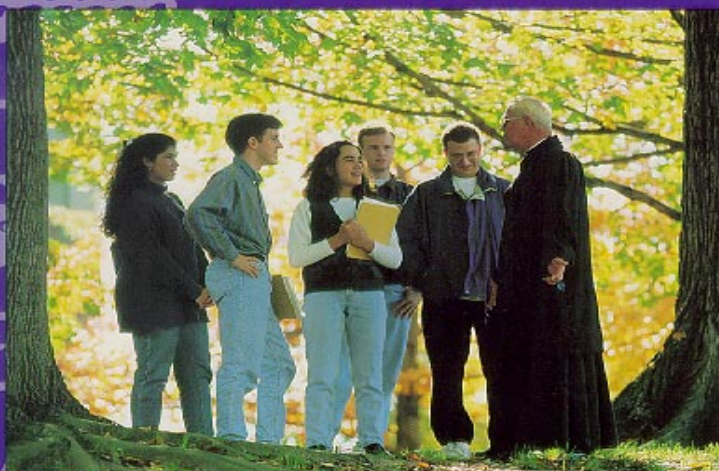


UNIVERSITY OF SCRANTON

1996/97 UNDERGRADUATE CATALOG



College of Arts and Sciences

School of Management

College of Health, Education,
and Human Resources

Dexter Hanley College

IESUIT UNIVERSITY

University of Scranton

1996-97 Catalog

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1996-1997 UNIVERSITY OF SCRANTON CALENDAR SEMESTERS

FALL 1996

SPRING 1997

Aug. 29.....Dexter Hanley College Student Orientation	Jan. 29
Aug. 31-	
Sept. 1.....Undergraduate Day School Student Orientation	
Sept. 3.....Classes Begin.....	Feb. 3
Sept. 9.....Last Day to Add.....	Feb. 7
Sept. 11.....Last Day 100% Tuition Refund.....	Feb. 12
Sept. 13.....Last Day to Declare Pass-Fail Option	Feb. 14
Sept. 18.....Last Day 75% Tuition Refund.....	Feb. 19
Sept. 25.....Last Day 50% Tuition Refund.....	Feb. 26
Oct. 2.....Last Day 25% Tuition Refund and Last Day to Drop Classes	March 5
Oct. 9.....Quarter Ends; Last Day Credit to Audit/Incompletes to Fs.....	March 19
Oct. 12.....Fall Break Begins	
Oct. 16.....Classes Resume	
Oct. 11.....Quarter Grades Due	March 24
Nov. 13.....Last Day to Process Class Withdrawals	April 16
Nov. 27.....Thanksgiving/Easter Holiday Begins	March 27
Dec. 2.....Classes Resume	April 7
Dec. 6-12.....Dead Week (No Exams).....	May 12-16
Dec. 14.....Final Exams Begin.....	May 18
Dec. 19.....Semester Ends.....	May 23
Dec. 23.....Grades Due by Noon	May 27
Commencement	June 1

SHORT SESSIONS

Intersession

Summer Session 1

Summer Session 2

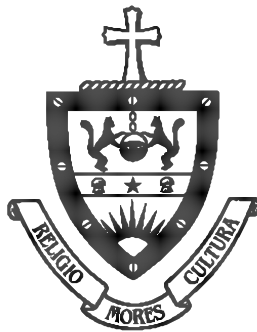
Jan. 6.....Classes Begin	June 2	July 7
Jan. 7.....Last Day to Add	June 3	July 8
Jan. 7.....Last Day to Declare Pass-Fail Option	June 3	July 8
Jan. 8.....Last Day 100% Tuition Refund	June 4	July 9
Jan. 9.....Last Day 50% Tuition Refund	June 5	July 10
Jan. 16.....Last Day Credit to Audit	June 13	July 18
Jan. 23.....Last Day to Withdraw	June 20	July 25
Jan. 31.....Final Exams Begin	June 27	Aug. 1
Feb. 1.....Session Ends.....	June 28	Aug. 2
Feb. 5.....Grades Due by Noon	July 2	Aug. 6

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

UNDERGRADUATE CATALOG

1996/97



Where Potential
Becomes
Achievement
in the
Jesuit Tradition

Volume 81 June 1996

University of Scranton
Scranton, Pennsylvania 18510-4699

The University of Scranton is a Catholic, Jesuit educational institution serving men and women, and is committed to affirmative action to assure equal opportunity for all persons, regardless of race, color, religion, national origin, ancestry, disabilities, sex or age.

TABLE OF CONTENTS

	Page
WHERE POTENTIAL BECOMES ACHIEVEMENT	5
Mission of the University	6
The Campus.....	8
A Faculty of Teachers and Scholars.....	11
Student Diversity and Participation.....	11
Indices of Achievement.....	12
ACADEMIC PROGRAM.....	17
Degrees, Curriculum & Distribution Table.....	18
Freshman Option: General Area Studies.....	22
Academic Regulations.....	23
Honor Societies	29
Special Programs.....	32
Special Jesuit Liberal Arts	32
Honors	34
Eastern Christian Studies/Russian and East European Studies.....	35
Human Development	37
Peace and Justice.....	38
Women’s Studies Concentration.....	39
Catholic Studies Program.....	40
Other Special Programs	41
Pre-Law Program	43
Pre-Medical Program	45
Aerospace Studies	47
THE COLLEGE OF ARTS AND SCIENCES	49
Art and Music.....	50
Biology	54
Chemistry	59
Biochemistry	60
Chemistry-Business	61
Chemistry-Computers	62
Medical Technology	63
Communication	67
Computing Sciences.....	73
Computer Information Systems	74
Criminal Justice.....	77
Economics	80
Electrical Engineering.....	81
Electronics-Business	82
Pre-Engineering	83
English.....	86
Theatre	93
Writing	95
Environmental Science.....	96
Foreign Languages and Literatures	98
International Language-Business.....	100

	Page
History	106
Mathematics	111
Military Science	114
Neuroscience	116
Philosophy	117
Physics	122
Biophysics	123
Political Science	126
Public Administration-Public Affairs	127
International Studies	128
Psychology	132
Sociology	136
Gerontology	137
Theology and Religious Studies	141
Interdisciplinary Studies	146
SCHOOL OF MANAGEMENT	147
Accounting	150
Economics/Finance	154
International Business	159
Management/Marketing	160
Operations and Information Management	165
COLLEGE OF HEALTH, EDUCATION, AND HUMAN RESOURCES	167
Counseling and Human Services	168
Education	171
Health Administration and Human Resources	187
Long-Term Care Administration	188
Nursing	190
Occupational Therapy	194
Physical Education	197
Physical Therapy	198
DEXTER HANLEY COLLEGE	203
Admission Information	204
Baccalaureate Degrees	204
Associate Degrees and Certificates	212
SAINT PIUS X SEMINARY	225
THE GRADUATE SCHOOL	227
OUTSIDE THE CLASSROOM	229
Extracurricular Activities	230
Athletics	232
Student Services	233
ADMISSION, EXPENSES, FINANCIAL AID	235
SCHOLARSHIPS AND FINANCIAL AID	241
UNIVERSITY DIRECTORY	255
ACCREDITATIONS	285
ASSOCIATION OF JESUIT COLLEGES	286
INDEX	288

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.

MOLECULAR BIOLOGY INSTITUTE—This facility was completed in June 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.

JEFFERSON 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, formerly 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, racquet-ball courts and other athletic and meeting facilities.

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

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

SMURFIT ARTS CENTER—Another former ecclesiastical structure, located at the corner of Madison and Vine, this building houses 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 344,508 volumes, 2,183 periodical subscriptions, 324,620 microforms, and 9,372 non-print items. The facility includes group study rooms; quiet study areas; a twenty-four hour study room with a computer lab; a CD-ROM lab with approximately 19 CD-ROM databases networked to allow as many as six to eight users simultaneous access, with additional 15 CDs on stand-alone work stations; and the Heritage Room, a large reading room on the 5th Floor overlooking the campus and the community. The Heritage Room incorporates a motif reflecting the heritage of Scranton. The Media Resources collection, located in the Library building, holds 9,712 non-print items, including videocassettes, records, films, and flimstrips. The online public catalog displays Library/Media Resources collection holdings and availability of materials. Users may use terminals in the Library to access holdings in the online public catalog or dial in via a modem (941-7715).

The Library hours are posted on campus, on the online public catalog, and, on a recording (941-7525). It is open 99.5 hours per week, with extended hours during exam periods.

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

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

WELLNESS CENTER—Acquired and renovated in 1993, this 6,000 square-foot structure, located at the northeast border of the campus, houses 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 project, to be completed by 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 will span Catlin Court and connect to the fourth and fifth floors of St. Thomas Hall. This facility will complement the existing Computed Aided Logistics Support (CALs) program and provide 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 Mascaró (1984) and Carla Mascaró (1987), both were awarded four-year Truman scholarships. In 1988 Alice Batt, a double major in English and Philosophy, won a summer study grant through the National Endowment for the Humanities.

NATIONAL ALUMNI SOCIETY

The Alumni Society of the University of Scranton provides a way for graduates to continue their participation in the life of the University after their student years. Its 18 regional alumni chapters include over 29,000 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 this the fiftieth anniversary of the Fulbright Program, the University of Scranton celebrates its twenty-fifth consecutive year of winning prestigious Fulbright Fellowships—the United States Government's premier scholarship for foreign study and research. Indeed, over the last 25 years, 88 Scranton students have been awarded grants in the competitions administered by the Institute of International Education (Fulbright) and International Rotary.

To date, three Scranton students have accepted Fulbrights to conduct research and graduate studies overseas during the 1996-97 academic year, while a fourth student was awarded a French Government Teaching Assistantship. Robert Brennan, who double-majored in psychology and philosophy, will conduct neuroscience research as a Fulbright Fellow in Israel—at both Tel Aviv University and the Hebrew University of Jerusalem. Michele Battle, a double-major in biology and philosophy, will conduct her Fulbright research in molecular biology at the University of Strasbourg in France. Michael Tracy, who double majored in biology and philosophy, will conduct Fulbright research in evolutionary biology at Victoria University in Wellington, New Zealand. Finally, Michael Pagliarini, an international language/business major, has accepted a French Government Teaching Assistantship to teach English to high school in students France.

Three Scranton students also were awarded Fulbright fellowships in the 1995-96 academic year. Jason Cascarino, who majored in history is spending 1996 at Victoria University in Wellington, New Zealand; Jeffrey Greer, who double majored in philosophy and biology is 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	Michele Battle	France
	Robert Brennan.....	Israel
	Michael Pagliarini	France
	Michael Tracy.....	New Zealand

RECENT INTERNATIONAL FELLOWSHIP WINNERS

Jason Cascarino (1995)
New Zealand

Renee Kupetz (1995)
Germany

Jeffrey Greer (1995)
Sri Lanka

Karis Lawlor (1994)
Germany

Brian Zarzecki (1994)
Namibia

Margaret Mary Hricko (1994)
Spain

Jennifer Seva (1993)
Argentina

Terrence Kossegi (1994)
Pakistan

Jennifer Kelly (1993)
Uruguay

Academic Program

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

DEGREE PROGRAMS

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

BACHELOR OF ARTS

Classical Languages
Communication
English
French
German
History
Interdisciplinary
Studies
International
Language Business
Philosophy
Spanish
Theology and
Religious Studies

BACHELOR OF SCIENCE

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

International Business
International Studies
Liberal Studies*
Management
Marketing
Mathematics
Medical Technology
Neuroscience
Nursing
Occupational Therapy
Operations Management
Physical Therapy
Physics
Political Science
Psychology
Public Administration
and Public Affairs
Secondary Education
Sociology

ASSOCIATE IN ARTS*

ASSOCIATE IN SCIENCE

Business
Computer Information
Systems
Criminal Justice

Electronics Engineering
Gerontology
Health Administration
Human Services

Political Science
Public Administration
Sociology

*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.

THE SCRANTON PLAN

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

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

Finally, the Scranton Plan takes note that students have criticized the absence of a study of values on American university campuses, the failure of the universities to deal with philosophies of life which provide the means to evaluate the norms of national and personal actions. The Scranton curriculum provides a significant place for the study of philosophy, the theologi-

cal tradition of the student, and comparative religions. This too continues a traditional emphasis in the University's educational pattern but allows the student flexibility in choosing to meet third and fourth-year general education requirements through either theology or philosophy, in opening up more opportunities for the study of human values through related courses in psychology, sociology, environmental sciences, etc., and in making it more feasible to carry a double major in theology or philosophy along with the student's primary major.

CURRICULAR OUTLINE

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

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

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

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

A. Physical Education —Four credits via .5 or 1.0 credit courses	4 credits
B. Distribution of remaining credits into broad areas of knowledge as indicated in the table	63 credits

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

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

1. An examination supervised by Communication department faculty (for COMM. 100) and by English department faculty (for ENGL. 107). These examinations may be taken only by Freshmen and Sophomores who have not taken the course in the same skills area.
2. Successful completion (a grade of C or higher) of courses set up to facilitate mastery of these skills: Communication 100 for oral communication; English 107 (or appropriate advanced standing course) for writing skills.

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

SERVICE LEARNING – CHEHR

The College of Health, Education, and Human Resources, in keeping with the Mission Statement of this University, is committed to teaching students how to incorporate theory into practice. The College believes that the best way to encourage students to participate in the communities around them in a productive way, is to introduce them to the academic, social, and civic needs of diverse groups of people through 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 202.

MINORS

Minors, which require a minimum of 15 hours, are currently available in the following fields: Art History, Biology, Business, Chemistry, Biochemistry, Coaching, Communication, Computer Information Systems, Computer Science, Criminal Justice, Economics, English, Foreign Language, Gerontology, History, Human Services, Health Administration, International Studies, Management of Structures and Systems, Management of People and Teams, Mathematics, Music Literature, Operations Management, Philosophy, Physics, Political Science, Public Administration, Psychology, Sociology, Theatre, Theology, and Writing. Consult departmental listings for details.

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

SUMMER SCHOOL

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

TRANSFERRING CREDITS FROM OTHER INSTITUTIONS

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

DISTRIBUTION TABLE

MAJOR FIELDS							
General Education Areas	<i>Nat. Sci.</i> ‡ <i>Math, Psych.</i> <i>Comp. Sci.</i> <i>Nursing</i> ‡ <i>Occupational Therapy,</i> <i>Physical Therapy</i> ‡ <i>Sec. Educ.</i> <i>Bio., Chem., Math, Gen. Sci.,</i> <i>Physics & Env. Sci.</i>	HS HADM <i>Sociology</i> † <i>Pol. Science</i> <i>Criminal Justice</i> <i>Economics</i>	<i>English History</i> <i>Modern Language</i> <i>Sec. Educ.</i> <i>Eng., Comm., Soc. Stys., Latin and Mod. Lang.</i>	<i>Philosophy</i> <i>Theology</i>	<i>Communi-cation</i>	<i>Accounting</i> <i>Finance</i> <i>International Business</i> <i>Management</i> <i>Marketing</i> <i>Production & Operations</i> <i>Mgt.</i>	<i>Elem. Educ.</i>
	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>
I. Natural Science & Quantitative Studies (Natural Sciences, Math, Psychology*, Adv. Computer Sci., Statistics)	—	9	9	9	9	9	13
II. Social and Behavioral Sciences (Sociology, HS, Economics, Pol. Sci., Geog., Psychology*, M.S. 301, 302, 401, 402, Education.)	12	—	12	12	6	6	12
III. Communication (Speech, Writing, Elementary and Intermediate Languages**, Studio Art**, CMPS 104, 108, 134, 144)	9	9	9	9	—	9	9
IV. Humanities (History, English and Foreign Literature, Advanced Language**, Art History, Music)	18	18	6	18	18	18	18
V. Philosophy and Theology*** Philosophy Theo./Religious Studies	6 (6) 6	6 (6) 6	6 (6) 6	6 (6) 6	6 (6) 6	9 (3) 6	6 (6) 6
Free Area****	6	9	9	9	12	3	0

CREDITS

- ‡ Specific reductions in General Education hours are allowed in certain natural science and health professional fields.
- † Sociology allows 12 credits in Free Area, and requires 21 credits in Area IV, Humanities.
- * Psychology 105, 106, 210, 230, 231, 235 and specified Special Topics courses are Area I; all others are Area II.
- ** If a student has completed AREA III, as many as two elementary language courses and two intermediate language courses (all in the same language) may be used in AREA IV. The same provision applies for studio art courses. (Students should note (see p. 99) that Elementary language courses in any language are not available to students who have taken 2 or more years of high school work in that language.
- *** Area V requires 6 credits in Theology (T/RS 121-122), 6 credits in Philosophy (Phil. 120 and Phil. 210), and 6 more in either field. Business majors also require Phil. 211.
- **** The number of Free Area credits for the Secondary Education majors varies from one concentration to another. Consult pages 169 through 178 for requirements.

FRESHMAN OPTION: GENERAL AREA STUDIES

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

General Area: Humanities*

MAJOR/ COGNATE	Two sequences from Hist. 110-111, Hist. 120-121, Engl. 140-164, Comm. 110-120, Lang. 211-212 or 311-312		Fall	Spring
			6	6
GE AREA I	Nat. Sci./Quant.	Elective	0-4	0-4
GE AREA II	Social/Behavior	Electives	3	3
GE AREA III	Communications	Electives	3	3
GE AREA V	Phil. 120 or T/RS 121	Intro. to Phil or Theo.	0-3	0-3
PHYS EDUC	Advising Seminar/Phys. Ed.	Advising Seminar/Phys. Ed.	<u>1</u>	<u>1</u>
		Total	16/17	16/17

General Area: Natural Science*

MAJOR/ COGNATE	Two or three sequences from Biol. 141-142, Chem. 112-113, Phys. 140-141, Math 103-114, (or 114-21), Math 142-114, CMPS 134-144* *		8½-13	8½-13
GE AREA III	Communications	Electives	3	3
GE AREA IV	Humanities* *	Electives	0-3	0-3
GE AREA V	Phil. 120 or T/RS 121	Intro. to Phil. or Theo.		3
PHYS EDUC	Advising Seminar/Phys. Ed.	Advising Seminar/Phys. Ed.	<u>1</u>	<u>1</u>
		Total	15½/17	15½/17

General Area: Social Science*

MAJOR/ COGNATE	Two sequences from Psych 110-Elective, Soc. 110-112, Soc. 110-Gero. 110, Pol. Sci. 110-111, Pol. Sci. 130-131, HS 111-112, Soc. 110-CJ 110, Educ. 222-121		6	6
GE AREA I	Nat. Sci. / Quant.	Elective	0-4	04
GE AREA III	Communications	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120 or T/RS 121	Intro. to Phil. or Theo.	0-3	0-3
PHYS EDUC	Advising Seminar/Phys. Ed.	Advising Seminar/Phys. Ed.	<u>1</u>	<u>1</u>
		Total	16/17	16/17

General Area: Business

MAJOR/ COGNATE	Econ. 153-154	Prin. of Micro.- Macro. Econ.	3	3
GE AREA I	Math	Math Option	3/4	3/4
GE AREA III	Communications	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120-T/RS 121	Intro. to Phil-Theo.	3	3
PHYS EDUC	Phys. Ed.	Phys. Ed.	<u>1</u>	<u>1</u>
		Total	16/17	16/17

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

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

ACADEMIC REGULATIONS

DEGREE REQUIREMENTS

Students beginning the first term of their degree/certificate program (matriculating) at the University of Scranton in the 1995-96 academic year are thereafter governed by the curricular policies stated in this catalog. Requirements governing a student's major are those in effect at the time a major is formally declared and approved. If changes are made in subsequent editions of the catalog to either general requirements or major requirements, students may be permitted the option of following their original program or subsequent catalog version, but the University always reserves the right to determine which requirements apply.

If a student interrupts his/her education without a leave of absence, the catalog requirements in effect at the time of readmission will apply. Students on an approved leave of absence retain the same requirements they had when they matriculated, if their leaves do not extend beyond a year. In order to earn a bachelor's degree from the University of Scranton the student must complete all the courses prescribed in the curriculum table of the major. No student will be eligible for graduation who has not removed all failures in required courses or who has not earned the necessary minimum 2.00 (C average) Grade Point Average.

Students must maintain a 2.00 GPA in the major and required cognate courses; students who do not meet this standard may be placed by their dean in a "Goal Attainment" semester (for students determined to raise the GPA and remain in the major), and "Exploratory" semester (for students wanting to explore possible new majors), or allowed to change to a new major (if the department of the new major approves the requested change). Students must either meet the standard in the original major or change to a new major within two semesters (in the case of Dexter Hanley College, within 30 credits). Students who remain in the "Goal Attainment" and/or "Exploratory" semester program for more than two semesters will be subject to dismissal by their dean.

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

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

GRADING SYSTEM

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

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

AUDIT: Entry of the audit grade, (AU), on a transcript assumes satisfactory attendance. 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 400-499 advanced undergraduate courses
- 200-299 lower division courses 500 and above are graduate courses
- 300-399 upper division 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	__82-__83	Independent study courses
		__84	Special topics
__10-__39	Courses which may apply either to major or general edu- cation requirements	__85-__89	Honors Courses
		__90-__91	Seminars
		__92-	Service Learning
__40-__79	Courses available for major (also minor and required cognate) credit	__93-__94	Research
		__95-__96	Travel courses
		498-499	Thesis
__80-__81	Practicum, Internship or Co-op courses		

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.

<i>Summa cum laude</i>	3.85	Grade Point Average in all subjects
<i>Magna cum laude</i>	3.65	Grade Point Average in all subjects
<i>cum laude</i>	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 extra-curricular activity until such time as he/she is formally removed from academic probation.

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

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

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.

DROPPING AND ADDING CLASSES

Registered students may request their dean's permission to add classes until the last day for a 100% tuition refund. The last day to add classes and for a 100% tuition refund is usually the tenth calendar day from the first day of classes for a semester and the second calendar day from the first day of classes for intercession 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 intercession 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 of readmission.

LEAVE OF ABSENCE

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

- * students on a leave of absence may not take coursework at another institution without first securing written approval from their dean;
- * the leave is limited to one semester, but may be renewed for one additional semester by the student's dean (documentation may be requested by student's dean);
- * ordinarily the students must be in good academic and disciplinary standing at the University when the leave begins;
- * students on leave must place their address and phone number on file in the Registrar's Office and promptly report any address/phone number changes to that office or Dexter Hanley College (D.H.C. students);
- * it is understood that this policy does not bind the University to offer the students' curricula or major programs which may have been discontinued or substantially altered during their leave of absence.

GENERAL REGULATIONS

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

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

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

HONOR SOCIETIES

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

ALPHA SIGMA NU*

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

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

- 1969 Prof. Lawrence Mann †
- 1970 Prof. Frank Brown †
- 1971 Prof. Thomas Garrett
- 1972 Prof. Michael DeMichele
- 1973 Prof. Bernard Williams
- 1974 Rev. Bernard Suppe, S.J.
- 1975 Rev. Edward Gannon, S.J. †
- 1976 Prof. Robert A. Sallavanti
- 1977 Prof. John P. McLean
- 1978 Prof. Charles J. Thoman
- 1979 Prof. Urban von Wahlde
- 1980 Prof. J. Brian Benestad
- 1981 Atty. John J. McGee
- 1982 Prof. Harold Baillie
- 1983 Prof. E. Springs Steele
- 1984 Prof. John Earl
- 1985 Prof. Michael C. Cann
- 1986 Prof. Joseph T. Evans
- 1987 Prof. Richard Klonoski
- 1988 Rev. Ronald H. McKinney, S.J.
- 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

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.

DELTA MU DELTA*

National Honor Society in Business founded in 1913. Basic requirements: ranking in the top 10% of the class with a major in Business or Accounting. The local omega chapter was established in 1968-69.

SIGMA PI SIGMA*

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

OMICRON DELTA EPSILON*

National Honor Society in Economics. Basic requirements: 12 credit hours in Economics with 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 3.3 GPA.

ALPHA KAPPA DELTA*

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

SIGMA XI

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

PI SIGMA ALPHA*

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

ALPHA PHI SIGMA*

The National Criminal Justice Honor Society founded in 1942. Our local epsilon zeta chapter was installed in May, 1982. 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 "eloquentia perfecta").

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

Dept. and No.	Fall Semester	Spring Semester	Credits	
FRESHMAN				
MAJOR/COGNATE	Major/Cognate	Major/Cognate	6-9	6-9
Foreign Language	Modern or Classical	Modern or Classical	3	3
Phil 120J-210J	Intro to Philosophy	Ethics	3	3
T/RS 121J-Comm 100J	Theology I	Public Speaking	3	3
Phys. Educ.	Physical Education	Physical Education	<u>1</u>	<u>1</u>
			16-19	16-19
SOPHOMORE				
MAJOR/COGNATE	Major/Cognate	Major/Cognate	9-12	9-12
T/RS 122J-Elective	Theology II	Elective	3	3
Phil. 217J-311J	The Trivium	Metaphysics	3	3
Phys. Educ.	Physical Education	Physical Education	<u>1</u>	<u>1</u>
			16-19	16-19
JUNIOR				
MAJOR/COGNATE	Major/Cognate	Major/Cognate	9	9
T/RS 231J-Elective	Social Ethics	Elective	3	3
Hum 311J-312J	Masterworks I	Masterworks II	3	3
Elective-Phil. 322J	Elective	Philosophy of Conscience	<u>3</u>	<u>3</u>
			18	18
SENIOR				
MAJOR	Major	Major	6	6
Electives	Elective	Elective	3	3
Phil 412J-413J	Art and Metaphysics	The End of Philosophy	3	3
T/RS 319J-Elective	Theological Topics	Elective	<u>3</u>	<u>3</u>
			15	15

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 of philosophy will be read as means to reflect critically on the post-modern condition of nihilism. Special attention will be given to the thought of Martin Heidegger and Hannah Arendt.

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

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

SCHEDULE

	Fall	Spring
Sophomore Year:	Application	Hum. 286H or NS 286H
Junior Year:	1 or 2 tutorials	1 or 2 tutorials Honor. 387H: Junior Honors Seminar
Senior Year:	Honors Project Honor. 489H: Senior Honors Seminar	Honors Project Defense of Project

HUM 286H

Victorian Studies

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

NSCI 286H

Elements of Natural Science

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

Honor. 387H

Junior Honors Seminar

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

Honor. 489H

Senior Honors Seminar

Student-led discussions of the content, rationale, and methodology of Senior Honors Projects.

Dept. 385H-389H

Honors Tutorial

An exploration of a topic on an individually directed basis.

Dept. 487H-489H

Honors Project

An independent project of academic or professional nature culminating in an oral defense before a board of three faculty members.

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

EASTERN CHRISTIAN STUDIES (ECS) RUSSIAN AND EAST EUROPEAN STUDIES (REES)

SR. JOAN L. ROCCASALVO, C.S.J., *Coordinator*

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)

ECS 110	Biography as Culture (IV)
ECS/REES 335	Senior Seminar in ECS/REES (IV)

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

CHURCH

T/RS 225	Intro. to Theology of the Eastern Churches (V)
T/RS 226	Intro. to Eastern Liturgies (V)
T/RS 325	Eastern Christian Spirituality (V)

STATE

HIST 225	Imperial Russia (IV)
HIST 228	Ancient History I (IV)
HIST 229	Ancient History II (IV)
HIST 319	Byzantine Civilization I (IV)
HIST 320	Byzantine Civilization II (IV)

CULTURE

GREEK 113	New Testament Greek I (III or IV)
GREEK 114	New Testament Greek II (III or IV)
LAT 111/112	Elementary Latin I & II (III or IV)
LAT 207	Roots of Latin in English (III or IV)
LAT 211/212	Intermediate Latin I & II (III or IV)
LAT 311/312	Readings in Latin Literature I & II (III or IV)
ART 203	Early Christian & Byzantine Art (IV)
MUS 123	Russian and East European Music (IV)
REES 225	Russian and East European Culture (IV)

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 (IV)	ECS/REES 325	Senior Seminar in ECS/REES (IV)
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Category II: Select five courses (15 credits) from the following:

CHURCH

T/RS 225	Intro. to Theology of the Eastern Churches (V)	T/RS 325	Eastern Christian Spirituality (V)
T/RS 226	Intro to Eastern Liturgies (V)	PHIL 219	Russian Philosophy (V)

STATE

GEOG 134	World Regional Geography (II)	HIST 226	Russian Revolution and Its Aftermath (IV)
HIST 225	Imperial Russia (IV)	H/PS 227	Soviet Foreign Policy (IV)

CULTURE

MUS 123	Russian and East European Music (IV)		
ARTH 205	The Icon in Russian and East European Art (IV)	RUSS 101/102 RUSS 211/212	Elementary Russian (III) Intermediate Russian (III)

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, painters, architects, musicians, saints, deacons and deaconesses. (GE IV)

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, Dostoyevski and Chekhov.

ECS/REES 335

Senior Seminar in REES

3 credits

(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

Russian Philosophy

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.

ARTH 205

The Icon in Russian and East European Art

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.

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 (HS333), Psychology of Women (Psych. 237), or Juvenile Delinquency (S/CJ 214), and at least one course from the applied skills group of: Educational Psychology Educ. 222), Early Childhood Education (Educ. 140), Child Welfare (Soc. 118), Group Dynamics (HS 341), Psychiatric Rehabilitation (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

HD 224

Family Development

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

Dr. Buchanan

3 credits

HD 335

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.

Staff

3 credits

HD 234

Marital and Family Therapy

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

Dr. Norcross

3 credits

PEACE AND JUSTICE STUDIES PROGRAM

PROF. STEPHEN CASEY, *Coordinator*

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

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

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

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

A. Theology requirements: (any two of the following:)

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

B. Electives: (any five courses listed below can be counted; others may be included with approval from the program coordinator)

- | | |
|--|--|
| Science and Society (Chem 104) | Cultural Geography (H/Geog 217) |
| The Ascent of Man (NSCI 103) | Multiculturalism in Human Services (HS 333) |
| Science and the Human Environment (NSCI 201) | Energy and the Environment (Phys 106) |
| Responsibility in Communication (Comm 220) | Social Psychology (Psych 220) |
| Political Communication (Comm 311) | Community Organization (Soc 116) |
| Law and Society (S/CJ 210) | American Minority Groups (Soc 224) |
| The Bill of Rights and Criminal Justice (S/CJ 314) | Cultural Anthropology (Soc 234) |
| Literature of Social Protest (Span 435) | Is Capitalism Christian? (Intd 101) |
| World Politics (H/PS 214) | The Holocaust (Intd 209) |
| Gender and the Workforce (H/PS 216) | Literature of American Minorities (Lit 207) |
| Ethnic and Racial Minorities in Northeastern Pennsylvania (H/PS 224) | Organizational Social Responsibility (Mgt 473) |
| The Third World (H/PS 238) | Urban and Regional Economics (Eco 462) |
| Geopolitics (PS 213) | Development Economics (Eco 465) |
| Global Peace and War (PS 215) | Environmental Ethics (Phil 213) |
| Women, Politics, and Policy (PS 227) | Feminism: Theory & Practice (Phil 218) |
| | Political Philosophy (Phil 227) |
| | Social Justice (Phil 318) |
| | Philosophy of Culture (Phil 410) |

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. 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

Engl 225:	Writing Women	Phil 218:	Feminism: Theory and Practice
Engl 227:	Frankenstein's Forebears	Phil 231:	Philosophy of Women
Engl 317:	Race in Anglo-American Culture, 600-2860	Phil 326:	Advanced Topics in Feminist Theory
*Fren 430:	French Women Writers	PS 227:	Women, Politics, and Society
Hist 238:	History of American Women II	Psych 237:	Psychology of Women
Hist 239:	History of American Women II	*Span 430:	Hispanic Women Writers
H/PS 216:	Gender and the Work Force	T/RS 315:	Women in Christianity
Lit 207:	Literature of American Minorities	T/RS 319:	Women's Spiritual/Autobiographical Writings
Mgt 472:	Women in Management	WOMN 429:	Special Topics
Nurs 111:	Women's Health		

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

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 wider 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 should be taken first. 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 231	Social Ethics*
NSCI 101	History of Science and Technology	T/RS 331	Christian Ethics*
Arth 117	Early Christian and Byzantine Art	Phil 229	Philosophy of Religion
Arth 118	Medieval Art: Romanesque and Gothic	Phil 232	Idea of a University
Greek 113/114	New Testament Greek	Phil 233	Language and the Existence of God
Hebrew 101/102	Biblical Hebrew	Phil 221	Medieval Philosophy
T/RS 213	American Catholic Thought	Phil 411	Philosophy of Aquinas
T/RS 215	Early Christian Writers	Phys 103	Man and the Evolutionary Universe
T/RS 222	Introduction to Liturgical Theology	Hist 324	Reformation
T/RS 232	John Paul II and Catholic Social Thought	Hist 319/320	Byzantine Civilization
T/RS 323	Signs and Symbols	Hist 230/231	Medieval History
T/RS 330	Biomedical Ethics*	Hist 217	A History of American Catholicism

* only for certain sections

REQUIRED COURSES

T/RS 184C

Dr. S. Mathews

INTD 201C

Staff

Inside the Catholic Tradition

3 credits

Christian Classics (IV,V)

3 credits

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, and the role of Magisterium. Selected readings will be taken from patristic, biblical, liturgical, papal and conciliar texts, including *Dei Verbum*, Augustine's *Confessions* and the writings of John Paul II.

This required CSP 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.

OTHER SPECIAL PROGRAMS

THREE-YEAR BACHELOR'S DEGREE PROGRAM

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

FIVE-YEAR BACHELOR-MASTER'S DEGREE PROGRAM

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

FOUR-YEAR BACHELOR-MASTER'S DEGREE PROGRAM

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

FOREIGN STUDY PROGRAM

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 286. 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 eight 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 on-the-job internship with both national and regional public accounting firms. This internship usually takes place in December-March of senior year. Selection is made on the basis of GPA rating (minimum 2.67) and on interviews by company representatives. In the most recent year, students worked for such firms as Coopers & Lybrand; Ernst & Young; 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.

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

Computing Sciences majors 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.)

FACULTY/STUDENT RESEARCH PROGRAM

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

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

To participate in the program, students must identify a faculty sponsor with whom they want to work. This can be done by either talking to individual faculty members directly about their research interests or consulting the FSRP Directory. The Directory includes information on research projects and any student prerequisites. When a student and faculty member agree to work together, they complete a learning contract that outlines the nature of the research, the tasks involved and the hours to be worked.

For further information about this program, contact the Office of Research Services, Room 221, The Estate, (717) 941-6190.

PRE-LAW PROGRAM

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

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

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

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

I. Comprehension and Proficiency in Oral and Written Communication:

The University's freshman courses in Oral Communication (Comm. 100) and Composition (Engl. 107) provide a foundation upon which pre-law students can build by taking electives such as:

Comm. 211 — Debate and Argument
Wrtg. 212 — Writing for the Law

Wrtg. 210 — Advanced Composition

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

II. A Critical Understanding of Human Institutions and Values:

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

III. Creative Power in Thinking:

Legal studies and legal work demand the ability to think clearly, carefully and independently. It is important therefore that pre-law students cultivate skills in research, logic and critical analysis. Especially recommended are:

Phil. 215 — Logic: The Art of Communication
Phil. 319 — Philosophy of Law
Comm. 210 — Logical and Rhetorical Analysis

Phil. 217J — The Trivium
Phil. 227 — Political Philosophy

Similarly, quantitative skills are needed. The General Education program allows each student the opportunity for some background in the natural and quantitative or social sciences. Especially recommended as electives or as cognates to the major program are:

Acc. 253-254 — Accounting
C/CJ 200 — Forensic Chemistry

Pol.Sci. 240-241 — Social Science Statistics I-II
Math 101-102 — Math Discovery

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

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

Pre-Law Advisory Board, a group of regional lawyers which provides for close contact between the local legal community, a range of national law schools, and the University's pre-law program; and the

Pre-Law Society, a student organization which provides a forum for speakers from the legal profession and sponsors trips to visit law schools.

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

PRE-MEDICAL PROGRAM

The success of the University's Pre-Medical Program has been outstanding. 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 a 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.

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 232 and 233
Chemistry 112 and 113	Physics 120 and 121

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, 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.

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.

In addition to the support available to students from the members of the Health Professions Evaluation Committee, students may also consult with Diane Dietzen, M.D., who maintains office hours on campus and advises pre-medical students on career preparation. Dr. Dietzen is assistant director of the Scranton-Temple Residency Program and is responsible for implementing the undergraduate primary care internship. Additionally, Dr. Dietzen is advisor to the campus Pre-Medical Organization and Alpha Epsilon Delta, the national pre-medical honor society.

AEROSPACE STUDIES (Air Force Reserve Officer Training Corps)

LT. COL. GRECO, *Chairperson*

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. All Aerospace Studies courses are held on the Wilkes University Campus in Wilkes-Barre, Pennsylvania.

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 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— 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 ceremonies, 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, command structure and the mission and organization of various major commands.

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.

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, doctrine and force employment, with emphasis on changes in conflict and factors which have prompted technological developments.

AS 202

Spring

The Development of Air Power II

1 credit

(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.

AS 301

Spring

Air Force Leadership and Management I

3 credit

(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; policy formulation, principles and practices in planning, organizing, staffing, directing, and controlling business and Air Force activities; resource control techniques; social and ethical issues within the management process.

AS 302

Spring

Air Force Leadership and Management II

3 credit

Theoretical, professional, and legal aspects of leadership; practical experience in influencing people individually and in groups, to accomplish organizational missions effectively.

AS 311

Fall

National Security Forces in Contemporary American Society I

3 credit

(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.

AS 312

Spring

National Security Forces in Contemporary American Society II

3 credit

(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.

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 and Music satisfy General Education requirements in FOUR ways:

- studio art courses (all courses designated ART) satisfy requirements in GE AREA III - Communications, and/or in GE AREA IV - Humanities.
- art history courses (all courses designated ARTH) satisfy requirements in GE AREA IV - Humanities.
- music courses (all courses designated MUS) satisfy requirements in GE AREA IV - Humanities.
- any course in Art and Music may be used as a free elective.

MINORS IN ART AND MUSIC

A minor in **art history** requires 18 credits, including ARTH 111 and 112. Four additional courses in art history are required.

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

A minor in **studio art** requires 18 credits, as arranged with and approved by the chairperson.

ART

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

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

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

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

ART 122 Prof. Sampson
Watercolor I 3 credits
An introduction to the materials and techniques of painting with watercolor. Emphasis will be placed on developing the skills required to create unique visual expressions. Prerequisite: Art 112 or Art 116 or equivalent.

ART 130 Prof. Sampson
Pastel I 3 credits
This course introduces techniques of painting with the ancient medium of pastel. It also includes study of color and the history of pastel painting. Prerequisite: Art 112 or Art 116 or equivalent.

ART 214 Prof. Colley
Sculpture I 3 credits
In-depth exploration of form, space, rhythm and color to develop technical and creative skills for

production of relief sculpture and sculpture in the round. Materials include wood, plaster, metals, stone and clay. Prerequisite: Art 114, or equivalent.

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

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

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

ART 320 Staff
Painting III 3 credits
The course focuses on individual approaches to painting. Content, style, and technique will be determined by each student. Prerequisites: Art 120, 220 or equivalent.

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

ARMU 140-141 Drs. Dunn & Perry
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.

ART HISTORY

ARTH. 111 Dr. Dunn
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
History of World Art II 3 credits

The course opens with the history of painting, sculpture, and architecture in Renaissance, Baroque, and eighteenth-century Europe. Introduced by Impressionism, Expressionism, and Cubism, the art of the modern world concludes with a survey of idea, style, and technique in twentieth-century art. Arth 111 not a prerequisite.

ARTH. 113 Staff
Topics in Non-Western Art 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.

ARTH. 115 Dr. Dunn
Art of the Ancient World 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.

ARTH. 116 Dr. Dunn
Art of Greece and Rome 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.).

ARTH. 117 Dr. Dunn
Early Christian and Byzantine Art 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.

ARTH. 118 Dr. Dunn
Medieval Art: Romanesque and Gothic 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.

ARTH. 205 Dr. Dunn
The Icon in Russian and East European Art 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.

ARTH. 210 Staff
Topics on Women in the Visual Arts 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.

ARTH. 213 Dr. Miller-Lanning
American Art 3 credits

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

ARTH. 214 Dr. Dunn
Renaissance Art and Architecture: 1250-1500 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.

ARTH. 215 Dr. Dunn
The Renaissance in Northern Europe 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.

ARTH. 216 Dr. Dunn
Michelangelo and His World 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.

ARTH. 217 Dr. Dunn
Leonardo (Da Vinci) 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.

ARTH. 218 Dr. Dunn
Art of Baroque and Rococo Europe 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 Staff
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 Dr. Miller-Lanning
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 Dr. Miller-Lanning
Impressionism and Post-Impressionism 3 credits
(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 Manet, Monet, Degas, Renoir, Morisot, Cassatt and Pissarro, and considers how their works respond to important social issues of the day. Paintings by the Postimpressionists Cézanne, Seurat, Van Gogh and Gauguin will be examined as reactions to the aims of Impressionism.

ARTH. 225 Dr. Miller-Lanning
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 Dr. Miller-Lanning
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 Dr. Dunn
(Travel Seminar)
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 Drs. Dunn, Miller-Lanning
Museum Methods 1-3 credits
Offered in cooperation with the Everhart Museum, this course introduces students to ideologies of arts administration and methods of curatorial research and procedure. On-site study at the Everhart Museum is supervised by the Curator of Art and by art history faculty. Prerequisites: Arth 111, 112 and 2 additional ARTH courses.

ARTH. 384, 484 Dr. Dunn
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 Dr. Perry
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 Dr. Perry
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 Prof. Garofalo
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 Staff
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 Staff
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** Dr. Perry
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** Prof. Buckley
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. 224** Staff
Going for Baroque 3 credits
 A study of musical developments during the early, middle, and late Baroque period. Special attention will be paid to the Italian, English, and German Baroque, and to Jesuit contributions to sacred and secular music.
- MUS. 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** Dr. Wolterink
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** Dr. Perry
Music in America 3 credits
 An overview of music in the United States from colonial times to the present, with an emphasis on the twentieth century. Classical, popular, and traditional musical styles are considered, including the symphony, the opera, the Broadway show, jazz, rock, hymnody, and folk music.
- MUS. 235** Dr. Perry
Music Theory I 3 credits
 The fundamental materials of tonal music: notes and rests, rhythm and meter, scales and modes, intervals, triads and seventh chords, melodic and harmonic organization, and an introduction to voice leading and part writing. Some knowledge of music notation helpful.
- MUS. 236** Dr. Perry
Music Theory II 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, 353, 358, 445, 450

Molecular (M) - Biol. 250, 344, 350, 351, 358, 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.)

Organismal (O) - Biol. 195, 196, 241, 243, 245, 250, 270, 344, 345, 346, 347, 348, 349, 351, 370, 372, 445, 473

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

Population (P) - Biol. 195, 196, 270, 345, 349, 370, 371, 372, 375, 471, 472, 473

The premedical advisor's elective recommendations for preprofessional students are listed on page 45.

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Biol. 141-142	General Biology I-II	4½	4½
COGNATE	Chem. 112-113	General & Analytical Chem	4½	4½
GE AREA III	Communications	Electives	3	3
GE AREA IV	Humanities	Elective*		3
GE AREA V	Phil. 120	Introduction to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	19
SOPHOMORE				
MAJOR	Biology	Biology Electives	4	4
COGNATE	Chem. 232-233	Organic Chemistry I-II	4½	4½
COGNATE	Math 114 - Elective	Analysis I** - Cognate or Major Elective	4	4
GE AREA III	Communications	Elective	3	
GE AREA IV	Humanities	Electives	3	6
PHYS EDUC	Ph.Ed.	Physical Education	<u>1</u>	<u>1</u>
			19½	19½
JUNIOR				
MAJOR	Biology	Biology Electives	6	6
COGNATE	Physics 120-121	General Physics	4	4
GE AREA II	Social/Behavior	Elective		3
GE AREA V	Phil. 210-Elective	Ethics-Elective	3	3
GE AREA V	T/RS 122	Theology II	3	
GE FREE	Electives	Electives	<u>3</u>	<u>3</u>
			19	19
SENIOR				
MAJOR	Biology	Biology Electives	6	7
GE AREA II	Social/Behavior	Electives	6	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil.-T/RS	Philosophy and/or Religious Studies		<u>3</u>
			15	16

TOTAL: 143 credits

* General Education recommendations:

6 credits English literature in Area IV, Comm. 100 and English 107 for Area III.

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

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

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

BIOL. 100 Staff
* **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 & 102 Dr. Sweeney
General Biological Science 6 credits
(Recommended Prerequisite for Biol. 102: Biol. 101) The nature of living organisms and general biological principles, as they affect man, are stressed in general terms.

BIOL. 103 Dr. M. Carey
Social Biology 3 credits
A discussion of current advances and controversies in biology and medicine, their social and ethical implications, and public policy problems raised by them. Topics may include definitions of life and death, organ transplantation, population control, genetic engineering, environmental crises, evolution vs. creationism, and the nature of human nature.

BIOL. 110 & 111 Staff
* **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. (Majors and GE Area I) 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. (Majors and GE Area I) Intersession only.

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

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

BIOL. 203 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. (GE Area I)

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

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

BIOL. 241 Fr. MacEntee
* **Comparative Vertebrate Anatomy (O)** 5 credits
(Prerequisite: Biol. 141-142) Structure and phylogeny of vertebrate organ-systems, emphasizing and comparing vertebrate structures in relation to their functions. Amphioxus, shark, neoturus, 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 (O)** 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.
- BIOL. 245** Staff
*** General Physiology (O)** 4 1/2 credits
 (Prerequisites: Biol. 141-142, Chem. 112-113) Physiological processes underlying functioning of the animal organism. Study of irritability, excitation, conduction, contractility, cellular physiology, and functions of mammalian organ-systems. 3 hours lecture, 3 hours lab.
- BIOL. 250** Fr. Beining, Dr. Sulzinski
*** Microbiology (C, O, M)** 5 credits
 (Prerequisite: Biol. 141-142, Chem. 112-113) Structure, function, growth, reproduction, heredity and relationships of bacteria, yeasts, molds, virus; a brief survey of pathogens, life cycles of parasitic microzoa; introduction to disease and immunology. 3 hours lecture, 4 hours lab; not open to Nursing majors.
- BIOL. 260** Dr. McDermott
Genetics (G) 4 1/2 credits
 (Prerequisite: Biology 141-142 or 101-102) Mendelian, cyto-, population and evolutionary, and basic molecular genetics; emphasis on eucaryotes. 3 hours lecture, 3 hours lab.
- BIOL. 270** Dr. Townsend
Biology of the Vascular Plants (O, P) 3 credits
 (Prerequisite: Biology 141-142 or 101-102) A survey of the vascular plants with respect to anatomy, life history and reproduction, ecology and natural history, evolution and systematics. Emphasis will be on the flowering plants as the dominant plant group of terrestrial communities. 3 hours lecture.
- BIOL. 344** Fr. Beining
Principles of Immunology (C,O,M) 4 1/2 credits
 (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) 3 credits
 (Prerequisite: Biol. 245) The physiological principles involved in adaptations of animals to their environment from a comparative viewpoint; osmotic control, temperature regulation, nerve and muscle physiology, sensory perception, etc. 3 hours lecture. Spring—odd years.
- BIOL. 346** Dr. J. Carey
Endocrinology and Reproduction (C,O) 3 credits
 (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. Spring only.
- 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 only.
- 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. Greuel
*** Developmental Biology (C, O, M)** 5 credits
 (Prerequisite: Biol. 141-142; Strongly recommended prerequisite: Biol. 350) Development of vertebrates and invertebrates from gametogenesis through organogenesis. Emphasis on cellular and molecular mechanisms involved in differentiation, morphogenesis, and determination of the body plan. Labs focus on experimentation with living, developing organisms. 3 hours lecture, 3 hours lab. Spring only.

- BIOL. 352** Dr. Kwiecinski
*** Histology (C)** 4 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. 2 hours lecture, 4 hours lab. Fall only.
- BIOL. 353** Dr. Kwiecinski
*** Histotechniques (C)** 5 credits
 (Prerequisites: Chem. 232-233, Biol. 352) Basic and standard histological procedures for histotechnologists, biology majors, pre-medical students, and research scientists. Lectures focus on basic theory/methodology. Labs focus on demonstration/practice of techniques. 2 hours lecture, 6 hours lab.
- 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 signalling, 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 biomacromolecule 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. 363** Dr. Dwyer
*** Genetic Engineering (M,G)** 5 credits
 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. 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) 4 1/2 credits
 (Prerequisite: Biol. 141-142 or 101-102) Classification of behavior types, development, functional advantages and evolution of behavior, and social and physiological aspects studied in lower and higher organisms. 3 hours lecture, 2 hours lab. Spring only.
- BIOL. 371** Dr. Townsend
Ecology (P) 5 credits
 (Prerequisites: Biol. 141-142 or 101-102) Study of physical, chemical, and biological factors that influence the distribution and abundance of organisms and determine the relationships among organisms from the population to the ecosystem level. 3 hours lecture, 3 hours lab; Fall only.
- BIOL. 372** Dr. Townsend
Vertebrate Biology (O, P) 5 credits
 (Prerequisite: Biol. 141-142 or 101-102) A survey of vertebrates, covering functional morphology, behavior, ecology, paleontology, and systematics using a comparative approach to vertebrate evolution and diversity. Laboratory will involve both study of preserved material and field experiences in behavior and ecology of local vertebrates. 3 hours lecture, 3 hours lab.
- BIOL. 375** Dr. M. Carey
Evolution (G, P) 3 credits
 (Prerequisites: Biol. 141-142 or 101-102) A consideration of the theories of evolution and evidences for them in plants and animals. Population genetics and the adaptiveness of various organic traits will be discussed. Fall only.
- BIOL. 379** 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; Spring—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.

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.

CHEMISTRY

DR. DREISBACH, *Chairperson*

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

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

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

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

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

CHEMISTRY					
	Dept. and No.	Descriptive Title of Course	Credits		
			FALL	SPRING	
FRESHMAN					
MAJOR	Chem. 112-113	General Analytical Chemistry I-II	4½	4½	
COGNATE	Math. 103-114 or 114-221	Pre Calculus-Analysis I or Analysis I-II	4	4	
GE AREA II	Social/Behavior	Elective			3
GE AREA III	Communications	Electives*	3	3	
GE AREA IV	Humanities	Electives	3	3	
GE AREA V	Phil. 120	Introduction to Philosophy	3		
PHYS EDUC	Ph.Ed.	Physical Education	1	1	
			18½	18½	
SOPHOMORE					
MAJOR	Chem. 232-233	Organic Chemistry I-II	4½	4½	
MAJOR	Chem. 240	Inorganic Chemistry			3
COGNATE	Math 221-222 or 222-341	Analysis II-III or Analysis III and Diff. Equations	4	4	
COGNATE	Physics 140-141	Elements of Physics	4	4	
GE AREA V	T/RS 121	Theology I	3		
GE AREA III	CMPS. 134	Computer Science 1	3		
PHYS EDUC	Ph.Ed.	Physical Education	1	1	
			19½	16½	
JUNIOR					
MAJOR	Chem. 330-370	Organic Chem. III			
		Instrum. Anal.	5	5	
MAJOR	Chem. 362-363	Physical Chemistry I-II	4½	4½	
MAJOR	Chem. 390-391	Chemical Literature-Seminar	1	1	
GE AREA II	Social/Behavior	Electives	3	3	
GE AREA IV	Humanities	Electives	3	3	
GE AREA IV	Phil. 210	Ethics	3		
GE FREE	Elective	Elective			3
			19½	19½	
SENIOR					
MAJOR	Chem. 440-440L	Adv. Inorganic Chem.-Inorg. Lab	3	1½	
MAJOR	Chem. 493-494	Undergraduate Research	1½	1½	
MAJOR	Chem. Elective	Chemistry Elective-300 level or above			3
GE AREA II	Social/Behavior	Elective			3
GE AREA IV	Humanities	Electives	3	3	
GE AREA V	T/RS 122-Phil.-T/RS	Theol. II-Phil./Theol. Elec.	6	3	
GE FREE	Elective	Elective	3		
			16½	15	
			TOTAL: 143½ credits		

* Department recommends Comm. 100 and Engl. 107

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

BIOCHEMISTRY

The Bachelor of Science 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).

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Chem. 112-113	General Analytical Chemistry I-II	4½	4½
COGNATE	Math. 103-114 or 114-221	Pre-Calculus Math & Analysis I or Analysis I-II	4	4
COGNATE	Biol. 141-142	General Biology I-II	4½	4½
GE AREA III	Communications*	Electives*	3	3
GE AREA V	T/RS 121	Introduction to Theology	3	
PHYS EDUC	Ph.Ed.	Physical Education	1	1
			17	20
SOPHOMORE				
MAJOR	Chem. 232-233	Organic Chemistry I-II	4½	4½
MAJOR	Chem. 240	Inorganic Chemistry		3
COGNATE	Phys. 120-121	General Physics	4	4
GE AREA II	Social/Behavior	Electives	3	3
GE AREA V	Phil. 120	Introduction to Philosophy		3
GE AREA III	Cmps. 134	Computer Science I	3	
GE AREA IV	Humanities	Elective	3	
PHYS EDUC	Ph.Ed.	Physical Education	1	1
			18½	18½
JUNIOR				
MAJOR	Chem. 330-370	Organic Chem. III Instrumental Analysis	3½	5
MAJOR	Chem 360-361	Biophysical Chemistry I-II	4½	4½
MAJ/COGNATE**	Electives	Electives-200 level or above	3	3
MAJOR	Chem. 390-391	Chemical Literature-Seminar	1	1
GE AREA II	Social/Behavior	Elective	3	
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil. 210	Ethics	3	
GE AREA V	T/RS 122	Theology II	3	3
			18	19½
SENIOR				
MAJOR	Chem. 450-451	Biochemistry I-II	4½	3
MAJOR	Chem. 493-494	Undergraduate Research	1½	1½
GE AREA IV	Humanities	Electives	6	6
GE AREA V	Phil-T/RS	Electives	3	3
GE AREA II	Social/Behavior	Elective	3	3
			15	16½
TOTAL: 143 credits				

* Department recommends Engl. 107, Comm. 100

N.B. for A.C.S. certification, Biochemistry majors must take Math 114, 221, 222, 341, Physics 140-141 in place of Physics 120-121, and Chem. 440 and 440L.

** 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.

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.

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Chem. 112-113	Gen. Analytical Chem. I-II	4½	4½
COGNATE	Math 103-114 or 114-221	Pre-Calculus Math & Anal. I or Analysis I and II	4	4
GE AREA II	Econ. 153-154	Principles of Micro.-Macro. Eco.	3	3
GE AREA III	Communications*	Elective*	3	3
PHYS EDUC	Ph.Ed.	Physical Education	1	1
			15½	15½
SOPHOMORE				
MAJOR	Chem. 232-233	Organic Chemistry I-II	4½	4½
MAJOR	Acc. 253-254	Financial-Managerial Acctg.	3	3
GE AREA V	Phil. 120	Introduction to Phil.	3	
GE AREA III	CMPS 104	Computing for Business and Social Sciences	3	
GE AREA IV	Humanities	Electives		6
GE AREA V	T/RS 121	Theology	3	
GE AREA V	Phil. 210	Ethics		3
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			17½	17½
JUNIOR				
MAJOR	Chem. 320-Elective	Industrial Chemistry I-Elective at 210 level or higher	3	3
MAJOR	Chem. 391	Seminar		1
MAJOR	Mgt. 351	Principles of Management I	3	
MAJOR	Mgt. 352	Principles of Management II		3
MAJOR	Mkt. 351	Intro. to Marketing	3	
MAJOR	Fin. 351	Intro. to Finance		3
COGNATE	CMPS 330	Information Systems	3	
COGNATE	Math 204	Special Topics in Statistics		3
GE AREA II	Social Behavior	Elective	3	
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil 211-T/RS 122	Business Ethics-Theology II	3	3
			18	19
SENIOR				
MAJOR	OIM 351-OIM 352	Intro. to Mgt. Science- Prod. and Op. Mgt.	3	3
MAJOR	Mgt. 251	Legal Environment of Business	3	
COGNATE	Phys. 120-121	General Physics	3	3
GE AREA II	Social/Behavior	Electives	3	
GE AREA IV	Humanities	Electives	6	3
GE AREA V	Phil.-T/RS	Elective		3
GE FREE			6	6
			18	18
TOTAL: 139 credits				

* Department recommends Comm. 100 and Engl. 107

CHEMISTRY-COMPUTERS

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

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Chem. 112-113	Gen. & Anal. Chem.	4½	4½
MAJOR	CMPS 134-144	Computer Science I-II	3	4
COGNATE	Math. 142-114	Discrete Structures- Analysis I	4	4
GE AREA III	Communications*	Electives*	3	3
GE AREA II	Social/Behavior	Elective		3
GE AREA V	Phil. 120	Intro. to Philosophy	3	
PHYS. EDUC.	Ph.Ed.	Basic Phys. Ed.	<u>1</u>	<u>1</u>
			18½	19½
SOPHOMORE				
MAJOR	Chem. 232-233	Org. Chemistry I-II	4½	4½
MAJOR	CMPS 240-250	Data Struct.-Mach. Org.	3	3
COGNATE	Math 221-222	Analysis II-III	4	4
COGNATE	Phys. 140-141	Elements of Physics	4	4
GE AREA III	Communications*	Elective		3
GE AREA V	T/RS 121	Theology I	3	
PHYS EDUC	Ph.Ed.	Phys. Ed.	<u>1</u>	<u>1</u>
			19½	19½
JUNIOR				
MAJOR	Chem. 370	Instrumental Analysis		5
MAJOR	Chem. 390-391	Chem. Lit.-Seminar	1	1
MAJOR	Chem. 362-363	Physical Chemistry	3	3
MAJOR	CMPS 352	Operating Systems	3	
COGNATE	Math 341	Differential Equations		4
GE AREA II	Social/Behavior	Electives	3	3
GE AREA IV	Humanities	Electives	6	3
GE AREA V	Phil. 210	Ethics	<u>3</u>	
			19	19
SENIOR				
MAJOR	CMPS 362	Numerical Analysis	3	
MAJOR	Chem./CMPS Elec.	Chem./CMPS Elec.**	3	3
MAJOR	Chem. 493-494	Undergrad. Research	1½	1½
GE AREA II	Social/Behavior	Elective		3
GE AREA IV	Humanities	Electives	3	6
GE AREA V	T/RS 122; Phil- T/RS	Theol. II; Phil.-T/RS Elec.	<u>6</u>	<u>3</u>
			16½	16½
TOTAL: 148 credits				

* Department recommends Comm. 100 and Engl. 107

** Electives must be at 300 or 400 level.

B.S. IN MEDICAL TECHNOLOGY

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

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

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Chem. 112-113	General Analytical Chemistry I-II	4½	4½
COGNATE	Biol. 141-142	General Biology I-II	4½	4½
GE AREA II	Social/Behavior	Elective		3
GE AREA III	Engl. 107 - Comm. 100	Composition-Public Speaking	3	3
GE AREA V	Phil. 120	Introduction to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph.Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	19
SOPHOMORE				
MAJOR	Chem. 232-233	Organic Chemistry I-II	4½	4½
COGNATE	Biol. 250-245	Microbiology-General Physiology	5	4½
COGNATE	Math 103-114	Pre-Calculus Math-Analysis I	4	4
GE AREA IV	Humanities	Elective	3	3
GE AREA V	Phil 210-T/RS 122	Ethics-Theol. II	3	3
PHYS EDUC	Ph.Ed.	Physical Education	<u>1</u>	<u>1</u>
			20.5	20
JUNIOR				
MAJOR	Chem. 350-370	Intro Biochem I-Instru. Anal.	3	5
COGNATE	Phys. 120-121	General Physics	4	4
COGNATE	Biol. 344	Principles of Immunology		3
GE AREA II	Social/Behavior	Elective	3	
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 212; Phil.-T/RS	Medical Ethics;	3	
		Phil.-Theo. Elec.		3
COGNATE	CMPS 134	Computer Science I	<u>3</u>	<u>1</u>
			19	18
SENIOR				
<i>Clinical Education</i>				
MAJOR		Clinical Microbiology		
MAJOR		Clinical Chemistry		
MAJOR		Clinical Hematology/Coagulation		
MAJOR		Clinical Immunohematology		
MAJOR		Clinical Immunology/Serology		
MAJOR		Clinical Seminar		
			<u>16</u>	<u>16</u>
TOTAL: 144.5 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
Forensic Science 3 credits
Designed for law enforcement majors as well as science majors, this is a study of the rules of evidence and the position of the expert scientific witness in law, followed by a review of the uses of scientific, and particularly chemical, evidence in various phases of the investigation and trial of criminal actions. (Area I).
- CHEM. 100** Staff
Elements of Chemistry 3 credits
An elementary study of the field of chemistry for the non-science major; concepts of structure, states of matter, modern developments, implications of the field for modern society. 3 hours lecture. (GE Area I)
- CHEM. 104** Staff
Science and Society 3 credits
A study of some current problems of a scientific and technological nature from the point of view of the non-science major. Scientific background will be provided to lead to greater understanding and possible solutions. Possible topics: energy, genetic engineering, narcotics, pesticides, etc. 3 hours lecture. (GE Area I).
- CHEM. 110-111** Staff
Introductory Chemistry 6 credits
A study of the fundamental concepts of general chemistry, organic chemistry, and biochemistry. Laboratory work emphasizes skills and procedures relevant to the living system. 3 hours lecture each semester.
- CHEM. 110L-111L** Staff
Introductory Chemistry Laboratory 2 credits
(Lecture is required as pre- or corequisite; Chem. 110L is prerequisite for Chem. 111L) Experiments dealing with principles of general, organic and biological chemistry are performed. 2 hours laboratory each semester.
- CHEM. 112-113** Staff
General and Analytical Chemistry 6 credits
A study of the laws, theories and principles of general chemistry together with qualitative and quantitative analysis. 3 hours lecture each semester.
- CHEM. 112L-113L** Staff
General and Analytical Chemistry Laboratory 3 credits
(Lecture is required as pre- or corequisite; Chem. 112L is prerequisite for Chem 113L) Experiments involve semi-micro techniques for qualitative and quantitative analysis (gravimetric and volumetric analysis). 3 hours laboratory each semester.
- CHEM. 114** Staff
General Analytical Chemistry Laboratory 2 credits
A special laboratory course for those students who are advanced in chemistry. The laboratory work covers semi-micro techniques of gravimetric and volumetric quantitative analysis. Admission to this course will be on the basis of a placement exam and the professor's permission. 4 hours 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
Organic Chemistry 6 credits
(Prerequisites Chem. 112-113) An introduction to the chemistry of the principal aliphatic and aromatic compounds of carbon and their derivatives. 3 hours lecture each semester.
- CHEM. 232L-233L** Staff
Organic Chemistry Laboratory 3 credits
(Lecture is required as pre- or corequisite; Chem. 232L is prerequisite for Chem. 233L) Investigation of the chemical preparations and syntheses of major organic functional groups. 3 hours laboratory each semester.
- CHEM. 240** Dr. Marx
Inorganic Chemistry 3 credits
(Prerequisite Chem. 113) Descriptive chemistry of main group and selected transition elements and their compounds correlated with the periodic table, physical properties, atomic and molecular structure.
- CHEM. 320-321** Dr. Dickneider
Industrial Chemistry 6 credits
A review of chemical operations and unit or batch processes common to the industry. Econometric analysis involving supply-demand, productivity, commodity prices and costing is an important area covered as are measures of productivity and patent activity. 3 hours lecture.
- CHEM. 330** Drs. Cann, Dickneider
Organic Chemistry III 2 credits
(Prerequisites: Chem. 232-233) A continuation of Chemistry 232-233, emphasizing the study of the major types of organic mechanisms. 2 hours lecture.
- CHEM. 330L** Staff
Organic Chemistry III 1.5 - 3 credits
(Lecture is required as pre- or corequisite) Experiments involve advanced techniques in synthesis and characterization of organic compounds. 6 hours laboratory for chemistry majors and 3 hours laboratory for biochemistry majors.
- CHEM. 340** Staff
Environmental Chemistry 3 credits
(Prerequisite: Chem. 232-233) A study of chemicals in the environment including their origin, transport, reactions, and toxicity in soil, water, air and living systems.
- CHEM. 342** Staff
Environmental Toxicology 3 credits
(Prerequisite: Chem. 232-233, Biol. 141-142) This course will encompass several realms of environmental toxicology, including general toxicological theory, effects of contaminants on various biological systems, and discussion of environmental toxicological issues (i.e., specific case studies as well as the types of analyses used in these types of studies).

- CHEM. 344** Staff
Environmental Geochemistry 3 credits
 (Prerequisite: Chem. 232-233) A consideration of the natural cycles (Carbon, sulfur, oxygen, water, etc.) that govern the chemistry of our planet. Also considered will be the origins of the elements and the origin, paleohistory, and composition of the planet itself. The effect of man's activities in natural resource use, ozone depletion, greenhouse gas production, and fossil fuel production and use will be examined in detail, with particular attention to their effects on the state of the oceans and the atmosphere.
- CHEM. 350** Drs. Dreisbach, Wasilewski
General Biochemistry I 3 credits
 (Prerequisites: Chem. 233) An introduction to the study of biochemistry. A study of the chemical nature of lipids, carbohydrates, proteins, nucleic acids and enzymes including relationships among vitamins, hormones, and inorganic compounds. 3 hours lecture. 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; Chem. 360L is prerequisite for Chem. 361L) Experiments involve applications of physical-chemical techniques to biological problems. 3 hours laboratory each semester.
- CHEM. 362-363** 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** Staff
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
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
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, perturbational 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
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
The Ascent of Man 3 credits
 (GE Area I) Science and Technology from the ancient Greeks to the present will be discussed from the personal viewpoint of the scientists and inventors. Lectures will be supplemented by films, demonstrations, and field trips. 3 hours lecture.

COMMUNICATION

DR. GERMEROTH, *Chairperson*

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

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

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

DEGREE OFFERINGS AND REQUIREMENTS

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

Comm 110	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 325	Advertising Copywriting
Comm 226	Writing for Public Relations	Comm 327	Public Relations Cases
Comm 227	Public Relations	Comm 380	Advertising Practicum
Comm 312	Organizational Communication		

Broadcasting/Film

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

Communication Studies

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

Journalism

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

Radio/TV Production

Comm 221	Radio Production	Comm 322	Advanced Television Production
Comm 222	Television Production	Comm 422	Educational Television
Comm 321	Advanced Radio Production	Comm 480	Television Practicum

COMMUNICATION

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
MAJOR	Comm 110	FRESHMAN Interpersonal Communication	3	
MAJOR	Comm 120	Mass Communication	3	
COGNATE	Engl. 107	Composition	3	
GE AREA IV	Humanities	Electives	3	6
GE AREA V	Phil. 120	Introduction to Philosophy	3	
GE AREA V	T/RS 121-122	Theology I-II	3	3
GE AREA III	Comm 100*	Public Speaking*		3
PHYS EDUC	Ph.Ed.	Phys. Educ.	1	1
			16	16
SOPHOMORE				
MAJOR	Comm. 210	Logical & Rhetorical Analysis	3	
MAJOR	Comm. 220	Responsibility in Communication		3
MAJOR	Comm. Electives	Comm. Electives	3	3
GE AREA I	Nat.Sci./Quant.	Elective		3
GE AREA II	Soc./Behav.	Electives	3	3
GE AREA IV	Humanities	Elective	3	
GE AREA V	Phil. 210	Ethics	3	
GE AREA V	Phil.-T/RS	Elective		3
PHYS EDUC	Ph.Ed.	Phys. Educ.	1	1
			16	16
JUNIOR				
MAJOR	Comm. 310	Mass Communication Law	3	
MAJOR	Comm. Electives	Comm. Electives	3	3
COGNATE	Electives	Electives	6	3
GE AREA I	Nat. Sci./Quant.	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil.-T/RS	Elective		3
			18	15
SENIOR				
MAJOR	Comm. 410	Comm. Theory & Research	3	
MAJOR	Comm. Electives	Comm. Electives	3	3
COGNATE	Electives	Electives	6	6
GE FREE	Electives	Electives	3	6
			15	15

TOTAL: 127 credits

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

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

- 1) either Comm 110 Interpersonal Communication
 or Comm 120 Mass Communication

- 2) either Comm 210 Logical and Rhetorical Analysis
 or Comm 220 Responsibility in Communication

- 3) either Comm 310 Mass Communication Law
 or Comm 410 Communication Theory and Research.

(Comm 100 and Comm 484 do not count toward the minor.)

NOTE: All communication classes are Area III unless otherwise stated.

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

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

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

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

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

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

COMM. 220 Staff
Responsibility in Communication 3 credits
(Prerequisites: Comm. 110 & Comm. 120) This course will consider the responsibilities of those in control of the mass media and the publics which are served. Different faculty may approach this course from various ethical-humanistic perspectives.

COMM. 221 Staff
Radio Production 3 credits
An examination of the dynamic industry roles of the radio producer/director. Areas to be studied include production theory and techniques which apply to station and program promotions, advertising, news, and music formats.

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

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

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

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

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

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

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

- COMM. 280** Staff
Advanced Public Speaking 3 credits
 (Prerequisite: Comm. 100) Advanced principles and practices of speech construction, audience analysis, criticism, and delivery styles.
- COMM. 310** Staff
Mass Communication Law 3 credits
 (Prerequisite: Comm. 110, 120, 210 & 220; Juniors and Seniors only) Analysis and examination of statutory laws, congressional legislation, and federal rules and regulations governing the mass media in the United States. Focus on the First Amendment, libel and slander, privacy, copyright, free press/fair trial, obscenity, advertising, antitrust and monopoly, taxation, and licensing.
- COMM. 311** Staff
Political Communication 3 credits
 The study of rhetorical strategies used by the modern politician. Examination of American political rhetoric as well as rhetorical styles operative in foreign policy activities.
- COMM. 312** Staff
Organizational Communication 3 credits
 The study of communication behaviors, patterns, and strategies in organizations. Topics include power and politics, organizational cultures, human resources, conflict management, and negotiation. Historical and contemporary theories of organizing are examined and critiqued from a communication perspective.
- COMM. 313** Staff
Nonverbal Communication 3 credits
 A study of the nonverbal aspects of human interaction. Topics include impression management, social influence, form and function in design, proxemics, kinesics, and the symbolic environment.
- COMM. 314** Staff
Legal Communication 3 credits
 An examination of specific skills needed to promote effective and meaningful communication by the legal professional and the interface with clients, juries, judges, and the non-legal public.
- COMM. 321** Staff
Advanced Radio Production 3 credits
 (Prerequisite: Comm. 221) Building upon the foundation acquired in Comm. 221, students generate specialized projects of their own design. Then, working with the instructor and professionals from the radio industry, students produce and direct complete programs for broadcast.
- COMM. 322** Staff
Advanced Television Production 3 credits
 (Prerequisite: Comm. 222) Building upon the foundation acquired in COMM. 222, students pursue specialized projects in producing and directing programs for broadcast or cable distribution.
- COMM. 323** Staff
Television Journalism 3 credits
 (Prerequisite: Comm. 224 or Comm. 328) Broadcast journalism skills are refined through classroom and outside assignments. Production techniques, including tape editing, are explored. Television news formats are produced.
- COMM. 324** Staff
Advanced Newswriting 3 credits
 (Prerequisite: Comm. 224) Intensive training and practice in techniques of reporting and writing news stories and in covering public affairs. Familiarity with journalistic basics, style, and computer terminal operations required.
- COMM. 325** Staff
Advertising Copywriting 3 credits
 Students develop two separate creative campaign strategies for hypothetical clients of their own choosing. For these large-budget accounts, students must create copy for newspapers, magazines, broadcast, and direct mail, all with a consistent campaign theme.
- COMM. 326** Staff
Political Advertising 3 credits
 Critical examination of rhetorical strategies used in twentieth century political campaigning. Case studies and student projects focus on the special uses of broadcast and print media in political advertising.
- COMM. 327** Staff
Public Relations Cases 3 credits
 (Prerequisite: Comm. 227) This course places the student in a managerial, decision-making role in planning and executing public relations programs. A case-method approach is the predominant mode of instruction. Final project requires the development of a public communication campaign.
- COMM. 328** Staff
News Editing 3 credits
 (Prerequisite: Comm. 224) Preparing copy for publication. Correcting, improving and trimming stories. Headline writing, layout, graphics. Wire services, printing process. Students work at Macintosh computer terminals.
- COMM. 329** Staff
Graphics 3 credits
 (Prerequisite: Comm. 224) Visual aspects of print media. Typography, printing presses, handling photos and other art layout and design, introduction to desktop publishing. Familiarity with journalism basics, style, and computer terminal operations required.

COMM. 331 Staff
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 Staff
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 Staff
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 Staff
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 Staff
Communication Theory and Research 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 Staff
Persuasion and Propaganda 3 credits
An in-depth examination of the theoretical foundations and practical applications of those factors which influence the persuasibility of target audiences. Topics include attitudes, beliefs, values, behaviors, appeals, and reference groups.

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

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

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

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

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

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

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

COMM. 480 Staff
Television Practicum 3 credits
(Prerequisites: Comm. 222 and Comm. 322) Communication seniors undertake significant areas of study resulting in a broadcast-quality videotape or audiotape suitable for airing by commercial or non-commercial television stations, radio stations, or cable systems.

COMM. 481 Staff
Internship 3 credits
(Prerequisites: Junior or Senior standing, plus appropriate course work, and faculty approval.) Highly recommended for every major, although not required, this on-the-job experience is guided by practitioners in the communication field and supervised individually by a faculty member in consultation with the student's advisor and the department chair. An additional 3 credits can be earned—for a maximum of 6 credits—by petition to the Communication Department. (Internship credits cannot be used to fulfill requirements in the COMM. major, minor, or cognate; they can be used in the Free Area.) See Internship Director.

COMM. 482 Staff
Directed Independent Study 3 credits
(Prerequisite: Senior Standing) In consultation with the student's advisor and department chair, the communication senior undertakes a significant area of study resulting in a major research paper. Students select a communication professor whom they wish to direct the study. Usually taken to augment an area of the student's interest not substantially covered in available departmental courses.

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

COMM. 499 Staff
Senior Thesis 3 credits
(Prerequisites: Comm. 310 & Comm. 410) An optional research-based written project in which the serious communication senior, in consultation with the student's advisor and department chair, selects an issue or problem for scholarly study, 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			Credits	
	Dept. and No.	Descriptive Title of Course		
			FALL	SPRING
FRESHMAN				
MAJOR	CMPS 134-144	Computer Sci I-II	3	4
COGNATE	Math 142-114	Discrete Structures-Analysis I	4	4
GE AREA III	Comm 100-Engl 107	Public Speaking-Composition	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120	Intro. To Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			17	18
SOPHOMORE				
MAJOR	CMPS 240-250	Data Structures - Mach Org	3	3
MAJOR	CMPS 260	Theor. Foundations CMPS		3
COGNATE	Math 221	Analysis II	4	
COGNATE	Phys. 140-141	Elements of Physics I-II	4	4
GE AREA III	Wrtg. 211	Tech & Business Writing	3	
GE AREA IV	Humanities	Electives	3	3
GE AREA V	T/RS 122	Theology II		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			18	17
JUNIOR				
MAJOR	CMPS 352-344	Operating Sys-Prog Lang	3	3
MAJOR	CMPS 340	File Processing	4	
MAJOR	CMPS 350-374	Computer Architecture-Software Engineering	3	3
MAJOR	CMPS	Electives		3
COGNATE	Math 312-314	Probability-Statistics	3	3
COGNATE	EE 243L	Digital Systems Design Lab		2
GE AREA II	Eco. 153-154	Principles of Micro.-Macro. Eco.	3	3
GE AREA V	Phil. 210	Ethics	<u>3</u>	<u>3</u>
			19	17
SENIOR				
MAJOR	CMPS 490	Computer Projects	3	
MAJOR	CMPS	Electives *		6
COGNATE	Electives	Electives **	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA II	Soc/Behavior	Psych. 110-Elective	3	3
GE AREA V	Phil.-T/RS	T/RS Elective/Phil. 214	<u>3</u>	<u>3</u>
			15	18
TOTAL:			139	credits

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

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

MINOR. The Minor in Computer Science must include CMPS 134,144, and 240 and any three of the courses 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 or from the Public Administration Program. Students are encouraged to participate in an internship.

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	CMPS 134-144	Computer Science I-II	3	4
COGNATE	Math 142-114	Discrete Structures-Analysis I	4	4
GE AREA III	Comm 100 - Engl 107	Public Speaking - Composition	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120	Introduction to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			17	18
SOPHOMORE				
MAJOR	CMPS 240-250	Data Structures-Mach Org	3	3
COGNATE	Acc. 253-254	Financial Acc./ Managerial Acc.	3	3
COGNATE	Math 204	Special Topics of Statistics		3
GE AREA II	Eco. 153-154	Principles of Micro.-Macro. Eco.	3	3
GE AREA III	Wrtg. 211	Tech & Business Writing	3	
GE AREA IV	Humanities	Electives	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	CMPS 330-331	Information Systems - Analysis and Design	3	3
MAJOR	CMPS 340-341	File Processing-Database	4	3
MAJOR	CMPS 352-Elect	Operating Systems-Elective	3	3
COGNATE	Elective	Elective		3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 210-T/RS 122	Ethics-Theology II	<u>3</u>	<u>3</u>
			16	18
SENIOR				
MAJOR	CMPS 490	Computer Projects	3	
MAJOR	CMPS	Electives		6
COGNATE	Electives	Electives	3	3
GE AREA II	Soc/Behavioral	Psych 110-Elective	3	3
GE AREA V	Phil-T/RS	Elective/Phil 211 or 214	3	3
GE FREE	Electives	Electives	<u>3</u>	<u>3</u>
			15	18
TOTAL:			134 credits	

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

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

Public Administration Cognates-Select three from the following: Pol Sci 210, 227, 230, 322, 324, 325, or 327.

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

CMPS 102**Computer Literacy**

3 credits

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

CMPS 104**Computing for Business and Social Sciences**

3 credits

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

CMPS 108**COBOL Programming**

3 credits

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

CMPS 134**Computer Science I**

3 credits

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

CMPS 144**Computer Science II**

4 credits

(Prerequisite: CMPS 134 and MATH 142) A sequel to CMPS 134, continuing the 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**

3 credits

Assembly Language Programming

(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 enumerable 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 multiprocessing.

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

(Prerequisite: CMPS 134 and MATH 222) A survey of numerical methods for solving equations, integration, differentiation, interpolation, differential equations, and linear algebra, and the analysis of error.

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**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.

CRIMINAL JUSTICE

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	CJ 110-S/CJ 213	Intro. to Criminal Justice-		
		Criminology	3	3
COGNATE	Soc. 110	Introduction to Sociology	3	
GE AREA I	Nat. Sci./Quant.*	Elective		3
GE AREA III	Communications	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120-T/RS 121	Intro. Philosophy/Theology I	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
SOPHOMORE				
MAJOR	S/CJ 210-S/CJ 212	Law and Society-		
		Criminological Research	3	3
MAJOR	S/CJ 218-220	Amer. Court System-Penology	3	3
COGNATE	Psych. 110	Fundamentals of Psychology	3	
COGNATE	Psych. Elective	Psychology Elective		3
GE AREA III	Elective	Elective	3	
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 210	Ethics		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	CJ Elec.	Criminal Justice Electives	3	3
COGNATE	Pol. Sci. 130-Elec.	American Nat'l Gov.-Elective	3	3
COGNATE	Soc. Sci. Elec.	Social Science Electives	3	3
GE AREA I	Nat.Sci./Quant.*	Electives	3	3
GE AREA IV	Humanities	Elective	3	
GE AREA V	T/RS 122	Theology II		3
GE FREE	Elective* *	Elective* *	<u>3</u>	<u>3</u>
			18	15
SENIOR				
MAJOR	CJ Elec.	Criminal Justice Electives	3	3
MAJOR	CJ 480-481* /Elec.	Internship/Electives	3	3
COGNATE	Soc. Sci. Elec.	Social Science Elective	3	
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil.-T/RS	Philosophy and/or Religious Studies	3	3
GE FREE	Electives	Electives	<u>3</u>	<u>3</u>
			15	15

TOTAL: 127 credits

Department Recommendations:

* In GE Area I, the department recommends Nursing 100, Family Health, Physics 101, 102, 103, 106, 108; C/CJ 200, Forensic Science. In GE AREA III, CMPS 104 and Wrtg. 212, Writing for the Law, are highly recommended. If the student has not otherwise satisfied the University's proficiency requirement, Engl. 107 and Comm. 100 must be taken. In GE AREA IV, the department recommends Hist. 110-111, History of the U.S.; H/PS 317-318, American Constitutional and Legal History; in GE AREA V, T/RS 326, Church and Contemporary Social Issues.

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

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

MINOR. A minor in Criminal Justice will require eighteen credits. There are three required courses: Soc. 110: Introduction to Sociology; CJ 110: Introduction to Criminal Justice; and 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 Profs. Friedrichs, Baker, Dr. Wright
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 Drs. Rielly, Wright
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 Drs. Rielly, 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 Drs. Rielly, Wright
Juvenile Delinquency 3 credits
Nature and extent of delinquency: competing explanatory models and theories; evaluation of prevention, control, and treatment programs.

S/CJ 218 Atty. Cimini
The American Court System 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, Drs. Wright, Rielly
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 Mr. Conlon, Dr. Wright
Probation and Parole 3 credits
Examination of community treatment in the correctional process; contemporary usage of presentence investigation, selection, supervision, release of probationers and parolees.

S/CJ 224 Prof. Friedrichs
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 in Criminal Justice 3 credits
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 Prof. Baker, Dr. Rielly
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.

ECONOMICS

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Eco. 153, 154	Princ. of Micro.-Macro. Eco.	3	3
GE I	Math Option	Math. Option**	3/4	3/4
GE III	Communications	Electives:		
		Comm 100, Engl 107 *	3	3
GE IV	Humanities	Electives: Hist 110, 111*	3	3
GE V	Phil. 120-T/RS 121	Intro. to Philosophy-		
		Theology I	3	3
PHYS ED	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16/17	16/17
SOPHOMORE				
MAJOR	Eco. 361, 362	Intermed. Economics I, II	3	3
MAJOR	Stat 253	Statistics for Economics		3
COGNATE	Acc. 253	Financial Accounting	3	
GE III	CMPS 104 and Lab	Computg. for Bus.		
		& Soc. Sci.	3	
GE IV	Humanities	Elective, Electives	3	6
GE V	Phil. 210-T/RS 122	Ethics-Theology II	3	3
PHYS ED	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	Eco. 460, Eco. 351	Monetary and Fin. Eco.,		
		Environment of Intl. Bus.	3	3
MAJOR	Eco. Elective	Electives	3	3
COGNATE	Electives	Electives * * *	6	6
GE I	Nat. Sci.	Elective	3	
GE IV	Humanities	Elective		3
COGNATE	FIN 351	Intro. to Finance	<u>3</u>	<u>3</u>
			18	15
SENIOR				
MAJOR	Eco. Elective	Elective		3
MAJOR	Eco. EL., Eco. Sem	Elective, Seminar	3	3
COGNATE	Electives	Electives	6	
GE V	Phil, T/RS	Elective	3	3
GE FREE	Free Area	Electives	<u>3</u>	<u>6</u>
			15	15
			TOTAL: 127/129 credits	

* Recommended by the department.

** See the math options on page 146. The student majoring in economics will take the first two courses in one of these options.

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

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

MINOR. Eco 153, 154, 361, 362, plus two upper-level economics courses (cf. pp. 153-154).

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 applied with judgment 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.

ELECTRICAL ENGINEERING

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
COGNATE	Phys. 140-141	Elements of Physics I-II	4	4
COGNATE	Math 114-221	Analysis I-II	4	4
GE AREA III	CMPS 134	Computer Science I	3	
GE AREA III	Communications	Electives	3	3
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil. 120	Introduction to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>3</u>
			18	17
SOPHOMORE				
MAJOR	EE 240	Intro. Digital Circuits	3	
MAJOR	EE 241	Circuit Analysis		4
MAJOR	EE 243L	Digital System Design Lab		2
MAJOR	Engr. 250-252	Statics-Solid State Materials	3	3
MAJOR	Engr. 253	Intro. to C.A.D.	1	
MAJOR	Engr. 254	3-D C.A.D.		1
COGNATE	Phys. 270	Modern Physics	4	
COGNATE	Math 222-341	Analysis III-	4	
		Differential Equations		4
COGNATE	Chem. 112	General and Analytical Chem	3	
GE AREA V	T/RS 122	Theology II	<u>1</u>	<u>3</u>
			18	17
JUNIOR				
MAJOR	EE 447-448	Electromagnetics I -II	3	4
MAJOR	EE 343-344	Electronic Circuits I-II	5	3
MAJOR	EE 346	Digital Signal Processing		3
COGNATE	Engr. 350	Applied and		
		Engineering Math.	3	
COGNATE	Elective	Technical Elective**		3
GE AREA II	Soc./Behavioral	Electives***	6	3
GE AREA IV	Humanities	Elective	<u>1</u>	<u>3</u>
			17	19
SENIOR				
MAJOR	EE 449	Computer Interfacing	5	
MAJOR	EE 450	Control Systems	3	
MAJOR	EE 451	Communications Systems		3
MAJOR	EE 452-453	VLSI I-II	2	2
MAJOR	EE 454	Senior Design Project		3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 210-T/RS	Ethics-Elective	<u>3</u>	<u>3</u>
			16	14

TOTAL: 136 credits

* The department recommends Engl. 107 and Comm. 100

** An Advanced technical course approved by the department.

*** The department recommends Eco. 210

ELECTRONICS-BUSINESS

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

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
COGNATE	Phys. 140-141	Elements of Physics I-II	4	4
COGNATE	Math 103-114 or Math 114-221	Pre-Calculus Math.-Analysis I or Analysis I-II	4	4
GE AREA II	Eco. 153-154	Principles of Micro.-Macro. Eco.	3	3
GE AREA II	Communications	Electives	3	3
GE AREA III	CMPS 134	Computer Science 1		3
GE AREA V	Phil. 120	Introduction to Philosophy	3	
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			18	18
		SOPHOMORE		
MAJOR	EE 240	Intro. to Digital Circuits	3	
MAJOR	EE 241	Circuit Analysis		4
MAJOR	Engr. 252	Solid State Material Science		3
MAJOR	Engr. 253	Intro. to C.A.D.	1	
MAJOR	Engr. 254	3-D C.A.D.		1
MAJOR	Acc. 253-254	Financial, Managerial Acct.	3	3
COGNATE	Math 221-222 or Math 222-341	Analysis II-III Analysis II- Differential Equations	4	4
COGNATE	Phys. 270	Modern Physics	4	
GE AREA IV	Humanities	Elective	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			19	19
		JUNIOR		
MAJOR	EE 343-344	Electronic Circuits I-II	5	3
MAJOR	QMS 251-252	Statistics for Business I-II	3	3
GE AREA II	Soc./Behavior	Elective		3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 210	Ethics	3	
GE AREA V	T/RS 122	Theology II	3	
GE FREE	Elective	Elective	<u> </u>	<u>3</u>
			17	15
		SENIOR		
MAJOR	Mgt. 351-Mkt. 351	Principles of Management I Intro. to Marketing	3	3
MAJOR	Fin. 351-POM 352	Intro. to Finance - Production and Operations Management	3	3
MAJOR	QMS 351	Intro. to Management Science	3	
GE AREA II	Social Science	Elective	3	
GE AREA IV	Humanities	Electives	3	6
GE AREA V	Phil-T/RS	Electives	<u>3</u>	<u>3</u>
			18	15
TOTAL: 139 credits				

* Comm. 100 & Engl. 107 are recommended.

PRE-ENGINEERING

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

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

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

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

ENGINEERING TRANSFER PROGRAM

	Dept. and No.	Description & Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
COGNATE	Phys. 140-141	Elements of Physics I-II	4	4
COGNATE	CMPS 134	Computer Science I	3	
COGNATE	Math 114-221	Analysis I-II	4	4
GE AREA III	Communications	Elective*	3	
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil. 120	Introduction to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
GE AREA II or IV	Elective	Social Science or Humanities Elective		3
PHYS EDUC	Ph. Ed.	Physical Education	1	3
			18	17
		SOPHOMORE		
MAJOR	EE 240	Intro. to Digital Circuits	3	
MAJOR	EE 241	Circuit Analysis		4
MAJOR	Engr. 250-252	Statics-Solid Sum Materials	3	3
MAJOR	Engr. 253	Intro. C.A.D.	1	
MAJOR	Engr. 254	3-D C.A.D.		1
COGNATE	Phys. 270	Elements of Modern Physics	4	
COGNATE	Math 222-341	Analysis II- Diff. Equations	4	4
COGNATE	Chem. 112-113	General and Analytical Chem.	3	3
GE FREE	Elective	Elective	3	3
			18	18
TOTAL: 71 credits				

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

- ENGR. 250** Staff
Engineering Mechanics-Statics 3 credits
 (Prerequisite: Physics 140; Pre or corequisite: Math 221) Various types of force systems; resultants and conditions of translational and rotational equilibrium; stress analysis of the parts of different types of structures by graphical, algebraic and vector methods; frictional forces; centroids and second moments of areas of solids. 3 hours lecture.
- ENGR. 251** Staff
Engineering Mechanics-Dynamics 3 credits
 (Prerequisite: Engr. 250; Pre- or corequisite: Math 222) Kinematics of particles and rigid bodies which include linear, curvilinear, angular and relative motions; inertia forces, impulse, momentum, work, energy and power; mechanical vibrations. 3 hours lecture.
- ENGR. 252** Prof. Kalafut
Solid State Materials Science 3 credits
 (Prerequisites: Physics 270, Math 222) The crystalline state of matter; multielectron atoms and the band theory of solids; quantum statistics; applications to p-n junction diodes including photodetectors, LEDs and photovoltaics; bipolar and field effect transistors; transistor modeling. 3 hours lecture.
- ENGR. 253** Dr. Connolly
An Introduction to Computer Aided Design 1 credit
 (Prerequisites: Math 114, Cmps. 134) This course is an introduction to the methods of drafting and design using computer aided techniques. Topics to be covered include plane geometry construction, projection theory, sectional views, dimensioning, tolerancing and the development of working drawings. Extensive use will be made of commercially available CAD software packages. 2 hours laboratory.
- ENGR. 254** Dr. Connolly
3D Computer Aided Design 1 credit
 (Prerequisite: Engr. 253) This course is an advanced computer aided design lab with emphasis on three-dimensional techniques. Topics to be covered include wireframe and solid modeling, rendering and boolean operations. A number of classes will be devoted to the use of a finite element program for mechanical analysis of CAD designs. Extensive use will be made of commercially available software packages. 2 hours laboratory.
- ENGR. 350** Dr. Fahey
Applied and Engineering Mathematics 3 credits
 (Prerequisite: Math. 222, Physics 141) First and second order differential equations with constant coefficients; Fourier series differential equations with constant coefficients; Fourier series and Fourier Transforms; partial differential equations and boundary value problems; special functions, e.g. Bessel functions and Legendre polynomials; elementary probability theory. (Also listed as Phys. 350.) 3 hours lecture.
- ENGR. 352** Dr. Varonides
Statistical and Engineering Thermodynamics 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 Physics 352.) 3 hours lecture.
- EE 240** Dr. Berger
Introduction to Digital Circuits 3 credits
 Introduction to combinational and sequential digital logic circuits. Analysis and design techniques including Boolean Algebra and Karnaugh mapping. Use of the computer to simulate digital circuits. 3 hours lecture.
- EE 241** Staff
Circuit Analysis 4 credits
 (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.
- EE 243L** Dr. DiStefano
Digital System Design Laboratory 2 credits
 (Formerly EE 345L) Introduction to the design, construction and testing of digital logic circuits. Most of the major components of a computer will be investigated. Use of computer program to draw circuits and designs. 3 hours laboratory.
- EE 343** Dr. Varonides
Electronic Circuits I 3 credits
 (Prerequisites: EE 241, Engr. 252) Analysis and design of analog electronic circuits using diodes, BJTs, and FETs. Emphasis is placed on amplifier circuits and their frequency dependence. 3 hours lecture.
- EE 343L** Dr. McGinnis
Electronic Circuits I Lab 2 credits
 (Corequisite: EE 343) Experiments with diodes, BJTs, JFETs, and MOSFETs. Some of the experiments are short projects to introduce the student to the application of design principles. 3 hours laboratory.
- EE 344** Dr. McGinnis
Electronic Circuits II 3 credits
 (Prerequisite: EE 343, EE 343L) Laboratory oriented course designed to acquaint students with the operation and design of electronic instrumentation. Analysis of electronic instruments used in various applications and the design of special purpose instrumentation. Emphasis on use of operational amplifiers in design situations. 1 hour lecture and 3 hours laboratory.

- EE 346** 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** Dr. Zakzewski
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 5 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 Devices and Circuits 3 credits
 (Prerequisites: EE 447 and ENGR 252) A course designed for students with interest in superconductivity. Strong background in calculus, electromagnetics and solid state devices is necessary. Topics to be discussed are: (a) perfect conductivity, the classical model of superconductivity, and direct applications. (b) The quantum model of superconductivity, Josephson junctions and superconducting devices (SQUID's). Homework problems routinely assigned. Group projects (literature search and brief presentations at the end of the term).

ENGLISH

DR. JORDAN, *Chairperson*

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

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

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

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

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

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

ENGLISH MINOR. To minor in English the student must take a minimum of 18 credits. One introductory class must be taken (ENGL. 102, 103, 104, 140, 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.

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 Staff
Introduction to Literature 3 credits
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 Staff
Introduction to Fiction 3 credits
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 Staff
Introduction to Poetry 3 credits
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 Staff
Introduction to Drama 3 credits
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

		Dept. and No.	Descriptive Title of Course	Credits	
				FALL	SPRING
FRESHMAN					
MAJOR		Engl. 140 *	English Inquiry	3	
		English Area A	Medieval and Renaissance		3
COGNATE		Electives	Electives	3	3
GE AREA I		Nat. Sci./Quant.	Elective		3
GE AREA II		Social/Behavioral	Electives	3	3
GE AREA III		Communications	Elective	3	
GE AREA V		Phil. 120	Introduction to Philosophy	3	
		T/RS 121	Theology I		3
PHYS EDUC		Ph. Ed.	Physical Education	1	1
				16	16
SOPHOMORE					
MAJOR		English Area B	Restoration and Eighteenth Century	3	
		English Area C	Romantic and Victorian		3
COGNATE		Electives	Foreign Language/ Cognate	3	3
GE AREA I		Nat. Sci./Quant.	Electives	3	3
GE AREA III		Communications	Electives	3	3
GE AREA V		Phil. 210	Ethics	3	
		T/RS 122	Theology II		3
PHYS EDUC		Ph. Ed.	Physical Education	1	1
				16	16
JUNIOR					
MAJOR		English Area D	American Literature to 1865	3	
		English Area E	Modern British Literature		3
		Electives	Electives	3	3
COGNATE		Electives	History or other cognates	3	3
GE AREA II		Social/Behavioral	Electives	3	3
GE AREA V		Phil-T/RS	Electives	3	3
GE FREE		Elective	Elective	3	3
				15	18
SENIOR					
MAJOR		English Area F	American Literature 1865 -Present	3	
		Electives	Electives	3	6
COGNATE		Electives	Foreign Literature/Cognate	3	3
GE AREA IV		Humanities	Electives	3	3
GE FREE		Electives	Electives	3	3
				15	15
TOTAL:				127	credits

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

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

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

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

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

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

- ENGL. 122** Dr. Gougeon
Classic American Stories 3 credits
 As an introduction to the American short story, this course will examine representative examples of the genre from the 19th century to the present. Emphasis will be placed on the significance of individual works, but some consideration will be given to the evolving American milieu. Authors such as Hawthorne, Poe, Crane, Malamud, and Oates will be considered.
- ENGL. 124** Dr. McInerney
History of Cinema 3 Credits
 A study of historical development of motion pictures. Practitioners in America and throughout the world are treated in this concise history of cinema. Film screening fee. (GE Area IV)
- ENGL. 125** Dr. McInerney
The Art of Cinema 3 credits
 The study of the artists, technicians and businessmen who make films. Taped interviews of internationally famous film makers, as well as an analytic scrutiny of modern films, develop students' intelligent, active participation in the major art form in modern culture. Film screening fee. (GE Area IV)
- ENGL. 126** Dr. McInerney
Film Genres 3 credits
 A study of the popular film genres (i.e., the western, the thriller, the musical, the historical epic, the woman's picture as they developed and changed in the U.S. and abroad.) Film screening fee. (GE Area IV)
- ENGL. 127** 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. (GE Area IV)
- 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
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
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. McInerney
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. 244** Dr. DeRitter
British Literature: The Restoration and Eighteenth Century (B) 3 credits
 Study in depth of the major works of such authors as Dryden, Pope, Swift, Boswell, and Johnson, among others. Due attention will be given to critical analysis, literary research, and historical, social, and political background.
- ENGL. 245** Dr. DeRitter
Restoration and 18th-Century Drama (B) 3 credits
 An examination of the major developments in comedy, tragedy, and experimental dramatic forms on the English public stage between 1660 and approximately 1775. Discussions will focus frequently on the social, political, and institutional changes which altered the ways in which theatre was produced during the period. The reading list will include works by Wycherley, Behn, Dryden, Otway, Congreve, Rowe, Addison, Steele, Gay, Lillo, Fielding, Goldsmith, and Sheridan. This course may be counted toward the Theatre Track or minor.
- ENGL. 264** Drs. Casey and Fraustino
British Literature: Romantic and Victorian Periods (C) 3 credits
 A study of major literary works in nineteenth-century England: poetry, novels and non-fictional prose. The emphasis is threefold: critical analysis; literary history; social, intellectual and political background.
- ENGL. 310** Dr. Rakauskas
Written Communication; Strategies for Teaching Writing 3 credits
 This course for English/Ed majors emphasizes strategies for taking students into, through, and beyond the writing process. Students have many opportunities to plan and to design writing assignments, to conduct writing sessions, and to evaluate written composition. (GE Area III)
- ENGL. 311** Staff
Magazine Editing 3 credits
 The process of editing is surveyed. Macro-editing (publishing for a defined audience and delighting, surprising, informing, and challenging it) is emphasized over micro-editing (grammar, punctuation, and so forth). Both are fit into the larger picture of promotion, fulfillment, circulation, advertising, production, and distribution.
- ENGL. 317** Dr. DeRitter
Race in Anglo-American Culture, 1600-1860 3 credits
 This course will examine Anglo-American portrayals of African- and Native American peoples in the early modern era. We will study works from both high culture (poems, plays, and novels) and low culture (Indian captivity narratives, frontier biographies, and slave autobiographies). The reading list will include writers such as Richard Hakluyt, Mary Rowlandson, John Dryden, Aphra Behn, James Fenimore Cooper, Herman Melville, Henry Wadsworth Longfellow, Catherine Maria Sedgwick, and Harriet Beecher Stowe.

- ENGL. 318** Dr. DeRitter
Milton's *Paradise Lost* 3 credits
 Intensive study of Milton's masterpiece. In addition to our reading and discussion of the text itself, we will examine its biographical and historical context and explore a variety of critical approaches to the poem.
- ENGL. 319** Dr. Casey
The English Novel: 18th & 19th Centuries 3 credits
 The history of the English novel from its origins in the early 18th century until the end of the 19th century. The course focuses on such major figures as Defoe, Richardson, Fielding, Austen, Dickens and Eliot.
- ENGL. 320** Dr. Passon
Introduction to Satire 3 credits
 An exploration of the historical, critical, and conceptual nature of satire, including established satirical conventions and techniques. Representative examples in fiction, drama, and poetry, from a variety of literary periods, will be considered. Special emphasis will, however, be placed on British literature of the Restoration and Eighteenth Century, the Age of Satire. Though the course will focus on satirical literature, examples of satire from other media will be sampled.
- ENGL. 321** Dr. Fraustino
Macabre Masterpieces 3 credits
 This course studies works of horror—or Gothic—fiction in England and America that best exemplify this mode of writing as a serious art form in its exploration of the human mind, particularly abnormal psychology. Works we will read may include: Mary Shelley's *Frankenstein*, Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*, Joseph Conrad's *Heart of Darkness*, Bram Stoker's *Dracula*, the works of Edgar Allan Poe, and others.
- ENGL. 322** Prof. Hill
British Imperial Fiction 3 credits
 The myths and meaning of the Imperial experience in the 19th and 20th centuries as represented in British fiction by Kipling, Conrad, Greene, Orwell and others.
- ENGL. 323** Staff
Renaissance Poetry and Prose (A) 3 credits
 Detailed study and discussion of several varieties of English literature written between the time of Sir Thomas More and John Milton. Lyric and narrative poetry, fictional and non-fictional prose, and drama will be included in course readings, discussions, and assignments. Typical authors covered include More, Surrey, Lyly, Spenser, Sir Philip and Mary Sidney, Donne, Webster, Jonson, Marvell, and Milton.
- ENGL. 324** Dr. Gougeon
American Romanticism (D) 3 credits
 This course will deal with representative short works of America's six major Romantic authors: Emerson, Thoreau, Whitman, Hawthorne, Melville, and Poe.
- ENGL. 325** Dr. Gougeon
Major Works: American Romanticism (D) 3 credits
 Cooper's *The Prairie*, Emerson's *Nature*, Thoreau's *Walden*, Melville's *Moby Dick*, and others. Evaluation of the works in their historical context and the development of the American Romantic movement, 1820-65.
- ENGL. 326** Fr. Joseph Quinn
Transcendentalists (D) 3 credits
 Course transcends typical limits of this literary period to Emerson and Thoreau's major works. Thus, Orestes Brownson, Margaret Fuller, Ellery Channing, Theodore Parker are covered.
- ENGL. 329** Prof. Schaffer
Introduction to Jewish Literature 3 credits
 The course provides a broad literary overview of Jewish life from medieval times to the present, examining the poetry, fiction, memoirs, and drama of Jewish writers from a variety of cultures.
- ENGL. 330** Dr. Gougeon
Masters of Darkness (D) 3 credits
 This course will survey a significant sampling of the short works of three of America's most famous "dark Romantic" writers: Melville, Hawthorne, and Poe. Consideration will be given to the historical milieu and the authors' responses to the problems and promises of the American experience.
- ENGL. 331** Fr. Joseph Quinn
Major Works of Twain and James (F) 3 credits
 Works to be studied include Twain's *Adventures of Huckleberry Finn* and *A Connecticut Yankee in King Arthur's Court*; James' *The Portrait of a Lady* and *The Ambassadors*. These works will be examined both in terms of their historical context and by way of a comparative analysis of the two authors.
- ENGL. 332** Fr. Joseph Quinn
Major Works of Hemingway and O'Hara (F) 3 credits
 Works to be studied include Hemingway's *The Sun Also Rises* and *For Whom the Bell Tolls*; O'Hara's *Appointment in Samarra* and *From the Terrace*. These will be examined both in terms of their historical context and basic themes, and by way of a comparative analysis of the two authors. There will also be some investigation as to how certain authors either become or do not become academically and critically acceptable.
- ENGL. 333** Dr. Gougeon
The Development of the American Novel 3 credits
 This course will deal with representative novels produced in America from the late 18th to the 20th century. The course will focus on the novel as representative of changing literary and cultural values throughout the period. Authors considered will include Charles Brockden Brown, Nathaniel Hawthorne, Mark Twain, Kate Chopin, John Steinbeck, and Kurt Vonnegut, Jr.

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

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

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

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

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

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

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

ENGL. 372 Dr. Fraustino
The English Romantic Poets (C) 3 credits
This course surveys the major British Romantic poets within their historical and intellectual con-

texts. It proceeds chronologically, beginning with William Blake and concluding with John Keats. Through close textual analysis and in-class discussion of major poems, students should develop an appreciation and understanding of the literature of the period.

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

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

ENGL. 419 Dr. Engel
Modern Novel 3 credits
The evolution of the novel from modern to post-modern times. Major American and English writers are studied, moving from traditional narrative to self-conscious stylistic devices.

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

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

ENGL. 422 Dr. McInerney
Modern Drama 3 credits
(Prerequisite: Student should have some previous study of drama.) A detailed introduction to the major trends and authors in 20th century British and American drama, with some Irish and Continental works included. Readings and assignments will focus on major figures such as Shaw, O'Neill, Miller, Williams. This course may be counted toward the Theatre Track or minor.

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

- ENGL. 425** Dr. Gougeon
Major Works: American Realists (F) 3 credits
 Twain's *Huckleberry Finn*, Howell's *The Rise of Silas Lapham*, James' *The American*, Crane's *The Red Badge of Courage*, Dreiser's *Sister Carrie*, and others. Works are evaluated in their historical milieu and the development of American Realism, 1865-1900.
- ENGL. 426** Fr. J.J. Quinn
Modern American Short Story (F) 3 credits
 An intensive study of representative modern American Masters of the short story form. The film version of many stories studied allows an enriching comparative experience.
- ENGL. 427** Staff
American Drama: 1919-1939 (F) 3 credits
 A review of the first "golden age" of American drama, which includes biting masterpieces such as *The Hairy Ape*, *Awake and Sing*, and comic works such as *You Can't Take It With You* and *The Time of Your Life*. This course may also be counted toward the Theatre Track or minor.
- ENGL. 431** Dr. Beal
Dante's Divine Comedy 3 credits
 A canto-by-canto study, in translation, of Dante's dream vision of hell, purgatory, and heaven. Consideration given to the cultural milieu and to medieval art and thought as these affect the allegorical meaning and structure of the poem.
- ENGL. 432** Dr. Beal
Chaucer 3 credits
 A study of Chaucer's poetry in the context of medieval culture. Readings and assignments will concentrate on *The Canterbury Tales*, but will also cover the other major poems, such as the *Book of Duchess* and the *Parliament of Birds*.
- ENGL. 434** Dr. Fraustino
Keats: Death and Love 3 credits
 Course will focus almost exclusively on one writer, John Keats, and explore the dynamic relationship in his poetry between death and love.
- ENGL. 436** 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 apprehend in 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, Burney, 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. (GE Area III)
- 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).
- ENGL. 480** Staff
Internship variable credit
 English majors can receive internship credits for a variety of on-the-job work experiences. Approval, must be obtained beforehand from chairperson and dean.

THEATRE

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

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

THTR. 111 Staff
Introduction to Acting 3 credits
This first course in a three-course sequence is intended as an introduction to the development and training of the actor, covering the fundamental elements of the actor's craft; including internal and external technique, character analysis, and vocal/physical warmups. These elements will be practically applied in various in-class exercises and rehearsed performance work. The subject of auditions will also be covered.

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

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

THTR. 210 Staff
Intermediate Acting 3 credits
(Prerequisite: THTR. 111 with a grade of B or higher.) This second in a three-course sequence builds on the fundamentals of the acting process and focuses on further exploration of internal acting technique. Stanislavski-based and/or other modern and contemporary acting systems are explored through exercises, written analysis, and scene/monologue study. There is an emphasis on ensemble acting in the classroom, rehearsal, and production.

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

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

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

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

THTR. 310 Staff
Theories of Theatre 3 credits
Students will study the theories of theatre advanced in the writing of Diderot, Archer, Stanislavsky, Vakhtangov, Brecht, Copeau, Artaud, Grotowski, Brook, and Schechner.

THTR. 370 Staff
Technical Theatre: Special Topics 3 credits
Topic and prerequisites will be announced prior to preregistration.

THTR. 371 Staff
Theatre Design: Special Topics 3 credits
Topic and prerequisites will be announced prior to preregistration.

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

THTR. 373 Staff
Acting: Special Topics 3 credits
Topic and prerequisites will be announced prior to preregistration.

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

THTR. 410**Advanced Acting**Staff
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 the Play**Staff
3 credits

(Prerequisite: THTR. 111 with a grade of B or higher or permission of instructor.) An introduction to the basic mechanics of stage directing with an emphasis on the tools needed to approach the staging of a play, such as playscript analysis, interpretive skills, organizational skills, communication and leadership skills, developing a groundplan, blocking, and composition/picturization. Several plays will be read and analyzed. Student directors will select, cast, and direct a short scene or play for performance.

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. (GE Area III)

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. (GE Area III)

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. (GE Area III)

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. (GE Area III or IV)

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. (GE Area III or IV)

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. (GE Area III or IV; This course may be counted toward the Theatre Track 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. (GE Area III or IV)

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. (GE Area III or IV; This course may be counted toward the Theatre Track 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. (GE Area III or IV)

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. (GE Area III or IV)

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 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. (GE Area III or IV)

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 science and liberal arts background to allow students to pursue advanced training or work in other fields that deal with environmental issues, e.g., environmental law, environmental health, and environmental regulation in business and industry.

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

The Environmental Science curriculum appears below:

I. Required courses in the major and cognate include courses in Biology, Chemistry, Environmental Science, Natural Science, Math, and Physics. Specific courses and the recommended sequence in which they should be taken are indicated on p. 95.

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

The following is a recommended schedule of coursework.

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
MAJOR	Chem. 112-113	FRESHMAN General Analytical Chemistry I-II	4.5	4.5
MAJOR	Biol. 141-142	General Biology I-II	4.5	4.5
COGNATE*	Math 103	Pre-Calculus Mathematics	4	
COGNATE	Math 114	Analysis I		4
GE AREA III	Engl. 107	Composition	3	
GE AREA III	Comm. 100	Public Speaking		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			17	17
SOPHOMORE				
MAJOR	NSCI 201	Science and the Human Environment	3	
MAJOR	Chem. 232-233	Organic Chemistry I-II	4.5	4.5
COGNATE**	Phys. 120-121	General Physics I-II	4	4
GE AREA V	Phil. 120	Intro. to Philosophy	3	
GE AREA V	Phil. 210	Ethics		3
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			15.5	15.5
JUNIOR				
MAJOR	Biol. 371	Ecology	5	
MAJOR	Biol. 379	Biostatistics		3
MAJOR	Chem. 340	Environmental Chemistry	3	
MAJOR	Chem. 370	Instrumental Analysis		5
MAJOR	Elective	Elective		3-5
GE AREA II	Social/Behavioral	Electives	6	
GE AREA IV	Humanities	Electives	3	3
GE AREA V	T/RS 122	Theology II	<u>1</u>	<u>3</u>
			17	17-19
SENIOR				
MAJOR	Elective	Elective	3-5	3
MAJOR	Elective	Elective	3-5	
MAJOR	ESCI. 480 or 493	Research or Internship in Environmental Science	1.5	
MAJOR	ESCI. 481 or 494	Research or Internship in Environmental Science		1.5
MAJOR	ESCI. 440-441	Topics in Environmental Science	1	1
GE AREA II	Social/Behavioral	Elective	3	
GE AREA IV	Humanities	Electives	6	3
GE AREA V	Phil./T/RS	Elective		3
GE FREE	Free	Electives	<u>6</u>	<u>6</u>
			17.5-21.5	17.5
TOTAL: 134-140 credits				

* Students entering exempt from Math 103 may select one of three options: Computer Literacy (CMPS 102) or Computer Science I (CMPS 134) or Analysis II (MATH 221).

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

There is NO Minor in Environmental Science.

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

* **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

* **Intermediate French** 6 credits
(Prerequisites: French 101-102, or equivalent, as determined by placement exam) Designed to give greater scope and depth to the student's knowledge of the grammar and style of the French language. Taught in French.

FRENCH 311-312 Staff

* **Advanced French Composition and Conversation** 6 credits
(Prerequisite: French 211-212, or equivalent, as determined by placement exam) An intensive course in French composition and conversation with emphasis on detailed study of advanced grammatical and stylistic usage of the French language. Taught in French.

FRENCH 313-314 Staff

Survey of French Literature 6 credits
(Prerequisites: French 311-312, or equivalent) A review of French literature from the *chanson de geste* to the contemporary period.

FRENCH 315-316 Staff

* **Survey of French Culture and Civilization** 6 credits
(Prerequisites: French 311-312, or equivalent) A review of the geography, history, art and other accomplishments that comprise the heritage of the French speaking people world-wide, from Roman times to the present.

FRENCH 319 Staff

* **Business French** 3 credits
(Prerequisites: French 311-312, or equivalent) Overview of the spoken and written language of the French business world. Formalities and conventions of letter writing, banking, import/export, and other commercial transactions. Analysis of terminology from business-related areas such as finance, insurance, and international commerce within a contemporary cultural setting.

FRENCH 320 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.

FRENCH 421 Staff

Medieval and Renaissance French Studies 3 credits
(Prerequisites: French 311-312, or equivalent) Selected literary works from the eleventh century to the late Renaissance.

FRENCH 423 Dr. Petrovic

XVIIth Century French Studies 3 credits
(Prerequisites: French 311-312, or equivalent) Literary, philosophical, and social expression from 1610 to 1715.

FRENCH 425 Dr. Petrovic

XVIIIth Century French Studies 3 credits
(Prerequisites: French 311-312, or equivalent) The Enlightenment from 1715 to 1789.

FOREIGN LANGUAGE

		Dept. and No.	Descriptive Title of Course	FALL	SPRING	Credits
FRESHMAN						
MAJOR		Language	Intermediate or Advanced	3		3
COGNATE		Lang. 101-102 or 211-212	Second Modern or Classical Language	3		3
GE AREA I		Nat. Sci./Quant.	Electives	3		3
GE AREA III		Communications	Electives	3		3
GE AREA V		Phil. 120-T/RS 121	Intro. to Philosophy-Theology I	3		3
PHYS EDUC		Ph. Ed.	Physical Education	<u>1</u>		<u>1</u>
				16		16
SOPHOMORE						
MAJOR		Lang. 311-312	Adv. Composition/Conversation	3		3
COGNATE		Lang. 211-212 or 311-312	Second Modern or Classical Language	3		3
COGNATE		Lang. 217-Elective	Introduction to Linguistics*- Elective	3		3
GE AREA II		Social/Behavior	Electives	3		3
GE AREA V		Phil. 210-T/RS 122	Ethics-Theology II	3		3
PHYS EDUC		Ph. Ed.	Physical Education	<u>1</u>		<u>1</u>
				16		16
JUNIOR						
MAJOR		Language	Advanced Language Electives**	6		6
COGNATE		Elective	Elective	3		
GE AREA II		Social/Behavior	Electives	3		3
GE AREA III		Communications	Elective	3		
GE AREA IV		Humanities	Elective			3
GE AREA V		Phil.-T/RS	Philosophy or Religious Studies Elective			3
GE FREE		Elective	Elective	<u>3</u>		<u>3</u>
				15		18
SENIOR						
MAJOR		Language	Advanced Language Electives	6		6
COGNATE		Elective	Elective	3		
GE AREA I		Nat. Sci./Quant.	Elective	3		
GE AREA IV		Humanities	Elective			3
GE AREA V		Phil.-T/RS	Philosophy or Religious Studies Elective			3
GE FREE		Electives	Electives	<u>3</u>		<u>3</u>
				15		15
TOTAL:				127 credits		

* Required for modern language majors seeking certification in secondary education; recommended for Modern Language majors. Language 215 may be substituted.

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

In AREA III, English 107 and Comm. 100 are recommended during freshman year. In AREA IV, Hist. 234-235, 236-237, 325, 329, 330, 333-334 are recommended for modern language majors.

Students who begin language at the Advanced (311) level will take 6 credits less in the major and 6 credits more in the Cognate or FREE AREA in either Junior or Senior year.

MINOR. A minor in a foreign language, open to students in all disciplines, can be achieved by the completion of 18 credits beginning at the intermediate level if the language is modern, and at the elementary level if it is classical. Students who minor in two languages must complete a total of 24 credits distributed equally among the two languages.

Elementary courses in any language are not open to students who have studied two or more years of the same language in high school; exceptions to this policy must be approved by the Language department.

INTERNATIONAL LANGUAGE-BUSINESS

The major in International Language-Business is a professionally oriented program. Its purpose is to make language study a more career-structured discipline by providing students with the opportunity to acquire a liberal education while, at the same time, taking courses specifically relevant to the business enterprise.

In order to bridge the communication gap between multinational business and the lack of functional language skills often exhibited by the personnel representing them, specialized language courses focusing on the business terminology and cultural setting of the countries in question complement the regular language and business courses in this major.

The department urges students to study abroad during their junior year. In addition, it strongly recommends that students who spend the entire junior year abroad plan their studies carefully, so that they will be able to take at least one course per semester in their major language during the senior year. Students who pursue a business internship will earn credits in addition to the 130 credits stipulated for the program, unless there is room in the Free Area.

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Language	Intermediate or Advanced Modern Language†	3	3
COGNATE	Lang. 101-102 or 211-212	Second Language	3	3
GE AREA I	Nat. Sci./Quant.	Electives*	3	3
GE AREA III	Communications	Electives	3	3
GE AREA V	Phil. 120-T/RS 121	Intro. to Philosophy-Theology I	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
SOPHOMORE				
MAJOR	Lang. 311-312	Adv. Composition/Conversation	3	3
COGNATE	Lang. 211-212 or 311-312	Second Language	3	3
MAJOR	Acc. 210	Survey of Managerial & Financial Accounting	3	
GE AREA II	Social/Behavior**	Elective		3
GE AREA II/MAJOR	Eco. 153-154	Principles of Micro-Macro Econ.	3	3
GE AREA V	Phil. 210-T/RS 122	Ethics-Theology II	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	Lang. 321-322*****	Advanced Stylistics	3	3
MAJOR	Language	Advanced Language Electives	3	3
MAJOR	Mgt. 351	Prin. of Management I	3	
MAJOR	Eco. 351	Environment of International Business		3
MAJOR/GE AREA II	Fin 351/Elective**	Intro. to Finance/Electives	3	3
GE AREA III	Cmps. 104	Computing for Business and Social Sciences	3	
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil.-T/RS	Elective***		3
GE FREE	Elective	Elective	<u>3</u>	<u>3</u>
			18	18
SENIOR				
MAJOR	Lang. 319	Business Language	3	
MAJOR	Language	Advanced Language Electives	3	6
MAJOR	Mkt. 351	Intro. to Marketing	3	
MAJOR	Intl. Elective	One of Mgt. 475, Mkt. 475, or Eco. 475		3
GE AREA I	Nat. Sci./Quant.	Elective	3	
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil.-T/RS	Elective		3
GE FREE	Elective	Elective****	<u>3</u>	<u>3</u>
			15	15

TOTAL: 130 credits

* Recommend Math 106-107 Quantitative Methods I-II

** Recommend Pol. Sci. 212 International Relations as one of these.

*** Recommend Phil. 211 Business Ethics

**** Recommend Pol. Sci. 240 Political Science Statistics I

***** Students whose first major language is Spanish will take Span 320, Span 321, and 3 of the following 4 courses: Span 313, Span 314, Span 330, Span 331.

† Students who begin language at the Advanced (311) level will take 6 credits less in the major and 6 credits more in the Cognate or FREE Area in either Junior or Senior year.

FRENCH 427 Dr. Petrovic
XXth Century French Novel 3 credits
(Prerequisites: French 311-312, or equivalent) The development of prose narration as reflected in the literary movements of the age.

FRENCH 429 Dr. Petrovic
XXth Century French Poetry 3 credits
(Prerequisites: French 311-312, or equivalent) The development of poetic forms from the romantic to the symbolist movement inclusively.

FRENCH 430 Dr. Hanks
French Women Writers 3 credits
(Prerequisites: French 311-312, or equivalent) Women's view of themselves and the world as reflected in their literary creations. Cross-listed with Women's Studies Concentration (see p. 38).

FRENCH 431 Dr. Petrovic
XXth Century French Novel 3 credits
(Prerequisites: French 311-312, or equivalent) The development of prose narration from the Dreyfus case to the present.

FRENCH 432 Dr. Hanks
French Short Story 3 credits
(Prerequisites: French 311-312, or equivalent) Principal practitioners of the short story in French, including contemporary authors.

FRENCH 433 Dr. Petrovic
XXth Century French Drama 3 credits
(Prerequisites: French 311-312, or equivalent) The development of dramatic forms from the Theatre Libre to the present.

FRENCH 434 Dr. Hanks
French Novel Into Film 3 credits
(Prerequisites: French 311-312, or equivalent) Examination of the transformations effected in major French novels adapted for the screen, and exploration of alternative solutions to the problems posed.

FRENCH 435 Staff
The French Theater 3 credits
(Prerequisites: French 311-312, or equivalent) An inquiry into the various forms of the French Theater through a study of significant representative works from different periods.

FRENCH 436 Dr. Hanks
French Utopias 3 credits
(Prerequisites: French 311-312, or equivalent) An exploration of utopian literature in French, from the sixteenth through the twentieth centuries. Emphasis placed on the literary texts themselves, supplemented by some reading in utopian criticism.

FRENCH 482-483 Staff
Guided Independent Study variable credit
(Prerequisites: French 311-312, or equivalent) A tutorial program open to juniors and seniors only. Content determined by mentor.

GERMAN

GERMAN 101-102 Staff
*** Elementary German** 6 credits
(Prerequisite: none) A complete course in the fundamentals of the German language. Emphasis on reading of graded texts, with written, oral and aural exercises. Designed for student with little or no background in the German language.

GERMAN 211-212 Staff
*** Intermediate German** 6 credits
(Prerequisites: German 101-102 or equivalent) Reading from modern authors of moderate difficulty. Oral and written exercise. Systematic review of German grammar.

GERMAN 213-214 Dr. Kamla
*** Introduction to Business German** 6 credits
(Prerequisites: German 101-102, or equivalent) Specialized intermediate-level course for students who wish to focus their skills on the language of the business world. Oral and written exercises. Systematic review of German grammar.

GERMAN 311-312 Staff
*** Advanced German Composition and Conversation** 6 credits
(Prerequisites: German 211-212, or equivalent) Selected texts in prose and poetry. Advanced practice in conversation and composition. Survey of German grammar.

GERMAN 313-314 Dr. Kamla
Survey of German Literature and Culture 6 credits
(Prerequisites: German 311-312, or equivalent) A survey of German literature from the eleventh century to the contemporary period, with special emphasis on the main intellectual currents as well as the social and political developments.

GERMAN 319 Dr. Kamla
*** Business German** 3 credits
(Prerequisites: German 311-312, or equivalent) Overview of the spoken and written language of the German business world. Formalities and conventions of letter writing, banking, import/export, and other commercial transactions. Analysis of terminology from business-related areas such as finance, insurance, and international commerce within a contemporary cultural setting.

GERMAN 321-322 Staff
*** Advanced Stylistics** 6 credits
(Prerequisites: German 311-312, or equivalent) Advanced study of syntax and semantics aimed at the development of stylistic sensitivity. Interdisciplinary textual analyses (business and commercial German, communications media, the sciences and humanities) for further practice in composition and conversation.

GERMAN 421 Dr. Kamla
German Classicism and Romanticism 3 credits
(Prerequisites: German 311-312, or equivalent) A study of the literature of the 18th (Goethe, Schiller, Holderlin) and early 19th century (Kleist, Hoffmann, Novalis) in their Classical and Romantic contexts.

GERMAN 423 Dr. Kamla
Realism and Naturalism 3 credits
Prerequisites: German 311-312, or equivalent) A study of the works of late 19th century authors, such as Storm, Fontane, and Keller.

GERMAN 425 Dr. Kamla
German Literature up to 1945 3 credits
(Prerequisites: German 311-312, or equivalent) An in-depth study of such authors as Brecht, Mann, Kafka, and Rilke.

GERMAN 427 Dr. Kamla
Postwar German Literature 3 credits
(Prerequisites: German 311-312, or equivalent) Concentration on contemporary authors such as Frisch, Durrenmatt, Grass and Boll, as well as representative authors from East Germany.

GERMAN 482-483 Staff
Independent Study Variable Credit
(Prerequisites: German 311-312, or equivalent) A tutorial program open to junior and senior students only. Content determined by mentor.

HEBREW

HEBREW 101-102 Staff
Biblical Hebrew 6 credits
A systematic introduction to the fundamentals of Biblical Hebrew grammar and to certain aspects of ancient Semitic language and culture.

Note: Additional work in Italian, Japanese, Portuguese, and Russian is available by arranging independent study and/or foreign study.

ITALIAN

ITALIAN 101-102 Staff
*** Elementary Italian** 6 credits
Introduction to the Italian language. Designed for beginners.

ITALIAN 209 Dr. Picchiatti
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
*** Intermediate Italian** 6 credits
(Prerequisites: Italian 101-102, or equivalent) Grammatical review, written and oral composition with selected cultural readings of intermediate difficulty.

ITALIAN 311-312 Staff
*** Advanced Italian** 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

JAPANESE 101-102 Staff
*** Elementary Japanese** 6 credits
Development of the fundamental skills, listening, speaking, reading and writing, with emphasis on language performance. Emphasis on practical application of the basic skills for business related activities. Relevant cultural aspects are introduced. Designed primarily for students with no background in the Japanese language.

JAPANESE 211-212 Staff
*** Intermediate Japanese** 6 credits
(Prerequisites: Japanese 101-102, or equivalent) This course continues development of the four major skills: listening, speaking, reading, and writing. Upon completion of the course students will understand all the basic concepts of the structure of the language.

PORTUGUESE

PORTUGUESE 101-102 Dr. Ledford-Miller
*** 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
*** 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
*** 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
*** Intermediate Spanish** 6 credits
(Prerequisites: Spanish 101-102, or equivalent, as determined by placement exam) Grammatical review, written and oral composition with selected cultural readings of intermediate difficulty.

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. Through films and on-site hospital visits, students develop an increased awareness of health issues often of particular concern to Hispanics.

SPANISH 311 Staff
Advanced 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
Advanced 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 unique cultural and historical features of one specific region (the Andean countries, the Caribbean, Central America, Mexico, or the Southern Cone) and focuses, as well, on the cultural, linguistic, and religious traits shared with the other areas. Content will vary according to the cultural/geographic region examined, and course therefore may be repeated for credit.

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
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 for all upper-division literature courses.

SPANISH 321 Staff
*** 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 translation exercises, as well as discussion of areas of particular difficulty for the non-native speaker (e.g. false cognates and unfamiliar structures.)

SPANISH 323 Staff
*** 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 current periodicals and focusing on issues of relevance to the Hispanic world and to the particular career or interest areas of students.

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

SPANISH 331 Staff
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 theater 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 Dr. Ledford-Miller
Hispanic Women Writers 3 credits
 (Prerequisite: Spanish 320) This course examines writing by Hispanic women, including prose, poetry, drama and essays, and investigates the social, political, aesthetic, and feminist contexts of their writing. Cross-listed with Women's Studies Concentration (see p. 38).

SPANISH 431 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 432 Staff
Introduction to Spanish Linguistics 3 credits
 (Prerequisite: Spanish 321) An introductory approach to the grammatical structure (syntax), word formation patterns (morphology), sound and phoneme structure (phonetics), and the relationship between words and meaning (semantics) in the Spanish language.

SPANISH 433 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 434 Staff
History of Spanish 3 credits
 (Prerequisite: Spanish 321) The course will explore the evolution from Latin to Spanish from the earlier texts of the Middle Ages (10th century) to the 20th century. It will offer an approach to the development of the language from a syntactic, morphological, and phonetic point of view. It will also provide an overview of the different variants found in all Spanish-speaking countries today.

SPANISH 435 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 continuing 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
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
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 Fr. Young
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
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 or equivalent) A tutorial program open to junior and senior students only. Content determined by mentor.

LATIN

LATIN 111-112

Elementary Latin 6 credits
An intensive course in the fundamentals of Latin. Reading and composition.

LATIN 205 Fr. Young

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 Fr. Young

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

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

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 Fr. Young

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.

LINGUISTICS

LANG. 215 Dr. Parsons

World of Language 3 credits
(No prerequisite) Designed to provide students with a broad overview of the nature and function of languages. Topics include theories on the origin of languages, evolution and change in language, the importance of language in human society, culture, contemporary politics, and the business world; and identifying successful approaches to language study.

LANG. 217 Staff

Introduction to Linguistics 3 credits
(No prerequisite) Inquiry into the nature of language, its various systems manifested by the principal languages of the world. Principles of structural analysis. Open to language and non-language majors.

LITERATURE

LIT 205 Staff

Modern Latin-American Literature in Translation 3 credits
A survey in English of 20th century Latin American writers, including Gabriel Garcia Marquez (Colombia), Jorge Luis Borges (Argentina), Rigoberta Menchu (Guatemala), Carlos Fuentes (Mexico), Joaquim Maria Machado de Assis (Brazil) and Isabel Allende (Chile). Introduction to major literary movements, such as the "Boom" and "magical realism," which have influenced writers in the US, Europe and elsewhere.

LIT 206 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. 38).

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. (GE AREA IV)

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. (GE AREA IV)

HISTORY

DR. DeMICHELE, Chairperson

The department aims: 1. to train the student in solid historical methodology; 2. to present history as the study of interdependent human activities and concrete events which have social significance; 3. to engender an intelligent and critically sympathetic understanding of various civilizations and cultures.

The department offers a special program that enables qualified students to obtain both their Bachelor and Master's degrees within four calendar years. The program utilizes Intersession or summer sessions and the use of four graduate courses as part of the undergraduate program. The chairperson of the department should be contacted for details of the program.

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

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	History 120-121	Europe: 1500 to Present	3	3
MAJOR	History 110-111	United States History	3	3
COGNATE	Electives	Electives *	3	3
GE AREA III	Communications	Electives *	3	3
GE AREA V	Phil. 120	Introduction to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
SOPHOMORE				
MAJOR	History	Electives *	3	3
COGNATE	Electives	Electives *	3	3
GE AREA I	Nat. Sci./Quant.	Electives	3	3
GE AREA III	Communications	Elective	3	
GE AREA V	Phil. 210	Ethics		3
GE AREA V	T/RS 122	Theology II	3	
GE FREE	Elective	Elective		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	History	Electives	3	3
COGNATE	Electives	Electives	3	3
GE AREA I	Nat. Sci./Quant.	Elective	3	
GE AREA II	Social/Behavior	Electives	6	3
GE AREA V	Phil-T/RS	Philosophy and/or Religious Studies	3	3
GE FREE	Elective	Elective	<u> </u>	<u>3</u>
			18	15
SENIOR				
MAJOR	History#	Seminars/Electives	6	6
COGNATE	Electives	Electives*	3	3
GE AREA II	Social/Behavior	Elective	3	
GE AREA IV	Humanities	Electives	3	3
GE FREE	Elective	Elective	<u> </u>	<u>3</u>
			15	15
			TOTAL: 127 credits	

* Students may use cognate electives to develop a second major

** Unless exempted from the University requirements, students are to take Comm. 100 and Engl. 107.

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

Senior History majors are recommended to take Hist. 490 or Hist. 491.

MINOR. A minor in History (18 credits) should include History 110, 111, 120 and 121 plus any two additional history courses.

DOUBLE MAJORS between History and any other major in the History/Political Science department require that none of the 36 credits in the first major be applied toward the major requirements of the second major.

HIST. 110-111 Staff
History of the United States 6 credits
 The United States from the time of its European beginnings to the present with special emphasis on the history of Pennsylvania; colonial origins to Reconstruction; Gilded Age to the modern era.

HIST. 120-121 Staff
Europe, 1500 to the Present 6 credits
 European history with concentration upon the political aspects of European development. The rise of national monarchies; political, social, economic, and intellectual developments; industrialism, the new nationalism and liberalism.

- HIST. 140** Dr. Homer
Research Methods: 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
Rebels, Robbers, Rogues 3 credits
A sociological cross-cultural, and psychohistorical approach to those folk heroes, political "expropriators" and bandits whose spectacular exploits have been romanticized and preserved through the centuries. Figures such as Robin Hood, Cartouche, Pancho Villa, Jesse James, Che Guevara and others will be considered.
- HIST. 213** Dr. DeMichele
Great Discoveries 3 credits
Historical analysis and assessment of the great scientific discoveries and technological developments of mankind from the Age of the Renaissance to the Space Age.
- H/PS 213** Staff
Modern Africa 3 credits
An introduction to the vast and diverse continent of Africa. Attention to the history, geography, ecology and culture of the various African states with a focus on understanding the political systems of Africa in a comparative perspective.
- H/PS 214** Dr. DeMichele
World Politics 3 credits
(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
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. 218** Dr. Earl
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
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
The American West 3 credits
A study of acquisition, settlement, and development of the Trans-Mississippi West, including the mining, cattleman's and farmers' frontiers; Indian removal, and Manifest Destiny in Texas and Oregon.
- 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
History of Modern Ireland 3 credits
A critical introduction to modern Irish history covering Act of Union, the Great Famine, Home Rule, the Irish contribution to "Modernism" in literature and drama, and the politics of Disunion since 1921. Particular note of social and economic changes in relation to contemporary political movements.
- H/PS 224** Drs. Earl, DeMichele
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** Dr. Earl
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** Dr. Earl
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** Dr. Earl
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** Prof. Williams
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 colonial era to the mid-nineteenth century. Changes in the family, the workforce, women's participation in politics and reform movements, and Native-American and African-American women.
- H/PS 238** Prof. Williams
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: 1900-1929 3 credits
A study of American development from 1900-1929. The focus will be on the rise of American economic power; the Progressive era; American entry into World War I; post-war diplomacy; and the "return to normalcy."

HIST 316 Dr. Poulson
From Depression to Cold War: 1929-1960 3 credits
A study of American society from the Great Depression to the election of 1960. The course will focus on the New Deal; American entry into World War II; the origins of the Cold War; and America in the age of "consensus".

HIST. 317 Dr. Hueston
History of United States Immigration 3 credits
(Prerequisites: Hist. 110 & 111) A study of immigration to the United States with emphasis on the period from the Revolution to the restrictive legislation of the twentieth century. Motives and characteristics of immigration. Experiences of newcomers.

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
(Prerequisites: History 110 & 111) A study of American diplomatic history and principles. The Revolution. Early American policies on isolation and expansion. The War of 1812. The Monroe Doctrine. Manifest Destiny. The Civil War. American imperialism and the Spanish-American War. Latin American diplomacy in the twentieth century. World War I. Attempts to preclude further war. World War II. Cold War. Contemporary problems.

HIST. 321-322 Dr. Hueston
American Ideas and Culture 6 credits
(Prerequisites: History 110 & 111) History of American art, architecture, literature, and thought. Colonial Developments. The American Enlightenment. The emergence of a national culture. Romanticism. Post-Civil War. Realism in American art and literature. The intellectual response to the industrial order. The American mind in the 1920's. The intellectual and cultural response to the depression. Post-World War II developments.

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 Prof. Williams
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** Prof. Williams
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** Prof. Williams
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
 (Recommended for background: History 111) American society in the late nineteenth century with special attention to such topics as: the rise of big business and industrial conflict; immigration and growth in the cities; the Populist movement; and the Spanish-American War.
- HIST. 333-334** Dr. Earl
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** Prof. Williams
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. 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.

MATHEMATICS

DR. JASINSKI, *Chairperson*

The mathematics program balances algebra vs. analysis in its basic courses and pure vs. applied mathematics (including probability and statistics) in its advanced courses. Supporting courses balance traditional physics vs. contemporary computer science. Graduates have great flexibility: some continue study in mathematics or related fields, some teach, some become actuaries, and some work in jobs which vary from programming to management. A student chapter of the Mathematical Association of America encourages early professionalism.

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Math 142-114	Discrete-Analysis I	4	4
COGNATE	Elective	Elective		4
GE AREA III	CMPS 134	Computer Science I	3	
GE AREA III	Communications	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120	Intro. to Phil.	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			17	18
SOPHOMORE				
MAJOR	Math 221-222	Analysis II-III	4	4
MAJOR	Math 351	Linear Algebra		3
COGNATE	Phys. 140-141	Elements of Phys. I-II	4	4
GE AREA II	Soc./Behavior	Electives	3	3
GE AREA IV	Humanities	Elective		3
GE AREA V	T/RS 122	Theology II	3	
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			15	18
JUNIOR				
MAJOR	Math 446	Real Analysis I	3	
MAJOR	Math 448	Modern Algebra I	3	
MAJOR	Math Elec	Electives		6/7
COGNATE	Electives	Electives	3	3
GE AREA II	Soc./Behavior	Electives	3	3
GE AREA V	Phil. 210	Ethics	3	
GE FREE	Electives	Electives	<u>3</u>	<u>3</u>
			18	15/16
SENIOR				
MAJOR	Math Elec.	Electives	6	6
COGNATE	Electives	Electives	3	3
GE AREA IV	Humanities	Electives	3	6
GE AREA V	Phil.-T/RS	Phil. &/Or T/RS	<u>3</u>	<u>3</u>
			15	18
TOTAL:			134/135 credits	

Electives for Mathematics majors: Major electives are selected from mathematics courses numbered above Math 300; also Phys 350, Phys 351, Cmps 362 or Cmps 364. A student must select as an elective at least one of 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. Cognate electives must be used to complete a minor, a concentration, a second major, secondary education certification, or a package of courses pre-approved by the department.

MINOR. Mathematics minor must include Math 114, 221, 222, and 351 and two additional electives chosen from mathematics courses numbered over 300 or Phys 350.

The results of the placement tests administered during freshman orientation assist students and their advisors in choosing the proper beginning level mathematics sequence and the proper entry level within that sequence. If a course is a prerequisite for a second course, directly or indirectly, and a student receives credit for the second course then that student will not be allowed to register for the prerequisite course.

MATH 005**Algebra**

3 credits

A study of algebra including factoring, exponents, radicals, graphing, and linear and quadratic equations. Enrollment is restricted to Dexter Hanley College students who are limited in algebra skills. Permission of the Dean of the Dexter Hanley College is required in order to enroll in this course. Credits count only as free elective.

MATH 101-102**Mathematics Discovery**

3 credits each

Fundamental ideas of mathematics are used to encourage an appreciation of the influence of mathematics in our society. Topics exploring various aspects of mathematical reasoning and modeling are selected by the instructor in the effort to bring the excitement of contemporary mathematical thinking to the nonspecialist. Not open to students with credit for or enrolled in any mathematics course numbered above 102.

MATH 103**Pre-Calculus Mathematics**

4 credits

An intensified course covering the topics of algebra, trigonometry, and analytic geometry. Not open to students with credit for or enrolled in Math 109 or any calculus course.

MATH 104**Mathematics for****Elementary Teachers**

3 credits

Development of the mathematical skills needed for teaching mathematics at the elementary level. Concepts, processes, and applications of elementary mathematics. Open only to elementary education majors.

MATH 106**Quantitative Methods I**

3 credits

Topics from algebra including exponents, radicals, linear and quadratic equations, graphing, functions (including quadratic, exponential and logarithmic) and linear inequalities. Not open to students with credit for or enrolled in Math 103 or Math 109.

MATH 107**Quantitative Methods II**

3 credits

(Prerequisite: Math 106 or equivalent) Topics from differential calculus including limits, derivatives, curve sketching, marginal cost functions, and maximum-minimum problems. Integration. Not open to students with credit for or enrolled in Math 114.

MATH 108**Quantitative Methods III**

3 credits

(Prerequisite: Math 107 or 114) Topics from integral calculus including the definite and indefinite integral, techniques of integration, and multivariable calculus. Not open to students with credit for or enrolled in Math 221.

MATH 109**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**Analysis I**

4 credits

(Prerequisite: Math 103 or equivalent) The beginning of a twelve credit sequence covering the topics of calculus and analytic geometry. Limits, differentials, integration. Fundamental Theorem. Prerequisite Math 103 or equivalent.

MATH 142**Discrete Structures**

4 credits

A study of symbolic logic, sets, combinatorics, mathematical induction, recursion, graph theory and trees. Intended for mathematics, computer science, and computer information systems majors, but open to other qualified students.

MATH 184-284-384-484**Special Topics**

1-4 credits each

Topics, prerequisites, and amount of credit will be announced prior to preregistration.

MATH 202**History of Math**

3 credits

Important mathematical discoveries in their historical context; the works of some prominent mathematicians and the practical significance of their accomplishments. (GE AREA I only)

MATH 204**Special Topics of Statistics**

3 credits

Study of the computational aspects of statistics; hypothesis testing, goodness of fit; nonparametric tests; linear and quadratic regression, correlation and analysis of variance. 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. (GE Area I only)

MATH 221**Analysis II**

4 credits

(Prerequisite: Math 114) Topics include: applications of the definite integral, Transcendental functions, methods of integration, improper integral, parametric equations, polar coordinates, and indeterminate forms.

MATH 222**Analysis III**

4 credits

(Prerequisite: Math 221) Topics include: infinite series, vectors, solid analytic geometry, multivariable calculus, and multiple integration.

MATH 312**Probability Theory**

3 credits

(Prerequisite: Math 221) Basic concepts of probability theory, random variables and their distribution functions; limit theorems and Markov chains.

MATH 314**Statistics**

3 credits

(Prerequisite: Math 312) Measure of central tendency, measure of dispersion, continuous random variables, expected value, moments, confidence intervals, hypothesis testing, regression, and correlation.

MATH 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.

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
(Corequisite: 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, transformations, 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, without incurring any obligation, 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 (MS I & II) 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 (MS III & IV) must be made while enrolled in Military Science 202.

While enrolled in the advanced Courses, each student is required to complete a paid six-week Advanced Training Camp at Fort Bragg, North Carolina, 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 1995, 100% of students in the Scranton program won scholarships at the summer camp.

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.

MS 131-132

Advanced Leadership 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.

MS 201-202

Dynamics of Leadership I & II 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.

MS 301-302**Military Leadership I & II**

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. (GE Are II, 2 credits awarded for MS 301, 1 credit for MS 302)

MS 401-402**Advanced Military Leadership**

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. (GE Area II, 2 credits awarded for MS 401, 1 credit for MS 402)

PHED 138**Physical Fitness Training**

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 written communications skills, human behavior, military history, computer literacy, and math reasoning. 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.

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Psych. 110	Fund. of Psych	3	
MAJOR	Biol. 141-142	General Biol. I-II	4½	4½
COGNATE	Chem. 112-113	Gen. & Anal. Chem.	4½	4½
GE AREA III	Communications	Electives * *	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120	Intro. to Phil.		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			19	19
SOPHOMORE				
MAJOR	Psych. 231	Behav. Neuro.	4½	
MAJOR	Biol. 348	Neurophysiology		3
MAJOR	Psych. 210/330	Psych. Stat.- Res. Methods	3	5
COGNATE	Math 114	Analysis I	4	
GE AREA II	Electives	Electives	3	3
GE AREA V	T/RS 121 - Phil. 210	Theol. I - Ethics	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			18½	15
JUNIOR				
MAJOR	Electives	Electives *	3/4	3/4
MAJOR	Electives	Electives *	3/4	3/4
COGNATE	Electives	Electives * * *	3/4	3/4
COGNATE	Electives	Electives * * *	3/4½	3/4½
GE AREA IV	Humanities	Electives	<u>3</u>	<u>3</u>
			15/19½	15/19½
SENIOR				
GE AREA II	Electives	Electives		6
GE AREA III	Elective	Elective	3	
GE AREA IV	Humanities	Electives	3	3
GE AREA V	T/RS 122 - Electives	Theol. II - Electives	3	6
GE FREE	Electives	Electives	<u>6</u>	<u>3</u>
			15	18
TOTAL: 134½ to 143½ credit				

* Students must take 4 major elective courses, 2 each from Psychology and Biology. Psychology electives must be drawn from Psych 220, Psych 221, Psych 222, Psych 225, Psych 230, Psych 234, Psych 235, or, with permission of the director, Psych 284 or 384. Biology electives must be drawn from those intended for Biology majors. With permission of the director, Special Topics in Neuroscience (Neur 384) may be used to fulfill one Psychology or Biology elective requirement.

** Unless the student is exempt from the University requirements, Engl. 107 and Comm. 100 are recommended in freshman year.

*** Students should consider their projected graduate program when choosing cognate electives from the areas of chemistry, mathematics, physics, and computer science.

NEUR. 384 Special Topics in Neuroscience

(Formerly Neur. 170; Prerequisites: Biol. 141-142 and Psych. 231) Course topics are developed by individual faculty to provide in-depth coverage of a specific area in neuroscience. Some courses have required or elective laboratory components. Course titles and descriptions will be provided in advance of registration.

NEUR. 493-494 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.

Staff
3-6 credits

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 Staff
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 that grapple with central questions in the history of philosophy.

PHIL 210 Staff
Ethics 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 Drs. Klonoski, Black
Business Ethics 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 Dr. Baillie, Fr. McKinney
Medical Ethics 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 Dr. Casey
Environmental Ethics 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 Dr. Nordberg
Computers and Ethics 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 Fr. Gensler, Dr. Casey
Logic: The Art of Communication 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 Dr. Meagher
Feminism: Theory and Practice 3 credits
In this course we will explore the relationship between feminist analyses of sexism and political practices aimed at eliminating it. To this end we will examine divergent political traditions and show ways in which feminists have criticized, appropriated, and made use of them in their own work. Special attention will be paid to the interrelationship of gender, class and race. This course may be counted toward Women's Studies Concentration.

PHIL 219 Fr. Slesinski
Russian Philosophy 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

Dept. and No.		Descriptive Title of Course	Credits	
		FRESHMAN	FALL	SPRING
MAJOR	Phil. 120-210	Introduction-Ethics	3	3
GE AREA I	Nat. Sci./Quant.	Elective		3
GE AREA III	Communications	Foreign Language*	3	
GE AREA III	Communications	Electives	3	3
GE AREA IV	Humanities	Electives	3	6
GE AREA V	T/RS 121	Theology 1	3	
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
SOPHOMORE				
MAJOR	Phil. 215-Elec.	Logic-Thematic Elective	3	3
MAJOR	Phil. Elec.	Hist. of Philosophy Elect.		3
GE AREA I	Nat. Sci./Quant.	Electives	3	3
GE AREA II	Social/Behavior	Electives	6	6
GE AREA V	T/RS 122	Theology II	3	
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	Philosophy	Thematic & Free Electives	3	3
MAJOR	Philosophy	Hist. of Phil. Elect.	3	
COGNATE	Electives	Electives	6	6
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. or T/RS	Philosophy/Religious Studies Elective	3	
GE FREE	Elective	Elective	<u> </u>	<u>3</u>
			18	15
SENIOR				
MAJOR	Philosophy	Electives	3	3
COGNATE	Electives	Electives	6	6
GE AREA IV	Humanities	Elective		3
GE FREE	Electives	Electives	<u>6</u>	<u>3</u>
			15	15
TOTAL: 127 credits				

* Foreign language is recommended by Department. Three credits may be placed in Area III (Communications) and three credits in Area IV (Humanities). ENGL 107 (Composition) and Comm. 100 (Public Speaking) are also recommended by the department for Area III.

In the Cognate area of 24 hours, the department requires that 12 credits be focused in one field. It should be noted that six credits not required by the department in the Major area are added to the Free Area in senior year. These may be taken in any field including philosophy.

MINOR. A minor in philosophy consists of 18 credits, i.e. the 6 credits required of all students and 12 additional credits to be chosen by the student.

PHIL 220 Dr. Klonoski
Ancient Philosophy 3 credits
 The Pre-Socratics, Plato, Aristotle and their immediate successors. Special emphasis on the Theory of Knowledge, the Metaphysics and philosophical anthropology of Plato and Aristotle.

PHIL 221 Dr. Rowe
Medieval Philosophy 3 credits
 PHIL 221 is 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 Dr. Nordberg
Modern Philosophy I 3 credits
 Renaissance Background: Petrarch and the humanist movement; Galileo and the beginnings of modern science. Descartes: mathesis universalis; the difficulties of the Cartesian method; solution in the one substance of Spinoza. British Empiricism: Locke and the problem of substance, Berkeley's 'Esse est percipi', culmination in Hume and the doctrine of perceptual atomism.

PHIL 223 Fr. Mohr
Modern Philosophy II 3 credits
The development of idealism in the thought of Kant, Fichte, Schelling, and Hegel, with its influence on Feuerbach, Marx, Engels, and Kierkegaard. Special consideration of dialectical thinking in its resolution of the antitheses of reality and appearance, freedom and necessity, infinite and finite, and faith and knowledge.

PHIL 224 Dr. Fairbanks
Foundations of 20th Century Philosophy 3 credits
A study of some of the key figures that have set the tone for the 20th Century philosophy. Buber, Marx, Kierkegaard, Hume, and Russell are studied in detail.

PHIL 225 Dr. Casey
Contemporary Philosophy 3 credits
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 Dr. Black
Oriental Philosophy 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 Dr. Baillie
Political Philosophy 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 Dr. Fairbanks
Philosophy of the Person 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 Fr. Mohr, Dr. Rowe
Philosophy of Religion 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 230 Dr. Capestany
Philosophy of History 3 credits
This course considers three fundamental aspects. First, the ultimate causes of the historical facts (philosophy of history); second, the ultimate causes of the knowledge of those facts (philosophy of the science of history); and finally, a study of the unification of these two in man, reality, and theology.

PHIL 231 Staff
Philosophy of Women 3 credits
This course reviews the philosophies of woman in western thought from Plato and Aristotle to Nietzsche, Schopenhauer, and Beauvoir. It concludes with an interdisciplinary selection of readings on women to be addressed philosophically in art, anthropology, literature, politics, theology, psychology, etc.

PHIL 232 Dr. Capestany
Idea of a University 3 credits
An investigation of the philosophy of a liberal education, using John Henry Newman's *Idea of a University* as a tool.

PHIL 234 Fr. Mohr
Existentialism 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 Dr. Fairbanks
New Directions in Philosophy 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 Dr. McGinley
Freud and Philosophy 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 310 Dr. Casey
Epistemology 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 311 Drs. Baillie, McGinley
Metaphysics 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 312** Dr. Rowe
Modern Philosophy III 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 318** Dr. Baillie
Social Justice 3 credits
 The purpose of this course is to raise issues that involve obligations of the society to the individual and the individual to society. It will begin by questioning the relation between conceptions of justice and conceptions of rationality and then move to the examination of the claims of human dignity across traditions.
- PHIL 319** 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** Drs. Capestany, 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
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 dialectical turns on the "concept" of difference. Thaeetus, 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. Capestany
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 418 Dr. Klonoski
Phenomenology 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 Dr. Black
Philosophy of Rhetoric 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 Fr. McKinney
Postmodern Philosophy 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 Dr. Meagher
Philosophy of the Social and Behavioral Sciences 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 Dr. Fairbanks
Philosophy of Science 3 credits
An introduction to the history and philosophy of science. Selections from Darwin's *The Origins of Species* (1859) and *The Descent of Man* (1871) and Popper, Feyerabend, Hanson, Stace, Quine, Frank, Rescher, Hempel and Baier.

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

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.

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
MAJOR	Phys. 140-141	Elements of Physics I-II	4	4
COGNATE	Math 103-114 or or Math 114-221	Pre-Calculus Math.-Analysis I Analysis I-II	4	4
GE AREA II	Social/Behavior	Elective		3
GE AREA III	Communications	Electives*	3	3
GE AREA V	Phil. 120 or T/RS 121	Intro. to Philosophy or Theology I	3	
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			15	15
		SOPHOMORE		
MAJOR	Phys. 270-352	Elements Modern Physics- Statistical and Engineering Thermodynamics	4	3
COGNATE	Math 221-222 or Math 222-341	Analysis II-III or Analysis III-Differential Equations	4	4
GE AREA II	Social/Behavior	Electives	3	3
GE AREA III	Communications	Elective*	3	
GE AREA IV	Humanities	Electives	3	3
GE AREA V	T/RS 121 or Phil. 120	Theol. I or Intro. to Phil.		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			18	17
		JUNIOR		
MAJOR	Phys. 447-448	Electromagnetics I-II	3	4
MAJOR	Phys. 371-372	Mechanics- Atomic/LASER Phys.	3	3
COGNATE	Math. 341 or Math/Phys. Elec.	Differential Equations or El.	4/3	
COGNATE	Phys. 350	Applied & Engineering Math		3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 210	Ethics	3	
GE AREA V	T/RS 122	Theology II		<u>3</u>
			15/16	16
		SENIOR		
MAJOR	Phys./EE	Electives	3	3
MAJOR	Phys. 493	Physics Research	1	3
GE AREA II	Social/Behavior	Elective	3	
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil.-T/RS	Philosophy and/or Religious Studies	3	3
GE FREE	Electives	Electives	<u>3</u>	<u>3</u>
			16	15
TOTAL: 128/127 credits				

* The Department recommends Comm. 100, Engl. 107, and, in fall semester of sophomore year, CMPS 134 for GE AREA III.

BIOPHYSICS

The biophysics major is designed to prepare a student to apply the physical and mathematical sciences to problems arising in the life sciences and medicine. By choosing proper electives, the student can prepare to enter graduate study of biophysics, biology, biochemistry, medicine or dentistry.

	Dept. and No.	Descriptive Title of Course	FALL	SPRING
FRESHMAN				
MAJOR	Biol. 141-142	General Biology 141-142	4½	4½
MAJOR	Physics 140-141	Elements of Physics I and II	4	4
COGNATE	Math. 103-114 or Math. 114-221	Pre-Calculus Math-Analysis I or Analysis I-II	4	4
GE AREA III	Communications	Electives*	6	3
PHYS EDUC	Ph. Ed.	Physical Education	<u> </u>	<u> </u>
			18½	16½
SOPHOMORE				
MAJOR	Phys. 270-352	Modern-Statistical Physics	4	3
MAJOR	Chem. 112-113	General & Analytical Chem.	4½	4½
COGNATE	Math 221-222 or Math 222-341	Analysis II-III or Analysis III-Diff. Equations	4	4
GE AREA V	Phil. 120	Introduction to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
GE AREA IV	Humanities	Elective		3
PHYS EDUC	Ph. Ed.	Physical Education	<u> </u>	<u> </u>
			17½	18½
JUNIOR				
MAJOR	Phys.,Bio.,Chem.**	Elective	3	
MAJOR	Phys.,Bio.,Chem.**	Elective		3
COGNATE	Chem. 232-233	Organic Chemistry I-II	4½	4½
GE AREA II	Social/Behavior	Electives	3	3
GE AREA IV	Humanities	Electives	6	3
GE AREA V	Phil. 210	Ethics		3
GE AREA V	T/RS 122	Theology II		3
GE FREE	Elective	Elective	<u> </u>	<u> </u>
			19½	19½
SENIOR				
MAJOR	EE. 241	Circuit Analysis		4
MAJOR	Phys.,Bio.,& Chem.**	Electives	6	6
GE AREA II	Social/Behavior	Electives	3	3
GE AREA IV	Humanities	Electives	6	
GE AREA V	Phil.-T/RS	Philosophy and/or T/RS	<u> </u>	<u> </u>
			18	16
TOTAL: 144 credits				

* Department recommends Engl. 107, Comm. 100, and CMPS 134, for GE AREA III electives.

** Electives must be chosen from major-level courses in Physics, Chemistry or Biology.

MINOR. The minor in Physics includes Phys 140, Phys 141, Phys 270 (all with labs), Phys 352, Engr 252, and at least one of Phys 473, Phys 372 and/or Phys 371. Minimum credits required for minor: 21.

PHYS 101 Dr. Varonides
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 Staff
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
Electronics in Everyday Life 3 credits
 Every day we listen to the radio or compact disk recordings, watch TV, use photocopiers, and Fax machines without really knowing how they work. This course is designed for the non-science major to provide the scientific background to understand the operation of some of the common electronic equipment we encounter daily including television, VCR, and stereo. Students will use laboratory time

to build basic electrical circuits including an audio amplifier. The course does not require previous training in electronics or college math. 2 hours lecture and 2 hours laboratory. (GE Area I).

PHYS 105 Dr. Varonides
Man and the Evolutionary Universe 3 credits
A course for non-science students that 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
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. (GE Area I)

PHYS 107 Dr. Spalletta
"Hands On" Physics 3 credits
An introduction to the scientific method with an emphasis on the physical reality around us. Students will participate in a series of experiments and discussions illustrating various physical phenomena. The object of this course is to provide the student with the scientific background to participate in the assessment of important social, political and scientific issues such as the environment, energy policy, the application of medical technology and space exploration. (GE AREA I).

PHYS 108 Dr. Spalletta
New York Times Physics 3 credits
Every day we are bombarded with information regarding the impact of technology on our lives. Using the backdrop of the headlines of the *New York Times*, students will explore the scientific and technological concepts that make up our modern world. Each week new topics will be introduced, first by reading the articles from the newspaper, and then by presentation and discussion. (GE AREA I).

PHYS 109 Prof. Varonides
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. (GE AREA I).

PHYS 120-121 Staff
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
Elements of Physics 8 credits
(Corequisite: 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 Prof. Varonides
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 Schrodinger; multielectron atoms and the periodic table; introduction to nuclear physics. Three hours lecture and two hours laboratory.

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

PHYS 351 Staff
Mathematical Physics II 3 credits
Functions of a Complex Variable. Infinite Series in the Complex Plane. Theory of Residues. Conformal Mapping. Fourier and Laplace Transforms. Advanced Partial Differential Equations. Boundary Value Problems in Physics. Green's Functions.

PHYS 352 Dr. Varonides
Statistical and Engineering Thermodynamics 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 Engr. 352). 3 hours lecture.

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 emphasize and reinforce the experimental basis of electromagnetism. Multi-week projects require the student to perform experiments that measure fundamental electrical constants, the electrical and magnetic properties of matter, and the properties of electromagnetic waves. (Also listed as EE 448 L). 2 hour laboratory.		
PHYS 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		D
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		D
Fahey		
Acoustics	3	
credits		
(Prerequisite: Phys. 350) This course covers the fundamentals of vibration as applied to one, two and three dimensional systems with varied boundary conditions. Transmission, absorption, attenuation, and radiation are covered. Resonators and waveguides and filters are studied along with the fundamentals of transducers. Acoustical issues in hearing are covered, time pertaining.		
PHYS 493	Dr. Spalletta an	
Staff		
Undergraduate Physics		Variabl
Credit		
Research		
(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 and topics related to ongoing research projects. A written report is required.		

POLITICAL SCIENCE

DR. DeMICHELE, *Chairperson*

The Bachelor of Science degree program in political science aims to accomplish the following objectives: 1. to give the student a thorough understanding of the nature and purposes of civil society; 2. to impart a sound knowledge of the philosophical basis of democracy; 3. to enable the student to appreciate the problems of his or her own government at work; and 4. to relate the American system to the governments of other states in the international community.

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	PS 130-131	American National Govt.	3	3
COGNATE	Hist 110-111	U.S. History	3	3
COGNATE	Hist 120-121	European History	3	3
GE AREA III	Communications	Electives*	3	3
GE AREA V	Phil. 120	Intro. to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
SOPHOMORE				
MAJOR	PS	Comparative/Internat'l Politics* *	3	3
GE AREA I	Math	Math (at appropriate level)	3/4	3/4
GE AREA III	Communication	Elective*	3	
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 210	Ethics		3
GE AREA V	T/RS 122	Theology II	3	
GE FREE	Elective	Free Elective		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16-17	16-17
JUNIOR				
MAJOR	PS 240-elective	Pol. Science Statistics ***	3	3
MAJOR	PS 313-314-elec	Western Political Thought***	3	3
MAJOR	PS	Elective		3
COGNATE	Area II	Social Science Electives	3	3
GE AREA I	Nat. Sci./Quant.	Elective	3	
GE AREA V	Phil.-T/RS	Elective		3
GE FREE	Electives	Free Electives	<u>3</u>	<u>3</u>
			15	18
SENIOR				
MAJOR	Pol. Sci.	Electives	6	3
COGNATE	Electives	Electives	3	3
GE AREA IV	Humanities	Electives	6	6
GE AREA V	Phil.-T/RS	Elective		<u>3</u>
			15	15
TOTAL: 127 credits				

* Economics 210 and Geog. 134 are recommended as AREA II electives. As Communications electives in GE AREA III, the department recommends Comm. 100 and English 107. For GE AREA IV Humanities electives, the department recommends H/PS 317-318 and H/PS 331-332. In 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 GE AREA IV (Humanities). The department advisor should be consulted.

** In addition to the American National Govt. sequence and the courses in statistics and political philosophy, the department requires that majors elect a minimum of one course in Comparative Politics (from among PS 217, 218, 221, 222, H/PS 213, 238, 326, 327, 338) and a minimum of one course in International Relations (from among PS 212, 213, 215, 318; H/PS 214, 215, 227).

*** Political 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 36 credits in the first major be applied toward the major requirements of the second major.

PUBLIC ADMINISTRATION-PUBLIC AFFAIRS

Intended to improve society by providing professional training for men and women who seek careers as agency administrators, program directors, staff analysts in local, state or federal government or other public service organization, the public affairs/public administration major is also specially suited for those who wish to pursue graduate studies in law, political science, business, planning or development.

Analytical and quantitative skills are developed in combination with a firm background in the social and behavioral sciences in order to provide: 1. substantive knowledge of a range of societal problems, the unique political environment in which the problems exist, and management systems for achieving implementation of policy decisions; 2. management skills in the areas of motivation of leadership, organizational management, personnel management and program evaluation; 3. sensitivity to values of public interests, equal rights, economic, social, cultural and religious institutions.

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	PoI. Sci. 110-111	Intro. to Pub. Admin./Pub. PoI.	3	3
GE AREA I	Math	Math (at appropriate level)	3	3
GE AREA III	Communications	Electives *	3	3
GE AREA IV	Humanities	Electives * * *	3	3
GE AREA V	Phil. 120	Introduction to Philosophy		3
GE AREA V	T/RS 121	Theology I	3	
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
SOPHOMORE				
MAJOR	PoI. Sci. 130-131	American National Government	3	3
MAJOR	PoI. Sci. 240-241	PS Statistics I, II	3	3
COGNATE	Econ. 153-154	Prin. of Micro.-Macro. Eco.	3	3
GE AREA III	Communications	Elective	3	
GE AREA V	Phil. 210	Ethics		3
GE AREA V	T/RS 122; Phil-T/RS	Theol. II/Elective	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	PoI. Sci. 322	Public Personnel	3	
MAJOR	PoI. Sci. Electives	Electives * *	3	3
COGNATE	Soc. 110, Elective	Intro. to Sociology, Soc. Sci. Elective	3	3
COGNATE	Acc. 253-254	Financial & Managerial Accounting	3	3
GE FREE	Electives	Electives	<u>3</u>	<u>6</u>
			15	15
SENIOR				
MAJOR	PoI. Sci. 325	Politics of the Budgetary Process		3
MAJOR	PoI. Sci. 324	Public Policy Analysis	3	
MAJOR	Pol. Sci. 480	Public Admin. Internship		3
COGNATE	Soc. Science	Soc. Science Electives	3	3
GE AREA I	Nat. Sci./Quant.	Elective	3	
GE AREA IV	Humanities	Electives * * *	6	6
GE AREA V	Phil.-T/RS	Elective	<u>3</u>	
			18	15
TOTAL:			127	credits

* Department recommends Comm. 100 & English 107 for AREA III Electives

** Major electives to be selected in consultation with advisor

*** Department recommends History 110-111 & History 120-121 for AREA IV Electives

INTERNATIONAL STUDIES

A major in International Studies seeks to provide the student with a full recognition and understanding of the multitudinous forces which shape the contemporary world—nationalism, wars, political and economic ideologies, cultural differentials, and modern technology. Such a broad knowledge and understanding of world affairs can be utilized in careers in teaching, international business, the legal profession, journalism, the Foreign Service of the United States, and other government agencies.

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	History 110-111	United States History	3	3
COGNATE	Pol. Sci. 130-131	American National Government	3	3
COGNATE	Language 101-102 or 211-212	Elementary or Intermediate	3	3
GE AREA III	Communications	Electives * *	3	3
GE AREA V	Phil. 120	Introduction to Philosophy		3
GE AREA V	T/RS 121	Theology I	3	
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
SOPHOMORE				
MAJOR	History 120-121	Europe: 1500 to Present	3	3
MAJOR	Pol. Sci. 212-213	Internat'l. Rel.-Geopolitics	3	3
MAJOR	Geog. 134	World Regional Geography	3	
GE AREA II	Economics 153-154	Prin. of Micro.-Macro. Eco.	3	3
GE AREA III	Language	Intermediate or Advanced	3	3
GE AREA V	Phil. 210	Ethics		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	Hist. or Pol. Sci	Electives *	6	6
COGNATE	Electives	Electives	3	3
GE AREA I	Nat. Sci./Quant.	Electives	3	3
GE AREA V	T/RS 122; Phil-T/RS	Theol. II; Electives**	3	3
GE FREE	Elective	Elective	<u>3</u>	<u>3</u>
			15	18
SENIOR				
MAJOR	H/PS 390	Seminar		3
COGNATE	Electives	Electives	3	3
GE AREA I	Nat. Sci./Quant.	Elective	3	
GE AREA II	Social/Behavior	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	T/RS	T/RS Elective * *	3	
GE FREE	Elective	Elective	<u>3</u>	<u>3</u>
			15	15

TOTAL: 127 credits

* Major electives to be selected from P.S. 215, P.S. 217, P.S. 218, P.S. 221, P.S. 222, P.S. 315, P.S. 316, P.S. 318; H/P.S. 213, H/P.S. 214, H/P.S. 215, H/P.S. 227, H/P.S. 238, H/P.S. 295, H/P.S. 319, H/P.S. 320, H/P.S. 326, H/P.S. 338; Hist. 215, Hist. 226, Hist. 234, Hist. 327, Hist. 335; Department recommends Hist. 140, Research Methods, for Junior International Studies majors.

** Department recommends Engl. 107 and Comm. 100 as Area III electives and T/RS 234 and 235 as AREA V electives. Department recommends cognate electives be used if needed to complete a language sequence up to the advanced level, otherwise, it is recommended that they be used for appropriate course sequences in the School of Management such as Mgt. 351-Mgt. 471, Mkt. 351, or additional course work in economics/finance, for which AREA II electives can also be applied.

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

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

A minor in International Studies (18 credits) should include History 110, 111, Pol. Sci. 130 and 131 plus two additional courses from the following: P.S. 212, P.S. 213, P.S. 215, P.S. 217, P.S. 218, P.S. 221, P.S. 222, P.S. 312, P.S. 316, P.S. 318; P.S. 319; H/P.S. 213, H/P.S. 214, H/P.S. 215, H/P.S. 227, H/P.S. 238, H/P.S. 295, H/P.S. 319, H/P.S. 320, H/P.S. 326, H/P.S. 327, H/P.S. 335, H/P.S. 338; Hist. 219, Hist. 225, Hist. 226, Hist. 234, and Hist. 235.

- POL SCI 110** Dr. Harris
Introduction to Public Administration 3 credits
Introduction to the study of public bureaucracy. The growth of the administrative state, the role of bureaucracy in our democratic government, and the day-to-day operation of government bureaucracy are considered.
- POL SCI 111** Dr. Champney
Introduction to Public Policy 3 credits
An analysis of public policy in the U.S., with an emphasis on the technical and political problems of policy formulation and implementation. Discussion of the impact of legislative, executive and judicial institutions and processes on the content of public policy.
- POL SCI 130-131** Staff
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 210** Staff
State and Local Government 3 credits
The national constitutional position of the states and the changing federal - state relationships. The types and evolution of local government; constitutional and statutory limitations, functions of divisions; structure and operation. Emphasis on Pennsylvania and actual problems of procedure and policy.
- POL SCI 212** Dr. VanDyke
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** Dr. 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.
- POL SCI 218** Dr. Parente
East European Politics 3 credits
The history and politics of East Europe from Poland to the Balkans and from Germany to the Ukraine during the 20th century; ethnic politics before and after the communist period. The economics of the new privatization and its problems.
- POL SCI 221** Dr. Parente
Politics of South East Asia 3 credits
Domestic ethnic and religious politics of Southeast Asia and international politics affecting the region. The six ASEAN nations (Thailand, Indonesia, Malaysia, Philippines, Singapore, and Brunei) and Burma, the region's only socialist country; the three communist states of Indochina: Vietnam, Laos, and Cambodia. The American, Soviet and Chinese spheres of influence. Capitalism versus state socialism as a lever of economic development.
- POL SCI 222** Dr. Parente
Politics in Russia 3 credits
Russian politics and colonialism from the Revolution to contemporary economic efforts to move toward capitalism. The politics of the remnants of the Soviet empire are examined also. Stalin and the Bolshevik experiment.
- POL SCI 227** Dr. Harris
Women, Politics and Policy 3 credits
A study of the role of women in politics and policy debates. Focuses on analyzing the increasing integration of women into politics and policy debates since their marginal participation in the 1960's.
- POL SCI 230** Dr. Champney
Environmental Policy 3 credits
Introduction to the study of environmental policy, including air pollution, water pollution, solid waste management, and the regulation of nuclear power. Emphasis on the role of legislative, executive, and judicial institutions in shaping the context of policy.
- POL SCI 240** Dr. Champney
Political Science Statistics I 3 credits
Discussion of the principles, concepts and rationale which underlie the "scientific" approach to the study of political phenomena. Introduction to the quantitative and statistical research strategies which this approach has generated, including simple contingency table analysis, the chi squared statistic and the gamma statistic.
- POL SCI 241** Dr. Champney
Political Science Statistics II 3 credits
(Prerequisite: P.S. 240) A detailed analysis of the quantitative and statistical research strategies which the "scientific" approach to the study of political phenomenon has generated, including simple correlation, partial correlation and multiple regression techniques.
- POL SCI 280** Dr. Homer
Pre-Law Internship 3 credits
- POL SCI 311** Staff
Introduction to American Law 3 credits
(An inquiry into the major theories of jurisprudence; development of American legal theory and practice; structure, functioning, and contemporary problems of the federal and state court systems.

- POL SCI 313-314** Dr. Kocis
Western Political Thought 6 credits
 The roles of the state and society, the auxiliary agencies and functions of government as viewed by political philosophers from Plato to Marx.
- POL SCI 315** Dr. Kocis
Modern Political Thought 3 credits
 A study of theoretical foundations of the three major political idea-systems identified with the twentieth century: communism, fascism and democracy.
- POL SCI 316** Dr. Kocis
Jurisprudence 3 credits
 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
U.S. Foreign Policy: Cold War and Aftermath 3 credits
 (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
U.S. Foreign Policy Process 3 credits
 (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 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 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** Prof. J. Benestad
The American Presidency 3 credits
 (Prerequisite: Pol. Sci. 131) This course will focus on the American Presidency — historical development, powers of the office, elections, models of the presidency and, to a lesser extent, the relations between the President and congress, and the President and the judiciary.
- POL SCI 380-381** Staff
Political Science Internship 3-6 credits
 Designed to broaden the educational experience of students by providing practical experience for them with various law firms, public agencies and institutions. Supervision by faculty member and agency supervisor.
- POL SCI 384** 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.
- POL SCI 480** Dr. Champney
Public Administration Internship I 3 credits
 Permission of faculty advisor and Dr. Champney required for internship registration.)
- POL SCI 481** Dr. Champney
Public Administration Internship II 3 credits
 Permission of faculty advisor and Dr. Champney required for internship registration.)
- 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
World Politics 3 credits
 Deals directly with 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. Earl, DeMichele
Ethnic & Racial Minorities in Northeastern Pennsylvania 3 credits
 (See description under History.)
- H/PS 227** Dr. Earl
Soviet Foreign Policy 3 credits
 Examination of the course of Soviet Foreign Policy from 1917 to present. Analysis of forces, factors and motives that have molded Soviet history and its relations with other nations.

H/PS 295 Dr. DeMichele
Britain: Past and Present 3 credits
(See description under History.)

H/PS 317-318 Dr. Kocis
American Constitutional and Legal History 6 credits
(Recommended for Background: History 110-111; 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 to present 3 credits
Anglo-Saxon basis, fusion of Anglo-Saxon and Norman political institutions; Angevin innovations; Magna Carta; concept of representation; beginnings of the Common Law; jury system; content for government; emergence of Parliament; the refinement of government.

H/PS 332 Dr. DeMichele
English Constitutional and Legal History, 1485 to Present 3 credits
Tudor absolutism; struggle between royal prerogative and Parliament; rise of the House of Commons; Parliamentary supremacy after 1688; development of Cabinet government; democratic reforms; Parliamentary Bill of 1911; extension of administrative law.

H/PS 338 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 Prof. Williams
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
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.

PSYCHOLOGY

DR. JAMES BUCHANAN, *Chairperson*

Psychology provides a unique educational experience of quality, breadth, and flexibility. Our curriculum has been carefully designed to give students a balanced education in the discipline and the widest range of options, from baccalaureate entry-level positions to graduate training in prestigious universities. According to a recent independent study, the number of 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 323.

MINOR. A minor in psychology consists of Psych. 110, Psych. 210 (or an equivalent statistics course), Psych. 330 lecture, and one course from 3 of the following 4 groups: Physiological Processes (230, 231), Learning Processes (234, 235), Social-Developmental Processes (220, 221), and Individual Processes (224, 225). Total: 18 credits.

PSYCH. 105 (Area I) Dr. Cannon
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 (Area I) Dr. Cannon
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 anti-anxiety. (Credit cannot be received for this course and Psych 384, Psychopharmacology; Not open to Psychology majors or minors.)

PSYCH. 110 Staff
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 (Area I) Drs. Baril, Dunstone,
Statistics for the Hogan
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.

PSYCH. 220 Dr. Baril
Social Psychology 3 credits
(Prerequisite: Psych. 110) Social determinants of behavior from a psychological perspective. Topics include liking, love, conformity, persuasion, attitude change, and person perception.

PSYCHOLOGY

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Psych. 110-Elective	Fund. of Psych.-Psych. Elective	3	3
COGNATE	Math 109	Quantitative Methods		4
GE AREA II	Soc. 110 *	Intro. to Sociology *	3	
GE AREA III	Communications	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120-T/RS 121	Intro. to Phil.-Theol. I	3	3
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			16	17
SOPHOMORE				
MAJOR	Psych. 210-330	Statistics-Research Methods	3	5
MAJOR	Psychology	Psychology Electives	3	3
COGNATE	Science Electives**	Elective-Elective * *	6	3
GE AREA II	Elective	Elective		3
GE AREA III	Wrtg. 211 *	Technical & Business Writing *	3	
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			16	15
JUNIOR				
MAJOR	Psychology	Psychology Electives	6	9
COGNATE	Elective	Electives	3	6
GE AREA II	Elective *	Elective *	3	
GE AREA IV	Humanities	Elective	3	
GE AREA V	Phil. 210- Phil. 430 or 431	Ethics-Phil. of Social and Behavioral Science or Phil. of Science	3	3
			18	18
SENIOR				
MAJOR	Psychology	Elective	3	
COGNATE	SSCI 490-SSCI 491	History & Lit. of Psych. I-II	2	1.5
GE AREA II	Elective *	Elective *		3
GE AREA IV	Humanities	Electives	3	6
GE AREA V	T/RS 122-T/RS-Phil.	Electives	3	3
GE FREE	Electives	Electives	6	3
			17	16.5

TOTAL: 133.5 credits

* The Department recommends that students acquire a broad background in Area II by selecting courses from at least two departments in the social/behavioral sciences and that students strengthen their writing skills by completing a second writing course. The Psychology faculty strongly recommends Sociology 110, Wrtg. 211, and Phil. 430 or Phil. 431 in particular. Unless exempt from the University requirement, students must take Comm. 100 and Engl. 107.

** Combinations of Biol. 101 & 102, or Biol. 201 and another science elective from the Biology, Chemistry, and Physics departments are required.

PSYCH. 221 Dr. Buchanan
Childhood and Adolescence 3 credits
 (Prerequisite: Psych. 110) Survey of psychological research dealing with the development and behavior of children from infancy to adolescence. The physical, cognitive, and social aspects of development, from infancy to adolescence, are considered.

PSYCH. 222 Dr. Slotterback
Adulthood and Aging 3 credits
 (Prerequisite: Psych. 110) Survey of psychological research dealing with the age-graded aspects of behavior in adulthood. Course will consider the physical, cognitive, and social aspects of the aging process from late adolescence to death. Topics include occupation selection, marriage, parenthood, middle age, retirement, and dying.

PSYCH. 224 Staff
Personality 3 credits
 (Prerequisite: Psych. 110) A survey and critical evaluation of personality and its implications for assessment, psychotherapy, and research.

PSYCH. 225 Drs. Alford, Norcross
Abnormal Psychology 3 credits
 (Prerequisite: Psych. 110) A comprehensive survey of mental and behavioral disorders from biological, psychological, and sociocultural perspectives. The course will consider diagnosis and labeling, overview of specific disorders, and various treatment approaches.

PSYCH. 230 (Area I) Dr. O'Malley
Sensation and Perception 3-4 credits
 (Prerequisite: Psych. 110) Concerns the study of sensory mechanisms and perceptual phenomena. Optional lab entails supervised individual experimentation. Three credits lecture and optional one credit laboratory. Lab fee. Spring only.

PSYCH. 231 (Area I) 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. Fall only.

PSYCH. 234 Dr. Buchanan
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 recognition, attention, memory, imagery, concepts and categories, and problem solving. Three credits lecture and optional one credit laboratory. Lab fee. Fall only.

PSYCH. 235 (Area I) Dr. Dunstone
Conditioning and Learning 3-4.5 credits
 (Prerequisite: Psych. 110) Concerns the experimental study of both classical and instrumental conditioning. Optional lab involves supervised animal and human experimentation. Three credits lecture and optional 1.5 credit laboratory. Lab fee. Spring only.

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

PSYCH. 237 Dr. Williams-Quinlan
Psychology of Women 3 credits
 (Prerequisite: Psych. 110) Examines the biological, sociological, and cultural influences on the psychology of women. Topics include gender socialization, sex roles, and the impact of gender on personality, communication, achievement, and mental health. Fall only.

Special Topics in Psychology courses are developed by individual faculty to provide in-depth coverage of a specific area. Prerequisites are Psych. 110 and at least sophomore status. This course and Psych. 384 may only be used once to satisfy major elective requirements.

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

PSYCH. 284 Dr. O'Malley
Special Topics: 3 credits
Sports Psychology

PSYCH. 284 Staff
Special Topics: 3 credits
Psychology of Language

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

PSYCH. 330 Drs. Baril, Cannon
Research Methods in the Behavioral Sciences 5 credits
 (Prerequisites: Psych. 110 & 210) A survey of scientific method and research design in the behavioral sciences. Topics include single subject, survey, correlational and experimental research. Lecture and lab involve computerized data analyses. Lab also includes supervised research and scientific writing. Three credits lecture, two credits laboratory. Lab fee. Spring only.

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

PSYCH. 360 Dr. Norcross
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 assessment, psychotherapy systems, community applications, and emerging specialties, such as health and forensic psychology. Fall only.

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

PSYCH. 384 (Area I) Dr. Cannon
Special Topics: 3 credits
Psychopharmacology
 (Prerequisite: Psych. 231)

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

PSYCH. 384 (Area I) Dr. Hogan
Special Topics: 3 credits
Multivariate Statistics
 (Prerequisite: Psych. 210)

PSYCH. 480 Drs. Norcross, Alford
Field Experience in 3 credits
Clinical Settings

(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.

PSYCH. 481 Dr. Baril
Field Experience in 3 credits

Personnel Psychology
(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.

SSCI 490 Dr. O'Malley
History and Literature 2 credits
of Psychology I

(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.

SSCI 491 Staff
History and Literature 1.5 credits
of Psychology II

(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.

PSYCH. 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.

SOCIOLOGY

PROF. PRYLE, *Chairperson*

Courses in Sociology are designed to meet the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interaction with other people. In addition, the courses are designed to help the student interested in the field of Social Work, Human Services, Industrial Organization, Urban Planning, etc., to attain a pre-professional orientation to these fields.

Students interested in Urban Planning are advised to include Soc. 116, 224, and 231 in their planning; for Social Work, Soc. 234, 115, 116, 118, and 224; for Medical Services/Administration, Soc. 216, Gero. 212, 216, 218, and 230; for Personnel Relations/Administration, Soc 226, 227, and 228.

The Department of Sociology/Criminal Justice also administers the Criminal Justice major described earlier and the Gerontology major described on the next page.

		Dept. and No.	Descriptive Title of Course	Credits	
				FALL	SPRING
FRESHMAN					
MAJOR	Soc. 110-112	Introduction to Soc.–Social Problems	3	3	
COGNATE	Psych. 110	Fundamentals of Psychology	3		
GE AREA I	Nat. Sci./Quant.	Elective*			3
GE AREA III	Communications	Electives*	3	3	
GE AREA IV	Humanities	Electives	3	3	
GE AREA V	Phil. 120	Introduction to Philosophy	3		
GE AREA V	T/RS 121	Theology I			3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>	
			16	16	
SOPHOMORE					
MAJOR	Soc. 318-Soc. Elective	Sociological Theory-Elective	3	3	
MAJOR	Sociology	Electives	3	3	
COGNATE	HS 241-Soc.Sci. Elective	Case Mgmt. & Interviewing Soc. Sci. Elective	3	3	
GE AREA III	Communications	Elective	3		
GE AREA IV	Humanities	Elective	3		
GE AREA V	Phil. 210	Ethics			3
GE AREA V	T/RS 122	Theology II			3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>	
			16	16	
JUNIOR					
MAJOR	Soc. 211-Soc. Elective	Methods of Social Research-Elective	3	3	
COGNATE	Pol. Sci.	Political Science Elective	3		
GE AREA I	Nat. Sci./Quant.	Electives	3	3	
GE AREA IV	Humanities	Electives	3	3	
GE AREA V	Phil. T/RS	Phil. and/or Religious Studies	3	3	
GE FREE	Electives	Electives	<u>3</u>	<u>3</u>	
			18	15	
SENIOR					
MAJOR	Soc. 480, 481*/Elevs.	Internship/Elective	3	3	
COGNATE	Soc. Sci. Elec.	Electives	6	6	
GE AREA IV	Humanities	Electives	3	3	
GE FREE	Electives	Electives	<u>3</u>	<u>3</u>	
			15	15	
				TOTAL: 127 credits	

* Department Recommendation

In GE AREA I, the department recommends Biology 101 and 102, 103, 195 and 196, and Nursing 100; In GE AREA III, the department recommends Comm. 100, Engl. 107, and CMPS 104. 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. Sci. 240 (Statistics I).

GERONTOLOGY

The degree program in Gerontology has the following objectives:

1. to understand the processes of aging;
2. to prepare for careers in agencies and institutions serving the older adult, such as Area Agencies on Aging, Family Services, Long Term Care facilities, Telespond Senior Services, etc;
3. to provide a liberal gerontology education with special emphasis on the development of the whole person;
4. to provide students with academic preparation for advanced study in gerontology, social work, public administration, social welfare, and related fields.

The Scranton area is especially suited to serve as a laboratory setting for gerontology education with its high proportion of older adults and its many agencies and facilities for the same. The department has established an Advisory Board in Gerontology composed of practitioners in the field: health specialists, community leaders, and senior citizens. The Advisory Board will help to ensure that the program curriculum is current.

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Soc. 110-Gero. 110	Intro. to Sociology		
		Intro. to Gerontology	3	3
COGNATE	Psych. 110-HADM 112	Fundamentals of Psych.-		
		Health Systems	3	3
GE AREA I	Nat. Sci./Quant.	Elective		3
GE AREA III	Communications	Electives	3	3
GE AREA IV	Humanities	Elective	3	
GE AREA V	Phil. 120	Introduction to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
SOPHOMORE				
MAJOR	Gero. 230	Social Policy and Aging	3	
MAJOR	Gero. 232	Aging and Death		3
MAJOR	Gerontology	Electives	3	3
COGNATE	HS 241	Case Management and Interviewing-		
	Soc. 228	Social Psychology	3	3
GE AREA III	Communications	Elective	3	
GE AREA IV	Humanities	Elective	3	
GE AREA V	Phil. 210	Ethics		3
GE AREA V	T/RS 122	Theology II		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	Soc. 211-	Methods of Social Research-		
	Gero. 218	Health and Aging	3	3
COGNATE	Psych. 222	Adulthood & Aging	3	
COGNATE	Soc. 224	American Minority Groups		3
GE AREA I	Nat. Sci./Quant.	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil-T/RS Elec.	Electives	3	3
GE FREE	Elective	Elective	<u>3</u>	
			18	15
SENIOR				
MAJOR	Gero. 480, 481 */Elevs.	Internship/Elective	3	3
MAJOR	Gerontology	Electives	3	3
COGNATE	Soc. Sci. Elec.	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE FREE	Electives	Electives	<u>3</u>	<u>3</u>
			15	15
			TOTAL: 127 credits	

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

In GE AREA I, the department recommends Biol. 101, 102, 103, 195, 196, 201, 202 and NURS. 100: Family Health. In GE AREA III, the department recommends Comm. 100, Engl. 107, and CMPS 104. In the COGNATE as Social Science Electives, the department recommends HS 321, HADM 311; Sociology 112, 115, 116, 216.

MINORS

SOCIOLOGY: A minor in Sociology will require fifteen credits in sociology. There are two required courses: Soc. 110: Introduction to Sociology, and Soc. 318: Sociological Theory. The following elective courses are strongly recommended 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: A minor in Gerontology will require eighteen credits. There are three required courses: Soc. 110: Introduction to Sociology; Gero. 110: Introduction to Gerontology; and Gero. 230: Social Policy and Aging. The following elective courses are strongly recommended by the department in the gerontology sequence: Gero. 218: Health and Aging; Gero. 216: Aging and the Community; Gero. 212: Aging & the Life Cycle; Gero. 232: Aging and Death.

SOC. 110 Staff
Introduction to Sociology 3 credits
Fundamental principles in the field of sociology. Stratification, ethnicity, deviance; basic institutions of society; social change and demographic trends.

SOC. 112 Staff
Social Problems 3 credits
Application of sociological principles to major issues in contemporary society.

SOC. 115 Prof. Pryle
Introduction to Social Work 3 credits
Growth of social work as a professional endeavor. The scope of social work; casework in the medical, psychiatric, family and child welfare, and guidance fields, community organization, social research, social planning, social group work. Current trends in social work.

SOC. 116 Prof. Pryle
Community Organization 3 credits
A general introduction to the field and process of community organization, both as a field of social work and as a field of human endeavor. The coordination and financing of welfare activities, methods of appraising community needs and resources, planning and the initiation of welfare services. Services of a voluntary and governmental nature, strategies of power.

SOC. 118 Ms. Phillips, Prof. Pryle
Child Welfare 3 credits
Development of child welfare in the United States. Educational, health, recreational and child labor regulations. Study and treatment of children in their own homes, foster homes and institutions. Child care and protective programs on federal, state and local levels.

SOC. 132 Dr. Rynn
Introduction to Archaeology 3 credits
An introduction to the study of archaeology from anthropological and historical perspectives. Areas to be explored include survey and site recognition, excavation planning, record keeping, treatment of artifacts and above-ground archaeology.

SOC. 210 Drs. Rielly, Rynn
Marriage and the Family 3 credits
An historical, comparative, and analytical study of marriage and family institutions. Problems of courtship, mate selection, and marriage adjustment in modern society.

SOC. 211 Drs. Rielly, Wright
Methods of Social Research 3 credits
This course is designed to help the student understand the range of research methods used in sociological and gerontological research/investigations and evaluate their strengths and weaknesses. It will also help students to appreciate some basic problems involved in the collection and analysis of data.

SOC. 212 Prof. Pryle
Religion and Society 3 credits
A survey of religious systems and their interrelations with society and social institutions, with emphasis on the social consequences and determinants of religious behavior. The theories of Durkheim, Weber, Parsons, Bellah, Berger and Luckman will be examined.

SOC. 214 Dr. Talamini
Sociology of Sport 3 credits
The role of sport in civilized societies; sport as work and recreation; women and minorities in sport; sport in education; sport and the mass media.

SOC. 216 Prof. Pryle
Medical Sociology 3 credits
The social dimensions of health and illness; role of physician, nurse and patient; social organization of health services; the content of medical practice; culture and health disorders; mental health and mental illness.

SOC. 224 Drs. Rynn, Rielly
American Minority Groups 3 credits
Patterns of adjustment between ethnic and racial groups, with special attention given to the American scene. Prejudice and discrimination as opposed to the democratic ideology.

SOC. 226 Dr. Talamini
Sociology of Work and Professions 3 credits
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.

SOC. 227 Dr. Rynn
Business and Society 3 credits
Modern industrialism as social behavior. Social conditions in the rise of industrialism and their effect on the worker; collective bargaining and industrial conflict, the industrial community; social classes and the industrial order. This course will also show how the business sector impacts on society and on the globalization of the economy.

SOC. 228 Dr. Rynn
Social Psychology 3 credits
Study of individual behavior as affected by cultural and social stimuli. Emphasis on the analysis of human conduct in social settings.

SOC 229 Dr. Reilly
Crisis in Population 3 credits
A study of the basic variables of population, birth, death and migration, socioeconomic and cultural variables affecting population, growth, projections and forecasts. The chief natural and social demographic theories. Population policies and practices in selected world areas.

SOC 231 Dr. Rielly, Prof. Pryle
Urban Sociology 3 credits
Urban ecology and culture as the dominant form of community life in contemporary society; their characteristics, peculiarities, and problems.

SOC 234 Drs. Rielly, Rynn
Cultural Anthropology 3 credits
Cultural and social organization among primitive or preliterate societies; marriage, property, religion, magic and tribal control. Significance of the study of primitive cultures for understanding of urban industrial civilizations.

SOC 235 Dr. Rynn
Peoples of East Asia 3 credits
The anthropology of the East Asian culture area, focusing particularly on China and Japan. Topics include basic social institutions, world views, culture and personality, and the problem of modernization.

SOC 284 Staff
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.

SOC 318 Dr. Reilly
Sociological Theory 3 credits
An examination of the major theoretical developments in sociological theory from the classical period of Marx, Weber, and Durkheim to contemporary schools such as structural-functionalism, conflict theory, exchange theory and symbolic interaction.

SOC 382-383 Staff
Independent Study in Sociology 3 credits
Designed for advanced students who are capable of independent study. A program of planned research under the guidance of a faculty member. Registration upon approval of Chairperson and Instructor.

SOC 480-481 Dr. Rielly
Internship in Social Work 3 credits
Supervised experiential learning designed to broaden the educational experience of students through practical experience and work assignments with governmental and/or community agencies in the field of social work. Supervision by a faculty member and agency supervisor. Limited to juniors and seniors. Prerequisite: permission of Instructor.

Approved courses from other curricula: Sociology majors may be advised to choose several courses taught in the Criminal Justice sequence—courses so approved include:

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

GERONTOLOGY COURSES

- GERO. 110** Dr. Rielly, Prof. Pyle
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. Rielly, Dr. Talamini
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. 110** 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. 112** Dr. Talamini
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** Ms. Borsuk, Mr. 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. Pyle
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** Ms. Borsuk, Prof. Pyle
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. Pyle
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** Dr. Rielly
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** Dr. Rielly
Internship in Gerontology 3 credits
Supervised experiential learning in one or more organizations that serve older adults. Supervision by a faculty member and agency supervision required. Limited to juniors and seniors. Prerequisite: permission of instructor.

THEOLOGY AND RELIGIOUS STUDIES

DR. FREIN, *Chairperson*

The religious dimension of human life is of such importance that it is necessary to explore it in a liberal arts curriculum.

The General Education requirement for all students at the University is six credit hours in theology. This is fulfilled by T/RS 121-122, a two-semester introductory sequence. Additionally, students must take another six hours in either philosophy or theology/religious studies to complete the GE AREA V requirements. In addition to courses with a primarily Christian focus, the department also offers courses which deal with non-Christian religious traditions, among which are 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 4 categories listed below. Each major is expected to confer with the departmental chairperson for the selection and balancing of courses. The department also offers a double major program compatible with most other majors. It has similar requirements.

Departmental Courses are grouped into the following categories.

Biblical (XXI-X09)

Historical (XI0-X19)

Systematic(X20-X29)

Moral (X30-X39)

T/RS 121-122

Staff

Theology I-II

3-3 credits

A two-semester introduction to theology. The first semester course focuses on Bible and Tradition, studying key books and themes of the Old and New Testaments. The second semester course focuses on Creed and Practice, surveying major elements of systematic theology (e.g., Creation and Redemption) and Christian life (e.g., The Sacraments and Morality).

T/RS 200

Staff

Inside the Old Testament

3 credits

An introduction to and readings in the whole range of Old Testament literature with special attention to its literary form, historical context, and levels of meaning.

T/RS 201

Staff

Inside the New Testament

3 credits

An introduction to and readings in the whole range of New Testament literature with special attention to its literary form, historical context, and levels of meaning.

T/RS 204

Dr. Frein, Fr. Barone

Pauline Letters

3 credits

An introduction to the writings of the Apostle Paul, exploring Jewish and Greco-Roman influences on his letters as well as his contribution to basic Christian beliefs and practices.

T/RS 205

Fr. Barone

The Gospels and Jesus

3 credits

An historical-critical study of the synoptic gospels. The historical figure of Jesus of Nazareth as perceived in the resurrection faith of the early Christian communities. Film and slide presentations of archaeological discoveries relevant to New Testament era.

T/RS 206

Dr. Frein

The Four Gospels

3 credits

A study of the four Gospels from the perspectives of history, theology, and literature.

T/RS 210

Fr. Rousseau, S.J.

The Christian Religious Tradition

3 credits

A study of the vital growth of Christianity's life, doctrine, worship and spirituality over the centuries. Special emphasis will be placed on principal leaders, thinkers and heroes.

T/RS 211

Dr. Benestad

Great Books I:

3 credits

Perspectives on Western Culture

The religious, philosophical and political writings of major thinkers of the Western tradition. The first semester includes the study of the Bible, Aristotle's Ethics, Plato's Apology, Augustine's City of God, and the thought of Aquinas. Emphasis is on the study of these works as they illuminate the current world. The second semester description is found under Phil. 159.

T/RS 213

Fr. Sable, S.J.

American Catholic Thought

3 credits

The major themes of American Catholic tradition from colonial times to the present are placed in their historical, religious, social and political context.

T/RS 215

Prof. E. Mathews

Early Christian Writers

3 credits

This course is designed to provide an introduction to the main figures, theological currents, and ideas of that 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.

T/RS 216

Fr. Quinnan

Western Theological Movements

3 credits

The principles of Christian theology are contained within the books of Sacred Scripture and Tradition but the expression of these principles are developed differently according to the specific needs of each age. This course will examine the theological method of some major Christian theologians of the Western Church in the context of the time period in which they lived. While the theologian and his/her method forms the focus of this course, the theme of the relationship between church and society (as presented by the theologian) will be used to focus and order the course.

THEOLOGY/RELIGIOUS STUDIES

Dept. and No.		Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	T/RS 121-122	Theology I/Theology II	3	3
COGNATE	Electives	Electives	3	3
GE AREA I	Nat. Sci./Quant.	Elective		3
GE AREA II	Social/Behavior	Elective	3	
GE AREA III	Communication	Elective	3	3
GE AREA V	Phil. 120	Introduction to Philosophy		3
GE FREE	Elective	Elective	3	
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			16	16
SOPHOMORE				
MAJOR	T/RS	Second Year Electives	3	3
COGNATE	Electives	Electives	3	3
GE AREA I	Nat. Sci./Quant.	Electives	3	3
GE AREA II	Social/Behavior	Electives	3	3
GE AREA II	Communication	Elective	3	
GE AREA V	Phil. 210	Ethics		3
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			16	16
JUNIOR				
MAJOR	T/RS	Electives	6	6
COGNATE	Electives	Electives	3	3
GE AREA II	Social/Behavior	Elective	3	
GE AREA IV	Humanities	Electives	6	6
			18	15
SENIOR				
MAJOR	T/RS	Electives	3	3
COGNATE	Electives	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Philosophy	Philosophy Electives	3	3
GE FREE	Electives	Electives	3	3
			15	15
			TOTAL: 127 credits	

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

T/RS 220 Fr. Begley, S.J.
Spirituality: 3 credits
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 3 credits

Introduction to the nature, purpose, and method of prayer in the Catholic Christian tradition.

T/RS 222 Rev. Liberatore
Introduction to 3 credits
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 embodied therein.

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 3 credits
of the Byzantine Churches

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 3 credits
Eastern Liturgies

A survey of the Eastern Eucharistic Liturgies with particular emphasis on the structure, history, and liturgical theology of the Byzantine Liturgy of St. John Chrysostom.

- T/RS 227** Dr. Kopas, o.s.f. 3 credits
Christ in Tradition and Culture
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 3 credits
The Protestant Tradition
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 3 credits
Modern Protestant Thought
This course will survey the past two centuries of Protestant thought with an emphasis on the theological roots of contemporary Protestant Liberalism and Evangelicalism. Other current debates among Protestants today and their ecumenical discussions with Catholics will also be presented.
- T/RS 230** Msgr. Bohr & Staff 3 credits
Moral Theology
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 3 credits
Social Ethics
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 3 credits
John Paul II and Catholic Social Thought
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 3 credits
Suffering
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. 3 credits
Twentieth Century Peacemakers
A study of some of the principles and methods of "waging peace" found in the lives and writings of Mohandas Ghandi, Dorothy Day, Thomas Merton and Martin Luther King.
- T/RS 235** Dr. Pinches 3 credits
The Theology of Birth and Death
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 3 credits
Faith and Justice
An inquiry into the role of the Church, Christian social ethics, and the citizen in the formulation of social policy on the economy. Church Pastorals and Biblical readings will be the basis of discussion.
- T/RS 237** Prof. Casey 3 credits
Politics: A Christian Perspective
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 3 credits
Nietzsche and Christianity
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 3 credits
Theology for the 20th Century
An introduction to the problems and methods of doing theology today. This course will begin with an overview of some of the main themes of 20th century theological thought, and will then move on to a study of one of the century's leading Catholic theologians: Karl Rahner. Emphasis will be placed on the integration of a plurality of philosophical approaches with the theological tradition and with questions of the present day.
- T/RS 302** Dr. Frein 3 credits
Luke as Story
A discussion of how the religious message of the Gospel of Luke is shaped and conveyed by such literary features as plot, characterization and the use of irony.
- T/RS 303** Dr. Frein 3 credits
Jesus for the Gentiles: An Introduction to the Gospel of Luke
The primary purpose of this course is a close reading of the Third Gospel. Although the primary focus will be on the text rather than on methods of analysis, appropriate attention will be paid to literary forms, historical background and responsible interpretation. (Complements T/RS 201 and 205).
- T/RS 304** Dr. Mathews 3 credits
John's Gospel and Letters
A close look at the Fourth Gospel and the Epistles of John with an emphasis on their literary, historical, and theological characteristics.
- T/RS 305** Dr. Mathews 3 credits
The Apocalypse of St. John
This introduction to the last book of the Bible will emphasize the literary forms and thought patterns of apocalyptic literature as well as the historical and theological character of the book itself, highlighting both textual interpretation and contemporary relevance.
- T/RS 306** Dr. Mathews 3 credits
Job and the Psalter
A close look at the Wisdom Literature of the Old Testament. The study of both the Book of Psalms and the Book of Job will emphasize theological themes.

T/RS 307 Dr. Mathews
Passion and Resurrection Narratives 3 credits
A study of the theology of each of the Gospels by an analysis of the key narratives of the Passion and Resurrection in the four Gospels.

T/RS 308 Dr. Mathews
The Great Prophets 3 credits
An examination of the four major prophets of the Old Testament: Isaiah, Jeremiah, Ezekiel and Daniel, with an emphasis on the study of selected texts.

T/RS 309 Dr. Mathews
The Heart of the Old Testament 3 credits
An in-depth look at the five books of Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy) using ancient and modern exegetical views to examine and emphasize the central theme of the Covenant.

T/RS 310 Fr. Rousseau, S.J.
Religion and the American People 3 credits
An exploration of the great religious developments, persons, and questions in the life of the American people from the beginnings to the present day.

T/RS 311 Staff
Liturgical Theology of Byzantine Churches 3 credits
A survey of the various elements of the liturgical life of the Byzantine tradition examining both the way that tradition is shaped and expresses itself as well as the underlying influences of faith upon that formation and practice.

T/RS 312 Fr. Linehan, S.J.
Jesuit Spirit 3 credits
The Society of Jesus (Jesuits): Its spirituality, tradition and history from their 16th century origins in the Spiritual Exercises of St. Ignatius of Loyola through the contemporary period with special emphasis on Jesuit theological and cultural contributions to the Church.

T/RS 314 Prof. Casey
The Religions of the World 3 credits
An exploration of belief in the traditions of the classical historical religions of the world through both systematic analysis and the reading of sacred texts.

T/RS 315 Dr. Kopas, o.s.f.
Women in Christianity 3 credits
An exploration of some of the major roles women have played in Christian thought and experience, including their contributions as disciples, spiritual guides, and social critics. Will also examine assumptions about male and female identities and consider challenges to traditional roles.

T/RS 316 Sr. Foley, C.N.D.
God and the Earth 3 credits
This course will explore the way human beings relate to the land and to other life forms and how this relationship is affected by belief in God. Biblical and other theological texts from Christianity and other religious traditions will be considered.

T/RS 318 Sr. Foley, C.N.D.
Models of the Church 3 credits
A brief survey of various expressions of the Church's nature and mission throughout its history, from the New Testament through Vatican II. Exploration of some contemporary approaches, including liberation and feminist theology, to such

questions as; What and who is the "true Church"? Where is it located? What is the place of Mary in the life of the Church?

T/RS 319 Dr. Kopas, o.s.f.
Women's Spiritual/Autobiographical Writing 3 credits
(Prerequisite: permission of instructor) This course explores women's written expressions of their spiritual lives. Readings, which include spiritual autobiographies and other writings, both classic and contemporary, focus on women's experience and understanding of the divine-human relationship. Seminar format.

T/RS 320 Fr. Coccia, S.J.
Faith and Reason 3 credits
The problem of faith and reason, that is, intellectual difficulties with belief and the objects of belief, reexamined in the light of contemporary epistemology. An in-depth study, taking in both the problem of truth and the problem of knowledge.

T/RS 321 Fr. Coccia, S.J.
Christian Spirituality 3 credits
An historical, analytical, appreciative study of the fundamental principles and development of Christian ascetical theology. Traditional concepts such as faith, prayer, sin, conversion, discernment, peace, consolation, desolation, repentance, and mortification are examined and evaluated.

T/RS 322 Dr. Kopas, o.s.f.
Approaches to God 3 credits
A study of some of the ways religious thinkers have approached the topic of God. Will include consideration of biblical, classical, and contemporary ways of understanding God as well as a selection of artistic, cultural, and imaginative perspectives on God.

T/RS 323 Rev. Liberatore
Signs & Symbols 3 credits
An introduction to the symbolic character of human existence in general, and of the sacramental life of the Church in particular. Beginning with a consideration of the students' own experience of the symbolic character of their existence, the first part of the course will examine leading theories of why symbols are needed and how they work. Utilizing a definition of Catholic sacraments which focuses on their essentially *symbolic* nature, the course will then undertake a study of why *sacraments* are needed and how they work.

T/RS 324 Dr. Benestad
Spiritual Classics 3 credits
A study of the autobiographies of St. Augustine and St. Teresa of Avila (The Confessions and Life of Teresa of Jesus). As an introduction to the study of the spiritual life, John Paul II's Sign of Contradiction is read.

T/RS 325 Fr. Levko, S.J.
Eastern Christian Spirituality 3 credits
A study of the meaning of the spiritual life for Eastern Christian writers with a particular emphasis upon Sts. Athanasius, Gregory of Nyssa and Gregory Palamas. Themes such as prayer, image and likeness with God, discernment of spirits, hesychasm and icons will be discussed.

T/RS 326 Prof. Casey
The Church and Contemporary Social Issues 3 credits

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.

T/RS 327 Prof. Casey
Belief and Unbelief 3 credits
A multidisciplinary inquiry into the nature of Faith in the Catholic tradition with special attention to the challenges of modernity.

T/RS 328 Dr. Frein
Wealth and Poverty in the Biblical Tradition 3 credits
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.

T/RS 330 Drs. Benestad, Pinches
Biomedical Ethics 3 credits
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.

T/RS 331 Drs. Benestad, Pinches
Christian Ethics 3 credits
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.

T/RS 332 Dr. Pinches
Christian Ethics in America 3 credits
An exploration of the discussion of American the-

ologians, 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.

T/RS 333 Staff
The Jewish Way of Life 3 credits
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.

T/RS 335 Staff
Judaism in the Time of Jesus 3 credits
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.

T/RS 336 Fr. Rousseau, S.J.
Contemporary Case Studies in Theology 3 credits

This course attempts to develop Christian insights into a series of specific moral dilemmas or cases through continued class discussion.

T/RS 338 Dr. Pinches
Jesus and the Moral Life 3 credits
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.

T/RS 400 Dr. Frein
Introduction to Old Testament Exegesis 3 credits

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.

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 Friedrichs
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. (GE Areas II, IV)

INTD. 224 Dr. Dutko
**Science, Decision Making
and Uncertainty** 3 credits

A study of decision making as it relates to scientific and public policy matters. The course covers philosophical, mathematical, and psychological aspects of decision making in the face of uncertain evidence. Topics include the nature of scientific evidence; probabilistic evidence and the law; uncertainty and medicine; and other issues such as nuclear power, waste disposal, and strategic nuclear planning. Reading taken from contemporary sources. (GE Areas I, II, V)

INTD. 233 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 an 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. (GE Areas IV, V)

NSCI 101 Prof. Kalafut
History of Science and Technology 3 credits

A course for non-science majors that traces the evolution of scientific inquiry from the pre-Socratics to the present. The central ideas that enable man to understand and control the forces of nature and develop modern technological societies are examined. Selections from the classics in science will be studied. (No prerequisites.)

NSCI 102 Dr. Baril, Prof. S. Casey
Science and Society 3 credits

This course would attempt to show how the sciences, particularly the behavioral sciences, impact both positively and negatively on society. Issues dealt with would include the nature of science, similarities and differences between the scientific disciplines, the impact of science on the concept of free will, and the philosophical and moral implications of psychological testing, socio-biology, and Skinnerian radical behaviorism.

NSCI 201 Dr. Carey
**Science and the
Human Environment** 3 credits

A brief study of the effects of the technological, scientific and industrial progress on the air, land and water resources of the human environment. Problems in each of the resource areas will be discussed in detail.

* Interdisciplinary courses are team-taught courses which vary from semester to semester. They may be used to fulfill appropriate General Education requirements as specified in the course schedule bulletin.

The School of Management

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 pre-professional programs "designed to meet the standards of the appropriate professional fields, and to develop students who have a clear sense of the ethical responsibilities which these fields demand of their successful practitioners."

DEPARTMENTAL PROGRAMS

Seven programs are available in the School of Management: Accounting-Track in Financial Accounting, Accounting-Track in Managerial Accounting, Finance, International Business, Management, Marketing, and 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-Business, and Economics (SOM only). It will consist of 21 credits:

ECO. 210	Essentials of Economic Theory	MGT. 351	Principles of Management I
ACC. 253-254	Financial-Managerial Accounting	MGT. 352	Principles of Management II
MGT. 251	Legal Environment of Business	MKT. 351	Introduction to Marketing

These are the courses that are required in five of the six foundation areas for the MBA program in the Graduate School. The last three courses must be taken after the other courses, and may be taken no earlier than the junior year. Minors in Economics, Management, 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:

Option I*	Option II*
Math 107, Quantitative Methods II	Math 114, Analysis I
Math 108, Quantitative Methods III	Math 221, Analysis II

Both options cover the topics of calculus. Option I takes an applied approach; Option II a theoretical approach.

*Students are tested for math placement during summer orientation. On the basis of these tests and their high school background it will be recommended that some students take Option II, especially if they expect to pursue graduate studies. The majority of students will be placed in Option I, and may also be required to take Math 106, Quantitative Methods I, as a prerequisite to taking Math 107. Students choosing Option I who do not need Math 106 will take a Natural Science course.

THE BUSINESS LEADERSHIP PROGRAM

Leadership, the process of persuasion or example by which the members of a group are persuaded to pursue the group’s objectives, is the focus of many new programs in education. The Business Leadership Program in the University’s School of Management provides selected students with an opportunity to perfect their talents for business leadership. The program includes special sections of key business courses taught from the leadership perspective, leadership seminars, a mentor/internship program, and an independent leadership project.

The key courses are taught 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

	FALL		SPRING
Junior Year:	BLDR 351 Principles of Mgt. I BLDR 385 Bus. Leadership Seminar #1 - Self-Assessment	BLDR 355 BLDR 386	Business Ethics Bus. Leadership Seminar #2 - Empowerment
Senior Year:	BLDR 455 Bus. Policy & Strategy BLDR 485 Bus. Leadership Seminar #3 - Mentorship	BLDR 456 BLDR 486	Creativity & Entrepreneurship Bus. Leadership Seminar #4 - Case Study Defense

PROGRAMS OF STUDY

SPECIAL TOPICS COURSES

Special topics courses are offered in each department. The course numbers below will be prefixed with the appropriate department abbreviation.

Internship: 480-481 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 accumulates and interprets the quantitative data necessary for appraising and controlling business operations and for sound decision making. The Financial Accounting Track is appropriate for the student interested in a career in public accounting. The public accountant is concerned with the preparation and reporting of financial statement information to users outside the organization. Students going into public accounting should consider seeking CPA (Certified Public Accountant) certification. The Managerial Accounting Track is the appropriate choice for a student wanting a career in management accounting. Emphasis here is on the use of accounting information for decision making within the organization. The CMA (Certified Management Accountant) is the appropriate certification in this area.

ACCOUNTING

Financial Accounting Track

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
GE AREA I	Math.*	Math Option	3/4	3/4
GE AREA II	Eco. 153-154	Prin. of Micro-Macro Eco.	3	3
GE AREA III	Communications #	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120-T/RS 121	Intro. to Philosophy-Theology I	3	3
PHYS EDUC	Ph. Ed	Electives	<u>1</u>	<u>1</u>
			16/17	16/17
SOPHOMORE				
BUS CORE	Acc. 251-252	Financial Accounting I-II	3	3
BUS CORE	Stat. 251-252	Statistics for Bus. I-II	3	3
BUS CORE	Mgt. 251	Legal Environment of Bus.	3	
GE AREA I/IV	*Math/Humanities	Math Option (or Humanities Elective)	3	
GE AREA III	CMPS 104 & Lab	Computing for Business & Lab		3
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil. 210-T/RS 122	Ethics-Theology II	3	3
PHYS EDUC	Ph. Ed	Electives	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	Acc. 361-362	Intermediate Accounting I-II	3	3
MAJOR	Acc. 363-364	Federal Taxes-Auditing	3	3
BUS CORE	Mgt. 351-352	Principles of Management I-II	3	3
BUS CORE	Fin. 351-Mkt. 351	Intro. to Finance—Intro. to Mkt.	3	3
BUS CORE	OIM 351	Intro. to Mgt. Science	3	
BUS CORE	OIM 352	Intro. to Oper. Mgt.		3
BUS CORE	Eco. 351	Environment of Intl. Business		3
GE FREE	Elective	Elective	<u>3</u>	<u>3</u>
			18	18
SENIOR				
MAJOR	Acc. 460-Maj. El.	Adv. Acctg.-Maj. Elective.	3	3
MAJOR	Acc. 461-Maj. El.	Cost Acctg.-Maj. Elective	3	3
BUS CORE	Mgt. 455	Bus. Policy & Strategy	3	
BUS CORE	OIM 471	Bus. Information Management		3
GE AREA IV-I	*Humanities/Nat. Sci.	Electives	6	3
GE AREA V	T/RS-Phil. 211	Elective-Business Ethics	<u>3</u>	<u>3</u>
			18	15
TOTAL:			133-135 credits	

* See note on Math Options, page 148.

Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills requirement.

Major electives for the Financial Accounting track are ACC 365, 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

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
GE AREA I	Math.*	Math Option	3/4	3/4
GE AREA II	Eco. 153-154	Prin. of Micro-Macro Eco.	3	3
GE AREA III	Communications #	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120-T/RS 121	Intro. to Philosophy-Theology I	3	3
PHYS EDUC	Ph. Ed	Electives	<u>1</u>	<u>1</u>
			16/17	16/17
SOPHOMORE				
BUS CORE	Acc. 251-252	Financial Accounting I-II	3	3
BUS CORE	Stat. 251-252	Statistics for Bus. I-II	3	3
BUS CORE	Mgt. 251	Legal Environment of Bus.	3	
GE AREA I/IV	*Math/Humanities	Math Option (or Humanities Elective)	3	
GE AREA III	CMPS 104 & Lab	Computing for Business & Lab		3
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil. 210-T/RS 122	Ethics-Theology II	3	3
PHYS EDUC	Ph. Ed	Electives	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	Acc. 361-362	Intermediate Accounting I-II	3	3
MAJOR	Acc. 461-365	Cost Acctg.-Fedl. 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.	3	3
BUS CORE	OIM 351	Intro. to Mgt. Science—	3	
BUS CORE	OIM 352	Intro. to Oper. Mgt.		3
BUS CORE	Eco. 351	Environment of Intl. Business		3
GE FREE	Elective	Elective	<u>3</u>	
			18	18
SENIOR				
MAJOR	Acc. 462-Maj. El.	Adv. Mgrl.-Adv. Acc. Elective.	3	3
MAJOR	Maj. El.-Maj. El.	Advanced Acctg. Electives	3	3
BUS CORE	Mgt. 455	Bus. Policy & Strategy	3	
BUS CORE	OIM 471	Bus. Information Management		3
GE AREA IV-I	*Humanities/Nat. Sci.	Electives	6	3
GE AREA V	T/RS-Phil. 211	Elective-Bus. Ethics	<u>3</u>	<u>3</u>
			18	15

TOTAL: 133-135 credits

* See note on Math Options, page 148.

Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills requirement.

Major electives for the Managerial Accounting track are ACC 363, 364, 460, 470, 471, 472, 475, 480.

- ACC. 210** Staff
Survey of Managerial & Financial Accounting 3 credits
Intended to provide a foundation in accounting for MBA students and for non-business students taking credits in business, this is an intensive course that covers reporting financial information and accounting techniques for decision-making, planning and controlling operations. Not open to students needing 6 credits in introductory accounting.
- ACC 251** Staff
Financial Accounting I 3 credits
(For Acc. & Fin. majors) A survey of accounting principles, concepts and procedures. Includes financial statements, information processing cycle, voucher system, receivables, inventory costing methods, plant and equipment, and intangibles.
- ACC. 252** Staff
Financial Accounting II 3 credits
(Continuation of Acc. 251 for Acc. and Fin. majors; prerequisite: Acc. 251) A study of accounting principles relevant to payroll accounting liabilities, partnerships, corporations and investments. Also, techniques required in compiling and interpreting data to be used in decision making including funds flow, budgeting and cost analysis. The use of computers in accounting will be introduced.
- ACC. 253** Staff
Financial Accounting 3 credits
(For non-accounting and non-finance majors) A survey of the topics in Acc. 251 and 252. Coverage is directed toward the reporting of financial information to interested parties.
- ACC. 254** Staff
Managerial Accounting 3 credits
(Continuation of Acc. 253 for non-accounting and non-finance majors; prerequisite: Acc. 253) Accounting techniques required in compiling and interpreting selected data for decision making. Includes such areas as cash and working capital flows, profit planning, statement analysis, capital investment decisions, planning and controlling operations.
- ACC. 361** Drs. Carpenter, Mensah
Intermediate Accounting I 3 credits
(Prerequisite Junior standing, Acc. 252) A comprehensive study of contemporary accounting theory, concepts and procedures and their application of the asset classifications on the balance sheet. Current pronouncements of the various accounting organizations relevant to assets will be emphasized.
- ACC. 362** Drs. Carpenter, Mensah
Intermediate Accounting II 3 credits
(Prerequisite Acc. 361) Application of contemporary accounting theory to liabilities and stockholder's equity classifications of the balance sheet. Current pronouncements of accounting organizations relevant to liabilities and owners' equity accounts will be emphasized.
- ACC. 363** Dr. R. Yori
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** Prof. Ellis, Dr. R. Yori
Auditing Theory 3 credit
(Prerequisite Acc. 252) A review of generally accepted accounting principles and applicable auditing principles, standards and procedures. Auditing original records and assets. Automation and the examination of electronically prepared records. Preparation of work papers.
- ACC 365** Dr. Yori
Federal Taxation of Corporations and Partnerships 3 credits
(Prerequisite: Acc. 252) An introduction to the taxation of corporations and partnerships including analyses of the tax consequences of the formation, operation and liquidation of regular corporations. Subchapter S corporations and partnerships.
- ACC. 460** Dr. Mahoney, Dr. Mensah
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** Drs. R.J. Grambo, Johnson,
Cost Accounting Lawrence, Staff
3 credits
(Prerequisites: junior standing, Acc. 252) Theories, techniques and procedures in cost accumulation, reporting and control, including such topics as job order costs, process costs, by-products and joint-products costing, and standard cost and variance analysis.
- ACC. 462** Drs. R.J. Grambo, Johnson
Advanced Managerial Accounting Lawrence, Staff
3 credits
(Prerequisite: Acc. 461) Accounting techniques as control devices in business with emphasis on use of accounting data in business decisions. Topics to include budgeting and profit planning, cost profit volume, profit analysis and direct costing.
- ACC. 470** Staff
Law for Accountants 3 credits
(Prerequisite Mgt. 251) A study of the law of contracts, sales, commercial paper, secured transactions, rights of debtors and creditors, and bankruptcy.

ACC. 471 Drs. R.J. Grambo, Yori
Management Auditing 3 credits
(Prerequisite: Acc. 362) An in-depth examination of the accountant in the manager's position. Administrative effectiveness and efficiency as provided through sound internal controls. Design and implementation of monitoring systems within the organization to promote better cost, benefit decisions.

ACC. 472 Dr. Mahoney, Dr. Mensah, Staff
Advanced Accounting II 3 credits
(Prerequisite: Acc. 362) A study of the theories and promulgated standards of accounting related to international operations, partnerships, estates and trusts, installment sales, consignments, SEC reporting, and interim financial reporting.

ACC 473 Prof. Ellis, Dr. Yori
Advanced Auditing 3 credits
(Prerequisite: Acc. 362) A study of the role computers play in the auditor's environment with an analysis of EDP controls and systems analysis related to the external audit process. Advanced statistical sampling techniques, flow charting and audit program preparation will be covered.

ACC. 474 Dr. R.J. Grambo
Accounting Information Systems 3 credits
(Prerequisite: Acc. 362) The design and application of accounting systems in both the manual and automated environments. Analysis of information's accumulation and use patterns in organizations with a focus on providing useful and timely information. Extensive computer usage of Professional Business Software.

ACC. 475 Drs. Yori, Johnson, Lawrence
International Accounting 3 credits
(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.

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.

ECONOMICS

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
MAJOR	Eco. 153-154	FRESHMAN		
GE AREA I	Math Option	Princ. of Micro.-Macro. Eco.	3	3
GE AREA III	Communications	Option **	3/4	3/4
		Electives: Comm 100,	3	
		Engl 107 *		3
GE AREA IV	Humanities	Electives: Hist 110, 111 *	3	3
GE AREA V	Phil 120-T/RS 121	Intro to Philosophy-	3	
		Theology I		3
PHYS ED	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16/17	16/17
		SOPHOMORE		
MAJOR	Eco. 361, 362	Intermed. Micro.-Macro. Eco.	3	3
MAJOR	Stat. 253	Statistics for Economics		3
COGNATE	Acc. 253	Financial Accounting	3	
GE III	CMPS 104 & Lab	Comptg. for Bus. & Soc. Sci.	3	
GE IV	Humanities	Elective, Electives	3	6
GE V	Phil. 210-T/RS 122	Ethics-Theology II	3	3
PHYS ED	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
		JUNIOR		
MAJOR	Eco. 460	Monetary & Fin. Eco.	3	
	Eco. 351	Environment of Intl. Bus.		3
MAJOR	Eco. Electives	Electives	3	3
COGNATE	Electives	Electives * * *	6	6
COGNATE	Fin. 351	Intro. to Finance	3	
GE I	Nat. Sci.	Elective		3
GE IV	Humanities	Elective	<u> </u>	<u>3</u>
			15	18
		SENIOR		
MAJOR	Eco. Elective	Elective	3	
MAJOR	Eco. El. - Eco. Sem	Elective, Seminar	3	3
COGNATE	Electives	Electives * * *	3	3
GE V	Phil.-T/RS	Electives	3	3
GE Free	Free Area	Electives	<u>3</u>	<u>6</u>
			15	15

TOTAL: 127/129 credits

* Recommended by the department.

** See the math options on pages 148. The student majoring in economics will take the first two courses in one of these options.

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

Economic majors registered in the School of Management will apply 9 of their elective cognate credits to one of the following areas (exceptions require the permission of the SOM Dean): Finance, Management, Marketing, Production and Operations Management. The remaining cognate credits may be applied to the social sciences or from the other business areas (but note that no more than 30 credits altogether can be taken in business subjects, exclusive of economic courses). Care must be taken to observe prerequisites.

MINOR: 18 credits - Eco 153, 154, 361, 362 plus two upper-level Eco. courses (SOM majors may not use Eco 351).

ECO. 153 Staff
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
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
Economic Security & Personal Finance 3 credits
A survey of the practical approaches to achieving economic security. Topics include risk management, essentials of budgeting, savings, and credit planning, planning for taxes, investments, retirement and estates. This course is not open to economics or business majors or minors.

ECO. 210 Staff
Essentials of Economic Theory 3 credits
Intended to provide a foundation in economics for MBA students and for non-business students taking minor or cognate credits in business, this is an intensive course that stresses economic theory and public policy implications. The topics include stabilization of the economy, the price system as it regulates production, distribution and consumption and as it in turn is modified and influenced by private groups and government. Not open to students needing 6 credits in introductory economics.

ECO. 300 Dr. Scahill, Staff
The Economics of Environmental Issues 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 Dr. Ghosh
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 elementary calculus. Topics such as comparative static analysis, general equilibrium analysis, welfare economics, intertemporal decision making, decision making under uncertainty, theory of growth and rational expectation hypothesis are covered.

ECO. 366 Dr. Trussler
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 Dr. Scahill
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 Drs. Corcione, Nguyen
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 Dr. Scahill
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 Drs. Trussler, Ghosh
Urban & Regional Economics 3 credits
(Prerequisite: Eco. 361, 362) Tools, measurements and theories utilized in studying the economy of urban areas and regions. Issues such as growth, decline, housing, poverty and environmental concerns examined in a public policy context.

ECO. 463 Dr. Bose
Public Finance and Taxation 3 credits
(Prerequisite: Eco. 362) Government expenditures, budgets, intergovernmental fiscal relations, public debt, fiscal policy, and the principles of taxation.

ECO. 465 Drs. Ghosh, Staff
Development Economics 3 credits
(Prerequisite: Eco. 361-362) Principal determinants of economic development and economic growth in less-developed countries.

ECO. /IB 475 Dr. Bose
International Economics & Finance 3 credits
(Prerequisite: Eco. 351) Advanced foreign trade theories & practices, balance of payments analysis, regional integration, exchange rates determination, foreign exchange markets, capital movements, and current international economic problems.

FINANCE

The practitioner in FINANCE must be familiar with the tools and techniques available, and, given the resources and constraints of the organizations and the general economic environment in which the organization operates, be adept at efficiently managing the fiscal resources of the organization, including the raising of funds and their short-term and long-term investment. Career opportunities in Finance include:

Banking	Investments	Corporate
Bank Examiner	Financial Analyst	Financial Analyst
Trust Officer	Security Broker	Working Capital Management

FINANCE

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
GE AREA I	Math *	Math Option	3/4	3/4
GE AREA II	Eco. 153-154	Prin. of Micro.-Macro. Eco.	3	3
GE AREA III	Communications #	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120/T/RS 121	Intro. to Phil.-Theology I	3	3
PHYS EDUC	Ph. Ed.	Electives	<u>1</u>	<u>1</u>
			16/17	16/17
SOPHOMORE				
BUS CORE	Acc. 251-252	Financial Accounting I-II	3	3
BUS CORE	Stat. 251-252	Statistics for Bus. I-II	3	3
BUS CORE	Mgt. 251	Legal Environment of Bus.	3	
GE AREA I/IV	*Math/Humanities	Math Option (or Humanities Elective)	3	
GE AREA III	CMPS 104 & Lab	Computing for Business & Lab		3
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil. 210- T/RS 122	Ethics-Theology II	3	3
PHYS EDUC	Ph. Ed.	Electives	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	Eco. 361-362	Intermediate Micro.-Macro. Eco.	3	3
MAJOR	Fin. 361	Working Capital Mgt.		3
MAJOR	Fin. 362	Investments		3
BUS CORE	Mgt. 351-352	Principles of Management I-II	3	3
BUS CORE	Fin. 351-Mkt. 351	Intro. to Finance-Intro. to Mkt.	3	3
BUS CORE	OIM 351	Intro. to Mgt. Sci.-	3	
BUS CORE	OIM 352	Intro. to Oper. Mgt.		3
BUS CORE	Eco. 351	Environment of Intl. Bus.	<u>3</u>	<u>3</u>
			15	18
SENIOR				
MAJOR	Eco. 460-	Monetary & Fin. Eco.	3	
	Major Elec.	Fin. Elective		3
MAJOR	Fin. 470-	Capital Inv. & Struct.-	3	
	Major Elec.	Fin. Elective		3
BUS CORE	Mgt. 455	Bus. Policy & Strategy	3	
BUS CORE	OIM 471	Bus. Information Mgt.		3
GE AREA I-IV	*Nat. Sci./Humanities	Electives	3	6
GE AREA V	T/RS- Phil. 211	Elective-Business Ethics	3	3
GE FREE	Elective	Elective	<u>3</u>	<u>3</u>
			18	18

TOTAL: 133-135 credits

* See note on Math Options, page 148.

Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills Requirement.

FIN. 351 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
Speculative Markets 3 credits
(Prerequisite: Fin. 362) Advanced work in speculation, hedging and arbitrage. Use of speculative markets for profit and risk adjustment. Options and futures pricing models, financial and index futures, and options, precious metals, and foreign exchange.

FIN. 472 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				
	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
GE AREA I	Math *	Math Option	3/4	3/4
GE AREA II	Eco. 153-154	Prin. of Micro.-Macro. Eco.	3	3
GE AREA III	Communications #	Electives	3	3
GE AREA IV	Humanities	Language Electives	3	3
GE AREA V	Phil. 120/T/RS 121	Intro. to Phil.-Theology I	3	3
PHYS EDUC	Ph. Ed.	Electives	<u>1</u>	<u>1</u>
			16/17	16/17
SOPHOMORE				
BUS CORE	Acc. 253-254	Financial-Managerial Accounting	3	3
BUS CORE	Stat. 251-252	Statistics for Bus. I-II	3	3
BUS CORE	Mgt. 251	Legal Environment of Bus.	3	
GE AREA I	Math	Math Option (or)	(3)	
GE AREA II	Global Studies ##	Elective	(3)	3
GE AREA III	CMPS 104 & Lab	Computing for Business & Lab		3
GE AREA IV	Humanities	Language Electives	3	3
PHYS EDUC	Ph. Ed.	Electives	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	Intl. Bus. **	Adv. IB Electives		6
BUS CORE	Mgt. 351-352	Principles of Management I-II	3	3
BUS CORE	Mkt. 351-Fin. 351	Intro. to Mkt.-Intro. to Fin.	3	3
BUS CORE	OIM 351	Intro. to Mgt. Sci.	3	
BUS CORE	OIM 352	Intro. to Oper. Mgt.		3
BUS CORE	Eco. 351	Environment of Intl. Bus.	3	
GE AREA (I/II)	Nat. Sci (or) Global	Elective	3	
GE AREA V	Phil. 210-T/RS 122	Ethics-Theology II	<u>3</u>	<u>3</u>
			18	18
SENIOR				
MAJOR	Intl. Bus. **	Advanced IB Electives	6	6
BUS CORE	Mgt. 455	Bus. Policy & Strategy	3	
BUS CORE	OIM 471	Bus. Information Mgt.		3
GE AREA IV	Regional Studies	Electives	3	3
GE AREA V	Phil. 211-Elective	Business Ethics-Elective	3	3
GE FREE	Elective	Elective	<u>3</u>	<u>3</u>
			18	15

TOTAL: 133-135 credits

* See note on Math Options, page 148.

Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills Requirement.

** Four of the five following courses: Acc 475, Eco/IB 475, Fin/IB 475, Mgt/IB 475; Mkt./IB 475; and two of the following courses: IB 490, Eco 366, Eco 465, and any of the five functional international business courses not already taken. (Acc 475 and Eco 465 require additional prerequisites beyond the business core.)

Global Studies electives are Geog 134 (highly recommended), PS 212, PS213, H/PS 214, H/Geog 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

DR. BIBERMAN, *Chairperson*

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
FRESHMAN				
GE AREA I	Math *	Math Option	3/4	3/4
GE AREA II	Eco. 153-154	Prin. of Micro.-Macro. Eco.	3	3
GE AREA III	Communications #	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GFE AREA V	Phil. 120/T/RS 121	Intro. to Phil.-Theology I	3	3
PHYS EDUC	Ph. Ed.	Electives	<u>1</u>	<u>1</u>
			16/17	16/17
SOPHOMORE				
BUS CORE	Acc. 253-254	Financial-Managerial Accounting	3	3
BUS CORE	Stat. 251-252	Statistics for Bus. I-II	3	3
BUS CORE	Mgt. 251	Legal Environment of Bus.	3	
GE AREA I/IV	*Math/Humanities	Math Option (or Humanities Elective)	3	
GE AREA III	CMPS 104 & Lab	Computing for Business & Lab		3
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil. 210/T/RS 122	Ethics-Theology II	3	3
PHYS EDUC	Ph. Ed.	Electives	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	Focus Electives	Electives		6
BUS CORE	Mgt. 351-352	Princ. of Management I-II	3	3
BUS CORE	Mkt. 351-Fin. 351	Intro. to Mktg.-Intro. to Finance	3	3
BUS CORE	OIM 351-OIM 352	Intro. to Mgt. Science-Intro. to Oper. Mgt.	3	3
BUS CORE	Eco. 351	Environment of Intl. Business	3	
GE AREA I-IV	*Nat. Sci./Humanities	Electives	<u>6</u>	<u>6</u>
			18	15
SENIOR				
MAJOR	Mgt. Elective	Electives	6	6
BUS CORE	OIM 471	Bus. Info. Mgt.	3	
BUS CORE	Mgt. 455	Bus. Policy & Strategy		3
GE AREA IV	Humanities	Elective		3
GE AREA V	T/RS - Phil. 211	Elective - Bus. Ethics	3	3
GE FREE	Elective	Elective	<u>3</u>	<u>3</u>
			15	15
			TOTAL: 127 credits	

* See note on Math Options, page 148.

Public Speaking (COMM 100) and Composition ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills requirements.

** 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, 461, 462, & any upper 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 of people and teams 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
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 Prof. Wormuth, Staff
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 law from judicial decisions, law by administrative agencies, regulation of business activity, antitrust law, consumer protection, environment and pollution control. Substantive review of tort, criminal and insurance law. Full review of property rights for both personal and real property. Attention to business organization, principal of agency, partnership and corporation.

MGT. 351 Staff
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.

MGT. 352 Staff
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 work place, and with individual effectiveness, interpersonal relations and group skills.

MGT. 361 Dr. Biberman, Staff
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 Dr. Goll, Staff
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 spill-over effect on nonunion settings. Course topics include unions, the collective bargaining process, wages and benefits, seniority, grievance procedures, and arbitration. Discrimination in employment and equal employment opportunity will be discussed, as well as future issues in union and nonunion settings and international employee-management relations.

MGT. 455 Drs. Brumagim, Goll, Tischler
Business Policy and Strategy 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 Dr. Goll, Prof. Hewitt, Staff
Organization Theory 3 credits
(Prerequisites: Mgt. 351) Study of the forces both within and outside the organization that determine the structure and processes of an organization. Topics to be covered will include technology and size influences, conflict, boundary roles, matrix structure, political factors and sociotechnical systems.

MGT. 461 Dr. Tischler
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 Dr. Brumagim, Staff
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 systems perspective. Linkages with more permanent administration structures within the organization will be reviewed. Finally, the effect of current management trends (such as total quality management) on project management will be discussed.

MGT. 471 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 Fr. McGowan, 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

DR. BIBERMAN, *Chairperson*

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.

MARKETING

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
GE AREA I	Math *	Math Option	3/4	3/4
GE AREA II	Eco. 153-154	Prin. of Micro.-Macro. Eco.	3	3
GE AREA III	Communications #	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GFE AREA V	Phil. 120/T/RS 121	Intro. to Phil.-Theology I	3	3
PHYS EDUC	Ph. Ed.	Electives	<u>1</u>	<u>1</u>
			16/17	16/17
SOPHOMORE				
BUS CORE	Acc. 253-254	Financial-Managerial Accounting	3	3
BUS CORE	Stat. 251-252	Statistics for Bus. I-II	3	3
BUS CORE	Mgt. 251	Legal Environment of Bus.	3	
GE AREA I/IV	*Math/Humanities	Math Option (or Humanities Elective)	3	
GE AREA III	CMPS 104 & Lab	Computing for Business & Lab		3
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil. 210/T/RS 122	Ethics-Theology II	3	3
PHYS EDUC	Ph. Ed.	Electives	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	Mkt. 361	Marketing Research		3
MAJOR	Mkt. 362	Consumer Behavior		3
BUS CORE	Mgt. 351-352	Princ. of Mgt. I-II	3	3
BUS CORE	Mkt. 351-Fin. 351	Intro. to Marketing-Intro. to Finance	3	3
BUS CORE	OIM 351-OIM 352	Intro. to Mgt. Science-Intro. to Oper. Mgt.	3	3
BUS CORE	Eco. 351	Environment of Intl. Bus.	3	
GE AREA I-IV	*Nat. Sci./Humanities	Electives	<u>6</u>	<u>6</u>
			18	15
SENIOR				
MAJOR	Mkt. 470-476	Marketing Comm.-Mkt. Strategy	3	3
MAJOR	Mkt. Electives	Mkt. Electives	3	3
BUS CORE	OIM 471	Bus. Information Mgt.	3	
BUS CORE	Mgt. 455	Bus. Policy & Strategy		3
GE AREA IV	Humanities	Elective		3
GE AREA V	T/RS-Phil. 211	Elective-Business Ethics	3	3
GE FREE	Elective	Elective	<u>3</u>	<u>3</u>
			15	15
			TOTAL: 127 credits	

* See note on Math Options, page 148.

Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills Requirement.

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 marketplace is examined. The marketing concept is presented as the framework under which the decisions related to marketing mix variables (product, place, price and promotion) are made by organizations.

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

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

MKT. 470 Dr. Zych, Staff
Marketing Communications 3 credits
(Prerequisite: Mkt. 351) Personal and mass communication approaches generated by manufacturers and intermediates or institutions toward target markets. The design of advertising campaigns to shift consumer attitudes, to secure resellers' support and to inform, persuade and move them to action. Development of copy selection of media and measurement of promotion effectiveness including evaluation of sales force.

MKT. 471 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 decision areas facing retail managers. Topics to be covered will include retailing, structure, merchandising, 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 comparisons of different regional markets along socio-economic, political and cultural dimensions. Different types of international market barricades and the corresponding market entry strategies will be analyzed. Additional readings from international publications will be required.

MKT. 476 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 different decision models within functional areas such as demand analysis, consumer research, product and promotion management, etc. Case discussions and advanced readings will be required.

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 Plant Manager
 Production Manager Quality Control Manager
 Materials Manager Production Planning Analyst
 Inventory Analyst Purchasing Manager
 Warehouse Manager Shipping Specialist

Services

V.P. Operations Store Manager
 Operations Manager Customer Service Manager
 Supplies Specialist Warehouse Manager
 Buyer or Purchasing Agent Inventory Analyst

OPERATIONS MANAGEMENT

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
GE AREA I	Math *	Math Option	3/4	3/4
GE AREA II	Eco. 153-154	Prin. of Micro.-Macro. Eco.	3	3
GE AREA III	Communications #	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GFE AREA V	Phil. 120/T/RS 121	Intro. to Phil.-Theology I	3	3
PHYS EDUC	Ph. Ed.	Electives	<u>1</u>	<u>1</u>
			16/17	16/17
SOPHOMORE				
BUS CORE	Acc. 253-254	Financial-Managerial Accounting	3	3
BUS CORE	Stat. 251-252	Statistics for Bus. I-II	3	3
BUS CORE	Mgt. 251	Legal Environment of Bus.	3	
GE AREA I/IV	*Math/Humanities	Math Option (or Humanities Elective)	3	
GE AREA III	CMPS 104 & Lab	Computing for Business & Lab		3
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil. 210/T/RS 122	Ethics-Theology II	3	3
PHYS EDUC	Ph. Ed.	Electives	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	OIM 361	Productivity Management		3
MAJOR	OIM Elective	OIM Elective		3
BUS CORE	Mgt. 351-352	Prin. of Management I-II	3	3
BUS CORE	Mkt. 351-Fin. 351	Intro. to Mkt. - Intro. to Finance	3	3
BUS CORE	OIM 351-OIM 352	Intro. to Mgt. Science-Intro. to Op. Mgt.	3	3
BUS CORE	Eco. 351	Environment of Intl. Bus.	3	
GE AREA I-IV	*Nat. Sci./Humanities	Electives	<u>6</u>	<u>6</u>
			18	15
SENIOR				
MAJOR	OIM 470	Production Planning and Control	3	
MAJOR	OIM Electives	OIM Electives	3	3
	OIM 473	Business Applications of Comm. Networks		3
BUS CORE	OIM 471-Mgt. 455	Bus. Info. Mgt. - Bus. Policy & Strategy	3	3
GE AREA IV	Humanities	Elective		3
GE AREA V	T/RS-Phil. 211	Elective - Business Ethics	3	3
GE FREE	Elective	Elective	<u>3</u>	<u>3</u>
			15	15

TOTAL: 127 credits

* See note on Math Options, page 148.

Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills Requirement.

MINOR IN OPERATIONS MANAGEMENT. 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.

STAT 251 Drs. Gnanendran, Gougeon,
Statistics for Business I Sebastianelli, Staff
3 credits

(Formerly QMS 251; Prerequisite: Math 107 or 114)
Detailed coverage of descriptive statistics. An introduction to the elements of probability theory (including Bayes' theorem) and decision theory, and index numbers. The major discrete and continuous probability distributions are covered with an emphasis on business applications using MINITAB.

STAT 252 Drs. Gnanendran, Gougeon,
Statistics for Business II Sebastianelli, Staff
3 credits

(Formerly QMS 252; 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 non-parametric statistics using MINITAB.

STAT 253 Drs. Gougeon, Kakumanu, Staff
Statistics for Economics 3 credits
(Formerly QMS 253; Prerequisite: Math 107 or 114)
Coverage of statistical tools to analyze economic data. Topics include measures of central tendency, dispersion, probability distributions, index numbers, time series analysis, regression and correlation, and analysis of variance using MINITAB.

OIM 351 Drs. Chien, Cunningham,
Introduction to Gnanendran, Tamimi, Staff
Management Science 3 credits
(Formerly QMS 351; Prerequisite: Junior standing, CMPS 104, Stat. 251) A survey of the quantitative techniques which are used by modern managers. Topic coverage focuses on model building, linear programming methods, queuing models, project management and simulation. Emphasis is placed on the use and limits of these quantitative methods. Model analysis will be done using LINDO.

OIM 352 Drs. Chien, Cunningham,
Introduction to Gnanendran, Tamimi, Staff
Operations Management 3 credits
(Formerly POM 352; 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
(Formerly POM 361; 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
(Formerly POM 363; 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 quali-

ty, statistical process control, process capability, Taguchi methods, ISO 9000 standards, and the role of inspection in TQM.

OIM 364 Drs. Cunningham, Prattipati,
Service Operations Staff
Management 3 credits
(Formerly POM 364; 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
(Formerly POM 365; 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
(Formerly POM 470; 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, Prattipati,
Business Information Tamimi, Staff
Management 3 credits
(Formerly POM 471; 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, Prattipati, Staff
Business Applications 3 credits
of Communication Networks
(Formerly POM 473; 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, Prattipati, Staff
Technology Management 3 credits
(Formerly POM 476; Prerequisite OIM 352) The course covers contemporary topics in technology including: role of technology in organization; choice of process technology; policy and strategy; technology positioning; automation and service sectors; information technologies in manufacturing; moving beyond Taylorism and other issues in technology management for the 90's.

The College of Health, Education, and Human Resources

The College of Health, Education, and Human Resources was established in 1987 in response to the unique needs of students preparing to enter directly into a variety of professional fields. The College has been designed to incorporate theory into practice, and it is this belief that structures our pedagogy and our curriculum. Our programs of study require students to look not only at their chosen field of study, but also to the world around them. This is accomplished in a variety of ways; through Internships, Service-Learning experiences and appropriate professional certifications.

COUNSELING AND HUMAN SERVICES

DR. HALL, *Chairperson*

DR. 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.

HUMAN SERVICES

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
MAJOR	HS 111	Introduction to Human Adjustment	3	
MAJOR	HS 112	Human Services Systems		3
COGNATE	Psych. 110 *	Fundamentals of Psychology	3	
GE AREA III	Communications * *	Electives	3	3
GE AREA III	CMPS 104	Computing for Business and Social Science		3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120- T/RS 121	Introduction to Philosophy-Theology I	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
		SOPHOMORE		
MAJOR	HS 241	Case Management and Interviewing	3	
MAJOR	HS 242	Counseling Theories		3
MAJOR	HS 293	Research Methods in Human Services		3
COGNATE	Psych. 221-222	Childhood and Adolescence-Adulthood and Aging	3	
GE AREA I	Nat. Sci./Quant.	Electives	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	T/RS 122- Phil. 210	Theology II-Ethics	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	19
		JUNIOR		
MAJOR	HS 333	Multiculturalism in Human Services	3	
MAJOR	HS 340	Career Seminar	1	
MAJOR	HS 341	Group Dynamics	3	
MAJOR	HS 380	Internship in Human Services		3
MAJOR	HS Electives	Human Services Electives		6
COGNATE	Electives	Electives	3	3
GE AREA I	Nat. Sci./Quant	Elective	3	
GE AREA IV	Humanities	Elective		3
GE AREA V	Phil.-T/RS	Elective	<u>3</u>	
			16	15
		SENIOR		
MAJOR	HS 441	Crisis Intervention	3	
MAJOR	HS Elective	Human Services Electives	3	3
COGNATE	Electives	Electives	6	3
GE AREA IV	Humanities	Elective	3	
GE AREA V	Phil.-T/RS	Elective		3
GE FREE	Electives	Electives	<u>3</u>	<u>6</u>
			18	15

TOTAL: 131 credits

* 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.

** Students will take COMM 100 and ENGL 107 unless exempted by the University. Students exempt from either COMM 100 or ENGL 107 will be expected to take ENGL 111. Students exempt from both COMM 100 and ENGL 107 will be expected to take ENGL 111 and an AREA III elective.

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

SERV 192, 292, 392, 492 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
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
Etiology, diagnosis, assessment, treatment, and prevention of mental retardation and developmental disabilities are examined. Emphasis will be placed on innovative and community-based treatment approaches.

HS 323 Staff
Psychiatric Rehabilitation 3 credits
An examination of the problems associated with mental and emotional disturbances. Emphasis is placed on contemporary modalities of rehabilitation as they relate to community mental health programs, and innovative non-medical treatment approaches. Critical issues in mental health will be discussed.

HS 331 Staff
Health and Behavior 3 credits
Focuses on stress which affects thoughts, emotions, and the body. Stress diseases of adaption include cancer, Type A Behavior, GI tract disorders along with stress-related thought disorders and emotional disturbances. Students learn to apply relaxation, cognitive restructuring, and record-keeping in the treatment of their own as well as others' health.

HS 332 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
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 234.)

- 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. JONES, *Director of Secondary Education*

DR. DiGIAIMO, *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 Secondary, Early Childhood, and Elementary Education, both leading to certification. Secondary Education concentrations lead to certification in:

Biology	English	German	Physics
Chemistry	French	Latin	Social Studies
Communication	General Science	Mathematics	Spanish

Elementary Education leads to state certification (Pennsylvania, K-6) 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 assess 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 Teacher Education: The Requirements and Curriculum Guide, (available in 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 classes, and overall. Additionally, a grade of "C" or better is required in all major and teaching area classes 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. In addition, Elementary 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 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.

SERV 192, 292, 392, 492 Service Learning

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

Staff
0 credits

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.

PROGRAM: EARLY CHILDHOOD EDUCATION

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Educ. 121	Foundations of Education	3	
MAJOR	Educ. 140	Early Childhood Education		3
COGNATE	Educ. 180	Field Experience I	1	or 1
GE AREA I	Phys. 102	Earth Science		3
GE AREA I	Math 104	Mathematics for Elementary Teachers	3	
GE AREA II	Psych. 110	Fundamentals of Psychology	3	
GE AREA II	Psych. 221	Childhood & Adolescence		3
GE AREA III	Engl. 107	Composition	3	
GE AREA III	Comm. 100	Public Speaking		3
GE AREA V	Phil. 120	Intro. to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
PHYS ED	Ph. Ed. *	Physical Education	<u>1</u>	or <u>1</u>
			16	16
SOPHOMORE				
MAJOR	Educ. 222	Educational Psychology	3	
MAJOR	Educ. 251	Development of Early Learner	3	
MAJOR	Educ. 252	Assessment in ECE		3
MAJOR	Educ. 241	Foundations of Reading		3
COGNATE	Educ. 280	Field Experience II	1	or 1
GE AREA I	Biol. 100	Concepts of Biology	4	
GE AREA II	Geog. 134	World Regional Geography	3	
GE AREA IV	Lit. Elect	Literature Elective		3
GE AREA IV	PS 210	State and Local Government		3
GE AREA IV	Engl. 130	Children's Literature		3
GE AREA V	T/RS 122	Theology II	3	
GE AREA V	Phil. 210	Ethics		3
PHYS ED.	Ph. Ed.	Physical Education	<u>1</u>	or <u>1</u>
			17 or 18	18 or 19
JUNIOR				
COGNATE	Nurs. 100	Family Health		3
COGNATE	Educ. 352	Math/Sci/Health Methods	3	
COGNATE	Educ. 341	Educ. of Exceptional Child	3	
COGNATE	NSCI 201	Science/Human Environment		3
COGNATE	Educ. 342	Educ. Media/Technology		3
COGNATE	Educ. 343	Eval. & Measurement		3
COGNATE	Educ. 351	ECE Methods Across Curriculum		3
COGNATE	Educ. 380	Field Experience III	1	
GE AREA I	Chem. 100	Elements of Chemistry	3	
GE AREA III	Art Hist. 110	Art History		3
GE AREA IV	Hist. 110	History of U.S.	3	
GE AREA V	Elective	T/RS or Phil. Elective	3	
PHYS ED.	Ph. Ed.	Physical Education	<u>1</u>	
			17	18
SENIOR **				
MAJOR	Educ. 451	ECE Student Teaching	5	
MAJOR	Educ. 440 ***	Classroom Management		3
MAJOR	Educ. 441 ***	Planning in Elem. Student Teaching		2
MAJOR	Educ. 442 ***	Instruction in Elem. Student Teaching		3
MAJOR	Educ. 443 ***	Management in Elem. Student Teaching		2
MAJOR	Educ. 444 ***	Prof. Growth in Elem. Student Teaching		3
GE AREA II	Eco. 410	Economics for Educators	3	
GE AREA IV	Mus. 100	Understanding Music	3	
GE AREA IV	Thtr. 110	Introduction to Theatre	3	
GE AREA V	Ed./P 306	Philosophy of Education	<u>3</u>	
			17	13
			TOTAL: 132 credits	

* PHYS ED. — 1 credit in Movement and Dance required.

** Semesters may be reversed at the discretion of the Program Director.

*** These courses must be scheduled in the same semester.

ELEMENTARY EDUCATION

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	Educ. 121	Foundations of Education		3
MAJOR	Educ. 180	Field Experience I	1	or 1
COGNATE	Educ. 140	Early Childhood Education	3	
GE AREA I	Math 104	Math for Elementary Teachers	3	
GE AREA I	Phys. 102	Earth Science	3	
GE AREA II	Psych. 110	Fund. of Psychology	3	
GE AREA II	Psych. 221	Childhood & Adolescence		3
GE AREA III	Comm. 100- Engl. 107	Public Speaking-Composition		6
GE AREA V	Phil. 120- T/RS 121	Intro. Phil-Theology I	3	3
PHYS ED	Ph. Ed. *	Physical Education	<u>1</u>	<u>1</u>
			16-17	16-17
SOPHOMORE				
MAJOR	Educ. 222	Educ. Psychology	3	1
MAJOR	Educ. 280	Field Experience II	1	or 1
MAJOR	Educ. 241	Found. Reading Instruction		3
MAJOR	Educ. 242	Math Methods for Elementary Teaching	3	
COGNATE	Nurs. 100	Family Health		3
GE AREA I	Biol. 100	Modern Concepts of Biology and Lab	4	
GE AREA II	Geog. 134	World Regional Geography	3	
GE AREA IV	PS 210	State and Local Government		3
GE AREA IV	Engl. 130	Children's Literature		3
GE AREA V	T/RS 122- Phil. 210	Theology II-Ethics	3	3
PHYS ED.	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			17-18	16-17
JUNIOR				
MAJOR	Educ. 344	Science Methods for Elementary Teaching	3	
MAJOR	Educ. 345	Language Arts Methods		3
MAJOR	Educ. 347-346	Inst. Str. Reading-Soc. Stud. Methods	3	3
MAJOR	Educ. 380	Field Experience III		1
COGNATE	Educ. 341	Educ. Exceptional Child	3	
COGNATE	Educ. 342	Educ. Media/Tech.		3
COGNATE	NSCI 201	Science/Human Environment		3
COGNATE	Educ. 343	Eval. & Measurement		3
GE AREA I	Chem. 100	Elements of Chemistry	3	
GE AREA III	ARTH 110, 111 or 112	Art History Elective		3
GE AREA V	Elective	T/RS or Phil. Elective	<u>3</u>	
			15	19
SENIOR **				
MAJOR	Educ. 440 * * *	Classroom Mgt. for Elem. Educ.		3
MAJOR	Educ. 441 * * *	Planning in Elem. Student Teaching		2
MAJOR	Educ. 442 * * *	Instruc. in Elem. Student Teaching		3
MAJOR	Educ. 443 * * *	Managing Elem. Classrooms in Student Teaching		2
MAJOR	Educ. 444 * * *	Professional Growth in Elem. Educ.		3
GE AREA II	Eco. 410	Economics for Education Majors	3	
GE AREA IV	Hist. 110 or 111	History of U.S.	3	
GE AREA IV	Mus. 100	Understanding Music	3	
GE AREA IV	Thtr. 110	Intro. to Theatre	3	
GE AREA IV	Lit. Elective	Literature Elective	3	
GE AREA V	ED/P 306	Philosophy of Education	<u>3</u>	
			18	13
			TOTAL: 132 credits	

* PHYS ED. — 1 credit in Movement and Dance required.

** Semesters may be reversed at the discretion of the Director of the Elementary Education Program.

*** These courses must be scheduled in the same semester. Educ. 440-444 comprise the student teaching semester.

PROGRAM: Secondary Education (Biology, 139½ to 143½ credits) *

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN *		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180 * * *	Field Experience I	1	or 1
COGNATE	Biol. 141-142	General Biology I, II	4½	4½
COGNATE	Phys. 102	Earth Science		3
GE AREA II	Psych. 110	Fund. of Psychology		3
GE AREA III	Engl. 107	Composition	3	
GE AREA III	Comm. 100	Public Speaking		3
GE AREA IV	Elective	Elective	3	
GE AREA V	T/RS 121-122	Theology I, II	3	3
PHYS EDUC	Ph. Ed.	Physical Education	1	or 1
			17½	17½
		SOPHOMORE		
MAJOR	EDUC 222	Educational Psychology	3	
MAJOR	EDUC 280 * * *	Field Experience II	1	or 1
COGNATE	Biol. 201	Anatomy & Physiology	3	
COGNATE	Biol. 250	Microbiology		4½
COGNATE	Chem. 112-113	General Chemistry I, II	4½	4½
COGNATE	NSCI 201	Science & Human Env.		3
GE AREA II	Psych. 221	Childhood and Adolescence		3
GE AREA V	Phil.120	Intro. to Philosophy	3	
GE AREA IV	Electives	Electives	3	3
PHYS EDUC	Ph. Ed.	Physical Education	1	or 1
			17½	19
		JUNIOR		
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	Biol. 260	Genetics	4½	
COGNATE	Biol. 370	Animal Behavior		4½
COGNATE	Biol. 375	Evolution	3	
GE AREA IV	Electives	Electives	3	3
GE AREA V	Phil. 210	Ethics	3	
GE AREA V	Phil. 431	Phil. of Science		3
GE AREA V	ED/P 306	Phil. of Education		3
PHYS EDUC	Ph. Ed.	Physical Education	1	
			18½	19½
		SENIOR * * *		
MAJOR	EDUC 475 * *	Classroom Management for Sec. Educ.		3
MAJOR	EDUC 476 * *	Student Teaching Plan.–Sec. Ed.		2
MAJOR	EDUC 477 * *	Student Teaching Instr.–Sec. Ed.		3
MAJOR	EDUC 478 * *	Student Teaching Mgmt.–Sec. Ed.		2
MAJOR	EDUC 479 * *	Student Teaching Pro. Dev.–Sec. Ed.		3
COGNATE	Phys. 120	General Physics	4	
GE AREA II	Electives	Electives	6	
GE AREA III	Elective	Elective	3	
GE AREA IV	Elective	Elective	3	
PHYS EDUC	Ph. Ed.	Physical Education	1	
			17	13

* Students who fail to demonstrate competence of at least the precalculus level are required to take Math. 103 prior to the Sophomore year..

* * These courses must be scheduled in the same semester.

* * * Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

PROGRAM: Secondary Education (Chemistry, 139 credits)

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180 * *	Field Experience I	1	or 1
COGNATE	Chem. 112-113	Gen. Anal. Chem I, II	4½	4½
COGNATE	Biol. 141	General Biology	4½	
COGNATE	Phys. 102	Earth Science		3
GE AREA II	Psych. 110	Fund. of Psychology		3
GE AREA III	Engl. 107	Composition	3	
GE AREA III	Comm. 100	Public Speaking		3
GE AREA V	T/RS 121-122	Theology I, II	3	3
PHYS EDUC	Ph. Ed.	Physical Education	1	or 1
			<u>19</u>	<u>17½</u>
		SOPHOMORE		
MAJOR	EDUC 222	Educational Psychology	3	
MAJOR	EDUC 280 * *	Field Experience II		1
COGNATE	Chem. 232-233	Organic I, II	4½	4½
COGNATE	Math. 114	Analysis I	4	
GE AREA II	Psych. 221	Childhood & Adolescence		3
GE AREA IV	Electives	Electives	3	6
GE AREA V	Phil 120-Phil 210	Intro. to Philosophy-Ethics	3	3
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			<u>18½</u>	<u>18½</u>
		JUNIOR		
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	Chem. 350	Gen. Biochemistry I	3	
COGNATE	NSCI 201	Science & Human. Env.		3
GE AREA II	Electives	Electives	3	3
GE AREA IV	Electives	Electives	3	3
GE AREA V	Phil. 432	Phil. of Technology	3	
GE AREA V	Phil. 431	Phil. of Science		3
PHYS EDUC	Ph. Ed.	Physical Education	1	
			<u>17</u>	<u>18</u>
		SENIOR * *		
MAJOR	EDUC 475 *	Classroom Management for Sec. Educ.		3
MAJOR	EDUC 476 *	Student Teaching Plan.–Sec. Ed.		2
MAJOR	EDUC 477 *	Student Teaching Instr.–Sec. Ed.		3
MAJOR	EDUC 478 *	Student Teaching Mgmt.–Sec. Ed.		2
MAJOR	EDUC 479 *	Student Teaching Pro. Dev.–Sec. Ed.		3
COGNATE	Chem. 104	Science & Society	3	
COGNATE	Phys. 120	General Physics I	4	
COGNATE	Chem. 360	Biophysical Chem. I	4½	
GE AREA IV	Elective	Elective	3	
GE AREA III	Elective	Elective	3	
			<u>17½</u>	<u>13</u>

* These courses must be scheduled in the same semester.

** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

PROGRAM: Secondary Education (Communication, 134 credits)

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180 * *	Field Experience I		1
COGNATE	Elective	Communication Process	3	
COGNATE	Engl 140	English Inquiry		3
GE AREA I	Elective	Elective		3
GE AREA II	Psych. 110	Fund. of Psychology		3
GE AREA III	Engl. 107	Composition	3	
GE AREA III	Comm. 100	Public Speaking		3
GE AREA IV	Elective	Elective	3	
GE AREA V	T/RS 121-122	Theology I, II	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	17
		SOPHOMORE		
MAJOR	EDUC 222	Educational Psychology	3	
MAJOR	EDUC 280 * *	Field Experience II		1
COGNATE	Elective	British Literature	3	
COGNATE	Elective	American Literature		3
COGNATE	Electives	Communication Processes	3	3
COGNATE	Elective	Communication Option		3
GE AREA I	Elective	Elective	3	
GE AREA II	Elective	Elective	3	
GE AREA III	Wrtg. 210	Advanced Composition		3
GE AREA IV	Elective	Elective	3	
GE AREA V	Phil 120	Intro. to Philosophy		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			18	17
		JUNIOR		
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. 310	Strat. Tchg. Writing	3	
COGNATE	Engl. 460	Tchg. Modern Grammars		3
COGNATE	Elective	World Literature	3	
COGNATE	Electives	Communication Option	3	3
COGNATE	Elective	American Literature		3
GE AREA II	Elective	Elective		3
COGNATE	Elective	Minority Literature	3	
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			17	18
		SENIOR * *		
MAJOR	EDUC 475 *	Classroom Management for Sec. Educ.		3
MAJOR	EDUC 476 *	Student Teaching Plan.–Sec. Ed.		2
MAJOR	EDUC 477 *	Student Teaching Instr.–Sec. Ed.		3
MAJOR	EDUC 478 *	Student Teaching Mgmt.–Sec. Ed.		2
MAJOR	EDUC 479 *	Student Teaching Pro. Dev.–Sec. Ed.		3
GE AREA V	Phil. 210	Ethics	3	
COGNATE	Elective	Communication Options	3	
GE AREA I	Elective	Elective	3	
GE AREA II	Elective	Psychology Elective	3	
GE AREA V	Elective	Elective	3	
GE AREA V	ED/P 306	Phil. of Education	<u>3</u>	<u>1</u>
			18	13

* These courses must be scheduled in the same semester.

* * Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

PROGRAM: Secondary Education (English, 134 credits)

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180 * *	Field Experience I	1	or 1
COGNATE	Engl 140	English Inquiry	3	
COGNATE	Electives	American Literature	3	3
COGNATE	Elective	Rep. World Literature		3
GE AREA II	Psych. 110	Fund. of Psychology		3
GE AREA III	Engl. 107	Composition	3	
GE AREA III	Comm. 100	Public Speaking		3
GE AREA V	Phil. 120	Intro. to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			<hr/> 16-17	<hr/> 16-17
		SOPHOMORE		
MAJOR	EDUC 222	Educational Psychology	3	
MAJOR	EDUC 280 * *	Field Experience II		1
COGNATE	Elective	English Literature	3	
COGNATE	Elective	American Literature	3	
COGNATE	Engl. 134	Shakespeare		3
COGNATE	Elective	Theatre Elective		3
GE AREA I	Elective	Elective	3	3
GE AREA II	Elective	Elective	3	
GE AREA III	Wrtg. 210	Advanced Composition		3
GE AREA V	Phil. 210	Ethics	3	
GE AREA V	T/RS 122	Theology II		3
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			<hr/> 18	<hr/> 17
		JUNIOR		
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 314	Specific Subject Methods		3
MAJOR	ED/P 306	Educ. Philosophy		3
MAJOR	EDUC 340	Reading Sec. School		3
MAJOR	EDUC 380 * *	Field Experience III	1	
COGNATE	Engl. 225	Writing Women	3	
COGNATE	Engl. 310	Strat. for Tchg. Writing	3	
COGNATE	Engl. 460	Tchg. Modern Grammars		3
COGNATE	Elective	Minority Literature	3	
COGNATE	Elective	Writing Elective		3
COGNATE	Elective	Rep. World Literature	3	
GE AREA II	Elective	Elective		3
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			<hr/> 17	<hr/> 18
		SENIOR * *		
MAJOR	EDUC 475 *	Classroom Management for Sec. Educ.		3
MAJOR	EDUC 476 *	Student Teaching Plan.–Sec. Ed.		2
MAJOR	EDUC 477 *	Student Teaching Instr.–Sec. Ed.		3
MAJOR	EDUC 478 *	Student Teaching Mgmt.–Sec. Ed.		2
MAJOR	EDUC 479 *	Student Teaching Pro. Dev.–Sec. Ed.		3
COGNATE	Elective	English Literature Elective	3	
GE AREA IV	Elective	Elective	3	
GE AREA I	Elective	Elective	3	
GE AREA II	Elective	Elective	3	
GE AREA IV	Elective	Elective	3	
GE AREA V	Elective	Elective	3	
			<hr/> 3	<hr/> 3
			18	13

* These courses must be scheduled in the same semester.

** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

PROGRAM: Secondary Education (General Science, 143 credits)

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180 * *	Field Experience I		1
COGNATE	Biol. 141-142	General Biology I, II	4½	4½
COGNATE	Math. 114	Analysis I	4	
GE AREA II	Psych. 110	Fund. of Psychology		3
GE AREA III	Engl. 107	Composition	3	
GE AREA III	Comm. 100	Public Speaking		3
GE AREA IV	Elective	Elective		3
GE AREA V	T/RS 121-122	Theology I, II	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	or <u>1</u>
			18½	18½
		SOPHOMORE		
MAJOR	EDUC 222	Educational Psychology	3	
MAJOR	EDUC 280 * *	Field Experience II	1	or 1
COGNATE	Phys. 121-121	General Physics I, II	4	4
COGNATE	Cmps. 102	Computer Literacy	3	
COGNATE	Chem. 112-113	Gen./Analy. Chem. I, II	4½	4½
GE AREA II	Psych. 221	Childhood & Adolescence		3
GE AREA III	Elective	Elective		3
GE AREA IV	Elective	Elective		3
GE AREA V	Phil. 120	Intro. to Philosophy	3	
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	or <u>1</u>
			18½	18½
		JUNIOR		
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	Elective	Environ. Cntxt.	3	
COGNATE	Phys. 101	Modern Astronomy	3	
COGNATE	Phys. 102	Earth Science		3
COGNATE	Elective	Technological Cntxt.		3
GE AREA II	Elective	Elective	3	
GE AREA IV	Electives	Electives	3	3
GE AREA V	Phil. 210	Ethics	3	
GE AREA V	Phil. 432	Phil. of Technology		<u>3</u>
			19	18
		SENIOR * *		
MAJOR	EDUC 475 *	Classroom Management for Sec. Educ.		3
MAJOR	EDUC 476 *	Student Teaching Plan.–Sec. Ed.		2
MAJOR	EDUC 477 *	Student Teaching Instr.–Sec. Ed.		3
MAJOR	EDUC 478 *	Student Teaching Mgmt.–Sec. Ed.		2
MAJOR	EDUC 479 *	Student Teaching Pro. Dev.–Sec. Ed.		3
COGNATE	Elective	Environmental Cntxt.	3	
COGNATE	Chem. 104	Science & Society	3	
GE AREA II	Elective	Elective	3	
GE AREA IV	Elective	Elective	6	
GE AREA V	Phil. 431	Philosophy of Science	3	
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	
			19	13

* These courses must be scheduled in the same semester.

** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

PROGRAM: Secondary Education (Latin, 134 credits)

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180 * *	Field Experience I	1	or 1
COGNATE	Latin 211-212	Inter, Latin I, II	3	3
GE AREA I	Elective	Elective		3
GE AREA II	Psych. 110	Fund. of Psychology		3
GE AREA III	Engl. 107	Composition	3	
GE AREA III	Comm. 100	Public Speaking		3
GE AREA IV	Elective	Elective	3	
GE AREA V	T/RS 121-122	Theology I, II	3	3
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			<u>16-17</u>	<u>16-17</u>
		SOPHOMORE		
MAJOR	EDUC 222	Educational Psychology	3	
MAJOR	EDUC 280 * *	Field Experience II	1	or 1
COGNATE	Electives	Latin Electives	6	6
GE AREA I	Elective	Elective	3	
GE AREA II	Psych. 221	Childhood & Adolescence		3
GE AREA III	Elective	Elective		3
GE AREA IV	Elective	Elective	3	
GE AREA V	Phil. 120	Intro. to Philosophy		3
GE FREE	Elective	Elective	3	
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			<u>18</u>	<u>17</u>
		JUNIOR		
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	Electives	Latin Electives	6	3
COGNATE	Elective	Related Elective		3
GE AREA II	Soc. 234	Cultural Anthropology		3
GE AREA V	ED/P 306	Educ. Philosophy		3
GE AREA V	Phil. 210	Ethics	3	
GE FREE	Elective	Elective	3	
PHYS EDUC	Ph. Ed.	Physical Education	1	
			<u>17</u>	<u>18</u>
		SENIOR * *		
MAJOR	EDUC 475 *	Classroom Management for Sec. Educ.		3
MAJOR	EDUC 476 *	Student Teaching Plan.–Sec. Ed.		2
MAJOR	EDUC 477 *	Student Teaching Instr.–Sec. Ed.		3
MAJOR	EDUC 478 *	Student Teaching Mgmt.–Sec. Ed.		2
MAJOR	EDUC 479 *	Student Teaching Pro. Dev.–Sec. Ed.		3
COGNATE	Elective	Latin Elective	3	
COGNATE	Elective	Related Elective	3	
GE AREA I	Elective	Elective	3	
GE AREA II	Elective	Elective	3	
GE AREA V	Elective	Elective	3	
GE FREE	Elective	Elective	3	
			<u>3</u>	<u>13</u>

* These courses must be scheduled in the same semester.

* * Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

PROGRAM: Secondary Education (Math, 139 credits)

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180 * * *	Field Experience I		1
COGNATE	Math. 103	Precalculus *	4	
COGNATE	Math. 114	Analysis I		4
COGNATE	Math. 142	Discrete Str.	4	
GE AREA II	Psych. 110	Fund. of Psychology		3
GE AREA III	Engl. 107	Composition	3	
GE AREA III	Comm. 100	Public Speaking		3
GE AREA IV	Elective	Elective		3
GE AREA V	Phil. 120	Intro. to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			18	18
		SOPHOMORE		
MAJOR	EDUC 222	Educational Psychology	3	
MAJOR	EDUC 280 * * *	Field Experience II	1	or 1
COGNATE	Math. 221-222	Analysis II, III	4	4
COGNATE	Cmps. 134	Computer Science I	3	
GE AREA II	Elective	Psych. Elective		3
GE AREA II	Elective	Elective	3	
GE AREA IV	Electives	Electives	3	3
GE AREA V	T/RS 122	Theology II		3
GE FREE	Elective	Elective		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	or <u>1</u>
			17	18
		JUNIOR		
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 314	Specific Subject Methods		3
MAJOR	EDUC 340	Reading Sec. School		3
MAJOR	EDUC 380 * * *	Field Experience III	1	
MAJOR	EDUC 312	Sec. Math. Curr.	3	
COGNATE	Math. 204	Sp. Topics Statistics		3
COGNATE	Math. 345	Geometry	3	
COGNATE	Math. 202	History of Math	3	
COGNATE	Math. 351	Linear Algebra		3
GE AREA II	Elective	Elective		3
GE AREA IV	Electives	Electives	3	3
GE AREA V	Phil. 210	Ethics	3	
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			19	19
		SENIOR * * *		
MAJOR	EDUC 475 * *	Classroom Management for Sec. Educ.		3
MAJOR	EDUC 476 * *	Student Teaching Plan.–Sec. Ed.		2
MAJOR	EDUC 477 * *	Student Teaching Instr.–Sec. Ed.		3
MAJOR	EDUC 478 * *	Student Teaching Mgmt.–Sec. Ed.		2
MAJOR	EDUC 479 * *	Student Teaching Pro. Dev.–Sec. Ed.		3
COGNATE	Math. 448	Modern Algebra	3	
COGNATE	Elective	Related Elective	3	
GE AREA III	Elective	Elective	3	
GE AREA IV	Elective	Elective	3	
GE AREA V	ED/P 306	Philosophy of Education	3	
GE AREA V	Elective	Elective	<u>3</u>	<u>3</u>
			18	13

* An upper division math course may be substituted for Math. 103, based upon the performance on the math placement test.

* * These courses must be scheduled in the same semester.

* * * Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

PROGRAM: Secondary Education (Modern Language, 134 credits)

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180 * * *	Field Experience I	1	or 1
COGNATE	MLANG 311-312 *	Adv. Comp.-Conv. I, II	3	3
GE AREA I	Elective	Elective		3
GE AREA II	Psych. 110	Fund. of Psychology		3
GE AREA III	Engl. 107	Composition	3	
GE AREA III	Comm. 100	Public Speaking		3
GE AREA IV	Elective	Elective	3	
GE AREA V	T/RS 121-122	Theology I, II	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16-17	16-17
		SOPHOMORE		
MAJOR	EDUC 222	Educational Psychology	3	
MAJOR	EDUC 280 * * *	Field Experience II		1
COGNATE	MLANG 321-322* * * *	Stylistics I, II	3	3
COGNATE	Electives * * * *	Modern Language	3	3
GE AREA I	Elective	Elective	3	
GE AREA II	Psych. 221	Childhood & Adolescence		3
GE AREA III	Elective	Elective		3
GE AREA IV	Elective	Elective	3	
GE AREA V	Phil. 120	Intro. to Philosophy		3
GE FREE	Elective	Elective	3	
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			18	17
		JUNIOR		
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	Electives * * * *	Modern Language	6	3
COGNATE	Electives	Related Electives	3	3
GE AREA II	Soc. 234	Cultural Anthropology		3
GE AREA V	Electives	Electives	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			17	18
		SENIOR * * *		
MAJOR	EDUC 475 * *	Classroom Management for Sec. Educ.		3
MAJOR	EDUC 476 * *	Student Teaching Plan.–Sec. Ed.		2
MAJOR	EDUC 477 * *	Student Teaching Instr.–Sec. Ed.		3
MAJOR	EDUC 478 * *	Student Teaching Mgmt.–Sec. Ed.		2
MAJOR	EDUC 479 * *	Student Teaching Pro. Dev.–Sec. Ed.		3
COGNATE	Elective	Related Elective	3	
COGNATE	Elective	Modern Language	3	
GE AREA I	Elective	Elective	3	
GE AREA II	Elective	Elective	3	
GE AREA V	ED/P 306	Educational Philosophy	3	
GE AREA V	Elective	Elective	<u>3</u>	
			18	13

* Spanish, French or German should be selected as a specialization within Modern Language (MLANG).

** These courses must be scheduled in the same semester.

*** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

**** 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.

PROGRAM: Secondary Education (Physics, 143 credits)

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180 * *	Field Experience I	1	or 1
COGNATE	Phys. 140-141	Elements of Physics I, II	4	4
COGNATE	Math 114	Analysis I	4	
COGNATE	Math 221	Analysis II		4
GE AREA III	Engl. 107	Composition	3	
GE AREA III	Comm. 100	Public Speaking		3
GE AREA IV	Elective	Elective		3
GE AREA V	T/RS 121-122	Theology I, II	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			18-19	18-19
		SOPHOMORE		
MAJOR	EDUC 222	Educational Psychology	3	
MAJOR	EDUC 280 * *	Field Experience II	1	or 1
COGNATE	Math. 222	Analysis III	4	
COGNATE	Phys. 270	Modern Physics	4	
COGNATE	Phys. 350	Applied Engin./Math Physics		3
COGNATE	Elective	Physics Elective		3
COGNATE	Biol. 101	Gen. Biol. Sci.		3
GE AREA II	Psych. 110	Fundamentals of Psychology	3	
GE AREA II	Psych. 221	Childhood and Adolescence		3
GE AREA IV	Electives	Electives	3	3
GE AREA V	Phil. 120	Intro. to Philosophy		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	or <u>1</u>
			18	19
		JUNIOR		
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	Phys. 102	Earth Science	3	
COGNATE	Phys. 473	Optics	3	
COGNATE	Chem. 100	Elements Chemistry		3
COGNATE	Elective	Physics		3
GE AREA II	Elective	Elective	3	
GE AREA IV	Electives	Electives	3	3
GE AREA V	Phil. 210	Ethics	3	
GE AREA V	Phil. 431	Phil. of Science		3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			19	19
		SENIOR * *		
MAJOR	EDUC 475 *	Classroom Management for Sec. Educ.		3
MAJOR	EDUC 476 *	Student Teaching Plan.–Sec. Ed.		2
MAJOR	EDUC 477 *	Student Teaching Instr.–Sec. Ed.		3
MAJOR	EDUC 478 *	Student Teaching Mgmt.–Sec. Ed.		2
MAJOR	EDUC 479 *	Student Teaching Pro. Dev.–Sec. Ed.		3
COGNATE	Phys. 447	Electromagnetics	3	
COGNATE	Elective	Physics	3	
GE AREA II	Elective	Elective	3	
GE AREA III	Elective	Elective	3	
GE AREA IV	Elective	Elective	3	
GE AREA V	Phil 432	Philosophy of Technology	<u>3</u>	
			18	13

* These courses must be scheduled in the same semester.

* * Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

PROGRAM: Secondary Education (Social Studies, 134 credits)

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
		FRESHMAN		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180 * *	Field Experience I	1	or 1
COGNATE	Hist. 110-111	U.S. History I, II	3	3
COGNATE	PS 130-131	Am. Nat. Government I, II	3	3
GE AREA I	Elective	Elective	3	
GE AREA II	Psych. 110	Fund. of Psychology		3
GE AREA III	Engl. 107	Composition	3	
GE AREA III	Comm. 100	Public Speaking		3
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			<u>16-17</u>	<u>16-17</u>
		SOPHOMORE		
MAJOR	EDUC 222	Educational Psychology	3	
MAJOR	EDUC 280 * *	Field Experience II	1	or 1
COGNATE	Geog. 134	World Reg. Geography	3	
COGNATE	PS 111	Intro. to Pub. Policy		3
GE AREA I	Elective	Elective		3
GE AREA II	Soc. 110	Intro. to Sociology	3	
GE AREA III	Elective	Elective		3
GE AREA IV	Hist. 120-121	Europe I, II	3	3
GE AREA V	Phil. 120	Intro. to Philosophy	3	
GE AREA V	T/RS 121	Theology II		3
PHYS EDUC	Ph. Ed.	Physical Education	1	1
			<u>16-17</u>	<u>16-17</u>
		JUNIOR		
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	
GE FREE	Eco. 410	Economics for Education Majors	3	
COGNATE	Elective	Non-Western History	3	
COGNATE	Soc. 234	Cultural Anthropology		3
COGNATE	H/PS 214	World Politics		3
COGNATE	Elective	Minority Literature	3	
GE AREA II	Soc. 112	Social Problems	3	
GE AREA II	Psych. 220	Social Psychology	3	
GE AREA V	ED/P 306	Educ. Philosophy		3
GE FREE	Elective	Elective		3
			<u>19</u>	<u>18</u>
		SENIOR * *		
MAJOR	EDUC 475 *	Classroom Management for Sec. Educ.		3
MAJOR	EDUC 476 *	Student Teaching Plan.–Sec. Ed.		2
MAJOR	EDUC 477 *	Student Teaching Instr.–Sec. Ed.		3
MAJOR	EDUC 478 *	Student Teaching Mgmt.–Sec. Ed.		2
MAJOR	EDUC 479 *	Student Teaching Pro. Dev.–Sec. Ed.		3
GE AREA I	Elective	Elective	3	
COGNATE	H/PS	Electives	6	
GE AREA V	Phil. 210	Ethics	3	
GE AREA V	Elective	Elective	3	
GE FREE	Elective	Elective	3	
			<u>18</u>	<u>13</u>

* These courses must be scheduled in the same semester.

** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.

- EDUC. 110** Prof. Cannon
Values Development 3 credits
 A course designed to acquaint the student with theories relating to value development: what values are, and how they are formed. The affective process, value systems, activities for value development suitable for use by parents, teachers and others involved in human relations will be covered. Open to all majors.
- EDUC. 113** Staff
Reading-Research 3 credits
 A course designed to increase a student's proficiency in reading and research. The following skill areas will be covered: comprehension, vocabulary, expression, critical analysis, library and study skills. Students will be required to develop minimum computer competencies. Lecture and laboratory approaches are utilized with the emphasis on individualized instruction. (GE Area III)
- EDUC. 121** Staff
The Foundations of Education 3 credits
 This course is designed to examine the characteristics of the public school system in the United States, the role of education in contemporary society, and current issues related to education.
- EDUC. 140** Dr. Volkman
Early Childhood Education 3 credits
 An introductory overview of the theory, research and practice of early childhood education. Consideration will be given to the educational process from the fetal stages on through the first three years of life as well as the early years of schooling.
- EDUC. 180** Staff
Field Experience I 1 credit
 (Pre- or Corequisite: EDUC 121) This course prepares for field experience requirements in EDUC 280 and 380. It focuses on the development of observation and reflective skills through case studies, vignettes and video situations.
- EDUC 222** Dr. Cannon
Educational Psychology 3 credits
 This course examines the psychological basis of teaching strategies, classroom environment, learning, motivation, reinforcement, and evaluation.
- EDUC 241** Dr. Cantrell
Foundations of Reading Instruction 3 credits
 A basic course in reading. It provides an introduction to reading instruction, reading programs, and the reading process as it relates to language acquisition and learning to read. The readiness, reading skills, techniques and methods which are essential for effective reading will be examined.
- EDUC 242** Dr. DiGiaimo
Mathematics Methods for Elementary Teaching 3 credits
 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** Staff
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** Staff
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 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.
- ED/P 306** Staff
Philosophy of Education 3 credits
 (Formerly ED/P 106) An examination of representative modern systemic philosophies of education with a critical analysis of the answers that each system of philosophy provides to the important questions concerning the nature of knowledge, value, man, and society.
- EDUC 310** Staff
Special Topics in Education 1-3 credits
 A series of courses dealing with specific educational issues, theories, ideologies, skills, methods, or other designated topics for individual or group study. Course is offered on student need. (GE Area dependent on topic.)
- EDUC. 312** Staff
The Secondary School Mathematics Curriculum 3 credits
 (Corequisite: EDUC 313) This course examines the strategies and content of mathematics curricula in the secondary school and attempts to compare them to major contemporary reform efforts. The course includes a review of secondary school (Junior and Senior High School) mathematics.
- EDUC. 313** 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. (GE Area III)
- EDUC. 314** Staff
Specific Subject Methods 3 credits
 (Prerequisite: EDUC 313) Utilizing knowledge of planning and teaching, students will be guided in the analysis of specific content and techniques for teaching that content. They will demonstrate their ability to carry out plans in "micro" teaching experiences. (GE Area III)

EDUC 340 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 is intended to acquaint prospective teachers with the various facets of test interpretation and test construction. Standardized achievement, diagnostic, and aptitude tests will be covered, along with teacher-made objective and essay tests. Emphasis will be placed on constructing valid and reliable tests by the teacher. The use and misuse of standardized tests and teacher-made tests will be discussed.

EDUC. 344 Dr. Wiley
Science Methods for Elementary Teaching 3 credits
This course is designed to provide the elementary education major with planning and instructional strategies appropriate for use in the science area of the elementary curriculum. An analysis of content and methodologies will be made in light of the needs of the elementary school, the elementary student and society.

EDUC. 345 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 Staff
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 Staff
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. 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 Dr. DiGiaino
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 Student Teaching 2 credits
Preparation of actual teaching plans during elementary student teaching.

EDUC. 442 Staff
Instruction in Elementary Student Teaching 3 credits
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 in Student Teaching 2 credits
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. 475 Dr. Jones
Secondary Classroom 3 credits
Management and Discipline
 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. Deviations from this policy must have the permission of the appropriate Program Director, the Department Chairperson, and the Dean. Student teaching requires application, which is due to the appropriate advisor and approved by the program director, prior to registration for the student teaching semester.

HEALTH ADMINISTRATION AND HUMAN RESOURCES

DR. 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).

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FRESHMAN				
MAJOR	HADM 111	Introduction to Health Administration	3	
MAJOR	HADM 112	Health Systems		3
GE AREA I	Elective	Elective		3
GE AREA III	CMPS 104	Computing for Business and Social Science	3	
GE AREA III	Communications *	Communications *	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120-T/RS 121	Introduction to Philosophy-Theology I	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
SOPHOMORE				
MAJOR	HADM 293	Research in Health Administration	3	
MAJOR	HADM Elective	HADM Elective		3
COGNATE	Mgt. 251-Econ. 210	Legal Environment of Bus.-Essentials of Economic Theory	3	3
COGNATE	Electives	Electives	3	3
GE AREA I	Acc. 253-254	Financial Accounting-Managerial Accounting	3	3
GE AREA V	Phil. 210- T/RS 122	Ethics-Theology II	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
			16	16
JUNIOR				
MAJOR	HADM 340	Career Seminar	1	
MAJOR	HADM Electives	Electives	6	
MAJOR	HADM 312	Health Finance		3
MAJOR	HADM 313	Health Administration		3
MAJOR	HADM 380	Internship in Health Administration		3
COGNATE	Mgt. 351-Mgt. 352	Prin. of Management I-II	3	3
COGNATE	Mkt. 351	Intro. to Marketing		3
GE AREA IV	Humanities	Elective	3	
GE AREA V	Phil. 211-212 #	Medical Ethics-Business Ethics#	<u>3</u>	<u>3</u>
			16	18
SENIOR				
MAJOR	HADM 441	Issues in Health Administration	3	
MAJOR	HADM Electives	Electives	3	3
COGNATE	Electives	Electives	3	3
GE AREA IV	Humanities	Electives	6	3
GE FREE	Electives	Electives	<u>3</u>	<u>6</u>
			18	15
			TOTAL: 131 credits	

* Students will take COMM. 100 and ENGL. 107 unless exempted by the University.

Recommended courses.

MINOR. A minor in Health Administration requires 18 credits distributed as follows: HADM 111, 112, 312, and 313, and any other two HADM courses.

HEALTH ADMINISTRATION

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	Credits	
			FALL	SPRING
MAJOR	HADM 111	FRESHMAN Introduction to Health Administration	3	
MAJOR	HADM 112	Health Systems		3
COGNATE	Gero. 110-216	Intro. to Gerontology-Aging and Community	3	3
GE AREA III	CMPS 104	Computing for Business and Social Science		3
GE AREA III	Engl. 107*-Comm. 100*	Written Communication*-Oral Communication*	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 120-T/RS 121	Introduction to Philosophy-Theology I	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
		SOPHOMORE	16	19
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	Econ. 210	Essentials of Economic Theory		3
COGNATE	Gero. 218-232	Health and Aging-Aging and Death	3	3
GE AREA I	Acc. 253-254	Financial Accounting-Managerial Accounting	3	3
GE AREA IV	Humanities Elective	Elective		3
GE AREA V	Phil. 210- T/RS 122	Ethics-Theology II	3	3
PHYS EDUC	Ph. Ed.	Physical Education	<u>1</u>	<u>1</u>
		JUNIOR	19	19
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-Mgt. 352	Prin. of Management I-II	3	3
COGNATE	Mkt. 351	Intro. to Marketing		3
GE AREA I	Elective	Elective	3	
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 211-212 #	Medical Ethics-Business Ethics#	3	3
GE FREE*	Elective	Elective	<u>3</u>	<u>3</u>
		SENIOR	19	18
MAJOR	HADM 441	Issues in Health Administration	3	
MAJOR	HADM 480-480	Internship in Long-Term Care Administration	6	6
GE AREA IV	Humanities	Electives		3
GE FREE	Electives	Electives	<u>3</u>	<u>3</u>
			12	12

TOTAL: 134 credits

* Students will take COMM. 100 and ENGL. 107 unless exempted by the University.

Recommended courses; Students may take Soc. 110 and Gero. 230 to complete a Gerontology minor.

MINOR. There is no minor in Long-Term Care Administration

HADM 480

Internship in Long-Term Care Administration

(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.

Staff

3 credits

HEALTH ADMINISTRATION

SERV 192, 292, 392, 492	Staff	HADM 314	Staff
Service Learning	0 credits	Health Care Policies	3 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	HADM 315	Staff
Introduction to Health Administration	3 credits	Cultural Diversity and 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 administrators.			
HADM 112	Staff	HADM 316	Staff
Health Systems	3 credits	Health Care Marketing	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	HADM 318	Staff
Health Administration Law	3 credits	Long Term Care Administration	3 credits
The legal and regulatory environment of health care and the administration of health services.			
HADM 213	Staff	HADM 340	Staff
Supervising Health Personnel	3 credits	Career Seminar	1 credit
Principles and practices of direct supervision of personnel including motivation, leadership, and various personnel functions in health care settings.			
HADM 284	Staff	HADM 380	Staff
Special Topics	3 credits	Internship in Health Administration	3 credits
Selected topics of current interest in health administration are offered on a variable basis.			
HADM 293	Staff	Prerequisites: HADM 340, 18 HADM credits or approval of Prog. Director)	
Research in Health Administration	3 credits	The internship is a significant educational experience. It 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.	
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	HADM 441	Staff
Resource Development	3 credits	Issues in Health Care Administration	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	HADM 481	Staff
Health Finance	3 credits	Internship in Health Administration	3 credits
The costs of health care in society with emphasis on financial concepts and reimbursement mechanisms for health providers.			
HADM 313	Staff	Prerequisite: HADM 380)	
Health Administration	3 credits	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.	
Role and functions of the supervisory and administrative structure, including Boards of Directors, in health agencies, systems, and organizations.			

NURSING

DR. HARRINGTON, *Chairperson*

The purpose of the Baccalaureate nursing program is the preparation of qualified persons for entry level practice of professional nursing in hospitals and community health settings. The program also provides the academic foundations for advanced study in nursing.

High school graduates are admitted as freshmen into the program which leads to a Bachelor of Science degree with a major in nursing. Total class enrollment is limited in consideration of educational and clinical resources. The curriculum can be completed in eight regular semesters of full-time study or four academic years. Students are encouraged to enroll in general education courses during January intersession and summer sessions to reduce the fall and spring term schedules. Transfer students will be considered on a space available basis.

The nursing program has the full approval of the Pennsylvania State Board of Nursing. The curriculum is based on a planned progression of courses so as to build upon and develop knowledge and skills at levels of increasing competency. Therefore, all required courses must be taken in sequence. For progression through the Nursing program, a minimum average grade of C must be attained in the prerequisite Natural Science courses (BIOL 110-111, CHEM 110-111). A minimum grade of C must be attained in the prerequisite Natural Science courses BIOL 210, MATH 204 or 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 licensure. The University of Scranton's Nursing program is accredited by the National League for Nursing.

SERV 192, 292, 392, 492

Service Learning

Staff
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

Dr. Garrett, Prof. Cecchini, Staff
3 credits

Family Health
(For non-nursing majors.) Concepts and principles related to the promotion and maintenance of optimal family health. Considers factors pertinent to health needs and health practices throughout the life cycle. (GE AREA I, unless Nurs. 111 or Nurs. 112 used in Area I.)

NURS. 111

Women's Health

Dr. Farrell
3 credits

(Open to all students) Focus on physiologic, emotional, social, economic, and historic issues affecting women's health. Discussion of strategies which

will assist women to take an active role as health care consumers. Three hours lecture. (GE Area I, unless Nurs. 112 or Nurs. 100 used in GE Area I.)

NURS. 112

Sexual Development Through the Life Span

Staff
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. (GE Area I, unless Nurs. 111 or Nurs. 100 used in GE Area I.)

NURS. 140

Introduction to Nursing Concepts

Dr. Bailey, Staff
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 physiological, psychological, developmental, and socio-cultural modes. Introduction of the nursing process as it relates to the development of cognitive, interpersonal, and psychomotor skills to assist clients to attain and maintain an optimal level of health. 3 hours lecture.

NURSING

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
COGNATE	Chem. 110-111	FRESHMAN		
COGNATE	Biol. 110-111	Introductory Chemistry	4	4
		Structure & Function of the Human Body	4	4
MAJOR	Nurs. 140	Intro. to Nursing Concepts		3
GE AREA II	Psych. 110	Fundamentals of Psychology*		3
GE AREA IV	Humanities	Electives	6	
GE AREA V	Phil. 120	Introduction to Philosophy	3	
GE AREA V	T/RS 121	Theology I		3
PHYS EDUC	Ph. Ed.	Physical Education	1	1
		SOPHOMORE	18	18
MAJOR	Nurs. 260	Physical Assessment Related to Health Patterns	3	
MAJOR	Nurs. 261	Nursing Related to Health Patterns		3
MAJOR	Nurs. 262	Pharmacology I		1
COGNATE	Biol. 210	Intro. Medical Microbiology	3	
COGNATE	Math 204	Special Topics of Statistics**		3
GE AREA II	Psych. 221	Childhood and Adolescence*	3	
GE AREA II	Psych. 225	Abnormal Psychology*		3
GE AREA III	Communication	Electives (ENGL 107 - Comm. 100)	3	3
GE AREA IV	Humanities	Electives	3	3
GE AREA V	Phil. 210-212	Ethics-Medical Ethics*	3	3
PHYS EDUC	Ph. Ed.	Physical Education	1	1
		JUNIOR	19	20
MAJOR	Nurs. 340-341	Clin. Pathophysiology I - II – Related to Health Patterns	3	3
MAJOR	Nurs. 380	Nursing the Individual	8	
MAJOR	Nurs. 360-361	Pharmacology II - III	1	1
MAJOR	Nurs. 381	Nursing the Individual/Family		8
GE AREA IV	Humanities	Electives	3	3
GE AREA V	T/RS 122	Theology II	3	
		SENIOR	18	15
MAJOR	Nurs. 480	Nursing the Individual/Family/Community (NOTE: RN's take NURS 481 for 6 credits)	8	
MAJOR	Nurs. 440	Clinical Pathophysiology III -Related to Health Patterns	3	
MAJOR	Nurs. 493	Research in Nursing	3	
MAJOR	Nurs. 482***	Synthesis of Nursing Concepts		9
GE AREA V	T/RS-Phil.	Elective		3
GE FREE	FREE	Elective		3
			14	15

TOTAL: 137 credits

* Departmental Recommendation

** or Psych 210 *** ROTC option available

NURS. 213 Dr. Muscari
Child and Adolescent Health 3 credits
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 Drs. Carpenter, Zalon
Perspectives in 3 credits
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 Staff
Nursing Related to the 3 credits
Assessment of Health Patterns

(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 3 credits
Health Patterns

(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 expose the student to multi-cultural concepts of health promotion and maintenance. (GE Free; open to all majors in the Health Care Field).

NURS. 311 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. (GE Free).

NURS. 312 Staff
Nursing the Older Adult 3 credits
(Prerequisite: Junior status in nursing program) Focus on the professional nurse's role of caregiver, advocate and teacher in promoting and maintaining adaptive responses of the older adult experiencing alterations in health patterns. Emphasis placed on multidimensional assessment factors and interventions in meeting bio-psycho-social needs. (GE Free).

NURS. 340 Drs. Farrell, Harrington, 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 & Staff
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.

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-reproduction, role-relationship, cognitive-perceptual, and elimination health patterns. Emphasis is placed on drug actions, side effects, dosages, and nursing responsibilities.

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 Muscari & Staff
8 credits
(Prerequisite: Nursing 380; Corequisites: Nursing 341 and Nursing 361) Focus on the professional nurse's role as caregiver, advocate and teacher in restoring adaptive responses of the individual and family experiencing alterations in health patterns of sexuality-reproductive, nutritional-metabolic, and role-relationships. Emphasis placed on the planning and implementation phases of the nursing process in meeting health needs. 3 hours lecture and 15 hours laboratory.

NURS. 410 Dr. Zalon
Nursing Management 3 credits
Study of the management process in nursing settings with a focus on the planning, implementation and delivery of nursing care in complex organizations. Focus is on the collaborative role of nursing within the organization and the analysis and resolution of problems. 3 hours lecture. (GE Free)

NURS. 440 Drs. Hudacek, Narsavage,
Clinical Pathophysiology Related to Health Patterns III Prof. Fuller, Staff
3 credits
(Prerequisite: Nursing 341) Pathophysiology related to alterations in elimination, cognitive-perceptual, coping-stress-tolerance and value-belief health patterns are explored and related to specific alterations in clients' health status. 3 hours lecture.

NURS. 480 Drs. Hudacek, Narsavage,
Nursing the Individual/Family/Community Prof. Fuller, Staff
8 credits
(Prerequisite: Nursing 381; Corequisites: Nursing 440 and Nursing 460) Focus on the professional nurse's role as care-giver, advocate and teacher in promoting and restoring adaptive responses of the individual, family and community experiencing alterations in the health patterns of elimination, cognitive-perceptual, coping-stress-tolerance and value-belief. Emphasis is placed on the planning and implementation phases of the nursing process in meeting health needs. 3 hours lecture and 15 hours laboratory.

NURS. 481 Prof. Fuller
Community Nursing 6 credits
Registered Nurse Students Only. (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.

NURS. 482* Drs. Hudacek, Desmond, Staff
Synthesis of Nursing Concepts 9 credits
(Prerequisite: Nursing 480 or Nursing 481) Focus on the professional nurse's role as leader/manager in promoting, restoring and maintaining adaptive responses in individuals experiencing complex alterations in health patterns. Continued use of the nursing process to implement and to evaluate nursing care of the individual, family, community and groups in collaboration with the nursing and interdisciplinary health teams. 3 hours lecture and 18 hours laboratory.

NURS. 483 Dr. Carpenter, Staff
Independent Study in Nursing 3 credits
Registered Nurse Students Only. (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.

NURS. 490 Dr. Carpenter
Synthesis of Nursing Concepts 6 credits
Related to Leadership Management Roles
Registered Nurse Students Only. (Prerequisite: Nursing 481 and completion of all other courses in the cognate and general education Areas I, II, III, IV, and V.) 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.

NURS. 493 Drs. Bailey, Carpenter, Staff
Research in Nursing 3 credits
(Prerequisite: Senior status in the nursing program, Math 204). Introduction to and application of the principles and process of research in professional nursing practice. Study of research design, data collection technique, interpretation and critique of nursing research literature and reports and the development of the ability to become a discriminating consumer of nursing research. 3 hours lecture.

* The following option is available for ROTC Nurse cadets. Three credits are awarded for successful completion of the ROTC Nurse Summer Training Program (NSTP).

Nurs 482 6 cr
ROTC NSTP 3 cr

OCCUPATIONAL THERAPY

DR. KASAR, *Chairperson*

The Department of Occupational Therapy at the University of Scranton offers a four-year, Bachelor of Science Degree in Occupational Therapy. The Occupational Therapy Curriculum is based on a frame of reference that is developmental, humanistic, and holistic in nature, and which emphasizes optimal function throughout the life span. The program is integrated with a liberal arts and science foundation, and is designed to prepare strong, generalist, entry-level practitioners with the capacity for creative analysis and clinical reasoning.

Admission to the program is open to first-time incoming freshmen. Applicants will be selected on a competitive basis, with emphasis placed on high school record, standardized test scores, extracurricular activities, and letters of recommendation. 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.

Course Descriptions

SERV 192, 292, 392, 492

Staff

Service Learning

0 credits

This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The Service-Learning hours will be logged, checked and noted on a student's transcript. Serv 292 requires prior completion of Serv 192, 292 for 392, and 392 for 492.

OT 140

Prof. Penny

Introduction to Occupational Therapy

1 credit

An introduction to the profession of occupational therapy, including an overview of history, philosophical bases, standards and ethics, and current and future directions for practice. Clinical areas of focus and practice settings are presented with particular emphasis placed on the role of the occupational therapist. Majors only. One, two-hour seminar/week.

OT 141

Dr. Kasar

Occupational Therapy Theoretical Concepts

3 credits

A comprehensive review of occupational therapy theoretical frames of reference and models of practice, with emphasis on an analysis of their history, philosophical foundations, and applications to practice. The focus is on human occupation and adaptation, and its multicultural aspects. Three hours lecture/week.

OT 240

Staff

Activity Analysis I

3 credits

Analysis, theory, and application of activities and media used in occupational therapy treatment. Course will consider developmental parameters, and include

self-care, work, and leisure aspects for the child and adolescent. Adaptation and grading of purposeful activities for therapeutic intervention, and practice in presenting and teaching activities will be included. One hour lecture, four hours lab/week.

OT 241

Staff

Activity Analysis II

3 credits

Analysis, theory, and application of additional activities and media used in occupational therapy treatment. Course will consider developmental parameters, and include self-care, work, and leisure aspects for the young and older adult. Adaptation and grading of purposeful activities for therapeutic intervention, and practice in presenting and teaching activities will be included. One hour lecture, four hours lab/week.

OT 275

Dr. Kasar

Clinical Kinesiology

3 credits

Application of the principles of functional anatomy with emphasis on normal and abnormal movement. Measurement techniques for range of motion and muscle testing are presented, with emphasis on the movement and strength requirements found in self-care, work, and leisure activities. Concepts are integrated in lab experiences. Prerequisites: Biol. 110-111; Corequisite: PT 256. Two hours lecture, two hours lab/week.

OT 346

Prof. Penny

Pathological Conditions I

3 credits

A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis placed on examining developmental/pediatric disabilities, and psychosocial dysfunction. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.

OCCUPATIONAL THERAPY

	Dept. and No.	Descriptive Title of Course	Credits		
			FALL	INT.	SPRING
FRESHMAN					
		Introduction to OT	1		
MAJOR	OT 140	OT Theoretical Concepts			3
MAJOR	OT 141	Structure -Function of Human Body	4		4
COGNATE	Biol. 110-111	Intro. to Sociology			3
COGNATE	Soc. 110	Fundamentals of Psychology	3		
GE AREA II	Psych. 110	Composition-Public Speaking	3		3
GE AREA III	Engl. 107-Comm. 100	Humanities Elective	3		
GE AREA IV	Humanities	Intro. to Philosophy-Theology I	3		3
GE AREA V	Phil. 120-T/RS 121		<u>3</u>	<u>—</u>	<u>3</u>
			17		16
SOPHOMORE					
MAJOR	OT 240-241	Activity Analysis I-II	3		3
MAJOR	OT 275	Clinical Kinesiology			3
COGNATE	PT 256	Human Anatomy for OT			4
GE AREA II	Psych. 221-222	Childhood & Adol.-Adult & Aging	3		3
GE AREA III	CMPS 104	Computing for Business/Soc. Sci.	3		
GE AREA IV	Humanities	Humanities Electives	3		3
GE AREA V	Phil. 210	Ethics	3		
GE AREA V	T/RS 122	Theology II	3		
			<u>3</u>	<u>—</u>	<u>—</u>
			18		16
JUNIOR					
MAJOR	OT 346-347	Pathological Conditions I-II	3		3
MAJOR	OT 356	Functional Neuroanatomy	3		
MAJOR	OT 360	OT Practice I (Pediatrics)	3		
MAJOR	OT 361	OT Practice II (Psychosocial Rehab.)			3
MAJOR	OT 380 *	OT Level I Clinical-I (Peds.)		1 (Int)	
MAJOR	OT 381 *	OT Level I Clinical-II (Pysoc.)		1 (Sum)	
COGNATE	HADM 112	Health Systems			3
COGNATE	HS 341	Group Dynamics	3		
COGNATE	Psych. 210	Psychological Statistics			3
GE AREA II	HS 333	Multiculturalism Human Services	3		
GE AREA IV	Humanities	Humanities Elective			3
GE AREA V	Phil./Theol.	Philosophy/Theology Elective			3
			<u>15</u>	<u>2</u>	<u>18</u>
SENIOR					
MAJOR	OT 440	Mgt. and Supv. of OT Services			3
MAJOR	OT 451	Hand Rehabilitation	2		
MAJOR	OT 460	OT Practice III (Physical Rehab.)	3		
MAJOR	OT 461	OT Practice IV (Geriatrics)			3
MAJOR	OT 475	Advanced Therapeutic Techniques			3
MAJOR	OT 480 *	OT Level I Clinical-III (Phys.)		1 (Int)	
MAJOR	OT 493	Research Methods in OT	3		
GE AREA IV	Humanities	Humanities Electives	3		3
GE AREA V	Phil. 212	Medical Ethics	3		
GE FREE	Free Electives	Free Electives	3		3
			<u>17</u>	<u>1</u>	<u>15</u>
POST-ACADEMIC CLINICAL COURSEWORK					
MAJOR	OT 481 **	OT Level II Internship-I (Pysoc.)		6 (Sum)	
MAJOR	OT 482 **	OT Level II Internship-II (Phys.)	6		
MAJOR	OT 483	OT Level II Internship-III (Optional)			(4-6)
			<u>6</u>	<u>6</u>	<u>(4-6)</u>

TOTAL: 147 credits

* OT Level I Clinical I, II, III are each a minimum of two weeks, full time.

** OT Level II Internship I, II are required and each a minimum of 12 weeks, full-time, in Psychosocial Rehabilitation and Physical Rehabilitation. Semester scheduled for individual students may alternate as determined by the Department, and with consideration of student needs and circumstances.

OT 347 Prof. Watson 3 credits
Pathological Conditions II
 A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis placed on examining adult physical dysfunction, and geriatric difficulties. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.

OT 356 Dr. Kasar 3 credits
Functional Neuroanatomy
 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. Three hours lecture/week.

- OT 360** Prof. Watson 3 credits
Occupational Therapy Practice I: Pediatrics
 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** Prof. Penny 3 credits
Occupational Therapy Practice II: Psychosocial Rehabilitation
 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** Prof. Watson 1 credit
Occupational Therapy Level I 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** Prof. Penny 1 credit
Occupational Therapy Level I 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** Staff 3 credits
Management and Supervision of Occupational Therapy Services
 An application of major management principles to the provision of occupational therapy services, with emphasis on the administrative and supervisory requirements in managing an occupational therapy department. Information provided concerning program planning, recruitment, marketing, budgeting, supervision, documentation, evaluation, reimbursement, and quality assurance. Three hours lecture/week.
- OT 451** Staff 2 credits
Hand Rehabilitation
 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** Staff 3 credits
Occupational Therapy Practice III: Physical Rehabilitation
 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** Staff 3 credits
Occupational Therapy Practice IV: Geriatrics
 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** Staff 3 credits
Advanced Therapeutic Techniques
 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** Staff 1 credit
Occupational Therapy Level I 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** Staff 6 credits
OT Level II Internship – I: Psychosocial Rehabilitation
 Full-time, supervised, level II clinical experience in the area of psychosocial rehabilitation. In order to be eligible for the national certification examination for Occupational Therapist Registered, the student must achieve at least the minimum scores on the AOTA Fieldwork Evaluation. Prerequisites: Completion of all academic coursework. Summer or Fall, twelve weeks minimum, full-time.
- OT 482** Staff 6 credits
OT Level II Internship – II: Physical Rehabilitation
 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** Staff 4-6 credits
OT Level II Internship – III: Specialty
 Full-time, supervised, level II clinical experience in a specialty area of practice. Prerequisites: OT 481, OT 482. Spring, 8-12 weeks, full-time.
- OT 493** Dr. Kasar 3 credits
Research Methods in Occupational Therapy
 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 taking 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. Four credits are needed for graduation.

COACHING MINOR

The 16-credit coaching minor is based on the American Sport Education Program (ASEP) and will help meet the needs of those who wish to coach and work more effectively with young athletes from youth through interscholastic sports

Introduction to Coaching, one credit, is a prerequisite for Sport Physiology, Administration, Medicine, Psychology, and Teaching Sport Skills. Teaching Sport Skills also requires students to intern with one or more of our Varsity Sports teams and coaches.

Dept. and No.	Descriptive Title of Course	Credits
Ph. Ed. 160	Introduction to Coaching	1
Ph. Ed. 210	Sport Physiology	3
Ph. Ed. 202	Sport Administration	3
Ph. Ed. 203	Prevention and Care of Sports Injuries	3
Ph. Ed. 284	Sport Psychology	3
Ph. Ed. 205	Teaching Sport Skills	3
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. (GE PHED)

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. (GE AREA I)

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. (GE AREA II)

PHED 205

Teaching Sports Skills

Prof. Bessorio

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). (GE AREA II)

PHYSICAL THERAPY

DR. BARNES, *Chairperson*

The Department of Physical Therapy at the University of Scranton offers a five-year, entry-level Master's Degree in Physical Therapy (MPT). The Physical Therapy Curriculum is designed to emphasize (a) life span development and the inherent changes which occur throughout one's life and (b) prevention of movement dysfunction. Quality preparation of the entry level physical therapist is the overriding goal of the MPT degree program. 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. Some courses required by the department occur in the Interession and Spring terms of the sophomore year. In the third, fourth and fifth years, professional concentration is placed upon physical therapy courses which pertain to basic and applied sciences, clinical science, patient evaluation and treatment techniques, management of physical therapy services, and clinical education experiences in numerous, varied health care facilities. Experience in direct patient care and administration of patient care services is provided by clinical rotations through physical therapy services located in affiliated health care institutions and agencies. In addition, students **must do ten hours of community service per semester** when registered as a Physical Therapy major.

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, Interession, and Spring of the freshman year and a 2.75 GPA during the Fall, Interession 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.

Students enrolled in the MPT program are expected to complete the curriculum in the 5 year time span. All major courses and non-PT courses listed in the 3rd, 4th, or 5th years are to be taken in the prescribed sequence. All professional students will be required to satisfactorily complete the clinical field experiences and internships specified. Costs associated with liability insurance, uniforms, travel, meals, temporary housing, and attainment and maintenance of CPR certification are the responsibility of individual students.

After the satisfactory completion of all curriculum requirements at the end of the fourth year, students will be awarded a **Bachelor of Science degree in Health Sciences. THIS degree will not permit the student to practice Physical Therapy.** A comprehensive examination will be given to all Physical Therapy majors during Fall term of the graduate (5th) year of the MPT degree program. Students must pass the examination to enter into the final phase of the Clinical Education sequence (PT580 - Clinical Internships). If the student does not receive a passing grade, there will be a delay of their entrance into the final clinical internships until satisfactory performance on the exam is achieved. Students must successfully complete all of the program requirements contained within the 5-year MPT degree program in order to sit for the licensure exam and to practice the profession of physical therapy.

Math Options for Physical Therapy Majors *

- #1 Students with a B+ average in high school math (through trigonometry or pre-calculus) and a score of less than 600 on the SAT in math will be enrolled in Math 103.
- #2 Students with a B+ average in high school math (through pre-calculus) and a score of 600 or greater on the SAT in math will be enrolled in Math 114.

* University's Mathematics Placement Procedures may overrule the above options.

- #3 AP credit may be awarded in Math 114 on the basis of the CEEB exam; no AP credit is available for Math 103 on the basis of the CEEB exam.

PHYSICAL THERAPY

	Dept. and No.	Descriptive Title of Course	Credits		
			FALL	INT.	SPRING
COGNATE	Chem. 112-113	FRESHMAN*			
		General and Analytical Chemistry I-II	4½		4½
COGNATE	Biol. 110-111	Structure -Function Human Body	4		4
COGNATE	Math 103-114	Pre-Calculus-Calculus		4	
GE AREA III	Engl. 107-Comm. 100	Composition-Public Speaking	3		3
GE AREA IV	Humanities	Electives **		3	3
GE AREA V	Phil. 120	Introduction to Philosophy	3		
GE AREA V	T/RS 121-122	Theology I-II	<u>3</u>	<u> </u>	<u>3</u>
		SOPHOMORE*	17½	7	17½
MAJOR	PT 245	Principles of Human Anatomy			3
MAJOR	PT 290	Clinical Education Seminar I (includes Medical Terminology Test)			2
COGNATE	Biol. 245	General Physiology	4½		
COGNATE	Phys. 120-121	General Physics	4		4
GE AREA II	Psych. 110-221	Fund. of Psych.-Childhood & Adol.	3		3
GE AREA III	CMPS 104	Computing for Business and Social Sciences	3		
GE AREA IV	Humanities	Electives**			6
GE AREA V	Phil. 210-212	Ethics - Medical Ethics	<u>3</u>	<u>3</u>	<u> </u>
		JUNIOR*	17½	3	18
MAJOR	PT 340	Basic Tech. in PT Mgt.	3		
MAJOR	PT 342	Management of the Elderly	3		
MAJOR	PT 345	Adv. Human Anatomy for PT	4		
MAJOR	PT 346	Concepts in Pathology		2	
MAJOR	PT 347	Basic-Applied Neuroscience			4
MAJOR	PT 350	Intro. to Therapeutic Exercise	3		
MAJOR	PT 351	Orthopaedic PT I			4
MAJOR	PT 360	Clinical Sciences I			3
MAJOR	PT 375	Kinesiology - Pathokinesiology for PT	3		
MAJOR	PT 376	Therapeutic Modalities			3
MAJOR	PT 390	Clinical Education Seminar II			1
GE AREA II	Elective	Elective	<u> </u>	<u>3</u>	<u> </u>
			16	5	15
SUMMER	PT 480	PT Internship I—2 crds. (5 wks. 40 hrs -week)			
		SENIOR*			
MAJOR	PT 440	Organization & Management in PT			3
MAJOR	PT 451	Orthopaedic Physical Therapy II	3		
MAJOR	PT 455	Pediatric Development	3		
MAJOR	PT 456	PT Approaches to Neurological Pop.			4
MAJOR	PT 460	Clinical Sciences II			3
MAJOR	PT 465	Psychosocial Aspects of Physical Disab.	3		
MAJOR	PT 470	Cardiopulmonary Physical Therapy	4		
MAJOR	PT 477	Teaching in Physical Therapy	2		
MAJOR	PT 482	Professional Development (optional)			2
MAJOR	PT 490	Clinical Education Seminar III			1
MAJOR	PT 493	Intro to Research			3
GE AREA II	Psych. 210	Psychological Statistics	<u>3</u>	<u> </u>	<u> </u>
			18		14-16
SUMMER	PT 580	PT Internship II—3 crds. (6 wks. 40 hrs- week)			
		GRADUATE YEAR			
MAJOR	PT 555	Correlative Rehabilitation	4		
MAJOR	PT 556	Motor Control/Motor Learning	4		
MAJOR	PT 581	PT Internship III (16 weeks)			12
MAJOR	PT 582	Professional Development (optional)	2		
MAJOR	PT 584	Special Topics in Health Care	2		
MAJOR	PT 590	Clinical Education Seminar IV	1		
MAJOR	PT 593	Research Design and Implementation	<u>2</u>	<u> </u>	<u> </u>
			13-15		12
TOTAL: 178½ - 182½ credits					

* Students must enroll in SERVICE LEARNING for each semester in which they are registered.

** Students are encouraged to take at least 6 credits of the 12 required in one humanities department.

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, 392 for 492.

PT. 245 Dr. Mattingly, Staff
Principles of 3 credits
Human Anatomy

A introduction to human gross anatomy emphasizing a systemic approach to the histological and morphological concepts of the skeletal, muscular, circulatory, and nervous systems. An introduction to normal human movement with emphasis on joint arthrokinematics and the mechanics of muscle action is also presented. Two hours lecture, 2 hours lab/week.

PT. 256 Dr. Mattingly
Human Anatomy for 4 credits
Occupational Therapy

A regional in-depth study of human anatomy with major emphasis on functional anatomy. This will be accomplished through the study of prosected human specimens and surface anatomy. Occupational Therapy majors only. Three hours lecture, 2 hours lab/week.

PT. 290 Profs. Wagner, Zichettella-Caffrey
Clinical Education Seminar I 2 credits
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.

PT. 340 Prof. Wagner, Staff
Basic Techniques in 3 credits
Patient Management

This course is designed to instruct the learner in basic patient management, evaluation and teaching techniques. Concepts related to nutrition from a biochemical perspective will be included along with an introduction to patient interviewing techniques and the development of clinical observation skills. The course content also focuses on patient mobility (e.g. transfers, use of assistive devices and gait training, basic emergency procedures, patient monitoring and fundamental nursing procedures). Two hours lecture, 2 hours lab/week.

PT. 342 Dr. Barnes
Management of the Elderly 3 credits
A study of the responsibilities of the physical therapist with the well elderly. Emphasis on prevention of illness, injury or disease through effective and timely intervention will be covered. A systematic approach to normal aging is also presented. Three hours lecture/week.

PT. 345 Dr. Mattingly
Advanced Human Anatomy 4 credits
for Physical Therapy

An in-depth study of gross human anatomy emphasizing a regional approach to the structural and functional relationships of skeletal, muscular, circulatory, and nervous structures comprising the head, neck, trunk, and extremities. Organic systems relevant to physical therapy practice are also examined. Human dissections are included. Two hours lecture, 4 hours lab/week.

PT. 346 Dr. Mattingly
Concepts in Pathology 2 credits
An introduction to the basic principles of pathology including an emphasis on the disease concepts and mechanisms relevant to physical therapy. (Intercession) Seven hours lecture/week.

PT. 347 Staff
Basic and Applied Neuroscience 4 credits
(Formerly PT 445) A study of the human nervous system which details the developmental, histological, physiological concepts of its organization. Emphasis is placed on the understanding of human movement through sensory-motor integration. Clinical manifestations of dysfunctions relevant to physical therapy practice will be discussed. Three hours lecture, 2 hours lab/week.

PT. 350 Dr. Kosmahl
Introduction to Therapeutic Exercise 3 credits
This course serves as the students' introduction to the concepts of fitness and exercise and prepares the student to design and implement basic therapeutic exercise regimens for clinical use. Normal responses to exercise training, as well as patient responses to traditional therapeutic exercise regimens are presented. Evaluation of range of motion and muscle strength will be included. The course investigates physical fitness as a function of strength, endurance, flexibility, power, and skill. Physiology of the neuromuscular system as it relates to exercise is reviewed. Energy metabolism and nutritional support for energy metabolism are discussed. The effects of aging, disuse, immobilization, denervation, and selected drugs on exercise performance is discussed. Laboratory exposure to techniques for the improvement of strength, flexibility, endurance, power, and skill is offered. Two hours lecture, 2 hours lab/week.

PT. 351 Dr. Kosmahl
Orthopaedic Physical Therapy I 4 credits
This course prepares the student to practice entry-level orthopaedic physical therapy. Evaluation and treatment of musculoskeletal system dysfunction utilizing exercise, manual therapy (mobilization), and manual and mechanical traction are emphasized. Students learn to clearly identify specific musculoskeletal problems, and to plan and implement appropriate physical therapy interventions. 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 Staff
Clinical Sciences I 3 credits
This course presents physician lectures providing an overview of selected diseases and disorders commonly referred for physical therapy evaluation and treatment. Relevant medical and surgical interventions will be reviewed with consideration of their implications for comprehensive patient management. Emphasis on musculoskeletal, rheumatic and cardiovascular diseases. Three hours lecture/week.

PT. 375 Dr. Kosmahl
Kinesiology and Pathokinesiology 3 credits
for Physical Therapy
This course presents a study of normal movement, and movement dysfunction associated with selected forms of pathology. Emphasis is placed on the mechanics of muscle actions and joint arthrokinematics, and biomechanical factors are discussed. Normal and pathological gaits are studied. Two hours lecture, 2 hours lab/week.

PT. 376 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 given. Two hours lecture, 2 hours lab / 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 3 credits
in Physical Therapy
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. 451 Drs. Kosmahl, Sanko
Orthopaedic Physical Therapy II 3 credits
This course provides the student with the knowledge and skills required for the practice of entry-level sports and industrial physical therapy. Emphasis is placed on evaluation, treatment and restoration of functional capability. Prevention of injury during athletic performance and in the workplace is considered. The therapists role as educator for the prevention of athletic and industrial injuries is discussed. Two hours lecture, 2 hours lab/week.

PT. 455 Prof. Zichettella, Staff
Pediatric Development 3 credits
This course is a comprehensive look at motor development from the pre-natal period through early childhood. Developmental motor and cognitive issues are discussed. Methods of developmental assessment are introduced and practiced. The second half of the course covers medical conditions specific to the pediatric population. An overview of physical therapy management of these conditions is discussed. The role of the physical therapist in the multi-disciplinary setting is presented. Lab experiences include: live observations and demonstrations, videos, applicable clinical research and field trips. Two hours lecture, 2 hours lab/week.

PT. 456 Prof. Zichettella
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. Two hours lecture, 4 hours lab/week.

PT. 460 Staff
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 lab/week.
- PT. 477** Dr. Barnes
Teaching in Physical Therapy 2 credits
 (Formerly PT 377) 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** Prof. Wagner
Internship I 2 credits
 A five week, full-time introduction to the practice of physical therapy. The application of basic physical therapy procedures and patient management skills will be emphasized in a supervised general hospital, outpatient, orthopedic, sports, or industrial medicine setting. An inservice or case presentation will be required during the internship.
- PT. 482 / 582** Dr. Barnes
Professional Development 2 credits
 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** Prof. Wagner
Clinical Education Seminar III 1 credit
 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** Dr. Sanko
Introduction to Research 3 credits
 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** Staff
Correlative Rehabilitation 4 credits
 The evaluation and treatment of intermediate and long term patients with emphasis on prosthetics, orthotics, spinal cord injuries, burn and wound care, head trauma and speech disorders. Functional assessment of the activities of daily living will be covered in conjunction with wheelchair prescription. Three hours lecture, 2 lab hours/week.
- PT. 556** Prof. Zichettella, Staff
Motor Control/Motor Learning 4 credits
 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** Prof. Wagner
Internship II 3 credits
 A six-week, full-time intermediate level of physical therapy practice. The application of more highly developed therapeutic skills and techniques will be emphasized in a supervised general hospital, out-patient, sports, industrial medicine, orthopedic or private practice setting. An inservice or case presentation will be required during the internship.
- PT. 581** Prof. Wagner
Internship III 12 credits
 Two eight-week, full-time physical therapy advanced level internships. Increased independence and decision-making skills will be stressed in supervised general hospital, out-patient, sports medicine, industrial medicine, rehabilitation, private practice, pediatric or other "specialized" settings. Emphasis will focus on the integration of all didactic coursework directed at the goal of achieving "entry-level" clinical competence. An inservice, case presentation or research paper will be required during each internship.
- PT. 584** Dr. Barnes
Special Topics in Health Care 2 credits
 A discussion-centered course, the content will include the more contemporary issues in health care delivery. Emphasis on the provision of physical therapy services will be covered. Two hours lecture/week.
- PT. 590** Prof. Wagner
Clinical Education Seminar IV 1 credit
 The last in the series of clinical seminars, these monthly meetings will focus on establishing goals, objectives, expectations and responsibilities of the final two full-time "specialty" Internships. Guidance for the selection of specialized sites will be available. Students will be required to develop individual "learning contracts" to foster optimal outcomes in the clinical setting. Information and assistance will be provided to prepare students for state licensing examinations. Questions and concerns regarding employment options will be addressed.
- PT. 593** Dr. Sanko
Research Design and Implementation 2 credits
 Students refine and implement the research proposals submitted in PT 493. The collection of data with appropriate statistical analysis is completed and a formal written presentation in approved format of the methods, results and conclusion is required. All research initiated is subject to the rules and policies of the University with regard to the human or animal subjects.

Dexter Hanley College

Dxter 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:

- Adults who wish to pursue an undergraduate degree.
- Students who wish to pursue an undergraduate degree on a part-time basis or attending evenings only.
- Students who want to obtain an associate degree or certificate.
- Students who want to improve their professional competence and/or to prepare themselves for new careers.
- 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.

BACHELOR'S DEGREE		ASSOCIATE DEGREE
Biology	International Studies	Electrical Engineering*
Chemistry	Mathematics	Public Administration
Computer Science	Medical Technology	Sociology *
Early Childhood Education*	Neuroscience	
Elementary Education*	Nursing*	
Secondary Education*	Philosophy	
Electrical Engineering	Political Science	
English	Psychology	
Gerontology	Sociology	
International Language Business	Theology/Religious Studies	

*Some courses in the MAJOR are available evenings.

Group 2: MAJOR , COGNATE and general education courses for these degrees are available night and day.

BACHELOR'S DEGREE		ASSOCIATE DEGREE
Accounting	History	Associate in Arts
Communication	Human Services	Business
Computer Information Systems	Liberal Studies	Computer Information Systems
Criminal Justice	Management	Criminal Justice
Economics	Marketing	Gerontology
Finance	Nursing for R.N.s	Health Administration
Health Administration	Operations Management	Human Services
		Political Science

The Dexter Hanley College baccalaureate programs have the same general education requirements (usually 63 credits) as the corresponding programs in the College of Arts and Sciences, the School of Management, and the College of Health, Education and Human Resources. The distribution table for these general requirements is shown on pg. 21. It should be noted, however, that the physical education requirement, described on pg. 197, 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. Curricular information for Liberal Studies and Nursing for Registered Nurses, two degree programs unique to Hanley College, is available on pages 209-211.

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 \$15.00 application fee.
2. An official high school transcript (and Graduate Equivalency Diploma (GED), including scores, when applicable).

Official transcripts of high school and previous college courses (where applicable) must be submitted to the Dexter Hanley College Office not later than three weeks before the beginning of classes each semester so that the student may be considered for official admission to the College.

All prospective students are strongly encouraged to seek educational advising prior to the time of actual registration. Appointments for advising may be made by contacting the Hanley College Office (941-7580).

Admission of Transfer Students

Under the rolling admissions plan, transfer candidates may be considered on the basis of their last semester's courses and previous work at an accredited college or university. Students who have been dismissed from another institution cannot apply to the University of Scranton any sooner than one full semester after the semester in which the dismissal took place. All candidates are informed of the admission decision within two to three weeks after completion of their file of supporting credentials.

To complete the application file, a transfer candidate must have the following sent to the Hanley College Office:

1. A completed application form accompanied by the \$15.00 application fee.
2. Official high school transcripts.
3. Official transcripts, mailed directly from every college or university attended.

Official transcripts of high school and previous college courses (where applicable) must be submitted to the Dexter Hanley College Office not later than three weeks before the beginning of classes each semester so that the student may be considered for official admission to the College.

In general, advanced standing will be granted for 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 20 of this catalog).

In the case of students transferring from other colleges within the University of Scranton, all coursework satisfactorily completed and applicable to the student's program of study will be accepted in Dexter Hanley College.

Conditional Admission

A student may be admitted conditionally if official transcripts have not been received in the DHC Office before classes begin. The student whose official records have not been received within five weeks AFTER classes have begun will not be allowed to register for a subsequent term.

Upon receipt and evaluation of the official academic transcripts, the Hanley College Office will notify the student regarding acceptance or rejection. The student who is rejected will be allowed to finish the semester if he/she wishes to do so, but will not be allowed to register for subsequent terms. The student who is accepted will be subject to all rules, regulations, and policies of regularly enrolled students. Because official academic transcripts are necessary for effective academic advising, the student who enters under the conditional admission policy takes full responsibility for any errors in course selection and for all extra costs involved in making changes in class registrations.

Readmission

Once accepted to Dexter Hanley College, a student must maintain continuous enrollment. The dean may approve requests for one-, and, on occasion, two-semester leaves of absence. Students who do not attend the University within a year may be required to complete a full application for readmission.

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 217 - 220.)

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 240).

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.

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 required 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.

SUGGESTED GUIDE TO PROGRAM PLANNING FOR REGISTERED NURSE STUDENTS

	Dept. and No.	Descriptive Title of Course	Credits
		FRESHMAN	
COGNATE	Chem. 110-111	Introduction to Chemistry I-II *	8
COGNATE	Bio. 110-111	Structure & Function of Human Body I-II * * *	8
GE AREA II	Psych 110	Fundamentals of Psychology * * *	3
GE AREA IV	Humanities	Electives	9
GE AREA V	Phil. 120	Introduction to Philosophy	3
GE AREA V	T/RS 121	Theology I	<u>3</u>
			34
		SOPHOMORE	
MAJOR	Nursing 241	Perspectives in Professional Nursing	3
MAJOR	Nursing 242	Nursing Related to Assessment of Health Patterns	3
COGNATE	Bio. 210	Intro to Medical Microbiology	3
COGNATE	Math 204	Special Topics of Statistics	3
GE AREA II	Psych 221-224	Childhood Adolescence ***-Personality***	6
GE AREA III	English 107	Composition	3
GE AREA III	Comm. 100	Public Speaking	3
GE AREA IV	Humanities	Elective	3
GE AREA V	Phil. 210-212	Ethics - Medical Ethics * * *	<u>6</u>
			33
		JUNIOR	
GE AREA IV	Humanities	Electives	6
GE AREA V	T/RS 122	Theology II	3
		Nursing Validation Credits	<u>33</u>
			42
		SENIOR	
MAJOR	Nursing 481	Community Nursing	6
MAJOR	Nursing 493	Research in Nursing	3
MAJOR	Nursing 490	Synthesis of Nursing Concepts Related to Leadership Management Roles	6
MAJOR	Nursing 483	Independent Study	3
GE AREA V	T/RS - Phil.	Elective	3
GE FREE	Elective	Elective	<u>3</u>
			24

* Chem. 111 and transfer credits may replace Chem. 110 and 111 upon recommendation of the R.N. program advisor.

** Bio. 112 (2 cr.) and transfer credits may replace these courses upon recommendation of R.N. program advisor.

*** Department recommendation.

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 221). Degree requirements for the Liberal Studies major are outlined in the chart which follows.

In developing the areas of concentration, the student will select 3 or 4 fields of study, with at least 12 credits and no more than 21 credits in any single field. Careful attention must be given to selecting the areas of study as well as to determining the number of credits to be taken in each area selected. Thus, the student may be asked to seek advice from faculty members in several departments before drawing up a final degree plan.

No more than 30 credits are allowed in the concentration areas in business courses, in keeping with AACSB accreditation guidelines.

DEGREE REQUIREMENTS FOR LIBERAL STUDIES

General Education		Credits
Area I	Natural Sciences/Mathematics	9
Area II	Social/Behavioral Sciences	9
Area III	Communication *	9
Area IV	Humanities (English & Foreign Literature, Art, Music, History)	18
Area V	Philosophy/Theology (Phil. 120 & 210—T/RS 121 & 122 2 other Philosophy or T/RS electives)	18
Free Area	Elective	3
 Areas of Concentration:		
(A)	} <u>57</u> TOTAL: 123 credits
(B)	
(C)	
(D)	

* Students will take Comm. 100 and Engl. 107 unless exempted by the University. Students exempt from either Comm. 100 or Engl. 107 are encouraged to take a course in Comm. or Wrtg. for each exempted course.

ASSOCIATE DEGREES

ASSOCIATE IN ARTS

The Associate in Arts is often classified as the Liberal Arts “transfer degree” in that it provides the student with 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:

Credits Required by Area of Study

Area I	Natural Sciences/Mathematics	9
Area II	Social/Behavioral Sciences	9
Area III	Communication: Comm. 100 — Public Speaking	3
	ENGL 107 — Composition	3
	Elective	3
Area IV	Art, History, Literature, Music, Theatre	18
Area V	Phil. 120 — Introduction to Philosophy	3
	T/RS 121 — Theology I	3
	Phil 210-Ethics or T/RS 122-Theology II	3
Free Area	Electives	<u>6</u>
TOTAL:		60

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

	Dept. and No.	Description of Course	Credits
Area I	Math 106, 107	Quantitative Methods I, II	6
Area II	Eco. 153, 154	Principles of Micro.-Macro. Economics	6
	Social/Behav. Sci.	Elective	3
Area III	ENGL 107	Composition	3
	Comm. 100	Public Speaking	3
	CMPS 104	Computing for Business & Social Sciences	3
Area IV	Humanities	Electives	9
Area V	Phil. 120 - T/RS 121	Introduction to Philosophy - Theology I	6
	Phil. 210 or T/RS 122	Ethics or Theology II	3

Major/Cognates

Mgt. 161	Introduction to Business	3
Acc. 253, 254	Financial/Managerial Accounting	6
Stat. 251, 252	Statistics for Business, I, II	6
Mgt. 251	Legal Environment of Business	<u>3</u>

TOTAL: 60 credits

NOTE: Students who complete the associate degree in business and wish to continue toward the B.S. in accounting, economics, finance, management, marketing, or production and operations management, must have attained a 2.0 in major and cognate courses and an overall G.P.A. of 2.5.

COMPUTER INFORMATION SYSTEMS

General Education

	Dept. and No.	Description of Course	Credits
Area I	Math 142, 114	Discrete Structures, Analysis I*	8
Area II	Eco. 153-154 or Pol. Sci. 110-111	Principles of Micro.-Macro. Economics* * Intro. to Public Administration* *, Public Policy* *	6
Area III	ENGL 107	Composition	3
	WRTG 211	Technical and Business Writing	3
	Comm. 100	Public Speaking	3
Area IV	Humanities	Electives	9
Area V	Phil. 120 - T/RS 121	Introduction to Philosophy - Theology I	6
	Phil. 210 or T/RS 122	Ethics or Theology II	3
Free Area	Elective	Elective*	<u>3/4</u>
			44/45

Major /Cognates

CMPS 134, 144	Computer Science I, II	7
CMPS 240	Data Structures	3
CMPS 250	Machine Organization & Assembly Language Programming	3
CMPS 330	Information Systems	3
CMPS 340	File Processing	<u>4</u>
		20

TOTAL: 64/65 credits

* Math 103-if needed preliminary to taking Math 114 (4 cr.)

** Recommended for associate degree; required for bachelor's degree.

CRIMINAL JUSTICE

General Education

	Dept. and No.	Description of Course	Credits
Area I	Nurs. 100 *	Family Health	3
Area II	Soc. 110	Introduction to Sociology	3
	Psych. 110	Fundamentals of Psychology	3
	Soc. 224 *	American Minority Groups	3
Area III	Comm. 100	Public Speaking	3
	ENGL 107	Composition	3
	CMPS 104 *	Computing for Business & Social Sciences	3
Area IV	Humanities	Electives	9
Area V	T/RS 121 - Phil. 120	Theology I - Intro. to Philosophy	6
	T/RS 122 or Phil. 210	Theology II or Ethics	3
Free Area	Elective	Elective	3

Major/Cognates

CJ 110	Introduction to Criminal Justice	3
S/CJ 210	Law and Society	3
S/CJ 212	Criminological Research	3
S/CJ 213	Criminology	3
Major	Electives	<u>6</u>

TOTAL: 60 credits

* Recommended courses

ELECTRICAL ENGINEERING

General Education

	Dept. and No.	Description of Course	Credits
Area I	Math 103, * 114	Pre-Calculus, Analysis I	8
Area II	Soc./Behav. Sci.	Elective	3
Area III	ENGL 107	Composition	3
	Comm. 100	Public Speaking	3
Area IV	Humanities	Electives	6
Area V	Phil. 120 - T/RS 121	Intro. to Philosophy - Theology I	<u>6</u>
			29

Major/Cognates

Phys. 140, 141	Elements of Physics (& labs)	8
Phys. 270	Elements of Modern Physics	4
Math 221, 222	Analysis II, III	8
CMPS 134	Computer Science I	3
Engr. 252	Solid State Materials Science	3
Engr. 253-4	Introduction to Computer Aided Design-3D Design	2
EE. 241	Circuit Analysis (& lab)	4
EE. 240	Digital Circuits	3
EE. 343	Electronic Circuits I	3
EE. 243L	Digital System Design Lab	<u>2</u>
		40

TOTAL: 69 credits

* Math 103, required in the Associate Degree program, is not required for a bachelor's degree in Electrical Engineering unless so determined by math placement testing. Math 005 may also be required, as determined by math placement testing.

GERONTOLOGY

General Education

	Dept. and No.	Description of Course	Credits
Area I	Biol. 101 - 102 *	General Biological Science	6
Area II	Soc. 110	Introduction to Sociology	3
	Psych. 110	Fundamentals of Psychology	3
	Psych. 222	Adulthood & Aging	3
	HADM 112	Health Systems	3
Area III	Comm. 100	Public Speaking	3
	ENGL 107	Composition	3
Area IV	Humanities	Electives	9
Area V	T/RS 121 - Phil 120	Theology I - Intro to Philosophy	6
	T/RS 122 or Phil. 210	Theology II or Ethics	3
Free Area	Elective	Elective	<u>3</u>
			45

Major/Cognate

Gero. 110	Introduction to Gerontology	3
Gero. 230	Social Policy and Aging	3
Gero. 232	Aging and Death	3
Major	Electives	<u>6</u>
		15

TOTAL : 60 credits

* Recommended Courses

HEALTH ADMINISTRATION

General Education

	Dept. and No.	Description of Course	Credits
Area I	Acc. 253 - 254	Financial/Managerial Accounting	6
Area III	ENGL 107	Composition	3
	Comm. 100	Public Speaking	3
	CMPS 104	Computing for Business & Social Sciences	3
Area IV	Humanities	Electives	9
Area V	T/RS 121 - Phil. 120	Theology I - Intro. to Philosophy	6
	T/RS 122 or Phil. 210	Theology II or Ethics	3
Free Area	Electives	Electives	<u>6</u>
			39

Major/Cognate

HADM 111	Introduction to Health Administration	3
HADM 112	Health Systems	3
HADM 312	Health Finance	3
HADM 313	Health Administration	3
HADM Elective	Elective	3
Cognate	Electives	<u>6</u>
		21

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.

HUMAN SERVICES

General Education

	Dept. and No.	Description of Course	Credits
Area I	Electives	Electives	6
Area III	ENGL 107	Composition	3
	Comm. 100	Public Speaking	3
	CMPS 104 *	Computing for Business & Social Sciences	3
Area IV	Humanities	Electives	9
Area V	T/RS 121 - Phil. 120	Theology I - Intro. to Philosophy	6
	T/RS 122 or Phil 210	Theology II or Ethics	3
Free Area	Electives	Electives	<u>6</u>
			39

Major/Cognate

HS 111	Introduction to Human Adjustment	3
HS 112	Human Service Systems	3
HS 241	Case Management & Interviewing	3
HS 242	Counseling Theories	3
HS Elective	Elective	3
Cognate	Electives	<u>6</u>
		21

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

PUBLIC ADMINISTRATION

To earn the Associate of Science degree in Political Science or Public Administration, the student must successfully complete 60 semester hours of credit. Of these, 42 credits must be earned in the Liberal Arts, according to a prescribed plan covering the humanities, philosophy, theology/ religious studies, social/behavioral sciences, and natural sciences/mathematics. Twelve additional credits must be earned in the major field. The remaining six semester hours are allotted to free electives in either the area of specialization or any other field. An outline of the degree credit requirement is provided below.

Credits Required by Area of Study

Area I	Natural Science	(Biology; Chemistry; Mathematics; Physics)	6
Area II	Social/Behavior	(Business; Economics; Human Services; Psychology; Criminal Justice; Pol./Sci.; Sociology)	9
Area III	Communication	(ENGL 107 and COMM 100, plus one elective)	9
Area IV	Humanities	(Fine Arts; History; Literature)	9
Area V	Philosophy & T/RS	(PHIL 120 and T/RS 121; Phil. 210 or T/RS 122)	9
Free Area	Electives		6
Major	Electives		<u>12</u>
			TOTAL: 60 credits

SOCIOLOGY

General Education

	Dept. and No.	Description of Course	Credits
Area I	Nurs. 100 *	Family Health	3
	Nat. Sci./Math	Elective	3
Area II	Psych. 110 - Elective	Fundamentals of Psychology - Psych. Elective	6
	HS 241 * or HS 112 *	Case Management & Interviewing Human Service Systems	3
Area III	Comm. 100	Public Speaking	3
	ENGL 107	Composition	3
	CMPS 104 *	Computing for Business & Social Sciences	3
Area IV	Humanities	Electives	9
Area V	T/RS 121 - Phil. 120	Theology I - Intro. to Philosophy	6
	T/RS 122 or Phil. 210	Theology II or Ethics	3
Free Area	Elective	Elective	<u>3</u>
			45

Major/Cognate

Soc. 110	Introduction to Sociology	3
Soc. 112	Social Problems	3
Soc. 231	Urban Sociology	3
Soc. 318	Sociological Theory	3
Major	Elective	<u>3</u>
		15

TOTAL: 60 credits

* Recommended courses

CERTIFICATES FOR ACADEMIC CREDIT

A Certificate Program is an educational opportunity to gain professional knowledge or training in a specific field before or after pursuing a degree. 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 325 Advertising Copywriting
COMM 210 Logical and Rhetorical Analysis	COMM 327 Public Relations Cases
COMM 214 Small Group Communication	COMM 328 News Editing
COMM 220 Responsibility in Communication	COMM 329 Graphics
COMM 227 Public Relations	COMM 331 Mass Media Management
COMM 280 Advanced Public Speaking	COMM 334 Broadcast Programming
COMM 311 Political Communication	COMM 380 Advertising Practicum
COMM 312 Organizational Communication	COMM 410 Communication Theory & Research
COMM 323 TV Journalism	COMM 411 Persuasion and Propaganda
COMM 324 Advanced Newswriting	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.

Certified Allied Addiction Practitioner (CAAP) requirements:

1. Two years direct drug/alcohol services
2. 50 hours of education relevant to field of addiction, including six hours of ethics
3. 50 hours of supervision in core skill areas
4. Written examination

Required Courses:

HS 241: Case Management and Interviewing
HS 242: Counseling Theories
HS 421: Addictions
HS 422: Substance Abuse Education
HS 423: Health and Legal Aspects
of Substance Abuse

Elective Courses (Select three courses):

HS 112: Human Service Systems
HS 323: Psychiatric Rehabilitation
HS 331: Health & Behavior
HS 334: Marital & Family Counseling
HS 341: Group Dynamics
HS 441: Crisis Intervention

NOTE: Students who complete the certificate in chemical abuse counseling and wish to continue toward the associate or B.S. degree in human services must have attained a 2.5 G.P.A.

CERTIFICATE IN COMPUTER INFORMATION SYSTEMS

(24 credits)

This program is designed to introduce individuals to computers, and to expand the required math and programming skills needed for data analysis. The program targets:

1. Individuals presently in business who need to develop a greater familiarity with computer applications.
2. Individuals who are seeking to develop entry-level skills necessary for business computing.

Required Courses:

MATH 142: Discrete Structures *
CMPS 134: Computer Science I
CMPS 144: Computer Science II
CMPS 330: Information Systems Analysis
CMPS 340: File Processing

Electives: (Select 2 courses):

CMPS 240: Data Structures
CMPS 331: Systems Analysis and Design
CMPS 341: Database Systems

* Some pre-requisite courses may be required, as determined by math placement testing.

CERTIFICATES IN GERONTOLOGY*

(24 credits)

A program designed to meet the needs of persons either currently employed in the field of aging by providing course work designed to increase and refine knowledge and practitioner skills (ADVANCED CERTIFICATE PROGRAM); or a program for persons with some previous college experience who are considering a career in the field of gerontology.

BASIC

Required Courses:

Gero. 110: Intro. to Gerontology
Gero. 230: Social Policy & Aging
Gero. 232: Aging & Death

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
CMPS 104:	Computing for Business & Social Sciences
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 (3 credits) to sit for the exam. (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. 363, 364: Federal Taxes—Auditing Theory
Acc. 361, 362: Intermediate Accounting I, II	Acc. 461, 470: Cost Accounting—Law for Accountants

PERSONNEL MANAGEMENT

(24 credits)

Mgt. 351: Principles of Management I	Mgt. 362: Employee-Management Relations
Mgt. 352: Principles of Management II	Mgt. 460: Organization Theory
Mgt. 361: Personnel Management	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)	Mgt. 251: Legal Environment of Business
Econ. 210: Essentials of Economic Theory (or Econ. 153 & 154)	Mgt. 351: Principles of Management I
Fin. 351: Introduction to Finance	OIM 210: Quantitative Methods I (or Math 106 & 107)
Mkt. 351: Intro. to Marketing	OIM 211: Quantitative Methods II (or QMS 251 & OIM 351)

TELECOURSES

Telecourses meet a need of DHC students who have difficulty attending classes on campus. Courses are normally shown one hour per week on the regional PBS affiliate, WVIA-TV. Meetings with instructors are reduced from the typical three hours per week. These courses are geared to highly motivated students capable of doing independent work. (Courses offered vary each semester.)

CREDIT FOR ACADEMICALLY RELEVANT LEARNING

Hanley College provides opportunities for students to earn credit for university level learning that takes place outside the classroom setting. A maximum of 30 credits will be awarded for extra institutional learning, excluding military credit. This includes CLEP, PEP, ACT, portfolio credit, DANTEs, and PONSI credit. (Advanced placement credit is considered separately.)

College-Level Examination Program (CLEP)

College-Level Examination Program has been established to enable students of all ages to earn college credit by examination. Through the CLEP tests, applicants may gain credit in many academic subjects applicable to their degree programs. Individuals who wish further information about these examinations should consult the Hanley College 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

Fundamentals of Adult

Development and Experiential Learning

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.

Dr. Adams

3 credits

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 23 - 28 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 commuter participation in various aspects of University life. DHC participation in campus government is provided though the Hanley College Student Council and through Hanley College representation on the University Senate.

TUITION AND FEES 1996-97

Hanley College Tuition: (full-time)	\$415. per credit
(part-time)	\$347. per credit
(all Intersession '97 courses)	\$415. per credit
University Fee for Hanley Students: (full-time)	\$395. per semester
(part-time)	\$ 35. per semester
I.D. Photo	\$ 20.
Schedule Change Fee	\$ 15.
Health Service Fee (full-time)	\$ 65. per semester
Recreational Complex Use Fee (optional for part-time students):	\$ 65. per semester
Application Fee for Hanley Students:	\$ 15.
Orientation Fee for Hanley Students:	\$ 20.
Prior Learning Portfolio Review Fee:	\$ 30. per credit plus \$25. test administration fee per exam

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 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. 240.

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 241-242 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 (*):

Philosophy

Phil. 120	Introduction to Philosophy *	Phil. 222	Modern Philosophy *
Phil. 210	Ethics *	Phil. 310	Epistemology *
Phil. 215	Logic	Phil. 311	Metaphysics
Phil. 220	History of Ancient Philosophy *	Phil. 411	Philosophy of Aquinas *
Phil. 221	History of Medieval Philosophy *	Phil. 434	Issues in Phil. & Theo.*

Theology (*St. Pius X Teaching Chair of Theology*)

T/RS 121-122	Theology I-II *	T/RS 222	Foundations of Liturgical Theo.*
T/RS 184C	Inside the Catholic Tradition*	T/RS 215	Early Christian Writers*
T/RS 204	Pauline Letters (available)	T/RS 323	Signs and Symbols (available)
T/RS 230	Moral Theology*		

Communication

Engl. 107	Composition	Comm. 100	Public Speaking
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Language

Latin 111-112	Elementary Latin *	Latin 211-212	Intermediate Latin (recommended)
Greek 113-114	Biblical Greek *	HB 101-102	Elementary Hebrew (available)
Spanish 101-102 Elementary Spanish (recommended)			

Humanities

Hist. 230-231	Medieval History	Hist. 323-324	Renaissance and Reformation*
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Interdisciplinary

Intd. 201-202C	Christian Classics*
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*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 the requirements listed above, 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.

Foreign 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 Office at least one month before the intended starting term. Consult the Graduate School catalog for more stringent deadlines for the counseling and nursing programs. International students should have their credentials in the Graduate Office at least three months before the term that they would like to begin their studies. Students may begin their studies in 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.

Graduate Assistantships

Approximately 60 graduate assistantships are available each year. Students receiving an assistantship are entitled to a waiver of tuition and fees plus a stipend.

Applicants for graduate assistantships must have an application for admission form on file in the Graduate Office. 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 in their first semester.

Graduate students can also apply for GSL Student Loans and Federal Work-Study.

Scheduling

Classes are offered from 4:30 p.m. - 7:10 p.m., and 7:20 p.m. - 10:00 p.m., Monday through Thursday in the Fall and Spring terms. Almost all courses meet one night per week. Summer and Intersession classes are also available.

Correspondence

For additional information, please write, call or FAX.

Address:

The Graduate School
University of Scranton
Scranton, Pennsylvania 18510 - 4631

Telephone numbers: (717) 941-7600 or 1 - 800- 366-4723 (within the U.S.A.)
FAX: (717) 941-4252

Outside the Classroom

Much of a student's education takes place outside the classroom. At the University of Scranton, some of the formal academic learning process takes place off campus in the various internship programs; on campus there are available traditional extracurricular activities. In many instances, these activities merit and receive academic credit. They also provide further means by which potential becomes achievement.

EXTRACURRICULAR ACTIVITIES

THEATRE

The tradition of 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 343-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 members of all classes.

Esprit is the award-winning campus literary journal.

History students have the opportunity to have their articles published in *Restrospect*, journal of the Royals Historical Society.

The yearbook, *Windhover*, is annually produced by the students.

THE UNIVERSITY BANDS

The Bands include a Concert Band, a Jazz Band, and a Pep Band which plays at sports events. The Bands draw their membership from the more than 200 band musicians who attend the University of Scranton.

STUDENT CLUBS

Biology Club	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 17 years, 30 individual Academic All-Americans were honored and 12 NCAA Postgraduate Scholarships were issued. All-American honors were earned by individuals on 29 occasions; 11 individual conference champions were crowned; 48 teams won Middle Atlantic Conference titles, while 41 teams and 16 individuals qualified for NCAA postseason play.

Sophomore basketball star Jennifer Nish was elected to the GTE Academic All-America team this past season. Nationally ranked tennis sensation Clay Yeager was a GTE team member in spring '94 and '95. 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.

A WINNING TRADITION

The Royals and Lady Royals athletic teams enjoy success in nearly all 18 varsity programs. Particularly noteworthy are the men's and women's soccer and basketball teams, who perennially challenge for conference and NCAA national honors. Included in the gold and silver metal count are: NCAA national basketball championships for the Royals in 1976 and 1983; a Lady Royals national basketball title in 1985 and third place finishes in 1980, '87, and '93; four consecutive trips to the men's Final Four soccer tournament (1980-83); and four trips in eight seasons to the NCAA tournament for the Lady Royals soccer team. 1992 witnessed the men's basketball team reaching the 1000th victory mark in the 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), plus 2nd 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) and Lynne Kempinski (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 '93. Also in 1993, basketball added two more All-Americans to its count, center Matt Cusano (first team) and guard Jason Hoppy (second). In golf, Will Carey III won All American honors in 1988.

Middle Atlantic Conference titles were won recently in: men's basketball (1991, '93); women's soccer (1989, '90, '91, '92, '93, '94, '95); women's softball (1990 and '91); women's tennis (1990, '92, '94); and the Lady Royals basketball team won a conference record 10th championship, and third in five seasons, in 1994. 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 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 clinical, counseling and pastoral psychologists, certified counselors, and a licensed social worker. Interviews are on a voluntary basis and are confidential and without charge to the student. The Center is open Monday through Friday from 8:30 a.m. to 4:30 p.m. Later evening sessions are available Monday through Thursday by appointment only. In addition, emergency crisis intervention is available from September through May (while classes are in session) on a 24-hour basis via contacting Public Safety (941-7777) to access the counselor-on-call. Stop by the Counseling Center or call (717) 941-7620 to make an appointment.

DRUG AND ALCOHOL INFORMATION CENTER — The Drug and Alcohol Information Center and Educators (DICE Office) is located in the Wellness Center.

The office serves as a drop-in center where resource materials are available regarding alcohol and other drugs. Throughout the year, the DICE Office sponsors several educational seminars, lectures, residence hall presentations, and many alcohol-free events which are designed to increase drug and alcohol awareness among students, and the University Community.

The DICE Office is staffed by a professional in psychiatric nursing, a graduate assistant, and 40 peer educators (students helping students). The Center is open Monday through Friday from 8:30 a.m. to 4:30 p.m. No appointment is necessary. For more information, call (717) 941-4253.

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 advising seminars for students in the general areas of Humanities, Natural Science, and Social Science. Faculty advisors are available to students from 8:30-4:30 Monday through Friday; they provide assistance with 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 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. Sophomore through 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 - 7:30 PM Monday through Thursday and from 8:30 AM - 4:30 PM on Friday. Career Services staff advise students on career development issues, assist students and graduates in securing employment, and help students plan for further academic work following graduation. The office also conducts the on-campus employment interview program, administers the accounting internship program, and helps in locating off-campus part-time employment and internship opportunities.

During the academic year, the office presents workshops on resume/interview preparation and career planning. A career library containing occupational information and graduate school catalogs is also available.

Admission Expenses Financial Aid

The University of Scranton is a selective institution in the Jesuit tradition. It makes available to qualified students an excellent education at a reasonable cost, and it offers significant programs of financial aid.

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.

Scholastic aptitude test scores and recommendations.

STEPS IN MAKING APPLICATION

Request for an application form and all correspondence dealing with admission to the College of Arts and Sciences, the College of Health, Education, and Human Resources or the School of Management should be directed to:

THE DEAN OF ADMISSIONS
UNIVERSITY OF SCRANTON
SCRANTON, PENNSYLVANIA 18510
Telephone: (717) 941-7540

A non-refundable fee of \$30.00 should accompany the application.

Students should apply during the first semester of their senior year of high school. July 1 is the final date on which applications for Fall term admission will be accepted.

The first two parts of the application form should be completed and the entire form given to the principal or guidance counselor of the high school who will forward high school grades and the completed form to the University.

The 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: Subject Tests.

A non-refundable class reservation fee of \$100.00 is required of all accepted applicants. In addition, accepted resident freshmen will make a non-refundable room deposit of \$100.00 upon notice from the Dean of Admissions.

The University of Scranton is a Catholic, Jesuit educational institution serving men and women, and is committed to equal opportunity in employment and education for all persons without regard to race, color, creed, ancestry, sex, national origin, handicap, or age.

REQUIRED HIGH SCHOOL PREPARATION

Students desiring to enroll in any of several undergraduate programs offered by the University must have completed a total of 16 or more high school academic units covering grades 9-12. The term "unit" means a high school course taught four or five hours weekly throughout an academic year of 36 weeks duration. Unit requirements and preferred distribution of secondary courses are given in the following table:

HIGH SCHOOL UNITS	COLLEGE PROGRAM CHOICE					
	Arts		Science or Engineering		Business, Education or Social Science	
	Req.	Pref.	Req.	Pref.	Req.	Pref.
English	4	4	4	4	4	4
History & Social Science	2	3	2	3	2	3
Foreign Language	2	2+	2	2+	2	2+
College Preparatory Mathematics	3	4	4	4	3	4
Science	1	2+	3	3+	1	2+
Other acceptable units	4		1		4	
TOTAL	16+		16+		16+	

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 Freshman residence halls that offer support of 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 Redington Hall and Gavigan College; **Plan B** applies to 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, Casey Hall, Cambria House, Denis-Edward Hall, Fitch Hall, Hafey Hall, Hannan Hall, Jerrett Apartments, Lynett Hall, Martin Hall, McCourt Hall, Montgomery House, Somerset Apartments and Wyoming House. **Please note that room and board charges are per semester and do not include Intersession or vacation periods.**

Dining Services

Students have a choice of three cost-effective meal plans providing 19, 14 or 10 meals per week. The 19-meal plan provides three meals per day Monday through Friday, with brunch and dinner on Saturday and Sunday. The 14-meal plan provides 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. Those not enrolled during Intersession are not permitted to reside in University housing for reasons of safety and security.

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 and transfer students with an admit term of fall 96 and thereafter)

*Physical Therapy Majors (12 to 18 credits).....	\$8250
All other Majors (12 to 18 credits).....	\$7400

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.....\$415

TUITION per credit (Applied for the fall and spring terms to students with an admit term prior to fall 96).....\$415

(Interession-all students).....	\$415
(Summer Session-all students).....	\$347

* Note: The tuition charge for required interession 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.

SJLA Program—During their junior and senior years (fall and spring semesters), SJLA 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 and transfer students with an admit term of fall 96 and thereafter).....	\$100.
(for students with an admit term prior to fall 96).....	\$395.
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 SENIORS ONLY

Commencement/Yearbook Fee.....\$190.

FRESHMEN/TRANSFERS

Orientation Fee.....\$140.

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.
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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.
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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)	
Currently Matriculated Students.....	\$ 2.
All Other Requests.....	\$ 4.
Application.....	\$ 30.
Parking Fee, annual.....	\$ 100.
Locker Rent, per year.....	\$ 10.
Reinstatement to Class List.....	\$100.
Foreign Study Fee (per semester).....	\$150.

ROOM AND BOARD FEE SCHEDULE:

Room Rent A (per semester)—Redington and Gavigan Halls	\$2,012.	
Room Rent B (per semester)—Theme Houses, Driscoll, Jefferson, Gannon, Lavis, McCormick, and Nevils Halls; Tioga House, Westmoreland House	\$1,902.	
Room Rent C (per semester)—Upper & lower quad halls, University apartments, Cambria House, Wyoming House	\$1,791.	
Interession Room Rent	\$ 235.	
Room Damage Deposit	\$ 200.	
Food Plan. 19 meal plan	(interession — \$377.)	semester — \$1,398.
Food Plan. 14 meal plan	(interession — \$348.)	semester — \$1,287.
Food Plan. 10 meal plan	(interession — \$302.)	semester — \$1,096.
Summer Room Charges	(1st and 2nd sessions — \$332.)	“G” session — \$ 455.
University Housing Activity Fee (annual fee)		\$ 30.

REFUNDS

If a student is authorized to withdraw with honorable standing from the University for a good cause, a written request may be made for reduced charges for tuition, board and room fees. (Note should be taken that the student may not demand a refund as a matter of right.) Ordinarily, laboratory and special service fees are not refundable. Students withdrawing from individual courses are also eligible to receive credit on their account with the University according to the schedule given below.

SCHEDULE OF REFUNDS

FALL/SPRING SEMESTER CREDIT

Before the first day of classes and	
To and including 10 calendar days	100%
To and including 17 calendar days	75 %
To and including 24 calendar days	50%
To and including 31 calendar days	25 %
Beyond 31 calendar days of the semester	no refund

INTERSESSION/SUMMER SESSIONS CREDIT

Before the first day of classes and	
To and including 2 calendar days	100%
To and including 4 calendar days	50%
Beyond 4 calendar days of the session	no refund

* Note: Students billed a flat tuition 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. Incoming students must complete the application by February 15th. Returning students must complete and return the application by April 15th.
2. Complete the Free Application for Federal Student Aid (FAFSA). Priority filing date for incoming students is February 15th; for returning students, April 15th. FAFSA forms are available from High School Guidance Officers and from the University of Scranton Financial Aid Office.

In order to be eligible for financial aid, students are required to maintain satisfactory academic progress. Standards have been established for federal and University financial aid that measure a student's progress toward a declared educational objective. These guidelines include a maximum time frame for completing a degree, a minimum percentage of credits completed each academic year, and a minimum cumulative G.P.A. A brief explanation is provided below.

Credit Requirements:

Full-time students are expected to complete their undergraduate degree within five academic years. Part-time students are allotted a period of time that shall not exceed ten academic years. Full-time students must complete a minimum of 24 credits during the year; three-quarter time students, 18 credits; and half-time students, 12 credits. Students enrolled for a combination of full and part-time must earn a proportionate amount of credits.

Academic Requirements:

All students must maintain a cumulative G.P.A. of 2.00 in order to demonstrate satisfactory academic standing. Academic Scholarship recipients are required to maintain a cumulative G.P.A. of 3.0.

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 \$2,340 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. Accepted freshmen are considered for these awards when a FAFSA and University Application for Financial Aid are submitted.

OTHER PROGRAMS:

THE FEDERAL WORK-STUDY PROGRAM is a federal campus-based program that provides employment during the academic year and the summer for students demonstrating financial need. The majority of the jobs are on-campus positions in various departments and administrative offices. Some jobs, both on and off campus, involve community service. Students seeking campus employment must file a FAFSA Application and Work-Study Application.

VETERANS BENEFITS — Veterans and eligible dependents should consult with their local Veterans Administration counselor in order to establish their eligibility for participation. The Office of the Registrar certifies enrollment for eligible veterans with the Veterans Administration (VA form 22-1999).

U.S. ARMY ROTC SCHOLARSHIPS are available. Full details may be secured by contacting the Military Science Department in Rock Hall (ph. 941-7457 or 941-6336). Approximately 85% of cadets are awarded scholarships, worth up to \$60,000.

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):

THE MOST REV. MARTIN J. O'CONNOR, D.D., SCHOLARSHIP (1992-1996)

— to Kathleen M. Kelly

THE MOST REV. RAYMOND A. LANE, D.D., SCHOLARSHIP (1994-1998)

— to Laura M. Novak

THE MOST REV. WILLIAM J. HAFEY, D.D., SCHOLARSHIP (1995-1999)

— 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 individuals who have served this institution as trustees, faculty, staff or friends.

The names of the *Ignatian Scholarships* and the recipients for 1992-96 are:

THE REV. JOHN J. BURNS, S.J. SCHOLARSHIP—to Kathleen P. Drower of Tunkhannock, Pennsylvania (Scranton Preparatory School).

THE REV. JAMES J. CONLIN, S.J. SCHOLARSHIP—to Thomas W. Janofsky of West Chester, Pennsylvania (Devon Preparatory School).

THE JOHN S. FLANAGAN SCHOLARSHIP—to Michael R. Tracy of Scranton, Pennsylvania (West Scranton High School).

THE HUGH J. GOWNLEY SCHOLARSHIP—to Melissa M. Incavido of Lake Ariel, Pennsylvania (North Pocono High School).

THE MARY E. MCDONALD SCHOLARSHIP—to Joseph J. Rasimas of Wilkes-Barre, Pennsylvania (Wyoming Seminary Preparatory School).

THE EUGENE A. MCGINNIS, PH.D. SCHOLARSHIP—to Timothy M. Gallen of West Chester, Pennsylvania (Regis High School).

THE DR. AND MRS. PAUL J. POINSARD SCHOLARSHIP—to Joseph P. Della Valla of Philadelphia, Pennsylvania (St. Joseph's Preparatory School).

THE MONSIGNOR PAUL J. PURCELL SCHOLARSHIP—to Maria D. Reese of Lake Ariel, Pennsylvania (North Pocono High School).

THE REV. JOHN J. QUINN, S.J. SCHOLARSHIP—to James L. Petras of Tunkhannock, Pennsylvania (Scranton Preparatory School).

THE SAMUEL R. TODARO, M.D. SCHOLARSHIP—to Michele A. Battle of Scranton, Pennsylvania (Scranton High School).

THE JOHN C. WILLIAMS SCHOLARSHIP—to Steven E. Pustay of Levittown, Pennsylvania (Holy Ghost Preparatory School).

The names of the *Ignatian Scholarships* and the recipients for 1993-97 are:

THE 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. BOURCIER, PH.D. SCHOLARSHIP—to Thomas Truszkowski of Long Valley, NJ (Oratory Preparatory School).

THE REV. JOHN J. HIGGINS, S.J. SCHOLARSHIP—to Elizabeth Pilat of Nashua, NH (Bishop Guertin High School).

THE REV. WILLIAM B. HILL, S.J. SCHOLARSHIP—to Margaret Mullan of Elkton, MD (Archmere Academy).

THE BERNARD V. HYLAND, M.D. SCHOLARSHIP—to Karen Carpency of Hellertown, PA (Bethlehem Catholic High School).

THE THOMAS J. MCHUGH, ESQ. SCHOLARSHIP—to Nancy Klein of Franklin Square, NY (Kellenberg Memorial High School).

THE HON. ROBERT J. MELLOW SCHOLARSHIP—to Georgette Lavetsky of Dickson City, PA (Scranton Preparatory School).

THE MRS. ETHEL MULLIN SCHOLARSHIP—to Karolyn Teufel of Kingston, PA (Bishop O'Reilly High School).

THE PATRICK T. RYAN, ESQ. SCHOLARSHIP—to Jennifer Taylor of Sinking Springs, PA (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 CLAUDE R. MARTIN, JR., PH.D. SCHOLARSHIP—to Gregory D. Ryan of Bensalem, Pennsylvania (Conwell-Egan Catholic High School).

THE ETHEL PELL SCHOLARSHIP—to Timothy S. Palmer of Berwick, Pennsylvania (Lehighon 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 MR. AND MRS. THOMAS J. SULLIVAN SCHOLARSHIP—to Thomas R. Szydluk of Plattsburgh, New York (Central Catholic Jr/Sr High School).

THE ANONYMOUS FRIEND SCHOLARSHIP—to Michael F. Swierczek of Summit Hill, Pennsylvania (Marian 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
Vice President for Institutional
Advancement
(717) 941-7661

Marie Trovato
Director of Planned Giving
and Special Gifts
(717) 941-7661

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 Bevilacqua family as a memorial to honor the late Michael J. Bevilacqua. It is available to students from New Jersey when more than one member of the family is in college at the same time.

THE FRANCIS P. BOLAND, M.D. MEMORIAL AWARD—Family, friends and colleagues established this fund shortly after Dr. Boland's death in 1987. Each year a grant is given to Lackawanna County residents who are pre-med students. The award is based primarily on merit.

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 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. EDELSON AWARD—In 1964 a sum was bequeathed in the Estate of Robert I. Edelson, 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 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.

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.

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 extracurricular 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 alumnus 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.

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 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 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.

NATWEST SERVICES SCHOLARSHIP—Sons or daughters of NatWest employees are eligible for this award. The U of S Financial Aid office will select a student based on financial need.

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 MARION 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 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.

THE ROBERT RYDER SCHOLARSHIP—Established in 1988 by John Diskin, '67 and Coopers and Lybrand as a tribute to Mr. Robert Ryder. The scholarship assists local students of Scranton or the Borough of Dunmore, Pennsylvania.

CHARLES V. SABATINO, SR. SCHOLARSHIP—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 PLASTICS PRODUCTS, INC. EDUCATIONAL FUND—The fund was established in 1988 for students of Dunmore High School, Dunmore, Pennsylvania.

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 MEMORIAL AWARD AND LECTURE—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 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 a Physics 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.

NORTHEASTERN PENNSYLVANIA SOCIETY OF PUBLIC ACCOUNTANTS AWARD FUND—An endowed fund to aid deserving senior Accounting students in Dexter Hanley College and the School of Management.

O'MALLEY & HARRIS PRE-LAW AWARD—This award, 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 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.

University Directory

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

BOARD OF TRUSTEES

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ADMINISTRATION

President of the University (1982)

J.A. Panuska, S.J. (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 Planning (1986)

Glenn Pellino (1980)

B.A., M.A., St. Louis University;

Ph.D. Cand., University of Michigan

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)

Thomas D. Masterson, S.J., D. et U.* (1976)

Assistant Professor, History/Political Science (1976)

A.B., M.A., Fordham University;

Ph.L., S.T.B., S.T.L., Woodstock College;

M.A., Ph.D., Georgetown University

Vice President for Student Affairs (1988)

James T. Bryan (1988)

RS., State University of New York at Fredonia;

M.A., Michigan State University;

Ed.D., Columbia University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

Dean, College of Arts and Sciences (1990)
Paul F. Fahey, D. et U.* (1968)
Professor, Physics/Electronics Engineering (1978)
B.S., University of Scranton;
M.S., Ph.D., University of Virginia

Dean, Dexter Hanley College,
Director of Instructional Development
and of Learning Resources Center (1986)
Shirley M. Adams (1986)
Assistant Professor, Education (1986)
B.A., University of Northern Iowa;
M.A., University of Iowa;
Ph.D., Iowa State University

Dean, Graduate School and
Director of Research (1995)
Robert E. Powell (1995)
Professor of Mathematics (1995)
B.A., M.A., Michigan State University
Ph.D., Lehigh University

Assistant Provost (1993)
Richard McGowan, S.J.
B.S., Widener University;
M.S., University of Delaware;
M.Div., Th.M., Weston School of Theology;
D.B.A., Boston University

Associate Provost for Information Resources (1996)
Jerome DeSanto (1979)
B.S., M.B.A., University of Scranton

Special Assistant to the President (1987)
Rev. William Hill, S.J., D. et U. * (1946-47, 1969)
Professor, English (1969)
A.B., Georgetown University;
Ph.L., Woodstock College;
M.A., Ph.D., Fordham University

Dean, School of Management (1986)
Joseph J. Horton (1986)
Professor, Economics/Finance
B.A., New Mexico State University;
M.A., Ph.D., Southern Methodist University

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. (1974)
D. et U. * (1974)
Vice President for Administrative
Services (1974-1992)

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

Dean of Admissions (1981)
Bernard R. McIlhenny, S.J., D. et U. * (1958)
A.B., M.A., Loyola University Chicago;
S.T.B., Woodstock College

Associate Vice President for Operations, (1988)
Martin L. Langan, D. et U. * (1974)
B.S., M.B.A., University of Scranton

Associate Dean, School of Management (1985)
George V. Babcock, D. et U. * (1963)
Associate Professor of Economics/Finance
A.B., M.A., Ph.L., Boston College;
M.B.A., New York University

Associate Dean, College of Arts and Sciences (1986)
Director, Academic Advising Center (1987)
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

Director of Library (1992)
Charles E. Kratz (1992)
B.A., M.A., University of Notre Dame
M.L.S., University of Maryland

EMERITI

Zim E. Lawhon, M.S.
D. et U. * (1964)
Department of Military Science
Registrar

Robert T. Ryder, M.B.A.
D. et U. * (1946)
Vice President for Finance/Treasurer

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

FACULTY

PROFESSORS EMERITI

- Panos Apostolidis, Ph.D.
(1977-1989)
Department of Management/Marketing
- Martin D. Appleton, Ph.D.
D. et U. * (1955-1988)
Department of Chemistry
- John J. Baldi, M.S.S.W., D.S.S.
D. et U. * (1948-1981)
Department of Sociology
- Edward F. Bartley, M.A.
D. et U. * (1938-1987)
Department of Math/Computer Science
- Richard J. Bourcier, Ph.D.
D. et U. * (1968-1993)
Department of Foreign Languages and Literatures
- 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
- Orestes P. Coccia, S.J.
D. et U. * (1975-1996)
Department of Theology/Religious Studies
- Francis H. Curtis, M.Ed.
D. et U. * (1966-1993)
Department of Education
- Joseph C. Dougherty, Ph.D.
D. et U. * (1967-1991)
Department of History/Political Science
- Joseph T. Evans, Ph.D.
D. et U. * (1953-1993)
Department of Biology
- Thomas M. Garrett, Ph.D.
D. et U. * (1960-1988)
Department of Philosophy
- A. John Giunta, Ph.D.
D. et U. * (1960-1993)
Department of Economics/Finance
- Walter Haab, Ph.D.
D. et U. * (1942-1980)
Department of Chemistry
- Joseph M. Hamernick, S.J., S.T.B., M.A.
D. et U. * (1970-1993)
Department of Communication
- William B. Hill, S.J., S.T.L., Ph.D.
D. et U. * (1946-1947, 1969-1983)
Department of English
- Daniel J. Houlihan, J.D.
D. et U. * (1947-1985)
Department of Accounting
- Anne J. Jones, M.A.
D. et U. * (1967-1987)
Department of Fine Arts (1975-1986)
- Helen P. Kelly, M.S.
D. et U. * (1959-1980)
Assistant Librarian
- Raymond L. Kimble, Ed.D.
D. et U. * (1973-1993)
Department of Education
- Lawrence J. Lennon, Ph.D.
D. et U. * (1946-1974)
Department of Psychology
- Eugene McGinnis, Ph.D.
D. et U. * (1948-1992)
Department of Physics/EE
- John P. McLean, B.S.
D. et U. * (1940-1990)
Department of Accounting
- Marianne McTighe, M.S.
D. et U. * (1946-1986)
Associate Librarian
- John J. Murray, Ph.D.
D. et U. * (1957-1988)
Department of English
- Mildred A. Norton, M.S.
D. et U. * (1946-1988)
Associate Librarian
- Matthew R. O'Rourke, M.A.
D. et U. * (1955-1982)
Department of English
- Andrew W. Plonsky, M.S., E.E.
D. et U. * (1947-1980)
Department of Math/Computer Science
- Edward R. Powers, S.J., M.A., S.T.L.
D. et U. * (1955-1985)
Department of Math/Computer Science
- John J. Quinn, S.J., Ph.D.
D. et U. * (1956-1992)
Department of English
- Stephen P. Ryan, Ph.D.
D. et U. * (1960-1981)
Department of English
- Henry V. Sattler, C.S.S.R.
D. et U. * (1967-1988)
Department of Theology
- Angelina T. Scardamaglia, M.S.
D. et U. * (1947-1978)
Assistant Librarian
- Cheng Hwa Siao, M.A., M.S.L.S.
D. et U. * (1969-1993)
Associate Librarian
- John C. Williams, M.S.
D. et U. * (1964-1990)
Department of Education
- Robert E. Young, S.J.
D. et U. * (1965-1996)
Department of Foreign Languages and Literatures

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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
- Barry R. Anderson, D. et U. * (1974)
 Associate Professor, Biology (1980)
 B.S. State University of New York at Fredonia;
 M.S., Ph.D., Lehigh University
- Patricia A. Bailey, R.N. (1983)
 Professor, Nursing (1995)
 B.S.N., Ed.M., Ed.D., Columbia University
- Harold W. Baillie (1978)
 Professor, Philosophy (1993)
 A.B., Yale University;
 M.A., Ph.D., Boston College
- Thomas E. Baker, D. et U. * (1975)
 Assistant Professor, Sociology/Criminal Justice (1975)
 B.S., M.S., Virginia Commonwealth University;
 M.Ed., M.S., East Stroudsburg University
- Subramanian Balakrishnan (1992)
 Assistant Professor, Management/Marketing (1992)
 B.S., Indian Institute of Technology, Madras;
 Ph.D., University of Pittsburgh
- Galen L. Baril, D. et U. * (1975)
 Associate Professor, Psychology (1985)
 B.A., University of Nevada;
 Ph.D., University of Maine
- Carolyn E. Barnes (1988)
 Professor, Physical Therapy (1988)
 Chairperson, Department of Physical Therapy (1988)
 B.A., Fairmont State College;
 M.S., West Virginia University;
 Certificate in Physical Therapy,
 D.T. Watson School of Physiatrics;
 Ph.D., University of Pittsburgh
- Christopher Baumann (1984)
 Associate Professor, Chemistry (1989)
 B.S., Oregon State University;
 Ph.D., University of Florida
- Rebecca S. Beal (1983)
 Professor, English (1995)
 A.B., Westmont College;
 M.A., University of Chicago;
 Ph.D., University of Texas
- John Begley, S.J. (1985)
 Associate Professor, Theology/Religious Studies (1985)
 A.B., M.A., Boston College;
 Ph.L., S.T.L., Weston College;
 S.T.D., Gregorian University
- 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
- Paul R. Beining, S.J., D. et U. * (1949-1951, 1967)
 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
- J. Brian Benestad, D. et U. * (1976)
 Professor, Theology/Religious Studies (1989)
 A.B., Assumption College;
 S.T.L., Gregorian University;
 Ph.D., Boston College
- W. Andrew Berger (1989)
 Associate Professor, Physics/Electrical Engineering (1994)
 M.S., Technical University of Poznan, Poland;
 M.S., Ph.D., Drexel University
- Robert M. Bessoir, D. et U. * (1968)
 Professor, Physical Education (1994)
 B.S., University of Scranton;
 M.S., East Stroudsburg University
- Yaodong Bi (1991)
 Assistant Professor, Computing Sciences (1991)
 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
- Mirigen 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. Brumagim (1990)
 Associate Professor, Management/Marketing (1996)
 B.B.A., Pennsylvania State University;
 M.B.A., Ph.D., Temple University
- James P. Buchanan (1977)
 Associate Professor, Psychology (1981)
 Chairperson, Department of Psychology (1993)
 B.A., The Johns Hopkins University;
 M.A., Ph.D., University of California, Los Angeles
- David Buckley (1991)
 Assistant Professor, History/Political Science (1995)
 B.A., M.A., University College, Cork
 Ph.D., Boston College
- Paul T. Buonora (1995)
 Assistant Professor, Chemistry (1995)
 B.S., M.S., Indiana University of Pennsylvania;
 Ph.D., University of Virginia
- 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

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

- Joseph M. Cannon, D. et U. * (1959)
 Professor, Education (1974)
 B.S., University of Scranton;
 M.Ed., Doctoral Studies, Pennsylvania State University
 Licensed Psychologist
- J. Timothy Cannon (1981)
 Associate Professor, Psychology (1986)
 B.S., University of Scranton;
 Ph.D., University of Maine
- Robert Jeffrey Cantrell (1995)
 Assistant Professor, Education (1995)
 B.S., M.Ed., Ed.D., University of Virginia
- Edward J. Capestany, D. et U. * (1968)
 Professor, Philosophy (1974)
 B.S., M.A., University of Comillas, Spain;
 Ph.D., University of Ottawa
- Michael D. Carey (1978)
 Professor, Biology (1990)
 B.A., Wittenberg University;
 M.A., Ph.D., Indiana University
- Brian Carpenter, C.M.A. (1987)
 Associate Professor, Accounting (1992)
 Chairperson, Accounting (1992)
 M.B.A., University of Scranton
 B.S., Ph.D., The Pennsylvania State University;
- Dona Carpenter, R.N. (1985)
 Associate Professor, Nursing (1993)
 B.S.N., College Misericordia;
 M.S.N., Villanova University;
 M.Ed., Ed.D., Columbia University
- Maureen T. Carroll (1995)
 Assistant Professor, Mathematics (1995)
 B.A., B.S., Ph.D., Lehigh University
- Ellen M. Casey, D. et U. * (1969)
 Professor, English (1981)
 B.S., Loyola University, Chicago;
 MA., University of Iowa;
 Ph.D., University of Wisconsin
- Stephen J. Casey, D. et U. * (1969)
 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)
 Assistant Professor, Management/Marketing (1990)
 B.M.E., Jadaupur 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
- Jafor 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
 National Certified Counselor
- Joseph W. Connolly (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 H.J. Cunningham (1987)
 Associate Professor, Operations and Information
 Management (1987)
 B.S., M.B.A., Ph.D., Pennsylvania State University
- Thomas W. Decker (1977)
 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
- 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

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

- Vito DelVecchio, D. et U. * (1969)
 Professor, Biology (1977)
 B.A., University of Scranton;
 MS., 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. Dickneider (1984)
 Associate Professor, Chemistry (1989)
 B.A., M.A., St. Joseph's College;
 Ph.D., University of Miami
- Mary Jane DiMattio (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
- Steven T. Dougherty (1992)
 Assistant Professor, Mathematics (1992)
 B.S., University of Scranton;
 M.S., Ph.D., Lehigh University
- Joseph H. Dreisbach (1978)
 Professor, Chemistry (1989)
 Chairperson, Department of Chemistry (1991)
 B.A., LaSalle University;
 MS., 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
- John J. Dunstone, D. et U. * (1966)
 Professor, Psychology (1974)
 B.S., Pennsylvania State University;
 M.S., Ph.D., University of Massachusetts
- Michael Dutko (1985-1989, 1991)
 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
- John L. Earl, III, D. et U. * (1964)
 Professor, History/Political Science (1972)
 B.S., M.A., Villanova University;
 Ph.D., Georgetown 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
- Matthew J. Fairbanks, D. et U. * (1960)
 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. Fennewald (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)
 Assistant Professor, Theology and Religious Studies
 B.A., Sacred Heart University;
 M.T.S., Weston School of Theology;
 M. Phil., Ph.D., Yale University
- Daniel V. Fraustino (1982)
 Professor, English (1991)
 B.A., State University of New York at Buffalo;
 M.A., San Diego State University;
 Ph.D., State University of New York at Binghamton
- 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
- Michael Friedman (1991)
 Associate Professor, English (1995)
 B.A., Tulane University;
 M.A., Ph.D., Boston University
- David O. Friedrichs (1977)
 Professor, Sociology/Criminal Justice (1991)
 A.B., University College of New York;
 M.A., New York University
- Cheryl A. Fuller, R.N. (1992)
 Assistant Professor, Nursing (1992)
 B.S., University of Vermont;
 M.S., F.N.P., SUNY-Binghamton, NY;
 Ph.D. Cand., New York University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

- Joseph A. Fusaro, D. et U.* (1974)
 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., SUNY-Binghamton, N.Y.;
 Ph.D., Medical College of Pennsylvania
- Harry J. Gensler, S.J. (1996)
 Associate 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
- Thomas W. Gerrity, D. et U.* (1976)
 Associate Professor, Education (1986)
 B.S., University of Pennsylvania;
 M.S., University of Scranton;
 Ed.D., Columbia University
- 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., Asian 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
- Leonard G. Gougeon, D. et U.* (1974)
 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
- Ronald J. Grambo, C.P.A. (1976-77; 1980)
 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 Hair (1986)
 Assistant Professor, Physical Education (1991)
 B.S., M.Ed., East Stroudsburg University;
 M.S., University of Scranton
- Renee M. Hakim (1996)
 Assistant Professor, Physical Therapy (1996)
 B.S., University of Scranton;
 M.S., University of Pittsburgh
- David W. Hall (1985)
 Associate Professor, Counseling and Human
 Resources (1991)
 Chairperson, Department of Counseling and
 Human Resources (1994)
 A.B., Lycoming College;
 M.S., University of Scranton;
 Ph.D., Pennsylvania State University
 Licensed Psychologist
 National Certified Counselor
 Certified Rehabilitation Counselor
- Joyce Hanks (1989)
 Professor, Foreign Languages and
 Literatures (1995)
 M.A., University of Wisconsin;
 B.A., Ph.D., Washington University
- Mary Jane Hanson (1996)
 Assistant Professor, Nursing (1996)
 B.S.N., Cedar Crest College;
 M.S.N., Ph.D., University of Pennsylvania
- Michael A. Hardisky (1984)
 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;
 M.Ed., Ed.D., Columbia University
- Jean Wahl Harris (1987)
 Associate Professor, History/Political Science (1993)
 B.A., M.A., Ph.D., State University of
 New York at Binghamton
- Maurice I. Hart, Jr., D. et U.* (1963)
 Professor, Chemistry (1971)
 A.B., Maryknoll College;
 M.S., Ph.D., Fordham University
- T.J. Hemlinger (1995)
 Instructor, Communication (1995)
 B.A., M.A., Indiana University;
 Ph.D. cand., University of North Carolina
- Eileen B. Hewitt (1982)
 Assistant Professor, Management/Marketing (1988)
 B.S., St. Joseph's College, Maine;
 M.S., University of Hartford

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

- 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
- Frank X.J. Homer, D. et U. * (1968)
Professor, History/Political Science (1984)
A.B., University of Scranton;
M.A., Ph.D., University of Virginia
- John S. Hopkins, D. et U. * (1967)
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 Hudacek, R.N. (1990)
Associate Professor, Nursing (1995)
B.S.N., M.S.N., College Misericordia;
M.Ed., Ed.D., Columbia University
- Robert E. Hueston, D. et U. * (1968)
Associate Professor, History/Political Science (1976)
A.B., College of the Holy Cross;
M.A., Ph.D., University of Notre Dame
- Riaz 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., C.C.P. (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
- Bernard J. Johns, D. et U. * (1961)
Assistant Professor, Mathematics (1979)
A.B., Wilkes College;
M.A., Bucknell University
- Maria Poggi Johnson (1996)
Instructor, Theology/Religious Studies (1996)
B.A., Oxford University;
Ph.D. cand., University of Virginia
- Roxanne T. Johnson (1993)
Assistant Professor, Accounting (1993)
B.A., University of Delaware;
B.B.A., University of Florida;
Ph.D., Pennsylvania State University
- Cathleen Jones (1991)
Assistant Professor, Education (1991)
B.A., California Lutheran University;
M.A., California State University at Northridge;
Ph.D., Brigham Young University
- Francis X. Jordan, D. et U. * (1966)
Associate Professor, English (1976)
Chairperson, Department of English (1987)
A.B., M.A., University of Scranton;
Ph.D., St. Louis University
- Prasadaroo V. Kakumanu (1978)
Professor, Operations and Information
Management (1984)
Chairperson, Department of Operations and
Information Management (1987)
B.S., Andhra University;
M.S., Patna University;
M.S., Delhi University;
Ph.D., Cornell University
- John R. Kalafut, D. et U. * (1965)
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
- Thomas A. Kamla (1978)
Professor, Foreign Languages and Literatures (1987)
B.A., St. John's University, Minnesota;
M.A., Ph.D., University of Wisconsin
- Jack Kasar (1993)
Assistant Professor, Occupational Therapy (1993)
Chairperson, Department of Occupational
Therapy (1994)
B.A., West Chester University;
M.S., Virginia Commonwealth University;
Ph.D., University of Pennsylvania
- Jan W. Kelly (1988)
Associate Professor, Communication (1988)
B.A., Pennsylvania State University;
M.A., San Francisco State University;
Ph.D., University of Minnesota
- Lawrence W. Kennedy (1992)
Assistant Professor, History/Political Science (1992)
A.B., A.M., Ph.D., Boston College
- Joseph Khazzaka (1994)
Associate Professor, Education (1994)
B.A., M.A., Lebanese University;
Ph.D., Stanford University
- Richard O. King, Jr. (1995)
Major, U.S. Army
Assistant Professor, Military Science (1995)
B.A., Western Maryland College
- Stephen L. Klingman, D. et U.* (1973)
Assistant Professor, Physical Education (1977)
B.S., M.S., Ithaca College
- Richard Klonoski (1981)
Professor, Philosophy (1994)
B.A., University of Scranton;
MA., Kent State University;
Ph.D., Duquesne University
- Robert Kocis (1989)
Associate Professor, History/Political Science (1993)
B.A., St. Vincent College;
M.A., Ph.D., University of Pittsburgh
- M. Jane Kopas, O.S.F. (1978)
Professor, Theology/Religious Studies (1993)
B.S., M.A., St. Bonaventure University;
Ph.D., Graduate Theological Union

* 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
- Neela Lakshmanan (1987)
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
- Dennis Linehan, S.J. (1967-69; 1984)
Assistant Professor, Theology/Religious Studies (1985)
A.B., MA., St. Louis University;
M. Div., Woodstock College;
Ph.D., University of London
- Deborah Eville Lo (1995)
Assistant Professor, Education (1995)
B.S., M.S., Florida State University;
Ph.D. cand., University of Chicago
- Frank J. MacEntee, S.J., D. et U. * (1965)
Professor, Biology (1973)
B.S., Spring Hill College;
M.S., Ph.D., The Catholic University of America
- Daniel Mahoney, C.P.A. (1984)
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., State University of New York at Binghamton
- 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)
Associate Professor, Physical Therapy (1988)
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
- John W. McGinley, D. et U. * (1970)
Professor, Philosophy (1979)
A.B., College of the Holy Cross;
Ph.D., Boston College
- John M. McInerney, D. et U. * (1966)
Professor, English (1977)
A.B., LeMoyne College
M.A., Ph.D., Loyola University, Chicago
- Robert L. McKeage, D. et U. * (1974)
Associate Professor, Marketing/Management (1993)
B.S., M.B.A., University of Scranton;
M.A., Lehigh University;
Ph.D., Temple University
- Ronald H. McKinney, S.J. (1984)
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. Cand., University of Southern Mississippi
- Sharon M. Meagher (1989)
Associate Professor, Philosophy (1995)
B.A., Boston College;
Ph.D., State University of New York at Stony Brook
- Michael Opasu 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. Cand., Ohio University
- Patrick Mohr, S.J., D. et U. * (1975)
Professor, Philosophy (1991)
B.A., M.A., Spring Hill College;
Ph.D., Georgetown University
- Kenneth G. Monks (1990)
Associate Professor, Mathematics (1994)
B.S., Pennsylvania State University;
M.S., Ph.D., Lehigh University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

- Oliver J. Morgan, S.J. (1990)
Associate Professor, Counseling and Human Services (1996)
B.A., Fordham University;
M.F.T., Hahnemann Medical University;
M. Div., Weston School of Theology;
Ph.D., Boston University
- Mary Elizabeth Moylan (1986)
Associate Professor (1995)
Assistant Librarian II (1990)
B.A., Marywood College;
M.L.S., Villanova University;
M.S., University of Scranton
- Mary E. Muscari (1992)
Assistant Professor, Nursing (1992)
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
- Georgia L. Narsavage, R.N. (1984)
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., State University of New York at Binghamton
- 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
- Kevin M. Nordberg, D. et U. * (1970)
Professor, Philosophy (1989)
A.B., Assumption College;
M.A., Ph.D., University of Notre Dame
- Kevin R. Norris (1977)
Assistant Librarian II (1981)
B.S., M.L.S., University of Pittsburgh;
M.A., University of Scranton
- John J. O'Malley, D. et U* (1968)
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
- 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
- Neil H. Penny (1996)
Instructor, Occupational Therapy (1996)
B.S., University of Birmingham;
M.S., St. Joseph's University
- Paul M. Perdeu (1985)
Associate Professor, Mathematics (1985)
B.A., Washington & Jefferson College;
M.A., University of Hawaii;
Ph.D., University of Idaho
- Mary D. Perry (1996)
Lecturer, Art & Music (1996)
B.M., M.A., Marywood College;
Ph.D., New York University
- 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
- Laurel Pierangeli (1995)
Lecturer, Nursing (1995)
B.S., Marywood College;
M.S.N., State University of New York at Binghamton
- 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 Prattipati (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
- John B. Pryle, D. et U. * (1967-1969; 1972)
Assistant Professor, Sociology/Criminal Justice (1972)
Chairperson, Department of Sociology/Criminal Justice (1989)
B.S., University of Scranton;
M.A., Fordham University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the 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.Comm., Delhi School of Economics, University of Delhi;
M.B.A., University of Scranton;
Ph.D., Temple University
- William V. Rakauskas, D. et U. * (1969)
Professor, English (1979)
B.S., M.A., University of Scranton;
Ed.D., Temple University
- Donna D. Ramos, D. et U.* (1974)
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
- Edward J. Rielly, D. et U. * (1971)
Assistant Professor, Sociology/Criminal Justice (1971)
A.B., Cathedral College;
M.A., St. John's University;
M.Ed., Ed.D., Columbia University
- Joan Robbins (1991)
Assistant Professor, English (1991)
B.A., Boston College;
M.F.A., D. F.A., Yale School of Drama
- John B. Robertson, Jr. D. et U. * (1969)
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
- Midori 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)
Assistant Professor, Physical Therapy (1990)
B.S., M.S., East Stroudsburg State College;
Ed.D., Columbia University
- Edward M. Scahill (1989)
Associate Professor, Economics/Finance (1994)
B.S., St. Bonaventure University;
M.A., Ph.D., State University of New York at Binghamton
- Carl Schaffer (1988)
Associate Professor, English (1991)
B.A., Farleigh Dickinson University;
M.A., University of Michigan;
M.F.A., University of Iowa;
Ph.D. Cand., University of Denver
- Dennis L. Schreengast (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)
B.S., Indiana University of Pennsylvania;
Ph.D., Pennsylvania State University
- Robert W. Shaffern (1995)
Assistant Professor, History/Political Science (1995)
B.A., DePaul University;
M.A., Ph.D., University of Notre Dame
- Marc B. Shapiro (1996)
Assistant Professor, Theology/Religious Studies (1996)
B.A., Brandeis University;
Ph.D., Harvard University
- Larry R. Sherman (1981)
Assistant Professor, Chemistry (1981)
B.S., Lafayette College;
M.S., Utah State University;
Ph.D., University of Wyoming
- James R. Sidbury (1983)
Associate Professor, Computing Sciences (1983)
B.S., Duke University;
M.S., Ph.D., Auburn University
- Ugur "Tony" Sinay (1996)
Assistant Professor, Health Administration and Human Resources (1996)
B.S., M.S., Istanbul Technical University;
M.S., Ph.D., St. Louis University
- Ronald Sinzack, D et U.* (1962-65; 1970)
Associate Professor, Mathematics (1974)
B.S., King's College;
M.A., Fordham University;
Ph.D., University of Missouri
- Carole S. Slotterback (1995)
Assistant Professor, Psychology (1995)
B.S., Wilson College;
M.S., New Mexico Highlands University;
Ph.D., Northern Illinois University
- Robert A. Spalletta (1983)
Associate Professor, Physics/Electrical Engineering (1991)
Chairperson, Department of Physics/Electrical Engineering (1995)
B.S., Stevens Institute of Technology;
MS., Ph.D., University of Rochester
- E. Springs Steele
Professor, Theology/Religious Studies (1996)
B.A., M.A., Ph.D., University of Notre Dame
- John K. Stout, D. et U.* (1966)
Professor, Health Administration and Human Resources (1985)
B.S. M.S., D. Ed., Pennsylvania State University
Licensed Psychologist

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

- J. Michael Strong, D. et U.* (1972)
Associate Professor, Physical Education (1982)
B.S., Concord College;
M.S., West Chester State College
- Michael Sulzinski (1990)
Associate Professor, Biology (1995)
B.S., Pennsylvania State University;
Ph.D., Cornell University
- Delia A. Sumrall (1992)
Associate Professor, Management/Marketing (1995)
B.S., M.B.A., University of Southern Mississippi;
D.B.A., Mississippi State University
- Terrence E. Sweeney (1992)
Assistant Professor, Biology (1992)
B.A., Colgate University;
M.S., Ph.D., University of Rochester
- Narda Tafuri (1994)
Assistant Professor, Library (1996)
B.A., State University of New York at Oneonta;
M.A., New York University;
M.S., State University of New York at Albany
- John T. Talamini (1977)
Associate Professor, Sociology/Criminal Justice (1981)
B.S., St. Joseph's College;
M.A., Fordham University;
Ph.D., Rutgers University
- Nabil Tamimi (1993)
Assistant Professor, Operations and Information
Management (1993)
B.S., Penn State University;
M.B.A., University of Scranton;
Ph.D., Temple University
- Charles E. Taylor, C.D.P., D. et U.* (1974)
Associate Professor, Computing Sciences (1983)
B.S., M.B.A., West Virginia University
- Len Tischler (1990)
Assistant Professor, Management/Marketing (1990)
B.A., Wabash College;
M.B.A., Ph.D., University of Maryland
- Anne Marie Toloczko (1992)
Assistant Professor, Counseling and Human
Resources (1992)
B.A., M.A., Marywood College;
Ph.D., Lehigh University;
Licensed Psychologist
- Daniel S. Townsend (1987)
Associate Professor, Biology (1992)
Chairperson, Department of Biology
B.A., College of the Holy Cross;
M.S., Central Michigan University;
Ph.D., State University of New York at Albany
- Susan Trussler (1985)
Associate Professor, Economics/Finance (1992)
B.Sc., London School of Economics;
MS., Ph.D., Pennsylvania State University;
A.P.C. New York University
- Gretchen VanDyke (1994)
Assistant Professor, History/Political Science (1996)
B.A., Trinity College;
M.A., Ph.D., University of Virginia
- Argyrios C. Varonides (1989)
Assistant Professor, Physics/Electrical
Engineering (1993)
B.S., University of Thessalonika;
M.S., Temple University;
Ph.D., Drexel University
- Joe A. Vinson, D. et U.* (1974)
Professor, Chemistry (1990)
B.S., University of California, Berkeley;
M.S., Ph.D., Iowa State University
- Beatrice K. Volkman (1994)
Assistant Professor, Education (1994)
B.S., Drake University;
M.S., University of South Alabama;
Ph.D., University of Alabama
- Carol Ann Wilkie Wallace (1981)
Assistant Professor, Communication (1982)
B.A., M.A., Wayne State University;
Ph.D., University of Iowa
- Roger D. Wallace, D. et U.* (1976)
Associate Professor, Communication (1981)
A.B., Butler University;
M.A., Bowling Green University;
Ph.D., University of Michigan
- Cheng-Yee Wang (1981)
Publications Librarian (1988)
Assistant Librarian II (1990)
B.A., National Taiwan University;
M.L.S., Villanova University
M.S., University of Scranton
- Edward F. Warner, D. et U.* (1964)
Professor, Communication (1980)
A.B., King's College;
M.S., University of Scranton
- Joan M. Wasilewski (1988)
Associate Professor, Chemistry (1994)
B.S., King's College;
Ph.D., University of Pennsylvania
- Robert M. Weir, Jr. (1993)
Assistant Professor, Education (1993)
B.S., M.Ed., M.S., Shippensburg University;
Ed.D., Montana State University
- Daniel West (1990)
Associate Professor, Health Administration and
Human Resources (1994)
B.S., M.Ed., Ph.D., Pennsylvania State University
- Joseph Kenneth Wetherall (1995)
Lieutenant Colonel, U.S. Army
Professor, Military Science (1995)
B.S., University of Vermont;
M.S., Florida Institute of Technology
- 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
- Bernard D. Williams, D. et U.* (1962)
Professor, History/Political Science (1976)
B.S., LaSalle College;
M.A., Niagara University
- Joseph P. Wilson (1985)
Associate Professor, Foreign Languages and
Literatures (1992)
B.A., University of Toledo;
Ph.D., University of Iowa
- Gary N. Wodder, D. et U.* (1974)
Director, Athletics (1974)
Assistant Professor, Physical Education (1974)
Chairperson, Department of Physical Education (1974)
B.S., M.A., Ph.D., Northwestern University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

- Francis J. Wormuth (1979)
 Assistant Professor, Management/Marketing (1979)
 B.S., University of Scranton;
 J.D., Duquesne University School of Law;
 L.L.M., Boston University School of Law
- Richard A. Wright (1989)
 Associate Professor, Sociology/Criminal Justice (1989)
 B.S., James Madison University;
 M.A., Ohio University;
 Ph.D., Kansas State University
- Zhong Cheng Xiong (1988)
 Associate Professor, Mathematics (1996)
 B.S., Wuhan University;
 M.S., Ph.D., Lehigh University
- Robert P. Yori (1992)
 Associate Professor, Accounting (1992)
 B.S., Bloomsburg University;
 M.B.A., Lehigh University;
 Ph.D., Pennsylvania State University
- 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
- Margarete Lieb Zalon, R.N.C.S. (1988)
 Associate Professor, Nursing (1994)
 B.S.N., Duke University;
 M.A., Ph.D., New York University
- Joseph R. Zandarski, C.P.A., D. et U. * (1951)
 Professor, Accounting (1971)
 B.S., University of Scranton;
 M.B.A., New York University;
 Ph.D., University of Pittsburgh
- Habib Zanzana (1995)
 Instructor, Foreign Languages and Literatures (1995)
 B.S., M.A., Ph.D. Cand., Indiana University
- Marie Zichettella-Caffrey (1991)
 Assistant Professor, Physical Therapy (1991)
 B.S., Ithaca College;
 M.S., University of Scranton
- John M. Zych (1991)
 Assistant Professor, Management and Marketing (1991)
 B.S., Worcester Polytechnic Institute;
 M.B.A., Babson College;
 D.B.A., Boston University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

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 College
- Kevan Bailey (1985)
Print Shop Production Manager (1994)
- Anne Baldwin (1988)
Assistant Director, Office of Research Services (1992)
B.A., State University of New York at Binghamton;
M.S., University of Scranton
- Ann Clark Bass (1978)
Assistant Dean & Director of Credit Programs
Dexter Hanley College (1995)
B.M., Marywood College;
M.A., Northeast Missouri State University
- Regina Bennett (1987)
Assistant to the Dean, Graduate School (1989)
B.A., University of Scranton
- Peter J. Blazes (1991)
Director of International Student Affairs (1991)
B.A., Widner University;
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 College
- Gail Bontrager (1996)
IR: Customer Services (1996)
B.A., M.P.A., Indiana State University
- Geri Maier Botyrius (1992)
Academic Advisor (1992)
B.A., King's College;
M.S., University of Scranton
- Brenda Brewer (1993)
Internal Auditor (1993)
B.S., Bloomsburg University
- Rhonda Broesder (1995)
Research Associate, AIRO (1995)
B.S., Westminster College;
M.S., Stevens Institute of Technology
- 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
- 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
- Abigail Byman (1995)
University Legal Counsel (1995)
B.A., Carleton College;
J.D., University of Denver
- Eileen Callahan (1994)
Grants Information Specialist (1994)
B.A., University of Pennsylvania;
M.S., University of Scranton
- Mary Callahan (1991)
Drug and Alcohol Educator (1991)
B.S.N., M.S.N., Catholic University
- Maureen Castaldi (1985)
Senior Programmer/Analyst, Systems
and Software Resources (1996)
B.S., University of Scranton
- Thomas Cavataio (1993)
Associate Director of Procurement (1993)
A.A.S., SUNY, Morrisville;
B.S., Cornell University
- Michele Chapin (1994)
Admissions Counselor (1994)
B.S., University of Scranton
- Shuqiu Cheng (1994)
MBI Research Scholar (1994)
B.S., Wuhan University;
M.S., Sichuan University
- 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 Leader, Systems and Software Resources (1996)
B.S., University of Scranton
- Joseph Cortese (1990)
Assistant Director, Personnel Services/
Benefits Manager (1992)
B.S., King's College;
M.S., University of Scranton

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- Velma Cotton (1992)
Admissions Counselor/Minority Recruitment (1992)
B.A., Canisius College
- 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
- 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
- Marianne Czernysz (1987)
Assistant to the Dean, CAS (1987)
B.S., Regis University
- 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)
Admissions Counselor (1993)
B.S., University of Scranton
- Mildred Matthews Doyle, R.N., C. (1988)
Nurse, Student Health Services (1988)
R.N., Hahnemann Hospital School of Nursing;
B.S.N., University of Scranton
- Christopher J. Ehrman (1989)
Associate Dean of Admissions (1989)
B.A., M.A., Gannon University
- Sharon Evans (1979)
Assistant Director, Public Safety (1989)
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
- Stephen Fisk (1991)
Employment Manager (1991)
B.S., University of Scranton
- Julie Foreman (1993)
Assistant Director, Public Safety (1993)
B.A., Theil College;
B.A., Indiana University of Pennsylvania
- James Franceschelli (1982)
Director, Desktop and Instructional Resources (1996)
A.S., Pennsylvania State University
- Terri Freeman (1995)
Director, Center for Continuing Education (1995)
B.S., Pennsylvania State University
- Elaine Gayman (1993)
Grant Accountant (1993)
B.S., King's College
- William Genello (1984)
Associate Director of Public Relations (1987)
Manager of University Publications (1992)
B.A., St. Bonaventure University
- Christopher Giardina (1991)
Manager, Special Projects (1992)
ECRC Lab Technician (1993)
B.S., Rutgers University;
M.B.A., University of Scranton
- Frank Gilmartin (1990)
Career Counselor (1990)
B.S., M.S., University of Scranton
- Janet N. Gilroy (1983)
Director of Admissions, Dexter Hanley College (1995)
B.S., M.S., University of Scranton
- 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 College
- James Goonan (1987)
Director of Graduate Admissions (1990)
B.S., M.B.A., University of Scranton
- Lucia Granito (1983)
Assistant to Comptroller (1983)
B.S., M.B.A., University of Scranton
- 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
- Michael Gress (1991)
Research Technician (1993)
B.S., M.S., University of Scranton
- Barbara Griguts (1991)
SOM Advising Center Counselor (1991)
B.A., Pennsylvania State University;
M.S., University of Scranton
- William Gunshannon (1989)
Departmental Systems Administrator (1992)
- Denise Gurz (1995)
Assistant Bursar (1995)
B.S., Bloomsburg University
- Sean Hanlon (1995)
Annual Fund Specialist (1995)
B.A., University of Scranton
- 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

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- Judith R. Henning (1988)
Director, Learning Resources Center (1988)
B.S., M.S., Marywood College
- 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
- Daniel Holeva (1995)
Network Admin/Network Resources (1996)
B.S., Wilkes University
- 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 Leader, Systems and
Software Resources (1996)
B.S., University of Scranton
- Thomas Hughes (1986)
Trainer, Computing and Data Services (1993)
B.S., M.B.A., University of Scranton
- Margaret Hynosky (1993)
Assistant Director of Financial Aid (1993)
B.A., University of Scranton
- Stacey E. Jackson (1990)
Assistant Manager of Publications (1992)
A.A., Art Institute of Philadelphia
- Steven Jagiela (1995)
Outreach Specialist-ECRC (1995)
B.S. Drexel University
- Jane Johnson (1990)
Assistant Director of Recreation (1990)
B.S., Marywood College
- Mary Patricia Jolley (1981)
Personnel Assistant for Information Systems (1990)
- Karen Jones (1992)
Assistant Registrar (1995)
B.A., Wilkes University
- Rose Ann Jubinski (1984)
Project 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)
Assistant Director, Recreational Sports (1986)
B.A., University of Scranton
- Theresa Kaplan (1988)
Consultant Manager, SBDC (1990)
B.S., MS., University of Scranton
- Marie Karam (1988)
Director of the Language Learning Center (1994)
B.A., Marywood College;
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
- Robert Klem (1987)
Programmer/Analyst, Systems
and Software Resources (1996)
B.S., Marywood College
- Donna M. Kocis, D. et U. * (1972)
Supervisor, Data Processing and Controls,
Systems and Software Resources (1996)
- Kathleen R. Kopicik, N.C.C., D. et U.* (1974)
National Board Certified Counselor
Counselor, Counseling Center (1974)
A.B., Marywood College;
M.S., University of Scranton
- Christopher Krall (1994)
VAX Systems Manager/Programmer (1995)
A.S., Pennsylvania State University
- Francis Kranick (1994)
CAD Operator/Draftsman (1994)
A.S., Johnson School of Technology
- Joseph Krzywicki (1994)
Budget Coordinator (1994)
B.S., B.A., Villanova University
- 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
- Ruth Lancia, R.N., C. (1991)
Nurse, Student Health Services (1991)
R.N., Presbyterian University of Pennsylvania Medical
Center;
B.S., University of Scranton
- John W. Lange, S.J., D. et U. * (1974)
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)
Advisor, Academic Advising Center (1989)
Col., U.S. Army-Ret.
Professor of Military Science (1964)
A.B., M.S., Princeton University
- Hal Lewis (1991)
Director of Development Services and Prospect
Research (1994)
- Jeanette Lewis (1983)
Coordinator, Office of Instructional Development (1992)
B.S., University of Scranton
- Mason Linn (1991)
Program Manager, ECRC (1991)
A.B., Bucknell University;
M.B.A., University of Scranton
- Francene Liples (1992)
Graphic Designer (1992)
B.F.A., Marywood College

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- Deanne Loftus (1989)
Project Consultant/Inst.-CCF (1994)
B.S., Indiana University of Pennsylvania
- Kenneth Loftus, S.J. (1995)
Associate Campus Minister (1995)
B.A., Worcester State College;
M.Div., Jesuit School of Theology
- Richard Loftus (1989)
Bursar (1990)
B.S., Marywood College
- Kristen Maile (1995)
CPI Accountant (1995)
B.S., University of Scranton
- Lorraine Mancuso (1982)
Assistant Director, Systems and
Software Resources (1996)
B.S., M.B.A., University of Scranton
- Donald Mannick (1990)
Laboratory Equipment Manager (1990)
E.E.T., Penn State University
- Alan Mazzei (1994)
Director, Corporate and Foundation Relations(1994)
B.A., University of Scranton
- Mary Ann McAndrew (1981)
Assistant Director, Learning Resources Center (1995)
B.S., University of Scranton
- Constance E. McDonnell (1983)
Assistant Director, Career Services (1983)
B.A., University of Denver;
M.A., Marywood College
- Ellen E. McGuire (1988)
Associate Director, Financial Aid (1990)
B.A., Pennsylvania State University;
M.S., University of Scranton
- Aileen McHale (1988)
Project Manager, Dorm Computing,
Network Resources (1996)
B.S., King's College
- John F. McNamara, D. et U.* (1975)
Comptroller (1982)
B.S., University of Scranton
- Vincent Merkel (1978)
Senior Consultant, Desktop
and Instructional Resources (1996)
B.S., University of Scranton
- Doreen Metro (1995)
LAN Administrator/Lab Support,
Desktop and Instructional Resources (1996)
B.S., Marywood College
- Darlene Miller-Lanning (1991)
Slide Curator (1991)
Director, University Art Gallery (1992)
B.F.A., Wilkes University;
M.F.A., Marywood College;
Ph.D., SUNY Binghamton
- Maria Montenegro (1990)
Business Consultant, SBDC (1990)
B.S., Georgetown University
M.B.A., University of Scranton
- James Morgan (1986)
Library Systems Specialist (1988)
A.S., Penn State University
B.S., University of Scranton
- William Morris (1991)
Outreach Consultant, ECRC/McDade Center (1991)
B.S., University of Scranton
- Danielle L. Morse (1991)
Software Support Analyst/ WAN Support,
Desktop and Instructional Resources (1996)
B.S., Wilkes University
- Lawrence J. Morton, D. et U. * (1969)
Assistant to Vice President for Student Affairs (1992)
A.B., St. Bonaventure University;
M.S., Syracuse University;
M.S., University of Scranton;
D. Ed., Pennsylvania State University
- Harry Mumford, P.E. (1988)
Senior Outreach Consultant, ECRC (1988)
B.S., Pennsylvania State University
- James Muniz (1990)
Reading Specialist/ADP Coordinator (1990)
B.S., Kutztown State College;
M.S., Marywood College
M.S., University of Scranton
- Mark Murphy (1991)
Physical Plant Specialist (1991)
B.S., Wilkes University
- Evelyn H. Nadel (1989)
Director of Commuter/Off-Campus Affairs and
Orientation (1991)
B.A., William Penn College;
Ed.M., State University of New York at Buffalo
- JoAnn Nicoteri-Cecchini (1985)
Nurse-Practitioner, Student Health Services (1995)
B.S.N., University of New York at Binghamton;
M.S., F.N.P., State University of New York at Binghamton
- Lisa Notarianni (1991)
Manager, Business and Telecommunication Services,
Network Resources (1996)
A.S., Lackawanna Junior College
- Diane O'Connor (1992)
Assistant Dean of Admissions (1994)
B.S., M.H.A., University of Scranton
- Kenneth Okrepkie (1991)
Assistant Dean of Admissions (1994)
B.S., University of Scranton
- 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
- G. Donald Pantle, S.J. (1980)
Associate Campus Minister (1980)
B.A., Bellarmine College;
M.A., Middlebury College
- Frank D. Parker, D. et U. * (1969)
Purchasing Agent, Procurement (1991)
B.S., University of Scranton
- Paul Perhach (1982)
Director of Career Services (1982)
B.A., King's College;
M.S., Marywood College
- Joseph Petroziello (1994)
Lab Technician-MBI (1994)
B.S., University of Scranton

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

- Julie Phillips (1995)
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)
Project Engineer, McDade Center (1990)
ECRC/FCIM Project Engineer (1992)
B.S., M.B.A., University of Scranton
- Patricia Popeck, R.N., C., M.S. (1987)
Director of Student Health Services (1987)
B.S., University of Virginia;
M.S., University of Scranton
- Dianne Posegate (1993)
Director, Nursing Lab (1993)
B.S.N., Alfred University;
M.S., University of Rochester
- Terri Proctor (1988)
Manager, Information Center & ID Card Services,
Network Resources (1996)
B.S., University of Scranton
- 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
- Sr. Joan Roccasalvo, C.S.J. (1976-81, 1986)
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
- 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, Steam Educational Lab (1996)
B.S., University of Wisconsin, Green Bay
- Madonna Savage (1985)
Office Manager/Coordinator of Scheduling (1993)
- George J. Schemel, S.J. (1985)
Director, Institute for Contemporary Spirituality (1985)
B.S., University of Scranton;
M.A., Ph.L., Fordham University;
St.L., Woodstock College
- Karen Schofield (1995)
Director of Academic and Personal Development (1995)
B.S., University of Scranton;
M.S., Marywood College;
Ph.D., Seton Hall 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
- Mark Serra (1994)
Senior Network Administrator,
Network Resources (1996)
A.S., Pennsylvania State University
- Catherine Seymour (1992)
Associate Campus Minister (1992)
B.S., University of Scranton
- Michael Simons (1994)
Foreign Study Advisor (1994)
B.S., M.S., University of Scranton
- Donna Simpson (1993)
Business Consultant-SBDC (1995)
B.S., B.A., Auburn University;
M.B.A., Wilkes University
- Narenda 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)
- Thomas Slon, S.J. (1995)
Assistant Architect (1995)
B.A., Cornell University;
M.Div., S.T.L., Weston School of Theology;
M.Arch., Catholic University of America
- 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 College

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- Laipeng Spagnoletti(1994)
Administrative Assistant, Provost's Office (1996)
B.A., Lafayette College;
M.Ed., Seattle University
- Sharon Sporer (1987)
Executive Secretary to the President (1987)
- Helen Stager (1991)
Associate Registrar (1995)
B.A., College Misericordia
- Anne Marie Stamford (1986)
Assessment Coordinator, AIRO (1994)
B.S., University of Scranton
- Edward Steinmetz, Jr., C.P.A. (1991)
Asst. Vice President for Finance (1993)
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
- Paul Strunk (1985)
Director of Development and Manager of Capital
Campaign (1995)
B.A., University of Pittsburgh
- Donald Sutton (1993)
ECRC Outreach Consultant (1993)
B.S.E.E., University of Scranton;
M.S.E.E., Syracuse University
- John Tabor (1978)
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 College
M.S., University of Scranton
- Paul Tweedy (1988)
Executive Director, CPI (1996)
B.A., M.A., George Washington University
- Joseph Umbriac (1994)
ECRC Acquisition Specialist (1994)
- Patricia Vaccaro (1987)
Director of Collegiate Volunteers (1987)
B.A., Marywood College;
M.S., University of Scranton
- Barbara Wagner (1992)
Academic Coordinator of Clinical Education (1992)
B.S., SUNY 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 College
- Mary Jo Walsh-Santo (1990)
Assistant Dean, CHEHR (1995)
B.A., M.Ed., University of Scranton
- Diane Watson (1994)
Clinical Education Coordinator (1994)
B.S., University of Alberta
M.B.A., Western Business School
- Helen Weiss (1986)
Library Associate (1987)
B.S., Moorehead 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 College
- Mirtha M. Wilczynski, D. et U.* (1971)
Assistant Director of Financial Aid (1979)
- Susan Williams-Quinlan (1989)
Director, Counseling Center (1991)
Assistant Professor, Psychology (1990)
B.A., Sonoma State University;
M.S., San Jose State University;
Ph.D., University of Rhode Island
Licensed Psychologist
- David Wilson, AIA (1989)
Staff Architect and Quality Control Officer (1989)
B.A., University of Cincinnati
- Richard Winn, D. et U.* (1973)
Assistant Director, Physical Plant/Student Housing
- 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
- Sherman Wooden (1990)
Director of Student Activities (1990)
B.A., M.A., Howard University
- Keith Yurgosky (1994)
Manager, International Trade (1995)
B.S., University of Scranton
- Gerald Zaboski (1988)
Assistant to the President (1992)
B.A., M.S., University of Scranton

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Frederick Zagone, S.J. (1993)
Senior Development Officer (1993)
B.A., University of San Francisco;
M.Ed., Loyola University of Chicago;
M.A., M.Div., Weston School of Theology

Gary S. Zampano, C.P.M. (1974)
Director of Procurement and Inventory (1986)
B.S., M.B.A., University of Scranton

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Director of Alumni Relations (1982)
B.S., MS., University of Scranton

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Manager of News and Information Service (1992)
B.S., Boston University

Elizabeth Zygmunt (1993)
ECRC Information Specialist (1993)
B.A., University of Scranton

AFFILIATED FACULTY

DIOCESAN FACULTY

Chair of Theology

Rev. Robert J. Barone, S.T.D.
Rev. Msgr. David Bohr, S.T.D.
Rev. Richard J. Gabuzda, S.T.D.
Rev. Michael F. Quinnan, S.T.L.

MEDICAL TECHNOLOGY FACULTY

PENNSYLVANIA

Abington Memorial Hospital
Abington, PA
Paul J. Cherney, M.D.
Barbara J. Scheelje, MT (ASCP)

Sacred Heart Hospital
Allentown, PA
James M. Chiadis, M.D.
Deborah Schwab, B.S., MT (ASCP)

Lankenau Hospital
Wynnewood, PA
Albert A. Keshgegian, M.D., Ph.D.
Nancy Calder, M.Ed., MT (ASCP)

Geisinger Medical Center
Danville, PA
John J. Moran, M.D.
Alvin Swartzentruber, MT (ASCP)

Scranton Medical Technology Consortium
Scranton, PA
Mary A. Meihofner, M.D.
Mary Gene Butler, M.S., MT (ASCP)

Divine Providence Hospital
Williamsport, PA
Galal Ahmed, M.D.
Loretta Moffatt, MT (ASCP)

Nazareth Hospital
Philadelphia, PA
William J. Warren, M.D.
Diane Bejsiuk, M.Ed., M.T. (ASCP)

Wilkes-Barre General Hospital
Wilkes-Barre, PA
George Grinaway, M.D.
Michael G. Hromchak, M.B.A., MT (ASCP),
CLS (NCA)

PHYSICAL THERAPY AFFILIATED CLINICAL EDUCATION CENTERS

Affinity (Allentown, PA)
Akron General Medical Center (Akron, OH)
Albert Einstein Hospital (Philadelphia, PA)
Alfred I. Dupont Institute (Wilmington, DE)
Allegheny & Chesapeake PT, Inc. (Carrolltown, PA)
Allegheny Valley Hospital (Natrona Heights, PA)
Allied Services Rehabilitation Hospital (Scranton, PA)
Altoona Hospital (Altoona, PA)
American Rehab Center (Pottsville, PA)
Arden Hill Hospital (Goshen, NY)
Arlington Hospital (Arlington, VA)
Bacharach Rehab Hospital (Pomona, NJ)
Ball Memorial Hospital (Muncie, IN)
Barnes Kasson County Hospital (Susquehanna, PA)
Bayfront Medical Center (St. Petersburg, FL)
Berkshire Institute (Wyomissing, PA)
Bon Secours Hospital North (North Miami, FL)
Brandywine Hospital and Trauma Center (Coatesville, PA)
Broome Developmental Services (Binghamton, NY)
Broward General Medical Center (Fort Lauderdale, FL)
Bryn Mawr Rehab Hospital (Malvern, PA)
Building Blocks Therapy Association (Hawthorne, NY)
Burch, Rhoads & Loomis (Baltimore, MD)
Byers and Basciano (Lancaster, PA)
Carlisle Hospital (Carlisle, PA)
Central Penn PT, Inc. (Shamokin, PA)
Centra State Medical Center (Freehold, NJ)
Chambersburg Hospital (Chambersburg, PA)
Chestnut Hill Hospital (Philadelphia, PA)
Chestnut Hill Rehabilitation Hospital (Wyndmoor, PA)
Child Center (Silver Spring, MD)
Children's Development Center (Williamsport, PA)
Children's Seashore House (Philadelphia, PA)
Children's Specialized Hospital (Mountainside, NJ)
Chilton Memorial Hospital (Pompton Plains, NJ)
City Avenue Hospital – Graduate Health Systems (Philadelphia, PA)
Columbia Blake Medical Center (Bradenton, FL)
Community General Hospital (Reading, PA)
Community General Hospital of Sullivan County (Harris, NY)
Community General Osteopathic Hospital (Harrisburg, PA)
Community Medical Center (Scranton, PA)
Comprehensive Neurological Services (Clarks Summit, PA)
Coordinated Health Systems - Easton (Easton, PA)
Coordinated Health Systems - Lehigh Valley (Bethlehem, PA)
Coordinated Health Systems - Pocono (East Stroudsburg, PA)
Crouse Irving Memorial Hospital (Syracuse, NY)
Crozer Chester Medical Center (Upland, PA)
Cumberland Hospital for Children and Adolescents (New Kent, VA)
Delaware County Memorial Hospital (Drexel Hill, PA)
Delaware Valley Medical Center (Langhorne, PA)
Doylestown Hospital (Doylestown, PA)
Dubois Regional Medical Center (Dubois, PA)
East Coast Rehabilitation of Wilkes-Barre (Plains, PA)
East Hills Rehab and Fitness Institute (Johnstown, PA)
Easter Seal Society/Berks County (Reading, PA)
Easter Seal Society/Chester County (Coatesville, PA)
Easter Seals Rehab Center (Lancaster, PA)
Easton Hospital (Easton, PA)
Emanuel Hospital & Rehab Center (Portland, OR)
Evangelical Community Hospital (Lewisburg, PA)
Fairlawn Rehabilitation Hospital (Worcester, MA)

Faulkner Physical Therapy Group, Inc. (Wallingford, CT)
Florida Sports & Industry Care Center (St. Petersburg, FL)
Geisinger Medical Center (Danville, PA)
Geisinger/Wyoming Valley Medical Center (Wilkes-Barre, PA)
Gnaden Huetten Memorial Hospital (Lehigh, PA)
Good Samaritan of Pottsville (Pottsville, PA)
Good Shepherd Rehab Hospital (Allentown, PA)
Grandview Hospital Sports Medicine Ctr (Sellersville, PA)
Hackensack Medical Center Institute for Child Development (Hackensack, NJ)
Hahnemann University Hospital (Philadelphia, PA)
Hamot Medical Center (Erie, PA)
Handicapped Children's Assoc. of Southern NY, Inc. (Johnson City, PA)
Hazleton General Hospital (Hazleton, PA)
Hazleton St. Joseph's Medical Center (Hazleton, PA)
HCA/L.W. Blake Hospital (Bradenton, FL)
Health South of Erie (LEIR) (Erie, PA)
Health South of Nittany Valley (Pleasant Gap, PA)
Health South Great Lakes Rehab Hospital (Erie, PA)
Health South of York (York, PA)
Health South Sports and Rehab. (East Brunswick, NJ)
Health South Rehab Center of Largo (Largo, FL)
Health South Rehab Center of Linden (Linden, NJ)
Health South Rehab Center of Paramus (Paramus, NJ)
Health South Rehab Center of Ridgewood (Paramus, NJ)
Health South Rehab Hospital of Altoona (Altoona, PA)
Health South Greater Pittsburgh Rehab Hospital (Monroesville, PA)
Health South Rehab Center of Edison (Edison, NJ)
Health South Rehabilitation of Mechanicsburg (Mechanicsburg, PA)
Health South Sports Medicine and Rehab. Center/Bridgewater (Bridgewater, NJ)
Health South Sports Medicine and Rehab. Center (East Brunswick, NJ)
Health South Sports Medicine and Rehab. Center (Harrisburg, PA)
Health South Sports Medicine and Rehab. Center (Manahawkin, NJ)
Holy Redeemer Hospital & Med. Ctr. (Meadowbrook, PA)
Holy Redeemer Sports Medicine Center (Meadowbrook, PA)
Holy Spirit Hospital (Camp Hill, PA)
Horton Medical Center (Middletown, NY)
Hospital of the University of Pennsylvania (Philadelphia, PA)
Hunterdon Medical Center (Flemington, NJ)
Imperial Point Medical Center (Ft. Lauderdale, FL)
Indiana Hospital (Indiana, PA)
Jeanes Hospital (Philadelphia, PA)
Jersey Shore Hospital (Jersey Shore, PA)
Jersey Shore Medical Center (Neptune, NJ)
John Heinz Institute of Rehab (Wilkes-Barre, PA)
John T. Mather Memorial Hospital (Long Island, NY)
Johns Hopkins Hospital (Baltimore, MD)
Johns Hopkins Bayview Medical Center (Baltimore, MD)
Kessler at Saddle Brook Center North (Saddle Brook, NJ)
Kessler Institute for Rehab, Inc. (West Orange, NJ)
Lake Centre for Rehabilitation (Leesburg, FL)
Lancaster General Hospital (Lancaster, PA)
Lankenau Hospital (Philadelphia, PA)
LCCCS - Children's Development Center, Inc. (Williamsport, PA)
Leader Nursing and Rehab Center (Chambersburg, PA)
Leader Nursing and Rehab Center (Harrisburg, PA)
Lehigh Valley Hospital (Allentown, PA)
Lewistown Hospital (Lewistown, PA)
Lourdes Hospital (Binghamton, NY)
Lower Bucks Hospital (Bristol, PA)
Magee Rehabilitation Center (Philadelphia, PA)
Marian Community Hospital (Carbondale, PA)
Martin, McGough and Eddy (Nazareth, PA)
Med Center One, Inc. (Bismarck, ND)
Medical Center at Princeton (Princeton, NJ)
Medical College of Virginia Hospitals (Richmond, VA)

Medical University of South Carolina (Charleston, SC)
 Memorial Hosp. of Burlington Cty. (Mt. Holly, NJ)
 Memorial Hospital of York (York, PA)
 Mercer-Bucks Sports Medicine Center (Newton, PA)
 Mercy Catholic Med. Ctr. (Darby, PA)
 Mercy Hospital - Altoona (Altoona, PA)
 Mercy Hospital - Pittsburgh (Pittsburgh, PA)
 Mercy Hospital Rockville Center (Rockville Center, NY)
 Mercy Hospital Scranton (Scranton, PA)
 Mid Valley Hospital (Peckville, PA)
 Milford Memorial Hospital (Milford, DE)
 Millard Fillmore Hospitals (Williamsville, NY)
 Montebello Rehab Hospital (Baltimore, MD)
 Montgomery Cnty, Geriatric Rehab Ctr. (Royersford, PA)
 Morton F. Plant Hospital (Clearwater, FL)
 Morristown Memorial Hospital, The Rehab Institute (Morristown, NJ)
 Moses Taylor Hospital (Scranton, PA)
 Moss Rehabilitation Hospital (Philadelphia, PA)
 Muhlenburg Hospital Center (Bethlehem, PA)
 Muhlenburg Rehab (Bethlehem, PA)
 Multispecialty Orthopedics of NJ/PT (Springfield, NJ)
 Muncy Valley Hospital (Muncy, PA)
 New Hanover Memorial Hospital (Wilmington, NC)
 New York University Medical Ctr. (New York, NY)
 Newton Memorial Hospital (Newton, NJ)
 North Fulton P.T. and Sports Medicine, Inc. (Roswell, GA)
 North Shore University Hospital (Manhasset, NY)
 Northeast Georgia Medical Center (Gainesville, GA)
 Northeast Ohio Sports Medicine Inst. (Akron, OH)
 Northeast Physical Therapy, P.C. (Wilkes-Barre, PA)
 N.E. Work Hardening & Sports Therapy Center (Philadelphia, PA)
 Northeastern Educational Intermediate Unit #19 (Mayfield, PA)
 N.E. Occupational Med. & Rehab Ctr., P.C. (Dunmore, PA)
 N.E. PA Veterans Center (Scranton, PA)
 Novacare Orthopaedic Outpatient Division/Bala Cynwyd (Bala Cynwyd, PA)
 Novacare Orthopaedic Rehab Division, Atlantic Shore (Northfield, NJ)
 Novacare Outpatient Division/Broomall (Broomall, PA)
 Novacare Outpatient Division/Cherry Hill (Cherry Hill, NJ)
 Novacare Outpatient Division/Exton (Exton, PA)
 Novacare Outpatient Division/Folsom (Folsom, PA)
 Novacare Outpatient Division/Wayne (Wayne, PA)
 Novacare Outpatient Division/Wilmington (Wilmington, DE)
 Novacare Outpatient Rehab/Philadelphia (Philadelphia, PA)
 Nyack Hospital (Nyack, NY)
 Oregon Health Sciences University Hospital (Portland, OR)
 Orlando Sports Medicine Center (Orlando, FL)
 Our Lady of the Lake Regional Medical Center (Baton Rouge, LA)
 Overlook Hospital (Summit, NJ)
 Parkside Spine and Rehab. (Buffalo, NY)
 Pediatric Physical Therapy Association of Greater Suffolk (Commack, NY)
 Penn-Mar Rehabilitation, Inc. (Hanover, PA)
 Performing Arts Physical Therapy (New York, NY)
 Phelps County Regional Medical Center (Rolla, MO)
 Philadelphia Center for Aquatic Rehab (Cherry Hill, NJ; Philadelphia, PA)
 Physical Therapy, Inc. (Harrisburg, PA)
 Physical Therapy Institute/Cooper Health Care Service P.T. (Mt. Laurel, NJ)
 Physical Therapy Resources (Ft. Lauderdale, FL)
 Pike Creek Sports Medicine Center (Wilmington, DE)
 Pocono Medical Center (East Stroudsburg, PA)
 Pocono Rehab Associates, Inc. (Bartonsville, PA)
 Polyclinic Medical Center (Harrisburg, PA)
 Pottsville Area P.T. Services (Pottsville, PA)
 Pottsville Hospital and Warne Clinic (Pottsville, PA)
 Professional Rehab Associates, Inc. (Northampton, PA)

Professional Sports Care/Paramus (East Rutherford, Paramus, Port Lee, and
Tunton Falls, NJ; Goshen, Hauppauge, New York and Wading River, NY)
Queens Medical Center (Honolulu, HI)
Reading Hospital & Medical Center (Reading, PA)
Reading - Berks Orthopedic & Sports PT (Fleetwood, PA)
Rehab Hospital of the Pacific (Honolulu, HI)
Rehabilitation Institute of Morristown Memorial (RIMM) (Morristown, NJ)
Rehabilitation Services, Inc. (Binghamton, NY)
Rehability Sports Medicine (Orlando, FL)
River Street Manor (Wilkes-Barre, PA)
Riverside Rehabilitation Center (Plains, PA)
Riverview Medical Center (Red Bank, NJ)
RK PT/Respiratory, Inc. (Ferndale, NY)
Robert Packer Hospital (Sayre, PA)
Sacred Heart Hospital (Allentown, PA)
St. Agnes Hospital (White Plains, NY)
Saint Agnes Medical Center (Philadelphia, PA)
St. Christopher's Hospital for Children (Philadelphia, PA)
St. Francis Hospital & Medical Center (Hartford, CT)
Saint Joseph's Center (Scranton, PA)
Saint Joseph's Hospital (Reading, PA)
St. Joseph's-Twin Tiers Rehabilitation Center (Elmira, NY)
Saint Joseph's Hospital & Health Center (Syracuse, NY)
St. Joseph's Hospital and Medical Center (Paterson, NJ)
St. Lawrence Rehab Center (Lawrenceville, NJ)
St. Luke's Hospital (Bethlehem, PA)
St. Vincent's Health Center (Erie, PA)
St. Vincent's Medical Center/Richmond (Staten Island, NY)
Schuylkill Rehabilitation Center (Pottsville, PA)
Scranton Rehabilitation Services (Scranton, PA)
Shadyside Hospital (Pittsburgh, PA)
Shriners Burn Institute (Boston, MA)
Sinai Rehabilitation Center (Baltimore, MD)
Somerset Medical Center (Somerville, NJ)
South Hills Sports Medicine Clinic (Pittsburgh, PA)
Sport Medicine Resource, PT (Stony Brook, NY)
SPRINT (Scranton, PA)
Staten Island Univ. Hospital (Staten Island, NY)
Sullivan Diagnostic Treatment Center (Harris, NY)
Team Rehab Inc./A Division of Genesis Health Ventures (Wilkes-Barre, PA)
The Woods Services (Langhorne, PA)
Thomas Jefferson University Hospital (Philadelphia, PA)
Towanda Memorial Hospital (Towanda, PA)
Tyler Memorial Hospital (Tunkhannock, PA)
Union Hospital (Union, NJ)
United Cerebral Palsy/Greater Suffolk (Commack, NY)
United Cerebral Palsy of NE PA (Clarks Summit, PA)
United Cerebral Palsy/Nassau Cnty (Roosevelt, NY)
United Health Services-Binghamton General Hospital (Binghamton, NY)
United Health Services-Wilson Memorial Hospital (Johnson City, NY)
University of Medicine & Dentistry of NJ (Newark, NJ)
University of New England Health Center (Biddeford, ME)
University of North Carolina Hospitals (Chapel Hill, NC)
University of Pittsburgh Medical Center (Pittsburgh, PA)
University of Texas - Medical Branch (UTMB) (Galveston, TX)
VA Medical Center (Wilkes-Barre, PA)
Wayne Memorial Hospital (Honesdale, PA)
Welkind at Beaver Brook (Annadale, NJ)
Welkind Rehab Hospital (Chester, NJ)
West Boca Medical Center (Boca Raton, FL)
Williamsport Gibson Rehabilitation Center (Williamsport, PA)
Willow Lakes Health Center (Lancaster, PA)
Wyoming Valley Children's Association (Wilkes-Barre, PA)
Wyoming Valley Health Care System (Wilkes-Barre, PA)
York Hospital (York, PA)
York Hospital/Apple Hill Med. Ctr. (York, PA)

PART-TIME FACULTY

- Michele Ackerman
French
B.A., M.A., Universite de Paris X Nanterre
- James William Allan
Education
B.S., East Stroudsburg State College;
M.A., University of Scranton
- Steven Alexander
Art
B.A., Austin College;
M.F.A., Columbia University
- Michael J. Aronica
Physical Therapy
B.S., University of Scranton;
M.D., Jefferson Medical College
- Michael Baldi
Sociology/Criminal Justice
B.S., University of Scranton;
M.S.W., Marywood College
- Gerianne Barber-Cudo
Counseling and Human Services
B.S., M.S., University of Scranton
- Rev. Robert J. Barone
Theology
A.B., St. Mary's College;
S.T.B., St. Mary's Seminary;
S.T.L., S.T.D., University of St. Thomas Aquinas,
Rome
- Georgianna Cray Bart
Art
B.A., Wilkes University;
M.Ed., University of Pittsburgh
- Beverly Beers
Communication
B.S., Mansfield State College;
M.F.A., Pennsylvania State University
- Janet P. Benestad
Political Science/Philosophy
B.A., Marymount College;
M.A., Boston College
- Robert Bergman
History
B.S., M.A., University of Scranton
- Alex Bertland
Philosophy
B.A., University of Scranton;
M.A., Emory University
- Patricia J. Bilardi
Health Administration and Human Resources
B.S., University of the State of New York at Albany;
M.S., University of Scranton
- Charles G. Blewitt
Counseling and Human Services
B.S., University of Scranton;
M.S., University of Pennsylvania;
Ed.D., West Virginia University
Licensed Social Worker
- Rev. Msgr David Bohr
Theology
Ph.B., Lateran University, Rome;
S.T.B., S.T.L., Gregorian University, Rome;
S.T.D., Academia Alfonsiana, Rome
- Marian E. Borsuk
Gerontology
B.A., Marywood College
B.S.N., University of Scranton
M.S., Georgetown University
- Mary Ann Brady
Nursing
B.S.N., Marywood College;
M.S. (Nursing), SUNY Binghamton
- James Buckley
Music
B.M., Marywood College
- Mary Burkhart
English
B.A., King's College;
M.A., University of Scranton
- Vincent E. Byrne
Economics
B.S., M.B.A., University of Scranton
- Mary Callahan
Nursing
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- Jean Campbell
Communication
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- Joan Carey
Biology
B.A., Skidmore College;
M.S., Duquesne University;
Ph.D., Bryn Mawr College
- Michele Casey
Communication
B.A., Marywood College;
M.A., Ph.D. Cand., Temple University
- Patrick A. Casey, Esq.
Business Law
A.B., M.A., University of Scranton;
J.D., Creighton University
- Sharon Chapman
Nursing
B.S.N., Marywood College
- Elizabeth Ciaravino
Psychology
B.A., SUNY Buffalo;
M.S., Boston University;
Ph.D., Adelphi University
- Mary Elizabeth Clifford
Human Development
B.S., University of Scranton;
M.A., Marywood College;
Ph.D. Cand., Lehigh University

Philip J. Cocco
Economics
B.S., M.B.A., University of Scranton

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Theology
B.A., University of Scranton;
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Mellinda M. Curis
Biology
B.A., St. Francis College;
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Mathematics
B.S., M.S., M.A., Marywood College

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Biology (1996)
B.A., Swarthmore College;
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Joan Esgro
Education
B.S., Bloomsburg University;
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Education
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B.S.N., SUNY Albany;
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B.A., King's College;
M.A., University of Scranton

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B.S., Boston College;
M.A., Cornell University

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Counseling and Human Services
B.A., King's College
M.S., University of Scranton
Certified Rehabilitation Counselor

John S. Flanagan
Management
B.A., College of William and Mary;
M.S., University of Alabama;
I.E.M., Harvard University

Mari Flynn
English
B.A., M.A., University of Scranton

Mary M. Foley
Education
B.A., Marywood College;
M.S., University of Scranton

Yvonne Forkal
Nursing
B.S.N., Eastern Kentucky University;
M.S.N., SUNY Binghamton

Lisa Rowe Fraustino
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B.A., University of Maine;
M.A., University of Scranton;
Ph.D., Binghamton University

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Theology
B.A., University of Scranton;
S.T.L., S.T.D., San Anselmo University, Rome

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B.A., Wilkes College;
M.M., Peabody/Johns Hopkins

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Sociology/Criminal Justice
B.S., University of Scranton;
M.S.W., Fordham University

Cathy Gillette
Nursing
B.S.N., Graceland College

- Sarah Ghosh
Economics/Finance
M.A., SUNY Buffalo;
- William Gilroy
History
B.S., M.S., University of Scranton;
M.A., University of Notre Dame
- Rory Giovannucci
English
B.A., M.A., University of Scranton
- Doris Goerlitz
Secondary Education
B.S., M.Ed., Pennsylvania State University
- Patricia Graham
Counseling and Human Services
B.A., Rutgers University;
M.Ed., Antioch College;
Ph.D., University of Massachusetts
National Certified Counselor
- Paul E. Granahan
Philosophy
B.A., University of Scranton;
M.A., Boston College
- John Greggo
Counseling and Human Services
B.S., Mansfield University;
A.C.S.W., M.S.W., Marywood College
Licensed Social Worker
- Edward F. Heffron
Psychology
B.S., M.S., University of Scranton;
Ed.D., Temple University
- Edward Henning
Accounting
B.S., King's College;
M.S., Marywood College
- Marilyn Highhouse
Nursing
B.S.N., Bloomsburg University
- Joyce Holmes
Secondary Education, Social Studies
B.S., Marywood College;
M.S., Antioch College
- David G. Hopkins
English
B.S., M.A., University of Scranton
- Marion Hubiak
Russian
B.A., Marietta College
M.A., Norwich University
- David Jobson
Economics
B.S.B.A., Rider University;
M.S.B.A., Bucknell University
- Mary Patricia Joyce
Nursing
B.S.N., College Misericordia
- Theresa Kaplan
Management/Marketing
B.S., M.S., University of Scranton
- Cheryl Kashuba
English
B.A., Wilkes University
M.A., University of Scranton
- James J. Keeler
Political Science
B.S., West Chester State College;
M.A., Villanova University;
M.A., University of Maryland
- Robert G. Keenan
Counseling and Human Services
B.A., M.S., University of Scranton
- Karen Kuss
Philosophy
B.A., Thomas Aquinas College;
M.A., Ph.D., University of Notre Dame
- Carolyn Lalos
Nursing
B.S.N., College Misericordia
- Lisa Lasky
Nursing
B.S.N., Wilkes University
- Patricia Lawhon
English
B.A., University of North Carolina at Greensboro
M.A., University of Scranton
- Benedetta Maria Lawrence
Education
B.S., Pennsylvania State University;
M.S., University of Scranton
- Frederick Leri
Nursing
B.S.Pharm., Philadelphia College of Pharmacy and
Sciences;
Pharm.D., University of Illinois at Chicago
- Lisa Lesneski
Nursing
B.S.N., Marywood College;
M.S., SUNY Binghamton
- Albert M. Liberatore
Theology
B.A., M.A., Ph.B., S.T.L., S.T.D. cand.,
Katholieke Universiteit te Leuven
- William P. Lydon
Secondary Education
B.S., M.S., University of Scranton
- Wendy Manetti
Nursing
B.S.N., University of Scranton
- Michael Markwith
Physical Therapy
B.S., M.H.R.A., University of Scranton
- Edward G. Mathews, Jr.
Foreign Languages, Theology
B.A., M.A., Ph.D. Cand. Catholic University;
M.A., Ph.D. Cand., Columbia University

Linda McAndrew
Nursing
B.S.N., Wilkes University

Gail M. Mendrzycki
Health Administration and Human Resources
B.S., Bloomsburg University;
M.S., University of Scranton

Mary Jane Miskovsky
Nursing
B.S.N., College Misericordia;
M.S.N., Syracuse University

Richard L. Mrocza
Counseling and Human Services
B.S., M.S., University of Scranton
Certified Addictions Counselor

John F. Mullen, Jr.
Mathematics
B.S., M.S., University of Scranton

Darlene Nalesnik
Psychology
B.A., Bloomsburg University;
M.A., Ph.D., Fairleigh Dickinson University

William M. Naughton
Sociology/Criminal Justice
B.S., University of Scranton;
M.S.W., Fordham University

Susan Nittinger
Nursing
B.S.N., Indiana University of Pennsylvania

Ann Noon
Health Administration and Human Resources
B.S., M.B.A., University of Scranton

Gregory O'Connell
Management
B.A., University of Pennsylvania;
J.D., John Marshall Law School

Deborah Olden
Nursing
B.S.N., Duke University
M.S., University of South Carolina

George Perry
Communication
A.B., University of Scranton
M.A., Catholic University
Ph.D., Fordham University

Beth C. Phillips
Sociology/Criminal Justice
B.A., M.S., University of Scranton

John Pullo
Operations and Information Management
B.S., Wilkes University;
M.B.A., University of Scranton

Michael F. Quinnan
Theology/Religious Studies
B.A., University of Scranton;
S.T.L., Gregorian University

James A. Rafferty
Theology
B.A., University of Scranton;
S.T.L., Gregorian University

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INDEX

- Academic Advising Centers 234
- Academic Development Program 237
- Academic Regulations 23
- Accounting 150
- Accreditations 283
- Administration 256
- Admission 235
- Advanced Placement 237
- Aerospace 47
- Alpha Sigma Nu 29
- Art and Music 50
- Attendance Policy 26
- Athletics 231
- Biochemistry 60
- Biology 54
- Biophysics 123
- Board of Trustees 256
- Campus 8
- Campus Ministry 233
- Career Services 234
- Catholic Studies 40
- Certificate Programs 217-220
- Chemistry 59
- Chemistry-Business 61
- Chemistry-Computers 62
- CLEP 221, 237
- Clubs 231
- Coaching Minor 197
- College of Arts and Sciences 49
- College of Health, Education,
and Human Resources 167
- Communication 67
- Communication Requirements 19
- Computer Information Systems 74
- Computing Sciences 73
- Counseling and Human Services 168
- Counseling Center 233
- Course Numbering System 25
- Criminal Justice 77
- Curricular Outline 19
- Deans' List 25, 222
- Debate 230
- Degree Programs 18
- Degree Requirements 23
- Dexter Hanley College 203
- Dismissal 26
- Double Major 20
- Eastern Christian Studies 35
- Economics 80, 154
- Education-Elementary 173
- Education-Secondary 174-183
- Electrical Engineering 81
- Electronics-Business 82
- English 86
- Environmental Science 96
- Expenses 238
- Faculty 11, 258
- Fees 240
- Finance 157
- Financial Aid 241
- Five-Year Bachelor-Masters Program 41
- Foreign Languages 98
- Foreign Study Program 41
- French 98
- Freshman General Area Studies 22
- Fulbright Program 13
- General Education 19, 21
- German 101
- Gerontology 137
- Grade Point Average 25
- Grading System 23
- Graduate School 41, 227
- Greek 104
- Handicapped 237
- Health Administration 187
- History 106
- Honor Societies 29
- Honors, Graduation 25
- Honors Program 34
- Human Development 37
- Human Services 168
- Interdisciplinary Courses 146
- International Business 159
- International Language-Business 100
- International Studies 128
- Internships 42
- Italian 102
- Japanese 102
- Jesuit Exchange 41
- Latin 105
- Learning Resources Center 234
- Library 10
- Loans 242
- Long-Term Care Administration 188
- Management 160
- Marketing 163
- Mathematics 111
- Medical Technology 63
- Military Science 114
- Minors 20
- Mission of the University 6
- Neuroscience 116
- Nursing 190, 208
- Occupational Therapy 194
- Operations and Information Management 165
- Pass-Fail Option 26
- Peace and Justice Studies Program 38
- Philosophy 117
- Physical Education 197
- Physical Therapy 198
- Physics 122
- Political Science 126
- Portuguese 102
- Pre-Engineering 83
- Pre-Law 43
- Pre-Med 45
- Probation 26
- Production and Operations Mgt. 165
- Professional Staff 269
- Psychology 132
- Public Administration 127
- Publications 230
- Reader Courses 27
- Reading Specialist 234
- Refunds 241
- Residence Halls 10
- Room and Board 238
- Russian 102
- Russian and Eastern European Studies 36
- Saint Pius X Seminary 225
- Scholarships 241, 243
- School of Management 147
- Scranton Prep 41, 243
- Second Degrees 20, 207
- Sociology 136
- Spanish 102
- SJLA Programs 32
- Student Services 233
- Summer School 20
- Theatre 93, 230
- Theology and Religious Studies 141
- Three-Year Bachelor's Degree Program 41
- Transfer Students 237
- Withdrawal 27, 28
- Women's Studies Concentration 39
- Writing 95