing Sciences (1976)  
A.B., King's College;  
M.A., Lehigh University;  
Ph.D., Pennsylvania State 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

George W. Bellah, III (1995)  
Assistant Professor, English (1995)  
B.F.A., Northern Kentucky University;  
M.F.A., University of North Carolina at Greensboro

Professor, Theology/Religious Studies (1989)  
A.B., Assumption College;  
S.T.L., Gregorian University;  
Ph.D., Boston College

W. Andrew Berger (1988)  
Professor, Physical Education (1994)  
B.S., University of Scranton;  
M.S., East Stroudsburg University

Yaodong Bi (1991)  
Associate Professor, Computing Sciences (1997)  
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

Magen 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

Lori A. Bruch (1995)  
Instructor, Counseling and Human Services (1995)  
B.S., M.Ed., Pennsylvania State University;  
M.S., The University of Wisconsin-Stout;  
Ed.D cand., George Washington University

Alan L. Brumagin (1990)  
Associate Professor, Management/Marketing (1996)  
B.B.A., Pennsylvania State University;  
M.B.A., Ph.D., Temple University

James P. Buchanan, D. et U. * (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)  
Assistant Professor, History/Political Science (1995)  
B.A., M.A., University College, Cork;  
Ph.D., Boston College

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Paul T. Buonora (1995)
Assistant Professor; Chemistry (1995)
B.S., M.S., Indiana University of Pennsylvania;
Ph.D., University of Virginia

Cynthia Cann (1997)
Assistant Professor; Management/Marketing (1997)
B.S., M.B.A., University of Scranton
Ph.D., Binghamton University

Michael C. Cann, D. et U. *(1975)
Professor; Chemistry (1988)
B.A., Marist College;
M.A., Ph.D., State University of New York at Stony Brook

Joseph M. Cannon, D. et U. *(1959)
Professor; Education (1997)
B.S., University of Scranton;
M.Ed., Doctoral Studies, Pennsylvania State University
Licensed Psychologist

J. Timothy Cannon (1981)
Professor; Psychology (1997)
B.S., University of Scranton;
Ph.D., University of Maine

Robert Jeffrey Cantrell (1995)
Assistant Professor; Education (1995)
B.S., M.Ed., Ed.D., University of Virginia

Michael D. Carey (1990)
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

Assistant Professor; Mathematics (1995)
B.A., B.S., Ph.D., Lehigh University

Ellen Miller Casey, D. et U. *(1969)
Professor; English (1981)
B.S., Loyola University, Chicago;
M.A., 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)
Professor; Philosophy (1996)
B.A., Loras College;
M.A., University of Pittsburgh;
M.A., Ph.D., Duquesne University

Raymond W. Champagne, Jr., D. et U. *(1967)
Professor; History/Political Science (1981)
A.B., Providence College;
M.S., Duke University;
Ph.D., Loyola University, Chicago

Leonard Champney (1979)
Professor, History/Political Science (1992)
B.S., University of Texas, El Paso;
Ph.D., Rutgers University

Satya P. Chattopadhyay (1990)
Associate Professor; Management/Marketing (1997)
B.M.E., Jadavpur University;
P.G.D.M., Indian Institute of Management, Calcutta;
Ph.D., Virginia Polytechnic Institute and State University

Ying I. Chien (1979)
Associate Professor; Operations and Information Management (1979)
B.S., National Taiwan University;
M.S., University of Manitoba;
Ph.D., University of Kentucky

Jafar Chowdhury (1987)
Associate Professor; Management/Marketing (1993)
M. Comm., B. Comm., Dacca University;
M.B.A., Dalhousie University;
Ph.D., Temple University

Joseph F. Cimini (1980)
Associate Professor; Sociology/Criminal Justice (1994)
B.A., University of Scranton;
J.D., Columbus School of Law,
The Catholic University of America

Thomas M. Collins (1989)
Assistant Professor; Counseling and Human Resources (1992)
B.S., Kutztown University;
M.L.S., Rutgers University;
Ed. M., Temple University;
Ph.D., State University of New York at Albany
Licensed Psychologist

Joseph W. Connelly (1983)
Professor; Physics/Electrical Engineering (1992)
B.S., University of Scranton;
M.S., University of Illinois;
Ph.D., Pennsylvania State University

Willis M. Conover (1978)
Professor; History/Political Science (1993)
B.A., B.S., Pennsylvania State University;
M.S., Ed.D., Montana State University

John R. Conway (1985)
Associate Professor; Biology (1985)
B.S., Ohio State University;
M.A., Ph.D., University of Colorado

Frank P Corcione (1978-1979, 1982)
Associate Professor, Economics/Finance (1982)
B.A., Moravian College;
M.A., Ph.D., Lehigh University

James J. Cunningham, D. et U. *(1968)
Associate Professor, Counseling and Human Services (1971)
A.B., King’s College;
Ed.M., Ed.D., Rutgers University;
Licensed Psychologist

Wayne J.H. Cunningham (1987)
Associate Professor; Operations and Information Management (1987)
B.S., M.B.A., Ph.D., Pennsylvania State University

Associate Professor; Counseling and Human Services (1982)
B.A., Dickinson College;
M.Ed., University of Virginia;
Ph.D., Ohio State University;
Licensed Psychologist

Certified Rehabilitation Counselor

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Michael D. DeMichele, D. et U. * (1967)  
Professor, History/Political Science (1974)  
Chairperson, Department of History/Political Science (1976)  
B.S., University of Scranton; M.A., Ph.D., Pennsylvania State University

Professor, Biology (1977)  
B.A., University of Scranton; M.S., St. John’s University; Ph.D., Hahnemann Medical College Graduate School

Jones DeRitter (1990)  
Associate Professor, English (1995)  
A.B., Oberlin College; M.A., Ph.D., University of Virginia

Linda H. Desmond, R.N. (1987)  
Assistant Professor, Nursing (1990)  
R.N., Beebe Hospital School of Nursing; B.S.N., Cedar Crest College; M.S.A.N., University of Delaware; Ed.D., Columbia University

Trudy A. Dickmeier (1984)  
Professor, Chemistry (1997)  
B.A., M.A., St. Joseph’s College; Ph.D., University of Miami

Mary Jane DiMatto (1993)  
Instructor, Nursing (1993)  
B.S., University of Scranton; M.S.N., Villanova University

Anthony J. DiStefano, D. et U. * (1968)  
Associate Professor, Physics/Electrical Engineering (1977)  
B.E.E., Brooklyn Polytechnic Institute; M.A., Columbia University; Ph.D., Stevens Institute of Technology

Roy Palmer Domenicci (1997)  
Assistant Professor, History/Political Science (1997)  
B.A., University of Wisconsin; M.A., University of Connecticut; Ph.D., Rutgers University

Steven T. Dougherty (1992)  
Associate Professor, Mathematics (1997)  
B.S., University of Scranton; M.S., Ph.D., Lehigh University

Katie S. Duke (1985)  
Associate Librarian (1990)  
B.A., California Baptist College; M.L.S., University of Oklahoma; M.S., University of Scranton

Josephine M. Dunn (1988)  
Assistant Professor, Art & Music (1991)  
Chairperson, Department of Art & Music (1993)  
B.A., B.F.A. University of Houston; M.A., Ph.D., University of Pennsylvania

Professor, Psychology (1974)  
B.S., Pennsylvania State University; M.S., Ph.D., University of Massachusetts

Associate Professor, Mathematics (1993)  
B.S., Pennsylvania State University; A.M., University of Michigan; Ph.D., Pennsylvania State University

Kathleen G. Dwyer (1988)  
Associate Professor, Biology (1993)  
B.S., East Stroudsburg University; M.A., Ph.D., Princeton University

Gary E. Eichelsdorfer, D. et U. * (1965)  
Associate Professor, Mathematics (1979)  
A.B., Gannon College; M.A., University of Detroit

Laura Helene Ellis (1994)  
Assistant Professor, Accounting (1994)  
B.A., Carroll College; M.Acc., University of Montana; Ph.D. Cand., University of Oregon; Certified Public Accountant

Lee Ann Eschbach (1986)  
Associate Professor, Counseling and Human Services (1995)  
B.S., M.S., Ph.D., Washington State University

Paul Fahey, D. et U. * (1968)  
Professor, Physics/Electrical Engineering (1978)  
B.S., University of Scranton; M.S., Ph.D., University of Virginia

Professor, Philosophy (1970)  
B.S., M.A., Loyola University, Chicago; Ph.D., University of Notre Dame

Marian Farrell, R.N. (1990)  
Associate Professor, Nursing (1995)  
B.S.N., M.S.N., College Misericordia; M.S., Syracuse University; Ph.D., Adelphi University

Joseph A. Ferrara (1992)  
Assistant Librarian II/Reference Librarian (1994)  
B.A., University of Missouri; M.S.W., University of Kansas; M.L.S., University of Missouri (School of Library and Informational Science)

Anthony Ferzola (1990)  
Associate Professor, Mathematics (1990)  
B.A., Queens College; M.A., Ph.D., New York University

Mary Anne Foley, C.N.D. (1991)  
Associate Professor, Theology and Religious Studies (1997)  
B.A., Sacred Heart University; M.T.S., Weston School of Theology; M. Phil., Ph.D., Yale University

Daniel V. Frazzino (1982)  
Professor, English (1991)  
B.A., University at Buffalo; M.A., San Diego State University; Ph.D., Binghamton University

Brigid Curtin Frein (1988)  
Associate Professor, Theology/Religious Studies (1994)  
Chairperson, Department of Theology/Religious Studies (1995)  
B.A., Gonzaga University; Ph.D., St. Louis University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Michael Friedman (1991)
Associate Professor, English (1995)
B.A., Tulane University;
M.A., Ph.D., Boston University

David O. Friedrichs, D. et U.* (1977)
Professor, Sociology/Criminal Justice (1991)
A.B., University College of New York;
M.A., New York University

Professor, Education (1983)
B.A., Rider College;
M.Ed., University of Vermont;
Ed.D., State University of New York at Albany

Rosellen M. Garrett, CRNP (1980)
Associate Professor, Nursing (1980)
B.S.N., College Misericordia;
M.S., University of Maryland;
F.N.P., Binghamton University;
Ph.D., Medical College of Pennsylvania

Harry J. Gensler, S.J. (1996)
Assistant Professor, Philosophy (1996)
B.A., Sacred Heart Seminary;
M.A., Wayne State University;
M.Div., Loyola University;
Ph.D., University of Michigan

Marie A. George (1993)
Assistant Professor, Health Administration and Human Resources (1993)
Chairperson, Health Administration and Human Resources (1996)
B.S., College Misericordia;
M.S., University of Scranton
Ph.D., University of Pennsylvania

Darla Rae Germeroth (1989)
Associate Professor, Communication (1994)
Chairperson, Department of Communication (1995)
B.A., M.A., Kansas State University;
Ph.D., University of Denver

Associate Professor, Education (1986)
B.S., University of Pennsylvania;
M.S., University of Scranton;
Ph.D., University of Michigan

Satyajit P. Ghosh (1986)
Associate Professor, Economics/Finance (1992)
Chairperson, Department of Economics/Finance (1993)
B.A., Presidency College, India;
M.A., University of Calcutta;
M.A., Ph.D, State University of New York at Buffalo

Kingsley S. Gnanendran (1989)
Associate Professor, Operations and Information Management (1995)
B.S.C., University of Sri Lanka;
M.Eng., Asia Institute of Technology;
Ph.D., University of Tennessee

Irene Goll (1988)
Associate Professor, Management/Marketing (1994)
B.S., Pennsylvania State University;
M.A., University of Illinois;
Ph.D., Temple University

Deborah J. Gougeon (1979)
Associate Professor, Operations and Information Management (1988)
B.S., M.S., University of Scranton;
Ph.D., Walden University

Professor, English (1982)
B.A., St. Mary’s University, Halifax;
MA, Ph.D, University of Massachusetts

Ralph W. Grambo, Jr., D. et U.* (1973)
Associate Professor, Economics/Finance (1978)
B.S., University of Scranton;
M.B.A., Ph.D., University of Pennsylvania

Associate Professor, Accounting (1985)
B.S., M.B.A., University of Scranton;
M.S., University of Scranton;
Ph.D., Pennsylvania State University

Brian T. Greuel (1993)
Assistant Professor, Biology (1993)
B.S., Wheaton College;
M.S., Ohio State University;
Ph.D., Washington University

David W. Hall (1985)
Associate Professor, Counseling and Human Resources (1991)
A.B., Lycoming College;
M.S., University of Scranton;
Ph.D., Pennsylvania State University

Mary Jane Hanson (1996)
Assistant Professor, Nursing (1996)
B.S.N., Cedar Crest College;
M.S.N., Ph.D., University of Pennsylvania

Professor, Biology (1995)
B.S., Lebanon Valley College;
M.S., Ph.D., University of Delaware

Patricia Harrington, R.N. (1984)
Assistant Professor, Nursing (1989)
Chairperson, Department of Nursing (1994)
B.S., Medgar Evers College;
M.S., Hunter-Bellevue School of Nursing;
Ph.D., Ed.D, Columbia University

Jean Wahl Harris (1987)
Associate Professor, History/Political Science (1993)
B.A., M.A., Ph.D., Binghamton University

Maurice I. Hart, Jr., D. et U. * (1963)
Professor, Chemistry (1971)
Chairperson, Department of Chemistry (1997)
A.B., Maryknoll College;
M.S., Ph.D., Fordham University

Eileen B. Hewitt (1982)
Assistant Professor, Management/Marketing (1988)
B.S., St. Joseph’s College, Maine;
M.S., University of Hartford

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John M. Hill (1981)
Associate Professor, English (1987)
B.A., Central College;
M.A., University of Illinois;
M.F.A., University of Iowa;
Ph.D., Cand., University of Illinois

Thomas P. Hogan (1985)
Professor, Psychology (1985)
B.A., John Carroll University;
M.A., Ph.D., Fordham University

Assistant Professor, Physical Education (1970)
B.S., East Stroudsburg University;
M.S., University of Massachusetts

Beth Howlett (1980)
Associate Professor, Physical Education (1995)
B.S., M.S., State University of New York at Cortland;
M.S., University of Scranton
Ph.D., Temple University

Sharon Hadacek, R.N. (1990)
Associate Professor, Nursing (1995)
B.S.N., M.S.N., College Misericordia;
M.Ed., Ed.D., Columbia University

Associate Professor, History/Political Science (1976)
A.B., College of the Holy Cross;
M.A., Ph.D., University of Notre Dame

Rick Hussain, D. et U. * (1967)
Associate Professor, Economics/Finance (1985)
B.S., Forman College, Pakistan;
M.S., University of Panjab, Pakistan;
M.B.A., University of Scranton;
Ph.D., Johns Hopkins University;
Ph.D., Lehigh University
Certified Financial Analyst

Paul M. Jackowitz, C.D.P., CCP. (1977-80; 1982)
Assistant Professor, Computing Sciences (1982)
B.S. University of Scranton;
M.S., Rensselaer Polytechnic Institute

Jakub S. Jasinski (1987)
Associate Professor, Mathematics (1992)
Chairperson, Department of Mathematics (1996)
M.S., Ph.D. University of Gdansk

Associate Professor, Mathematics (1979)
A.B., Wilkes College;
M.A., Bucknell University

Professor, Physics/Electrical Engineering (1974)
B.S., University of Scranton;
M.S., University of Delaware

John Kallianiotis (1990)
Associate Professor, Economics/Finance (1996)
B.A., University of Thessalonika;
M.A., M.Ph., Ph.D., City University of New York

Maria Poggi Johnson (1996)
Assistant Professor, Theology/Religious Studies (1996)
B.A., Oxford University;
Ph.D., University of Virginia

Prasadarao V. Kakumanu (1978)
Professor, Operations and Information Management (1984)
Chairperson, Department of Operations and Information Management (1987)
B.S., Andhra University;
M.S., Panna University;
M.S., Delhi University;
Ph.D., Cornell University

M. Jane Kopas, O.S.F. (1978)
Professor, Foreign Languages and Literatures (1987)
B.A., St. John’s University, Minnesota;
M.A., Ph.D., University of Wisconsin

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Valerie F. Kosky (1996)
Instructor, Health Administration/Human Resources (1996)
B.A., College of St. Catherine; M.A., University of St. Thomas; Ph.D. cand., University of Minnesota

Edmund M. Kosmahl (1983)
Associate Professor, Physical Therapy (1994)
B.S., M.S., Temple University; Ed.D., Nova University

Gary G. Kwiecinski (1988)
Associate Professor, Biology (1993)
A.A., A.A.S., Rockland Community College; M.S., Rutgers University; Ph.D., Cornell University

Gary G. Kwiecinski (1988)
Associate Professor, Mathematics (1987)
B.S., M.S., Mysore University; M.A., Ph.D., State University of New York at Buffalo

Robyn Lawrence (1993)
Assistant Professor, Accounting (1993)
B.S., University of California; M.S., California State University; Ph.D., University of Houston

Linda Ledford-Miller (1985)
Associate Professor, Foreign Languages and Literatures (1993)
B.A., University of California, Irvine; M.A., Pennsylvania State University; M.A., Ph.D., University of Texas at Austin

John J. Levko, S.J. (1979)
Professor, Mathematics (1987)
Director, Eastern Christian Studies (1986)
B.A., M.S., Ph.D., Lehigh University; S.T.B., Gregorian University; M.A., John XXIII Institute, Maryknoll; S.E.O.L., S.E.O.D., Pontifical Oriental Institute, Rome, Italy

Frank B. Linton (1997)
Assistant Professor, Accounting (1997)
B.A., Hofstra University; J.D., New York University School of Law; Ph.D., University of Houston

Deborah Eville Lo (1995)
Assistant Professor, Education (1995)
B.S., M.S., Florida State University; Ph.D., University of Chicago

Professor, Biology (1973)
B.S., Spring Hill College; M.S., Ph.D., The Catholic University of America

Associate Professor, Accounting (1996)
B.S., M.B.A., University of Scranton; Ph.D., Syracuse University

Dennis S. Martin (1985)
Associate Professor, Computing Sciences (1985)
B.S., Manhattan College; M.A., University of Rochester; M.S., Ed.D., State University of New York at Buffalo

David E. Marx (1987)
Associate Professor, Chemistry (1992)
B.S., East Stroudsburg University; Ph.D., Binghamton University

Susan Fournier Mathews (1988)
Associate Professor, Theology/Religious Studies (1993)
B.A., St. Anselm College; M.A., Ph.D., The Catholic University of America

Gary E. Mattingly (1983)
Professor, Physical Therapy (1997)
B.S., St. Ambrose College; B.S., University of Scranton; Ph.D., St. Louis University

Robert McCloskey, (1991)
Assistant Professor, Computing Sciences (1993)
B.S., University of Scranton; M.S., Ph.D., Rensselaer Polytechnic Institute;

Christine E. McDermott (1979)
Assistant Professor, Biology (1979)
B.A., California State at Fresno; Ph.D., University of Tennessee

Professor, Philosophy (1979)
A.B., College of the Holy Cross; Ph.D., Boston College

Professor, English (1977)
A.B., LeMoyne College
M.A., Ph.D., Loyola University, Chicago

Associate Professor, Marketing/Management (1993)
B.S., M.B.A., University of Scranton; M.A., Lehigh University; Ph.D., Temple University

Professor, Philosophy (1996)
B.A., University of Maryland; M.Div., Th.M., Weston School of Theology; M.A., Ph.D., Fordham University

Rebecca June McMahon (1996)
Assistant Professor, Education (1996)
B.S., Southwest Texas State University; M.S., University of Texas at Austin; Ph.D., University of Southern Mississippi

Assistant Professor, Philosophy (1997)
B.A., M.A., Ph. D., The Catholic University of America; M.T., Heythrop College, University of London

Sharon M. Meagher (1989)
Associate Professor, Philosophy (1995)
B.A., Boston College; Ph.D., State University of New York at Stony Brook

Michael Ofosu Mensah (1987)
Associate Professor, Accounting (1992)
B.S., University of Ghana; M.B.A., N.E. Louisiana University; Ph.D., University of Houston

Rebecca L. Mikesell (1994)
Assistant Professor, Communication (1994)
B.S., M.S., Illinois State University; Ph.D., Ohio University

Professor, Philosophy (1991)
B.A., M.A., Spring Hill College; Ph.D., Georgetown University

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Kenneth G. Monks (1990)  
Associate Professor, Mathematics (1994)  
B.S., Pennsylvania State University;  
M.S., Ph.D., Lehigh University  

Marlene Joy Morgan (1997)  
Instructor, Occupational Therapy (1997)  
B.S., Pennsylvania State University;  
M.S., Texas Woman’s University  

Oliver J. Morgan, S.J. (1990)  
Associate Professor, Counseling and Human Services (1996)  
Chairperson, Department of Counseling and Human Resources (1997)  
B.A., Fordham University;  
M.F.T., Hahnemann Medical University;  
M.Div., Weston School of Theology;  
Ph.D., Boston University  

Mary Elizabeth Moylan (1986)  
Assistant Professor (1995)  
Assistant Librarian II (1990)  
B.A., Marywood University;  
M.L.S., Villanova University;  
M.S., University of Scranton  

Mary E. Muscari (1992)  
Associate Professor, Nursing (1997)  
B.S.N., Pace University;  
M.S.N., P.N.P., Columbia University;  
Ph.D., Adelphi University  

Donna M. Narsavage-Heald (1993)  
Assistant Professor, Chemistry (1993)  
B.S., University of Scranton;  
M.S., Ph.D., Rensselaer Polytechnic Institute  

Associate Professor, Nursing (1993)  
B.S.N., University of Maryland;  
M.S.N., College Misericordia;  
Ph.D., University of Pennsylvania  

Hong V. Nguyen (1979)  
Associate Professor, Economics/Finance (1985)  
B.S., State University of New York at Brockport;  
M.A., Ph.D., Binghamton University  

John C. Norcross (1985)  
Professor, Psychology (1990)  
B.A., Rutgers University;  
M.A., Ph.D., University of Rhode Island;  
Clinical Internship, Brown University School of Medicine  
Licensed Psychologist  

Professor, Philosophy (1989)  
A.B., Assumption College;  
M.A., Ph.D., University of Notre Dame  

Kevin R. Norris, D. et U. * (1977)  
Assistant Librarian II (1981)  
B.S., M.L.S., University of Pittsburgh;  
M.A., University of Scranton  

Associate Professor, Psychology (1971)  
B.S., University of Scranton;  
M.S., Ph.D., Ohio University  

Alice O’Neill (1989)  
Assistant Professor, Health Administration and Human Resources (1993)  
R.N., State University of New York at Endicott;  
B.S., St. Joseph’s College;  
M.S., University of Scranton  
Ed.D., Nova University  

Peter C. Olden (1993)  
Assistant Professor, Health Administration and Human Resources (1994)  
B.S., Miami University;  
M.H.A., Duke University;  
Ph.D., Virginia Commonwealth University  

Masood Otarod (1988)  
Associate Professor, Mathematics (1994)  
B.S., Pahlavi University;  
M.S., Sc.D, Columbia University  

Ann A. Pang-White (1997)  
Assistant Professor, Philosophy (1997)  
B.A., Tung-Hai University;  
M.A., Ph.D. Marquette University  

William J. Parente (1970)  
Professor, History/Political Science (1973)  
A.B., Xavier University;  
Ph.D., Georgetown University  

Robert A. Parsons (1979)  
Professor, Foreign Languages and Literatures (1991)  
Chairperson, Department of Foreign Languages and Literatures (1988)  
B.A., M.A., West Virginia University;  
M.A., Ohio University;  
Ph.D., Pennsylvania State University  

Instructor, Occupational Therapy (1996)  
B.S., University of Birmingham;  
M.S., St. Joseph’s University  

Paul M. Perdew (1985)  
Associate Professor, Mathematics (1985)  
B.A., Washington & Jefferson College;  
M.A., University of Hawaii;  
Ph.D., University of Idaho  

Njegos Petrovic, D. et U. * (1967)  
Professor, Foreign Languages and Literatures (1974)  
A.B., Classical College, Belgrade, Yugoslavia;  
M.A., Ph.D., University of Montreal  

Virginia A. Picchietti (1995)  
Assistant Professor, Foreign Languages and Literatures (1995)  
B.A., Rosary College;  
M.A., Ph.D., Indiana University  

Charles Pinches (1990)  
Professor, Theology/Religious Studies (1996)  
B.A., Wheaton College;  
M.A., Ph.D., University of Notre Dame  

Richard Plishka (1986)  
Associate Professor, Computing Sciences (1989)  
Chairperson, Department of Computing Sciences  
B.S., University Of Scranton;  
M.S., M.B.A., Syracuse University  

Susan Poulson (1990)  
Associate Professor, History/Political Science (1996)  
B.A., George Washington University;  
M.A., Ph.D., Georgetown University  

Satyanarayana Pratipati (1990)  
Associate Professor, Operations and Information Management (1996)  
B.S., Andhra University;  
M.B.A., Indian Institute of Management;  
Ph.D., State University of New York at Buffalo  

* The Pro Deo et Universitestate Award for Twenty Years or more Service to the University.
Assistant Professor, Sociology/Criminal Justice (1972)
Chairperson, Department of Sociology/Criminal Justice (1989)
B.S., University of Scranton; M.A., Fordham University
Joseph L. Quinn, S.J. (1979)
Assistant Professor, English (1979)
A.B., Ph.L., A.M., Fordham University; S.T.B., Woodstock College; A.M., Ph.D., Harvard University
Murli Rajan (1989)
Associate Professor, Economics/Finance (1995)
B.C.A., Victoria University; M.Com., Delhi School of Economics, University of Delhi; M.B.A., University of Scranton; Ph.D., Temple University
Professor, English (1979)
B.S., M.A., University of Scranton; Ed.D., Temple University
Assistant Librarian II (1978)
B.A., State University of New York at New Paltz; M.S.L.S., State University of New York at Geneseo
Carol Reinson (1997)
Instructor, Occupational Therapy (1997)
A.A.S., Herkimer County Community College; B.S., Utica College; M.S., State University of New York at New Paltz
Vivian V. Ripley (1997)
Assistant Professor, Counseling/Human Services (1997)
B.S., Trenton State College; M.S., Ed.D., University of Virginia
Joan Robbins (1991)
Associate Professor, English (1997)
B.A., Boston College; M.F.A., D.F.A., Yale School of Drama
Assistant Professor, Physical Education (1969)
B.S., Springfield College; M.A., Trenton State College
Richard W. Rousseau, S.J. (1979)
Professor, Theology/Religious Studies (1979)
A.B., M.A., Boston College; S.T.L., Faculties St. Albert de Louvain, Belgium; S.T.D., St. Paul’s University, Ottawa; Ph.D., University of Ottawa
William Rowe (1990)
Professor, Philosophy (1996)
Chairperson, Philosophy (1995)
B.A., Allegheny College; M.A., Pittsburgh Theological Seminary; M.Phil., Institute for Christian Studies; Ph.D., Duquesne University
Michio Y. Rynn, D. et U.* (1975)
Professor, Sociology/Criminal Justice (1992)
B.A., Sophia University; M.A.L.S., University of Michigan; M.A., Ph.D., Michigan State University
Thomas F. Sable, S.J. (1985)
Associate Professor, Theology/Religious Studies (1991)
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)
B.A., Michigan State University; M.S., Syracuse University; Ph.D., University of Iowa
John P. Sanko (1990)
Associate Professor, Physical Therapy (1997)
B.S., M.S., East Stroudsburg State College; Ed.D., Columbia University
Edward M. Scalfi (1989)
Associate Professor, Economics/Finance (1994)
B.S., St. Bonaventure University; M.A., Ph.D., Binghamton University
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
Dennis L. Schrecengast (1995)
Captain, U.S. Army
Assistant Professor, Military Science (1995)
B.S., U.S. Military Academy
Rose Sebastianelli (1988)
Associate Professor, Operations and Information Management (1995)
Instructor, Occidental College (1997)
A.S., Herkimer County Community College; B.S., Utica College; M.S., State University of New York at New Paltz
Vivian V. Ripley (1997)
Assistant Professor, Counseling/Human Services (1997)
B.S., Trenton State College; M.S., Ed.D., University of Virginia
Joan Robbins (1991)
Associate Professor, English (1997)
B.A., Boston College; M.F.A., D.F.A., Yale School of Drama
Assistant Professor, Physical Education (1969)
B.S., Springfield College; M.A., Trenton State College
Richard W. Rousseau, S.J. (1979)
Professor, Theology/Religious Studies (1979)
A.B., M.A., Boston College; S.T.L., Faculties St. Albert de Louvain, Belgium; S.T.D., St. Paul’s University, Ottawa; Ph.D., University of Ottawa
William Rowe (1990)
Professor, Philosophy (1996)
Chairperson, Philosophy (1995)
B.A., Allegheny College; M.A., Pittsburgh Theological Seminary; M.Phil., Institute for Christian Studies; Ph.D., Duquesne University
Michio Y. Rynn, D. et U.* (1975)
Professor, Sociology/Criminal Justice (1992)
B.A., Sophia University; M.A.L.S., University of Michigan; M.A., Ph.D., Michigan State University
Thomas F. Sable, S.J. (1985)
Associate Professor, Theology/Religious Studies (1991)
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)
B.A., Michigan State University; M.S., Syracuse University; Ph.D., University of Iowa
John P. Sanko (1990)
Associate Professor, Physical Therapy (1997)
B.S., M.S., East Stroudsburg State College; Ed.D., Columbia University
Edward M. Scalfi (1989)
Associate Professor, Economics/Finance (1994)
B.S., St. Bonaventure University; M.A., Ph.D., Binghamton University
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
Dennis L. Schrecengast (1995)
Captain, U.S. Army
Assistant Professor, Military Science (1995)
B.S., U.S. Military Academy
Rose Sebastianelli (1988)
Associate Professor, Operations and Information Management (1995)
Instructor, Occidental College (1997)
A.S., Herkimer County Community College; B.S., Utica College; M.S., State University of New York at New Paltz
Vivian V. Ripley (1997)
Assistant Professor, Counseling/Human Services (1997)
B.S., Trenton State College; M.S., Ed.D., University of Virginia
Joan Robbins (1991)
Associate Professor, English (1997)
B.A., Boston College; M.F.A., D.F.A., Yale School of Drama
Assistant Professor, Physical Education (1969)
B.S., Springfield College; M.A., Trenton State College
Richard W. Rousseau, S.J. (1979)
Professor, Theology/Religious Studies (1979)
A.B., M.A., Boston College; S.T.L., Faculties St. Albert de Louvain, Belgium; S.T.D., St. Paul’s University, Ottawa; Ph.D., University of Ottawa
William Rowe (1990)
Professor, Philosophy (1996)
Chairperson, Philosophy (1995)
B.A., Allegheny College; M.A., Pittsburgh Theological Seminary; M.Phil., Institute for Christian Studies; Ph.D., Duquesne University
Michio Y. Rynn, D. et U.* (1975)
Professor, Sociology/Criminal Justice (1992)
B.A., Sophia University; M.A.L.S., University of Michigan; M.A., Ph.D., Michigan State University
Thomas F. Sable, S.J. (1985)
Associate Professor, Theology/Religious Studies (1991)
B.A., Boston College; M.S., Georgetown University; M.Div., Jesuit School of Theology; Ph.D., Graduate Theological Union
* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Stephen E. Whittaker (1983)
Professor, English (1994)
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
Joseph P. Wilson (1985)
Associate Professor, Foreign Languages and Literatures (1992)
B.A., University of Toledo;
Ph.D., University of Iowa
Director, Athletics (1974)
Associate Professor, Physical Education (1997)
Chairperson, Department of Physical Education (1974)
B.S., M.A., Ph.D., Northwestern University
Loreen Wolfer (1996)
Assistant Professor, (1997)
B.A., Franklin and Marshall College;
M.A., Ph.D., Cornell 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
Zhong Cheng Xiong (1988)
Associate Professor, Mathematics (1996)
B.S., Wuhan University;
M.S., Ph.D., Lehigh University
Christine A. Zakzewski (1992)
Assistant Professor, Physics/Electrical Engineering (1992)
B.S., Rutgers University, Piscataway;
M.S., Ph.D., Rutgers University Graduate School of New Brunswick
Associate Professor, Nursing (1994)
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
Habib Zanzana (1995)
Assistant Professor, Foreign Languages and Literatures (1996)
B.S., M.A., Ph.D., Indiana University
Marie Zichetti-Caffrey (1991)
Assistant Professor, Physical Therapy (1991)
B.S., Ithaca College;
M.S., University of Scranton
John M. Zych (1991)
Associate Professor, Management and Marketing (1997)
B.S., Worcester Polytechnic Institute;
M.B.A., Babson College;
D.B.A., Boston University

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PROFESSIONAL STAFF AND SERVICES

Anthony Agati (1995)
Assistant Director, Student Activities (1995)
B.A., Allegany College
M.A., Indiana University of Pennsylvania

Mary Kay Aston (1993)
Associate Chemistry Lab Supervisor (1993)
B.S., Marywood University

Kevan Bailey (1985)
Print Shop Production Manager (1994)

Ann Clark Bass (1978)
Assistant Dean & Director of Credit Programs
Dexter Hanley College (1995)
B.M., Marywood University;
M.A., Northeast Missouri State University

Regina Bennett (1987)
Assistant Dean, Graduate School (1996)
B.A., M.S., University of Scranton

Peter J. Blazes (1991)
Director of International Student Affairs (1991)
B.A., Widner University;
Ed.M., Boston University

Jean Boam (1988)
Manager of Services, Jesuit Community (1993)
A.S., Lackawanna Junior College;
B.S., University of Scranton

Cheryl Y. Boga (1981)
University Singers/Band Director (1982)
B.M., Marywood University

Gary Bolus (1996)
Research Technician, Molecular Biology (1996)
B.A., Mansfield University

Gail Bontrager (1996)
Help Desk Technical Coordinator,
Information Resources (1996)
B.A., M.P.A., Indiana State University

Geri Maier Botyrius (1992)
Academic Advisor, CAS Advising Center (1992)
B.A., King's College;
M.S., University of Scranton

Brenda Brewer (1993)
Internal Auditor (1993)
B.S., Bloomsburg University

Paul Brown (1987)
Director of Public Relations (1987)
B.A., Simpson College;
MS., Columbia University

Michele Buchinski (1983)
Assistant Director, SBDC (1995)
A.A., B.S., University of Scranton

William Buckley (1990)
Financial Area Coordinator of Systems Development (1990)
B.S., Bloomsburg University

Keri Bujanovitch (1996)
Assistant Help Desk Coordinator,
Information Resources (1996)
B.S., Marywood University

Kenneth S. Buntz (1979)
Sports Information Director (1979)
A.A., Keystone Jr. College;
B.A., University of Scranton

Ray Burd (1989)
Director of Printing and Mailing Services (1994)
B.S., Empire State College;
M.S., Shippensburg University

William R. Burke (1986)
Director of Financial Aid (1990)
B.S., Bloomsburg University;
M.B.A., University of Scranton

Gina Butler (1992)
Assistant Dean, CAS (1995)
B.A., Pennsylvania State University;
M.S., University of Scranton

Mark Butler (1994)
Education and Training Manager, ECRC (1994)
B.S., Pennsylvania State University

Eileen Callahan (1994)
Director of Research Services (1996)
B.A., University of Pennsylvania;
M.S., University of Scranton

Maureen Castaldi (1985)
Database/Software Analyst, Systems
and Software Resources (1996)
B.S., University of Scranton

Thomas Cavataio (1993)
Associate Director of Purchasing (1993)
A.A.S., SUNY, Morrisville;
B.S., Cornell University

Shaqui Cheng (1994)
MBI Research Scholar (1994)
B.S., Wuhan University;
M.S., Sichuan University

Jeffrey Chirico (1996)
Admissions Counselor (1996)
B.A., University of Scranton

Marilyn Coar, D. et U.* (1948)
University Secretary (1971)
Executive Assistant to the President (1973)
B.A., Rosemont College

Robert Collins (1992)
Director, Systems and Software Resources (1996)
B.S., East Stroudsburg University

Sharon Conway (1988)
Database Management Systems Specialist (1996)
B.S., University of Colorado

Lisa Cornell (1983)
Project/Support Team Leader,
Systems and Software Resources (1996)
B.S., University of Scranton

Joseph Cortese, SPHR (1990)
Assistant Director, Human Resources/
Benefits Manager (1992)
B.S., King's College;
M.S., University of Scranton

Margaret E. Craft (1988)
Assistant Director of Library for Technical Services/
Automation/Special Services (1996)
A.B., Central Michigan University;
M.A., University of Scranton;
A.M.L.S., University of Michigan

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Francis Crovetti (1995)
Director of Major Gifts (1995)
B.S., Drexel University

Robert Curley (1994)
Senior Systems Administrator,
Systems and Software Resources (1996)
B.S., Fairfield University; M.A., Beaver College

Lisa Currie (1996)
Assistant Wellness Director (1996)
B.A., M.S., University of Wisconsin

Marianne Czerny (1987)
Assistant Dean, CAS (1996)
B.S., Regis University; M.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; B.S., University of Scranton

Dawn Donohue (1993)
Assistant Dean of Admissions (1996)
B.S., University of Scranton

Nurse, Student Health Services (1988)
R.N., Hahnenmann Hospital School of Nursing; B.S.N., University of Scranton

Christy Dutko (1997)
Programmer/Analyst, Systems and Software Resources (1997)
B.S., Bloomsburg University

Christopher Ehman (1989)
Associate Dean of Admissions (1989)
B.A., M.A., Gannon University

Sharon Evans (1979)
Assistant Director, Public Safety (1989)
Parking/Traffic Manager (1994)
B.S., East Stroudsburg University

Barbara Evans-Mericle (1990)
National Board Certified Counselor Counselor, Counseling Center (1990)
B.A., Lockhaven University; M.S., University of Scranton

Gustavo Fernandez (1996)
Software Analyst, Desktop and Instructional Resources (1996)
B.S., Bloomsburg University

Stephen Fisk (1991)
Employment Manager, Human Resources (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)
Director, Desktop and Instructional Resources (1996)
A.S., Pennsylvania State University

Timothy Gallen (1996)
Admissions Counselor (1996)
B.S., University of Scranton

Karl Gaves (1993)
Grant Accountant (1993)
B.S., King’s College; M.B.A., University of Scranton

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)
ECRC Lab Technician (1993)
B.S., Rutgers University; M.B.A., University of Scranton

Frank Gilchrist (1990)
Career Counselor (1990)
B.S., M.S., University of Scranton

Janet N. Gilroy (1983)
Director of Admissions, Dexter Hanley College (1995)
B.S., M.S., University of Scranton

William Gilroy (1980)
Manager, News and Information Services (1996)
B.S., M.S., University of Scranton; M.A., University of Notre Dame

Barbara Gleason (1982)
Assistant Dean, School of Management (1995)
Director of SOM Advising Center (1988)
B.S., M.S., University of Scranton

Deborah Goonan (1993)
Logistics Support Specialist (1995)
B.S., Marywood University

James Goonan (1987)
Director of Graduate Admissions (1990)
B.S., M.B.A., University of Scranton

Lucia Grano (1983)
Assistant to Comptroller (1983)
B.S., M.B.A., University of Scranton

Sharon Grasso (1985)
Director of Advising Center, Dexter Hanley College (1995)
B.S., M.A., University of Scranton

Ellen Greaven, N.C.C. (1990)
Associate Campus Minister (1990)
B.S., M.S., University of Scranton

Barbara Grignat (1991)
Academic Counselor, SOM Advising Center (1991)
B.A., Pennsylvania State University; M.S., University of Scranton

William Gunshannon (1989)
Departmental Systems Administrator (1992)

Denise Guz (1995)
Assistant Bursar (1995)
B.S., Bloomsburg University

Sean Hanlon (1995)
Annual Fund Specialist (1995)
B.A., University of Scranton

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Margaret Hazen (1985)  
Supervisor, Instructional Technologies, Desktop and Institutional Resources (1996)  
B.A., University of Scranton

Karen Heckman (1989)  
Media Resources Collection Supervisor (1993)  
A.A., University of Scranton

Judith R. Henning (1988)  
Director, Learning Resources Center (1988)  
B.S., M.S., Marywood University

Larry J. Hickernell (1984)  
Project Manager, World Wide Web, Network Resources (1996)  
A.S.B., Central Pennsylvania Business School  
B.A., University of Scranton

Terry Hocking (1990)  
Programmer, Systems and Software Resources (1996)  
A.S., Lackawanna Junior College

Kathryn Holecko (1992)  
Project Program Coordinator, Continuing Education (1996)

Mary Beth Holmes (1992)  
Director of Radio and Television (1996)  
B.A., University of Scranton;  
M.S., Ph.D. Cand., Syracuse University

Cindy Hricko (1985)  
Project/Support Team Leader, Systems and Software Resources (1996)  
B.S., University of Scranton

Thomas Hughes (1986)  
Information Resources Training (1996)  
B.S., M.B.A., University of Scranton

Margaret Hynosky (1993)  
Assistant Director of Financial Aid (1993)  
B.A., University of Scranton

Steven Jagiela (1995)  
Outreach Specialist-ECRC (1995)  
B.S., Drexel University

Jane Johnson (1990)  
Assistant Supervisor, Intramurals/Recreation (1996)  
B.S., Marywood College

Mary Patricia Jolley (1981)  
Human Resources Information Specialist (1996)

Karen Jones (1992)  
Assistant Registrar (1995)  
B.A., Wilkes University

Rose Ann Juhinski (1984)  
Project/Support Team Leader, Systems and Software Resources (1996)  
B.S., M.B.A., University of Scranton

Annette Barosi Kalwaytis (1982)  
Library Associate, Circulation Supervisor (1985)  
B.S., M.S., University of Scranton

Janice Kane (1986)  
Supervisor, Intramurals/Recreation (1996)  
B.A., M.S., University of Scranton

Theresa Kaplan (1988)  
Consultant Manager, SBDC (1990)  
B.S., M.S., University of Scranton

Marie Karam (1988)  
Director of the Language Learning Center (1994)  
B.A., Marywood University;  
M.A., Pennsylvania State University

Paulette Karlavige (1989)  
Payroll Supervisor (1995)

Ann Kasmierski (1987)  
Systems Specialist, Library (1993)

Sean Kenney (1994)  
Admissions Counselor (1996)  
B.S., University of Scranton

Theresa Kilker (1987)  
Office/Operations Manager, Student Affairs (1996)

Robert Klem (1987)  
Software Analyst, Systems and Software Resources (1996)  
B.S., Marywood University

Mark Knight (1996)  
Director, University of Scranton Campus School (1996)  
B.S., Michigan State University;  
M.Ed., Ph.D., Arizona State University

Donna M. Kocis, D. et U. * (1972)  
Supervisor, Data Processing and Controls, Systems and Software Resources (1996)

National Board Certified Counselor  
Counselor, Counseling Center (1974)  
A.B., Marywood University;  
M.S., University of Scranton

Christopher Krall (1994)  
Systems Administrator, Systems and Software Resources (1996)  
A.S., Pennsylvania State University

Francis Kranick (1994)  
CAD Operator/Draftsman (1994)

Anthony J. Laboranti (1990)  
Supervisor, Building/Grounds (1990)

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)  
B.S., Presbyterian University of Pennsylvania Medical Center;  
B.S., University of Scranton

University Archives Assistant (1993)  
A.B., Bellamine College;  
S.T.B., Woodstock College;  
M.S., 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)

Hal Lewis (1991)  
Director of Development Services and Prospect Research (1994)

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
<th>Institution/University of Scranton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeanette Lewis</td>
<td>Coordinator, Office of Instructional Development</td>
<td>B.S., University of Scranton</td>
</tr>
<tr>
<td>Eloise Libassi</td>
<td>Grants Information Specialist</td>
<td>B.A., University of Maryland; M.A., Boston College</td>
</tr>
<tr>
<td>Mason Linn</td>
<td>Program Manager, ECRC</td>
<td>A.B., Bucknell University; M.A., University of Scranton</td>
</tr>
<tr>
<td>Francene Liples</td>
<td>Graphic Designer</td>
<td>B.F.A., Marywood University</td>
</tr>
<tr>
<td>Deanne Loftus</td>
<td>Project Consultant/Inst.-CCF</td>
<td>B.S., Indiana University of Pennsylvania</td>
</tr>
<tr>
<td>Kenneth Lofts</td>
<td>Associate Campus Minister</td>
<td>B.A., Worcester State College; M.Div., Jesuit School of Theology</td>
</tr>
<tr>
<td>Kristen Male</td>
<td>CPI Accountant</td>
<td>B.S., University of Scranton</td>
</tr>
<tr>
<td>Lorraine Manuso</td>
<td>Assistant Director, Systems and Software Resources</td>
<td>B.S., M.B.A., University of Scranton</td>
</tr>
<tr>
<td>Mary Ann McAndrew</td>
<td>Assistant Director, Learning Resources Center</td>
<td>B.S., University of Scranton</td>
</tr>
<tr>
<td>Susan McCrea</td>
<td>Systems Coordinator for Residence Life</td>
<td>B.S., University of Scranton</td>
</tr>
<tr>
<td>Constance E. McDonnell</td>
<td>Assistant Director, Career Services</td>
<td>B.A., University of Denver; M.A., Marywood University</td>
</tr>
<tr>
<td>Ellen E. McGuire</td>
<td>Associate Director, Financial Aid</td>
<td>B.A., Pennsylvania State University; M.S., University of Scranton</td>
</tr>
<tr>
<td>Aileen McHale</td>
<td>Project Leader, Information Resources</td>
<td>B.S., King’s College</td>
</tr>
<tr>
<td>John F. McNamara, D. et U.</td>
<td>Comptroller</td>
<td>B.S., University of Scranton</td>
</tr>
<tr>
<td>Vincent Merkel</td>
<td>Senior Consultant, Desktop and Instructional Resources</td>
<td>B.S., University of Scranton</td>
</tr>
<tr>
<td>Doreen Metro</td>
<td>LAN Administrator/Lab Support, Desktop and Instructional Resources</td>
<td>B.S., M.S., Marywood University</td>
</tr>
<tr>
<td>Darlene Miller-Lanning</td>
<td>Director, University Art Gallery</td>
<td>B.F.A., Wilkes University; M.F.A., Marywood University; Ph.D., Binghamton University</td>
</tr>
<tr>
<td>Maria Montenegro</td>
<td>Business Consultant, SBDC</td>
<td>B.S., Georgetown University; M.B.A., University of Scranton</td>
</tr>
<tr>
<td>James Morgan</td>
<td>Library Systems Specialist</td>
<td>B.S., University of Scranton</td>
</tr>
<tr>
<td>William Morris</td>
<td>Outreach Consultant, ECRC/McDade Center</td>
<td>B.S., University of Scranton</td>
</tr>
<tr>
<td>Danielle L. Morse</td>
<td>Software Support Analyst/ WAN Support, Desktop and Instructional Resources</td>
<td>B.S., Wilkes University</td>
</tr>
<tr>
<td>Lawrence J. Morton, D. et U.*</td>
<td>Assistant to Vice President for Student Affairs</td>
<td>A.B., St. Bonaventure University; M.S., Syracuse University; M.S., University of Scranton; D. Ed., Pennsylvania State University</td>
</tr>
<tr>
<td>Mary Ann McAndrew</td>
<td>Assistant Director, Learning Resources Center</td>
<td>B.S., University of Scranton</td>
</tr>
<tr>
<td>John F. McNamara, D. et U.</td>
<td>Comptroller</td>
<td>B.A., William Penn College; Ed.M., State University of New York at Buffalo</td>
</tr>
<tr>
<td>Ellen E. McGuire</td>
<td>Associate Director, Financial Aid</td>
<td>B.A., Pennsylvania State University; M.S., University of Scranton</td>
</tr>
<tr>
<td>Aileen McHale</td>
<td>Project Leader, Information Resources</td>
<td>B.S., King’s College</td>
</tr>
<tr>
<td>Daniel Noble</td>
<td>Instructor, Center for Continuing Education</td>
<td>A.S., Westchester Community College</td>
</tr>
<tr>
<td>Lisa Notarianni</td>
<td>Manager, Business and Telecommunication Services, Network Resources</td>
<td>A.S., Lackawanna Junior College</td>
</tr>
<tr>
<td>Phillip Odom</td>
<td>Counselor/Minority Recruitment, Admissions</td>
<td>B.S., University of Scranton</td>
</tr>
<tr>
<td>Kathryn Ott</td>
<td>Admissions Counselor</td>
<td>B.A., University of Scranton</td>
</tr>
</tbody>
</table>

*The Pro Deo et Universitate Award for Twenty Years or More Service to the University.*

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Anthony Pamela (1994)  
Physics Lab Staff (1994)  
B.S., M.S., University of Scranton;  
M.S., Weston School of Theology;  
M.S., University of Massachusetts at Lowell

Diane Pancoska (1996)  
Lab Technician, Molecular Biology (1996)  
B.S., Cedar Crest College;  
M.S., Medical College of Pennsylvania

G. Donald Pantle, S.J. (1980)  
Associate Campus Minister (1980)  
B.A., Bellamine College;  
M.A., Middlebury College

Purchasing Agent, Purchasing Department (1991)  
B.S., University of Scranton

Margaret Parsons (1996)  
Academic Counselor, SOM Advising Center (1996)  
B.S., Pennsylvania State University;  
M.A., University of Scranton

Paul Perhach (1982)  
Director of Career Services (1982)  
B.A., King’s College;  
M.S., Marywood University

Joseph Perri (1996)  
Technical Analyst-ECRC (1996)  
B.S., Marywood University

Assistant Director, Residence Life (1995)  
B.A., SUNY College at Oswego;  
M.S., Western Illinois University

Howard Piltz (1986)  
Biology Lab Supervisor (1986)  
B.S., Pennsylvania Military College;  
M.S., University of Scranton

Nelson Pinto (1990)  
ECRC/FCIM Project Engineer (1992)  
B.S., M.B.A., University of Scranton

Patricia Popenoe, 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)  
Manager, Information Center & ID Card Services,  
Network Resources (1996)  
B.S., University of Scranton

Carol Radle (1996)  
Budget Coordinator, Treasurer’s Office (1996)  
B.S., Marywood University

Rajendra Redkar (1995)  
MBI Research Assistant (1995)  
B.S., M.S., University of Poona;  
Ph.D., Auburn University

Kathleen Rickrode (1993)  
ECRC/FCIM Project Engineer (1993)  
B.S.E.E., Penn State University;  
M.S.E.E., Syracuse University

Rebecca Rio (1996)  
Area Coordinator, Student Affairs (1996)  
B.A., St. Michael’s College;  
M.Ed., University of South Carolina

Coordinator, Eastern Christian Studies (1986)  
Assistant Professor, Art & Music (1987)  
B.Mus., Alverno College;  
M.A., New York University;  
M.A., Seton Hall University;  
Advanced Studies, Villa Schifanoia Graduate School of Fine Arts, Florence, Italy;  
Ph.D., The Catholic University of America;  
Ph.D. Cand., Drew University

Sr. Judith Roemer (1987)  
Assistant Director, Institute for Contemporary Spirituality (1987)  
B.A., Silver Lake College;  
M.A., Marquette University

Mary Roever (1995)  
Director, Annual Giving Program (1995)  
B.A., University of Wisconsin Madison

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

Sharon Rose (1995)  
Research Technician (1996)  
B.S., College Misericordia

Elizabeth A. Rozelle (1989)  
Career Counselor (1989)  
B.A., Bloomsburg State College;  
M.S., University of Scranton

Mollie Ruffenach (1988)  
Assistant Director, Network Resources (1996)  
B.S., M.S., University of Scranton

Richard Ryczak (1987)  
Assistant Archivist (1987)  
B.A., M.A., University of Scranton

Carolyn Santiso (1989)  
Annual Fund Specialist (1995)  
B.A., University of Scranton

Raymond Sauvey (1996)  
Coordinator, Steamtown Educational Lab (1996)  
B.S., University of Wisconsin, Green Bay

Madonna Savage (1985)  
Office Manager/Coordiantor 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

Director of Academic and Personal Development (1995)  
B.S., University of Scranton;  
M.S., Marywood University;  
Ph.D., Seton Hall University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
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

Catherine Seymour (1992)
Associate Campus Minister (1992)
B.S., University of Scranton

Richard Shaw (1996)
Associate Campus Minister/Director of Liturgical Music (1996)
B.S., M.S., Duquesne University

Michael Simons (1994)
Foreign Study Advisor (1994)
B.S., M.S., University of Scranton

Donna Simpson (1993)
B.S., B.A., Auburn University;
M.B.A., Wilkes University

Narendra Singh (1996)
MBI Research Scholar (1996)
B.S., M.S., Ph.D., Ranchi University;
Ph.D., Research Institute of Agricultural Microbiology, Leningrad

Ronald J. Skutnick (1981)
Director, Network Resources (1996)

Assistant Architect (1995)
B.A., Cornell University;
M.Div., S.T.L., Weston School of Theology;
M.Arch., Catholic University of America

Terri Smith (1995)
Director, Center for Continuing Education (1995)
B.S., Pennsylvania State University

Thomas J. Smith (1994)
Assistant Director for Operations (1994)
B.S., Bethel College

Thomas P. Smith (1989)
Licensed Psychologist, Counseling Center (1989)
B.A., Bloomsburg State College;
M.A., C.A.G.S., Marywood University

Laipeng Spagnoletti (1994)
Assistant to the Provost (1996)
B.A., Lafayette College;
M.Ed., Seattle University

Sharon Spoer (1987)
Executive Secretary to the President (1987)

Helen Stager (1991)
Associate Registrar (1995)
B.A., College Misericordia

Anne Marie Stanford (1986)
Assessment Coordinator, AIRO (1994)
B.S., University of Scranton

Bonnie Strohl (1985)
Assistant Director of Library for Public Services/Collection Development (1996)
Assistant Librarian II (1990)
B.A., University of Miami;
M.S., Shippensburg State College;
M.S., University of Scranton;
M.L.S., Simmons College

John Tabor, D. et U.* (1977)
Project Leader, Systems and Software Resources (1996)
B.S., University of Scranton

Marylou Taddonio (1985)
Recorder, Registrar’s Office (1993)

Karyn Townsend (1987)
Lab Specialist (1991)
B.S., Michigan State University;
M.S., State University of NY at Albany

Marie Trovato (1986)
Director, Planned Giving & Special Gifts (1992)
B.A., Shippensburg University;
M.S., University of Scranton

Diana Moore Trygar (1983)
Assistant Director, Environmental Health/Safety (1993)
B.S., M.S., University of Scranton

Richard Trygar (1984)
Chemistry Laboratory Supervisor (1991)
B.S., M.S., University of Scranton

Elaine Tweedy (1987)
Director, SBDC (1989)
B.S., Marywood University;
M.S., University of Scranton

Paul Tweedy (1988)
Executive Director, CPI (1996)
B.A., M.A., George Washington University

Joseph Umbric (1994)
ECRC Acquisition Specialist (1994)

Patricia Vaccurro (1987)
Director of Collegiate Volunteers (1987)
B.A., Marywood University;
M.S., University of Scranton

Barbara Wagner (1992)
Academic Coordinator of Clinical Education, Physical Therapy (1992)
B.S., University at Buffalo;
M.H.A., University of Scranton

Conrad Walsh (1994)
ECRC System Engineer (1994)
B.S., University of Scranton

Marcia Walsh (1994)
CCE Instructor (1994)
B.S., Marywood University

Mary Jo Walsh-Santo (1990)
Assistant Dean, CHEHR (1995)
B.A., M.Ed., University of Scranton

Rhonda Waskiewicz (1996)
Associate Clinical Education Coordinator, Occupational Therapy (1996)
B.S., Tufts University

Helen Weiss (1986)
Library Associate (1987)
B.S., Moorhead State College

John C. White (1990)
Drug & Alcohol Education/Abuse Counselor (1990)
A.A., Luzerne Community College;
B.S., Bloomsburg University;
M.S.W., Marywood University

Judson White (1996)
Library Systems Specialist (1990)
A.A., Keystone College

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

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AFFILIATED FACULTY

DIOCESAN FACULTY
Chair of Theology
Rev. Robert J. Barone, S.T.D.
Rev. Msgr. David Bohr, S.T.D.

Licensed Psychologist
David Wilson, AIA (1989)
Staff Architect and Quality Control Officer (1989)
B.A., University of Cincinnati

Assistant Director, Physical Plant/Student Housing
Richard Winn, D. et U. (1973)

Constance Wisdo (1988)
ECRC Technical Support Manager (1994)
B.S., B.S., King’s College
M.S., University of Scranton

Eric Woebkenberg (1995)
Instructional Support Technologist,
Desktop and Instructional Resources (1996)
B.S., M.S., Xavier University

Assistant Director of Financial Aid (1979)

Director, Counseling Center (1991)
Susan Williams-Quinlan (1989)
Assistant Professor, Psychology (1990)
B.A., Sonoma State University;
M.S., San Jose State University;
Ph.D., University of Rhode Island

Assistant Director, Physical Plant/Student Housing
Richard Winn, D. et U. (1973)

Constance Wisdo (1988)
ECRC Technical Support Manager (1994)
B.S., B.S., King’s College
M.S., University of Scranton

Eric Woebkenberg (1995)
Instructional Support Technologist,
Desktop and Instructional Resources (1996)
B.S., M.S., Xavier University

B.A., M.A., Howard University
Keith Yurgosky (1994)
B.S., University of Scranton

Assistant to the President (1992)
B.A., M.S., University of Scranton
Gerald Zaboski (1988)

Senior Development Officer (1993)
B.A., University of San Francisco;
M.Ed., Loyola University of Chicago;
M.A., M.Div., Weston School of Theology
Frederick Zagone, S.J. (1993)

Director of Purchasing (1986)
B.S., M.B.A., University of Scranton

Director of Alumni Relations (1982)
B.S., MS., University of Scranton
Robert P. Zelno (1982)

B.S., University of Scranton
Keith Yurgosky (1994)

Assistant to the President (1992)
B.A., M.S., University of Scranton
Gerald Zaboski (1988)

Director of Purchasing (1986)
B.S., M.B.A., University of Scranton

Director of Alumni Relations (1982)
B.S., MS., University of Scranton
Robert P. Zelno (1982)

Assistant Director of Financial Aid (1979)

Assistant Director, Physical Plant/Student Housing
Richard Winn, D. et U. (1973)

Constance Wisdo (1988)
ECRC Technical Support Manager (1994)
B.S., B.S., King’s College
M.S., University of Scranton

Eric Woebkenberg (1995)
Instructional Support Technologist,
Desktop and Instructional Resources (1996)
B.S., M.S., Xavier University

B.A., M.A., Howard University
Keith Yurgosky (1994)
B.S., University of Scranton

Assistant to the President (1992)
B.A., M.S., University of Scranton
Gerald Zaboski (1988)

Senior Development Officer (1993)
B.A., University of San Francisco;
M.Ed., Loyola University of Chicago;
M.A., M.Div., Weston School of Theology
Frederick Zagone, S.J. (1993)

Director of Purchasing (1986)
B.S., M.B.A., University of Scranton

Director of Alumni Relations (1982)
B.S., MS., University of Scranton
Robert P. Zelno (1982)

B.S., University of Scranton
Keith Yurgosky (1994)

Assistant to the President (1992)
B.A., M.S., University of Scranton
Gerald Zaboski (1988)

Director of Purchasing (1986)
B.S., M.B.A., University of Scranton

Director of Alumni Relations (1982)
B.S., MS., University of Scranton
Robert P. Zelno (1982)

Assistant Director of Financial Aid (1979)

Assistant Director, Physical Plant/Student Housing
Richard Winn, D. et U. (1973)

Constance Wisdo (1988)
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