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SCRANTON | UNDERGRADUATE  
CATALOG 2009-2010

THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY



**PRIDE PASSION PROMISE**  
Experience Our Jesuit Tradition

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**UNDERGRADUATE CATALOG**  
2009-2010



THE UNIVERSITY OF  
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A JESUIT UNIVERSITY

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# PRIDE PASSION PROMISE

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Experience Our Jesuit Tradition



***Our Mission:*** The University of Scranton is a Catholic and Jesuit university animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share its life.

***Our Vision:*** The University of Scranton will be boldly driven by a shared commitment to excellence. We will provide a superior, transformational learning experience, preparing students who, in the words of Jesuit founder St. Ignatius Loyola, will “set the world on fire.”

## The Mission Statement of The University of Scranton

The University of Scranton is a Catholic and Jesuit university animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share its life.

### Characteristics and Goals

**As a Catholic and Jesuit University, The University of Scranton will:**

1. Share with all the fullness of the Catholic intellectual tradition, the distinctive worldview of the Christian Gospels, and the spirituality of St. Ignatius Loyola.
2. Educate men and women for others who are committed to the service of faith and promotion of justice.
3. Invite persons from other religious traditions and diverse backgrounds to share in our work and contribute to our missions.

**As a Comprehensive University, The University of Scranton will:**

4. Offer degree programs at the undergraduate and graduate levels in the traditional disciplines of the liberal arts as well as in pre-professional and professional areas.
5. Provide educational opportunities and support programs that promote the mission of the University, meet the needs and interests of traditional and non-traditional students, and serve the needs of the local region.

**As a University in the Liberal Arts Tradition, The University of Scranton will:**

6. Offer undergraduate students a core curriculum in the Jesuit tradition based on the arts and sciences.
7. Impart to students the importance of gathering, evaluating, disseminating, and applying information using traditional and contemporary methods.
8. Provide learning experiences that reach beyond the fundamental acquisition of knowledge to include understanding

interactions and syntheses through discussion, critical thinking, and application.

9. Promote a respect for knowledge and a lifelong commitment to learning, discernment and ethical decision making.

**As a Caring Community, The University of Scranton will:**

10. Foster a spirit of caring, grounded in Jesuit tradition of *cura personalis*, that enables all members of our community to engage fully in our mission, according to their needs and interests.
11. Facilitate the personal growth and transformation of all members of the University community through a spirit of caring.
12. Extend this spirit of caring to the wider community through civic engagement and service.
13. Enhance our sense of community by demonstrating high standards and care for our physical environment.

**As a Dynamic Institution, The University of Scranton will:**

14. Develop goals and aspirations by systematically reflecting on opportunities for and challenges to fulfilling our mission.
15. Fulfill our mission through careful planning and management of resources in order to achieve our aspirations while remaining affordable to our students.
16. Engage the University community in purposefully monitoring progress toward the accomplishment of our mission.

## History of the University

The University of Scranton was founded as Saint Thomas College by Bishop William G. O'Hara, the first Bishop of Scranton, who had always hoped to provide an opportunity for higher education in the Lackawanna Valley. In August of 1888, with few resources at hand, he blessed a single block of granite as a cornerstone for his new college, which would admit its first students four years later. (The cornerstone of Old Main is preserved in the wall of St. Thomas Hall located at the corner of Linden Street and Monroe Avenue.)

The college was staffed by diocesan priests and seminarians until 1896 and then, for one

year, by the Xaverian Brothers. From 1897 until 1942 the school, which was renamed The University of Scranton in 1938, was administered for the Diocese by the Christian Brothers. In the late summer of 1942, at the invitation of Bishop William Hafey, 18 Jesuits, led by Rev. Coleman Nevils, S.J., the newly appointed president, arrived on campus to administer the University.

The Jesuits restructured and strengthened Scranton's traditional and pre-professional programs with an emphasis on the liberal arts, which are the foundation for every program at a Jesuit university. This emphasis is intended to give students an appreciation for all disciplines as they develop specific subject knowledge.

The University has flourished under the Jesuits, growing from a primarily commuter school with fewer than 1,000 students to a broadly regional, comprehensive university with a total enrollment of more than 5,600 students in undergraduate, graduate and non-traditional programs.

In these early years of the 21st century, the University is building on its historical and educational heritage guided by the 2005-2010 Strategic Plan, entitled *Pride, Passion, Promise: Shaping Our Jesuit Tradition*, and a 20-year Facilities Master Plan adopted in 2000.

The University remains committed to enriching the quality and variety of its academic offerings. In addition, it continues to invest in its physical plant, opening a 118,000-square-foot campus center and 386-bed sophomore residence hall in 2008.

## The University Seal

The principal colors of the shield are the traditional colors of the University, royal purple and white. On the purple field there is a horizontal silver bar containing, in purple, a star taken from the seal of the Brothers of the Christian Schools and from the seal of Saint Thomas College, predecessor of the University, and two stacks of wheat from the obverse of the coat of arms of the Commonwealth of Pennsylvania.

The upper half of the shield contains, in gold, two wolves grasping a cauldron suspended from a chain; they are taken from the coat of arms of the family of Saint Ignatius Loyola, and they identify the University as a



Jesuit institution. Below the silver bar is a golden rising sun, symbolic of Saint Thomas Aquinas, the shining light of the Church and the Patron of the University.

Indicating the Diocese of Scranton and William Penn, founder of the Commonwealth, the black border of the shield reproduces the border of the shield of the Diocese and the silver hemispheres are taken from William Penn's coat of arms.

The crest is a golden cross of the particular style known as Patonce. It symbolizes Christ, the goal and the norm of the University's educational efforts, and it complements the motto, which the University has had since it was entrusted to the care of the Christian Brothers in 1899: *Religio, Mores, Cultura*.

The outer ring surrounding the seal includes the name and founding date of the University and reference to the Commonwealth of Pennsylvania.

## The Faculty

Approximately 270 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 in Europe; the University of Calcutta in India; 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 Jesuits engaged in teaching or administration, but also by the scores of faculty members who hold at least one degree from a Jesuit college or university.

As indicated in the Mission Statement, excellent teaching and scholarship are regarded as complementary at this institution. In 2006-07 there were 687 scholarly works, including books and book chapters, articles in prestigious peer-reviewed journals, patents and patent applications, presentations and proceedings, and other creative works. Subjects reflects a wide range of current topics, including white collar crime, pollution prevention through green chemistry, and energy transfer at the molecular level, to name just a few.

Faculty interests are extensive and include research and projects funded by the National Institutes of Health, the U.S. Department of Fish and Wildlife, the U.S. Air Force, the Pennsylvania Department of Conservation and Natural Resources, The Pennsylvania Commission on Crime and Delinquency, the Pennsylvania Department of Education, The American Heart Association, as well as numerous private foundations and corporations.

Many faculty participate in international projects and faculty exchange programs with universities and hospitals around the world, bringing this global perspective into the classroom. Among the countries involved are Slovakia, Republic of Georgia, Mexico, China, Kyrgyzstan, Ukraine, and Mozambique; funding has been received from the USAID and the Department of State.

The University Directory near the end of the catalog presents more detailed information about the faculty.

## **Student Diversity and Participation**

As our faculty come from around the world, so do our students. Twenty-eight states and thirty foreign countries are represented in the University's student body of just over 5,000. In turn, through the Fulbright and Study Abroad programs, University of Scranton students matriculate at such foreign universities as Oxford, 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 Scranton is done by undergraduate students in the laboratories and in the field. With faculty assistance, the University newspaper and yearbook are edited and managed by students, and 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 Council. 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 that recommend candidates for principal administrative posts from deans to president.

## **Volunteer Activity**

The University's Community Outreach Office has a roster of 2,700 students who perform well over 162,000 service hours each year. Since 1983, a total of 416 Scranton graduates have chosen to spend a year or more in full-time volunteer service immediately after graduation. Of these alumni, 222 have volunteered with the Jesuit Volunteer Corps. Additional information about the Community Outreach Office can be found in the Student Life section of this catalog or at [www.scranton.edu/volunteers](http://www.scranton.edu/volunteers).

## **Baccalaureate Source of Ph.D.s**

Scranton's achievement is also recognized in 8th edition of the *Franklin and Marshall Report on the Baccalaureate Origins of Doctoral Recipients*. The study ranks four-year, private, master's-degree-granting institutions as the baccalaureate source of Ph.D.s in all fields.

The University ranked 15th for all science disciplines, 5th for life sciences and 2nd for chemistry.

## National Recognition

"Best 361," "Best Buys in College Education," "America's Best Colleges," "Character Building," "Hidden Gem" – these are just a few of the ways that the nation's leading college rankings and guidebooks consistently refer to The University of Scranton.

For the 15th consecutive year, *U.S. News & World Report* named the University among the top 10 comprehensive universities in the North (the largest and most competitive region in its annual survey of "America's Best Colleges"). The University has consistently been included in the *U.S. News* rankings since they were first introduced in 1983. In the 2009 edition of *America's Best Colleges*, the University was named among the nation's 70 "up and coming" schools.

For the past seven years, The Princeton Review included Scranton among *The Best 368 Colleges* in the nation. In Kaplan/*Newsweek's* publication *How to Get into College*, Scranton is listed among the nation's 369 Most Interesting Schools. The University is also listed among the 247 colleges in the nation included in the ninth edition of Barron's *Best Buys in College Education*. Scranton is among only 50 universities in the nation listed in *Kiplinger's "Best Values in Private Colleges."* And Scranton is among just 119 colleges in the nation earning the highly selective 2008 Community Engagement Classification designated by the Carnegie Foundation for the Advancement of Teaching.

Intel Corporation recognized Scranton for wireless access to the Internet, ranking the University 87th on its list of the nation's top 100 "Most Unwired College Campuses."

Scranton was counted among a national list of "100 Colleges Worth Considering" by the *Washington Post Magazine* in April 2003. An expanded version of the piece was repeated in book form under the title *Harvard Schmarvard*, which listed the nation's "top 100 outstanding (and underappreciated) colleges."

In recognition of its work as a values-centered institution, the University is one of 100 American schools named to the John Templeton Foundation's *Honor Roll of Colleges That Encourage Character Development*.

## Fulbrights and Other International Fellowships

Since 1972, 123 Scranton students have accepted grants in the competitions administered by the Institute of International Education (Fulbright) and International Rotary. The prestigious Fulbright Fellowship is the U.S. government's premier scholarship for foreign study and research.

Two members of the class of 2009 have won Fulbrights to date. Cynthia David, who majored in Elementary Education, has been awarded a Fulbright Fellowship to Yaoundé, Cameroon, where she will teach English to university undergraduates for whom English is both a second language and the medium of instruction at school. Amy Lee, who majored in Elementary Education, has been awarded a Fulbright Fellowship to Macao Polytechnic Institute in Macau Special Administrative Region of the People's Republic of China. Amy will spend the 2009-2010 year teaching English as a Foreign Language to undergraduate students while pursuing coursework in Chinese Studies. Megan LoBue, who majored in English, has been named an alternate for a Fulbright to Germany.

Four Scranton students were awarded prestigious international fellowships in 2008. Andrea Frankenburger, who majored in English, is the recipient of a Fulbright English Teaching Assistantship to Argentina. She spent 2009 teaching English language and literature at an Argentinian teacher training college. Jessica LaPorta, an elementary education major, taught English as a second language at a Korean elementary school during her Fulbright year in South Korea. Christopher L. Molitoris, a triple major in international studies, political science and philosophy, is the recipient of a Fulbright Scholarship in Economic Development to Al Akhawayn University, Morocco, where he conducted research on the roles of women and access to water in the development of Morocco's rural villages. He was also awarded a Critical Language Enhancement Award by the U.S. Department of State, which funded his study of Arabic in Morocco for three months before the start of his Fulbright. Allison M. Martyn was awarded a French Government Teaching Assistantship through the Fulbright competition. She majored in international language/business and taught English at a high school in the

Lorraine region of France as part of her fellowship. Two other Scranton seniors were named as alternates for Fulbright Fellowships for the 2008-09 year.

Dr. Susan Trussler of the Economics/Finance department is the University's Fulbright Program Advisor. Additional information is available online at [www.scranton.edu/fulbright](http://www.scranton.edu/fulbright).

## **Awards from Institute of International Education Fulbright Program and International Rotary, 1988-2009**

### **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 McNerney ..... Australia  
 Jennifer Seva ..... Argentina

### **1994**

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

### **1995**

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

### **1996**

Robert Brennan ..... Israel  
 Michael Pagliarini ..... France  
 Michael Tracy ..... New Zealand

### **1998**

Kevin Bisignani ..... Germany  
 Jennifer Cahill ..... Japan  
 Matthew Pierlott ..... South Korea  
 Karen Towers ..... Mauritius

### **1999**

Alison Glucksnis ..... Japan  
 Katherine Roth ..... United Kingdom  
 Christopher Warren ..... Guatemala

### **2000**

Lisa Angelella ..... India  
 Amy Patuto ..... South Korea

### **2001**

Maria Atzert ..... South Korea  
 Lisa Biagiotti ..... Italy  
 Erin Friel ..... Germany  
 Carol Gleeson ..... Paraguay  
 Nicole Heron ..... Finland  
 Clifford McMurray ..... Germany  
 Sean St. Ledger (Rotary) ..... Italy

### **2002**

Joy Oliver ..... Netherlands  
 Kristy Petty ..... Argentina  
 Nicole Negowetti (Rotary) ..... Ireland

### **2003**

Jennifer Bradley ..... South Korea  
 Elliott Gougeon ..... Germany  
 Nicole Sublette ..... South Korea

### **2005**

George Griffin ..... Germany  
 Maria Hundersmarck ..... South Korea

### **2006**

Amy Martin ..... South Korea

### **2007**

Rosemary Moran ..... South Korea  
 Thomas Murtaugh ..... South Korea  
 Vincent Solomeno ..... Netherlands

### **2008**

Andrea Frankenburger ..... Argentina  
 Jessica LaPorta ..... South Korea  
 Allison Martyn ..... France  
 Christopher Molitoris ..... Morocco

### **2009**

Amy Lee ..... Macau  
 Cynthia David ..... Cameroon

## Truman and Other National Scholarships

Scranton students excel in several national fellowship competitions, compiling a superb record of achievement in many areas in addition to their exceptional record in the Fulbright competition.

In 2008-2009, Coral Stredny, a two-year recipient of the Goldwater Scholarship, was named to the All-USA College Academic Third team for outstanding intellectual achievement and leadership. Melissa Wasilewski, a biomathematics and biochemistry, cell, and molecular biology major, received a Goldwater Scholarship, one of 278 students nationwide and the second Scranton student to be named a Goldwater Scholar as a sophomore.

In 2007-2008, Cynthia David, an Elementary Education major, received an Hispanic Scholarship Fund Award. Douglas Jones, an international studies, philosophy, and political science major, received an NSEP Boren Scholarship to support his study in Jordan. Deirdre Strehl, a political science major, received a Gilman Scholarship to help fund a term of study in Morocco.

In 2006-07, Coral Stredny, a biochemistry major, became the sixth Scranton student and the first sophomore to be awarded a Goldwater Scholarship. Two seniors were honored as NCAA Postgraduate Scholars: John Mercuri, a biology and philosophy major, was one of 29 male scholar-athletes recognized for a fall sport; honored for his achievements in cross-country running, John is using his scholarship for medical school. Taryn Mellody, a physical therapy major, was one of 29 female athletes recognized for a winter sport. Taryn is applying her NCAA scholarship toward graduate work in physical therapy. Cynthia David, named above, received a Gilman Scholarship to support her study in Dakar, Senegal. Two alumni, Mark Bell and Nicole Sublette, were awarded National Science Foundation Graduate Research Fellowships.

In 2005-06, Tina Marie George, a biology and philosophy major, was among the top 20 students nationally selected by USA Today for its All-USA College Academic First Team. Ms. George was also awarded a Jack Kent Cooke Graduate Scholarship, which covers all of her expenses for her M.D. at Harvard and her M.P.H. at Yale. Han Li, a 2005 graduate,

was named a National Science Foundation Graduate Research fellow. Vincent Solomono, junior political science major and student body president, became Scranton's seventh Truman Scholar, one of only 75 students selected in the country. Junior chemistry major Kristy Gogick was selected as a 2006 Goldwater Scholar. Daniel Foster, an environmental science and philosophy major, became Scranton's second Udall Scholar, one of only 80 students nationally to receive this award.

In 2004-05, Tina Marie George, named above, became Scranton's sixth Truman Scholar. She was also Scranton's first Udall Scholarship recipient. Two students, Timothy Sechler, a chemistry major, and Karen McGuigan, a biochemistry major, were awarded Goldwater Scholarships. Han Li, a biochemistry and biomathematics major, was named to the second team of the 2005 USA Today All-USA Academic Team.

In 2003-04, Han Li, named above, received a Goldwater Scholarship. Sara Shoener, a biomathematics and philosophy major, and Christopher Corey, a biochemistry, biomathematics and biophysics major, were named to the first and third teams, respectively, of the 2004 USA Today All-USA Academic Team. Vanessa Cortes, an elementary education major, was selected as a Hispanic Scholarship Fund/Lilly Endowment Inc. Scholar.

## Alumni Society

The University of Scranton Alumni Society provides a way for graduates to continue their participation in the life of the University after their student years. Its 20 alumni clubs and affiliates include more than 40,000 members. The society, which is governed by elected officers and a 24-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, encouraging networking among its membership, providing numerous services and benefits, performing community service projects, and honoring student, faculty and alumni accomplishments. These activities are coordinated through the Office of Alumni Relations on campus ([www.scranton.edu/alumni](http://www.scranton.edu/alumni)).



*The Royal Way*



# UNDERGRADUATE ADMISSION AND EXPENSES



The University of Scranton is a selective institution, offering a flexible, liberal arts education in the Jesuit tradition of *cura personalis* (care for each person and the whole person).

Admission

In reaching the admissions decision, the Admissions Committee of The University of Scranton considers a number of factors: academic ability, intellectual curiosity, strength of character and motivation, as evidenced by the student's cumulative GPA, class rank, SAT I and/or ACT scores, extracurricular activities, personal statement and letter of recommendation.

University Information

The Office of Undergraduate Admissions offers prospective students a wide variety of information about The University of Scranton through various publications. *Prospective students can request materials by contacting:*

Office of Undergraduate Admissions  
The University of Scranton  
Scranton, PA 18510  
Telephone: (570) 941-7540 *or*  
1-888-SCRANTON  
Fax: (570) 941-5928  
E-mail: [admissions@scranton.edu](mailto:admissions@scranton.edu)  
Web: [www.scranton.edu/admissions](http://www.scranton.edu/admissions)

Required High School Preparation

Students wishing to enroll in any of the 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" refers to 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 table below.

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 includes 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 earned a grade of 85 in each mathematics course. Applicants for the nursing program should include chemistry and biology in their high school programs.

Science includes biology, chemistry, physics and other college-preparatory courses. Engineering applicants are urged to include physics in their high school preparation.

Campus Visit Programs

The best way to experience The University of Scranton is to visit. Individuals can schedule a visit that includes a campus tour, a group information session and/or an appointment with an Admissions Counselor. Tours and group information sessions are available on weekdays and select Saturdays throughout the year. Additional visit opportunities include two fall Open Houses and, in the spring, Royal Nights overnight programs and Preview Day are open to accepted students. To schedule a visit, please call 1-888-SCRANTON or (570) 941-6654, or go to [www.scranton.edu/visit](http://www.scranton.edu/visit).

High School Unit	College Program Choice					
	Arts		Business, Science, OT, Engineering		Education, Social Science	
	Req.	Pref.	Req.	Pref.	Req.	Pref.
English	4	4	4	4	4	4
History and 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+	

## Submitting an Application

Students should apply during the first semester of their senior year of high school. The early action deadline is November 15. For all applicants, early action offers will be made on December 15. From that time on, all applications will be reviewed on a rolling basis with a four- to six-week turnaround and a preferred final application deadline of March 1.

Students may apply using The University of Scranton's online application, or the Common Application's online application. Students must also submit an official high school transcript from their guidance office, an essay and a letter of recommendation.

The SAT I: Reasoning Test (College Entrance Examination Board) or the ACT (American College Testing) exam is accepted. These tests should be taken during the junior year and/or senior year of high school. The Admissions Committee will consider applicants' best math and critical reading scores on the SAT I test. The Committee will not consider the scores of the SAT I writing test in the application process. During Summer Orientation, the University administers its own placement tests. Therefore, applicants are not required to take the SAT II, nor is the writing component of the ACT required.

A select group of students may apply SAT/ACT Optional, as the Admissions Committee recognizes that standardized test scores are not always indicative of a student's academic ability or potential. To apply SAT/ACT Optional, a student must be in the top 30% of the class or have a 3.2 GPA (4.0 scale) if the school does not report rank. Students applying SAT/ACT optional must submit two graded papers from high school and may be requested to schedule an on-campus interview. The SAT/ACT Optional application deadline is November 15.

Students applying to the Nursing, Occupational Therapy or Doctor of Physical Therapy (guaranteed admission) programs must submit standardized scores and may not apply SAT/ACT Optional. For more information about applying SAT/ACT Optional, visit [www.scranton.edu/apply](http://www.scranton.edu/apply).

## Confirmation Fee

Accepted students who wish to confirm their place in the freshman class should sub-

mit a non-refundable confirmation deposit by May 1 of \$300 for residential students or \$150 for commuter students.

## Advanced Placement

Applicants who have taken college-level courses in high school may be placed in advanced courses and may be given credits as well. 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, [www.collegeboard.com](http://www.collegeboard.com). Students can have their results sent automatically to the University by providing the school code (2929). For more information on AP credits, visit [www.scranton.edu/collegecredit](http://www.scranton.edu/collegecredit).

Biology and Biophysics majors cannot receive biology credits. Students pursuing a pre-medical program should be aware that many medical schools do not accept AP credit for required pre-medical courses.

## College-Level Examination Program (CLEP)

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, visit [www.collegeboard.com](http://www.collegeboard.com). Students wishing to be considered for CLEP credits should take the CLEP examinations and have the results forwarded to the Office of Undergraduate Admissions.

## International Students

The University of Scranton has been educating international students since 1946 and remains committed to that tradition. At present, approximately 50 different countries are represented by undergraduate and graduate students.

For information regarding application requirements for international students, please see page 321.

The University's Office of International Programs and Services and the International Center provide international students with advice, support and resources to ensure a

smooth transition to a new culture and educational system. Additional information about support programs and services for international students can be found later in this catalog in the section on the Office of International Programs and Services.

The University has a house on campus that serves as a mosque for the use of Muslim students. It is available for daily prayers as well as the Friday prayer.

## **International Baccalaureate Policy**

The University of Scranton recognizes the academic quality of the International Baccalaureate (IB) curriculum. Students who have completed higher-level IB courses and who demonstrate a substantial level of achievement as represented by their performance on the relevant IB examination(s) may earn advanced placement credit. For more information on IB credits, visit [www.scranton.edu/collegecredit](http://www.scranton.edu/collegecredit).

## **Students with Disabilities**

The University of Scranton complies with all applicable laws and regulations with respect to the accommodation of handicaps and disabilities as these terms are defined in law. The University will provide reasonable accommodations so students can fully participate in curricular and extracurricular activities. Students who need assistance should make timely contact with the Center for Teaching and Learning Excellence at (570) 941-4038.

## **Special Admissions Programs**

### **Academic Development Program**

The Academic Development Program (ADP) is designed for students who demonstrate academic achievement and the potential to excel, but whose grades and SAT/ACT scores indicate the need to refine their verbal skills to meet the challenges of college level coursework. The ADP will help students sharpen their verbal skills, and equip them to approach their course work with efficiency and confidence. The ADP is conducted over the course of the freshman year and provides students with courses in research and study skills, as well as writing support, coordinated instruction, academic advising, tutoring and mentoring. Students who complete all

requirements of the ADP have normal sophomore standing.

The ADP core of courses consists of Education 113 (Reading and Research), Communication 100 (Public Speaking), and Writing 105-106 (College Writing I-II); all members of the ADP will be assigned to the same sections for all three of these courses. Faculty members collaborate so that the curriculum emphasizes the connections among the courses and provides the best opportunities to improve verbal skills. All students in the ADP are required to attend Intersession during their freshman year. Students in the ADP may be subject to dismissal if they do not successfully complete the core courses with a grade of C or better. For more information, please contact James V. Muniz, Academic Development Program Director, at (570) 941-4218 or [munizj1@scranton.edu](mailto:munizj1@scranton.edu).

### **Summer Bridge Program**

The Summer Bridge Program is designed for students who demonstrate the potential to excel and the desire to attend college, but who require additional preparatory work before beginning full-time college studies. The decision to place a student in Summer Bridge is based on a careful examination of high school transcripts, standardized test scores, letter(s) of recommendation and extracurricular activities. Summer Bridge assists students in making the transition from high school to college, focusing on the development of students' reading, writing and public speaking skills. Students complete courses in the summer before their freshman year with a schedule that is tailored exclusively to their needs. In addition, the director of the program serves as a mentor, ensuring that students have access to necessary University resources.

The University of Scranton requires a grade of C or higher in each of the Summer Bridge core courses for successful completion of the program. If students successfully complete Summer Bridge, they will be admitted to the University as full-time freshmen for the fall semester. Students who do not fulfill the Summer Bridge requirements may not be admitted as freshmen for the fall semester. Summer Bridge students must maintain at least a C average, or a 2.00 quality point average, during their freshman year, or they will be subject to dismissal. Participants may also be ineligible

for certain majors until they demonstrate an ability to perform at a departmentally determined academic level and a departmental review is completed. For more information, please contact James V. Muniz, Summer Bridge Program Director, at (570) 941-4218 or [munizj1@scranton.edu](mailto:munizj1@scranton.edu).

## Transfer Student Admission

Any student who wishes to transfer to The University of Scranton must submit an application and the usual credentials: official high school records, SAT/ACT scores, personal statement, letter of recommendation and transcript(s) from the college(s) attended. All official transcripts must be submitted regardless of whether or not credit was earned. At the discretion of the Admissions Committee, students from other accredited colleges may be admitted provided:

1. The courses to be transferred are equivalent or comparable to courses offered at The University of Scranton;
2. Students are required to follow all requirements prescribed for the degree program at The University of Scranton;
3. Only courses taken at regionally accredited institutions will be evaluated for transfer credit;
4. No credit will be given for courses with grades less than C.

Transfer credit is reviewed on an individual basis. Students transferring are required to earn a minimum of 30 credits for an associate's degree or 63 credits for a baccalaureate degree at The University of Scranton. Special orientation sessions are held for transfer students. It should be noted that most departments require that at least half of the credits in the student's major be taken here at the University.

## Validation of Business Transfer Courses

Students may validate courses taken at a non-AACSB institution by successfully completing one or more advanced courses in the subject for which the course in transfer is a foundation course. Approval is granted by the Dean of the Kania School of Management. This applies only to lower-division transfer courses which the University offers at the upper-division level.

## Tuition Payments

Each semester an invoice displaying your courses, your room assignments and your semester charges will be mailed to your mailing address. The tuition and fees are payable by the due date listed on the invoice. **You must return the Remittance Form attached to the bottom of the invoice with payment by the due date. Students paying their bills via the monthly payment plan or with financial aid must also return the Remittance Form indicating their source of funding.**

Without exception, lab fees must be paid for all courses with a lab requirement. Also, the University Fee must be paid by all College of Arts and Sciences, Panuska College of Professional Studies and Kania School of Management students registered for courses.

No student shall be permitted to receive any degree, certificate or transcript of record until the student's financial account with the University has been settled. For students who graduate or withdraw from the University, any financial account not settled with the University Bursar's Office will be forwarded to an external collection agency. At the time an account is placed with an agency, collection costs become the responsibility of the student, and they will be added to the balance due to the University.

## Monthly Payments

The University accepts monthly payment through participation with ECSI. For information regarding our monthly payment plan, please go to [www.scranton.edu/financialaid](http://www.scranton.edu/financialaid). Information inviting family participation in a 10-month payment plan is mailed to parents of all incoming students in June. An enrollment form will also be sent with the fall invoice in July and with the spring invoice in December.

## Tuition Insurance

The University, through A.W.G. Dewar, Inc., provides the Tuition Refund Plan (TRP). The plan helps protect your educational investment. When combined with the University's published refund policy, reimbursement totaling 100% of tuition and room and board charges billed by the University will be made if you must withdraw from a term because of a personal illness or accident. In



Tuition and Fees 2009-10

The University of Scranton charges all full-time undergraduate students a comprehensive or flat tuition charge for the fall and spring semesters. Not included in the charge are expenses for books and supplies, special service fees and laboratory fees. Room and board charges are assessed based on the housing option and meal plan selected.

Tuition

Full-Time Student Tuition, per year .....\$32,824  
*Includes 12 to 18 credits taken in each of the fall or spring semesters only. Credits taken during intersession or summer sessions or those taken above 18 credits in one semester are charged at the rate of \$846 per credit in the fall, intersession and spring and \$693 in the summer.*

**Tuition for Special Programs:** Special Jesuit Liberal Arts program students will be allowed to take up to 21 credits per semester (fall and spring) at no additional charge above the flat-tuition rate. During their junior and senior years, students in the Honors Program and Business Leadership Program will be allowed to take up to 21 credits per semester at no additional charge above the flat-tuition rate.

Room Charges

Room charges are assessed per semester. Room fees cover intersession housing but an additional fee is assessed for any meal plan. No fees include vacation periods.

Class AA, per semester ..... \$3,934 (*single*), \$3,577 (*double*)  
*Single: Madison Square, Mulberry Plaza • Double: Mulberry Plaza*

Class A, per semester.....\$3,577  
*Condron, Katharine Drexel, Gavigan, Redington, Elizabeth Ann Seton*

Class B, per semester.....\$3,383  
*Blair, Cambria, Casey, Denis Edward, Driscoll, Fayette, Fitch, Gannon, Gonzaga, Hafey, Hannan, Lavis, Liva, Luzerne, Lynett, Martin, McCormick, McCourt, McGowan, McKenna, Nevils, Tioga, Wayne*

Other Room Charges

Room Damage Deposit.....\$200

Summer Session Housing

Summer room charges (sessions I and II) .....\$569  
“G” session.....\$781  
Summer Bridge Program .....\$995

Residency Requirement

The University requires all first- and second-year undergraduate students to live in campus housing. Exceptions to this policy are limited to students who reside with a parent, legal guardian or spouse; are 21 years of age or older; or present other documented extenuating circumstances. The Admissions Office will determine a student’s residency status upon admission to the University.

## Board

Board charges are assessed per semester. No fees include vacation periods.

Unlimited meals per week, per session .....	\$2,337
<i>\$613 in Intersession. All freshmen living in University housing must participate in the unlimited meal plan during the entire freshman year. Additional information about meal plans can be found in the Student Life section of the catalog or by contacting Dining Services at (570) 941-7456.</i>	
14 meals per week, per session .....	\$2,032
<i>\$499 in Intersession</i>	
10 meals per week, per session .....	\$1,647
<i>\$380 in Intersession</i>	

## Ordinary Fees

University Fee, per semester .....	\$150
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 .....	\$60
Breakage Fee .....	Actual
Graduating students only: Commencement/Yearbook Fee .....	\$250
Freshman Orientation Fee.....	\$275
Transfer Orientation Fee .....	\$200

## Laboratory Fees

### Sciences

Biology, per course, per semester.....	\$100
Chemistry, per lab hour, per semester .....	\$40
Physics, per course, per semester .....	\$75
Psychology, per course, per semester.....	\$50
Medical Tech Intern, per semester .....	\$125

### English

Film Screen Fee, per course, per semester.....	\$40
Writing Fee, per course, per semester (excluding WRTG 105, 106, 107).....	\$25

### Communication

Radio Lab Fee, per course, per semester .....	\$50
TV Lab Fee, per course, per semester .....	\$50

### History

Film Screen Fee, History 212 & 218, per course, per semester .....	\$30
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### Political Science

European Union Simulation Fee, PS 331, per course, per semester.....	\$100
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### Foreign Languages

Language Lab Fee, per course, per semester .....	\$50
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### Nursing

Clinical Lab, per lab hour, per semester, undergraduate .....	\$40
Clinical Lab, per clinical course, RN, NURS 481 and 490 .....	\$110
Assessment Fee, juniors, per semester .....	\$40
Assessment Fee, seniors, per semester .....	\$50

### Occupational Therapy

Clinical Lab, per hour, per semester .....	\$40
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**Physical Therapy**

Clinical Lab, per hour, per semester .....	\$40
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**Art and Music**

Music Fee (Music 111, 112, 219) .....	\$30
All Art Courses Lab Fee, per course, per semester .....	\$70
All Art History Courses (except ARTH 140), per course, per semester .....	\$30
Art/Music (ARMU 140) .....	\$30
Art/Music (ARMU 141) .....	\$45

**Special Service Fees**

Late Tuition Payment Fee.....	\$100
Returned Check Fee.....	\$35
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) .....	\$5

**Tuition Refund Schedule**

**Fall/Spring Semester**

**Credit**

Before the first day of classes; 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

**Interession/Summer Sessions**

**Credit**

Before the first day of classes; to and including 2 calendar days .....	100%
To and including 4 calendar days.....	50%
Beyond 4 calendar days of the session .....	no refund

case of withdrawal due to a mental or nervous disorder, 60% of the above charges are covered. Application information is available from the Bursar's Office or you may call A.W.G. Dewar, Inc. at (617) 774-1555.

**Alumni Discount**

Individuals who have previously earned a baccalaureate degree from The University of Scranton and are taking undergraduate, credit-bearing courses are eligible for 50% tuition reduction.

**Family Tuition Reduction**

The family tuition-reduction policy applies 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 reduction also applies whenever at least one dependent child in a family is in attendance at the Uni-

versity as a full-time undergraduate student and a parent is enrolled full-time as an undergraduate student. The tuition deduction is equivalent to each student's semester tuition multiplied by 10%. The Family Tuition Reduction form must be completed each year to receive the reduction for that year. Forms and additional information may be obtained from the Bursar's Office (Web site: [www.scranton.edu/bursar](http://www.scranton.edu/bursar)).

**Tuition Refunds**

The tuition refund calendar applies to all University students. The amount of tuition refund is dependent on the formal date of withdrawal. Both tuition and fees are refundable during the 100% refund period of a semester. During the partial refund periods, the refund percentage applies only to tuition; laboratory and special service fees are not refundable.

A student billed flat-rate tuition who drops a course(s) within a semester, yet remains enrolled for the semester, may be entitled to a refund following the calendar under two scenarios. If the total course load remaining is below the flat-rate tuition minimum credit load (12 credits), then an applicable refund will calculate. Or, if prior to dropping the course(s), the student's course load was greater than the flat-tuition maximum credit load (18 credits), an applicable refund will calculate.

Recipients of Federal Title IV Financial Aid who completely withdraw are governed by the Federal Refund Policy detailed in the Financial Aid section of the catalog.

## Health Insurance

Student Health Services can provide information about alternative health insurance plans for students who do not have insurance coverage or coverage that is inadequate to meet their needs while enrolled. All students must be covered by adequate health insurance because unexpected serious illness or injury can have a great impact on college financial plans. University fees cover on-campus health services. Care by community providers such as laboratory, x-ray, private physicians or specialists, hospital emergency department visits, or hospital admission are subject to insurance coverage or private payment.

## Student Identification Cards

The University of Scranton provides students with a "one-card" photo-identification system – the Royal Card. Every student attending the University must have a current Royal Card. This card must be presented upon demand for student services, and use of athletic facilities and the library. The Royal Card is used for meals in the dining facilities, residence hall access, photocopying in the library, and may be used as a substitute for cash at many locations on campus. For more information about the Royal Card, contact the Technology Support Center at (570) 941-4357 or [www.scranton.edu/royalcard](http://www.scranton.edu/royalcard).



*Scranton Hall*



## SCHOLARSHIPS AND FINANCIAL AID



The University will help as many qualified students as possible to attain a college education. For this purpose the University maintains an Office of Financial Aid, and all inquiries concerning such assistance should be made to: Director of Financial Aid, 401 St. Thomas Hall, telephone: (570) 941-7700, fax: (570) 941-4370. Assistance is also available via the Web at [www.scranton.edu/financialaid](http://www.scranton.edu/financialaid) or by e-mail to [finaid@scranton.edu](mailto:finaid@scranton.edu).

## Procedures for Applying for Scholarships and Financial Aid

All students are considered for scholarship eligibility at the time of their acceptance into The University of Scranton. No separate application is required.

Students who want to be considered for need-based assistance must complete the Free Application for Federal Student Aid (FAFSA). Priority filing date for incoming students is February 15; for returning students, April 15. FAFSA forms are available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

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 grade point average. A brief explanation is provided below.

### Credit Requirements

Full-time students are expected to complete their undergraduate degrees within six academic years. Part-time students are allotted a period of time that shall not exceed 12 academic years. Students enrolled in the College of Arts and Sciences, the Kania School of Management and the J.A. Panuska, S.J., College of Professional Studies who are full-time students must successfully complete a minimum of 24 credits per academic year. Students enrolled through the College of Graduate and Continuing Education as full-time undergraduate students must complete a minimum of 21 credits, three-quarter-time students a minimum of 15 credits, half-time students a minimum of 9 credits and less-than-half-time students a minimum of 6 credits per academic year. Students receiving PHEAA grants are required to earn the minimum number of credits required by the State Agency.

### Academic Requirements

All students must maintain a cumulative grade point average of 2.00 in order to dem-

onstrate satisfactory academic standing. Academic scholarship recipients are required to maintain a cumulative grade point average of 2.50, 3.00 or 3.25 depending on the scholarship.

Students should consult the *Comprehensive Guide to Financial Aid Programs* for a full definition of Satisfactory Progress Standards and the appeals process. The guide is available at [www.scranton.edu/financialaid](http://www.scranton.edu/financialaid).

## Financial Aid Refund Policy

In accordance with federal regulations, all students who receive federal financial aid and who completely withdraw from the University during the first 60% of a semester will have their federal financial aid (Pell Grants, Supplemental Educational Opportunity Grants, Academic Competitiveness Grants, National Science and Mathematics Access to Retain Talent Grants, Teach Grants, Perkins Loans, Stafford Loans and PLUS Loans) adjusted based on the percent of the semester completed prior to the withdrawal. That is, students will be entitled to retain the same percent of the federal financial aid received as the percent of the semester completed. The date of withdrawal will be the date the student begins the withdrawal process in accordance with the official procedures outlined in the catalog. There will be no adjustment to federal financial aid after 60% of the semester is completed. Students who must totally withdraw from school should consult with the Financial Aid Office on how the refund policy applies to their situation. Students should consult the *Comprehensive Guide to Financial Aid Programs* at [www.scranton.edu/financial-aid](http://www.scranton.edu/financial-aid) for specific information on both state and University of Scranton aid adjustment policies due to complete withdrawals during a term.

## Loan and Grant Programs

### Federal Perkins Loan Program

The University administers this federal program, which provides 5% interest loans to needy students. A Free Application For Federal Student Aid (FAFSA) is required of all loan applicants. On the FAFSA, indicate that you are interested in student loans.

## Direct Stafford Loan Program

The Direct Stafford Loan allows students to borrow in their own name and requires no credit evaluation. A Free Application for Federal Student Aid (FAFSA) is required for all loan applicants. On the FAFSA, indicate that you are interested in student loans. The U.S. Department of Education is the lender. Stafford loans have a fixed interest rate. The Subsidized Stafford Loan interest rate for the 2009-2010 academic year is 5.6%. The Stafford Loan can be either interest-subsidized (federal government makes in-school and grace period interest payments) or unsubsidized (student makes interest payments during in-school and grace periods or has interest added onto the amount borrowed and repaid with principal after grace period). Eligibility for interest subsidy is based on demonstrated financial need as determined by the federal needs analysis when the FAFSA is filed. Payment of principal is deferred while the student is enrolled. Repayment begins six months after the student has completed his/her program of study or leaves school for more than six months.

Students will be able to borrow a base amount that may be subsidized or unsubsidized, and an additional \$2,000 per year that will be unsubsidized. Freshmen may borrow up to \$5,500 (\$3,500 base amount), sophomores, \$6,500 (\$4,500 base amount), juniors and seniors, \$7,500 (\$5,500 base amount). In addition, independent students (and dependent undergraduate students whose parents are unable to obtain a Direct PLUS Loan) can borrow under the Additional Unsubsidized Direct Stafford Loan.

The aggregate maximum for undergraduate study is \$31,000 for dependent students and \$57,500 for independent students. Of these maximums, no more than \$23,000 can be subsidized.

Students will be required to complete an electronic Federal Direct Stafford Loan Application/Master Promissory Note (MPN). Further instructions are available online at [www.scranton.edu/financialaid](http://www.scranton.edu/financialaid).

## Direct PLUS Loans

The Direct PLUS Loan is available to credit-worthy parents of dependent undergraduate students. PLUS Loans have a fixed

interest rate of 7.9%. Parents may borrow the difference between the student's total cost of education and all other aid the student is receiving. PLUS Loans should be applied for the academic year. The U.S. Department of Education is the lender.

For parent borrowers, interest will accrue after the first disbursement and repayment of interest and principal begins 60 days after the second disbursement. Parents can apply for a deferment to delay making payments. While you are in deferment, you will receive interest statements. Paying the interest as it accrues will save you money over the repayment term of the loan.

Parents should apply for the Direct PLUS Loan beginning in June. The loan cannot be applied for more than 90 days before the start of the academic year. The Direct PLUS Loan process will be completed online. Parents will be required to complete a PLUS Loan pre-approval with the requested loan amount and successfully complete the credit check. Once approved, an electronic Federal Direct PLUS Loan Application/Master Promissory Note (PLUS MPN) will need to be completed. Further instructions will be available on the University of Scranton Financial Aid Web site online at [www.scranton.edu/financialaid](http://www.scranton.edu/financialaid).

## Pennsylvania Higher Education Assistance Agency (PHEAA)

Designated by the General Assembly to administer the State Grant Program. Students may be awarded from \$500 to \$4,120 per year. A FAFSA must be filed by May 1.

## Federal Supplemental Educational Opportunity Grant

A federal campus-based program administered by the University. Amounts may range from \$200 to \$2,500 per year to students who demonstrate exceptional need. Priority is given to Pell recipients. A FAFSA is required for this program.

## Federal Pell Grant

Provides federal grants, ranging from \$400 to \$5,350 per academic year, based on financial need. A FAFSA is required.

## **Teacher Education Assistance for College and Higher Education (TEACH) Grant**

Program designed for Education majors with concentrations designated by the U.S. Department of Education. Must have achieved a 3.25 high school GPA and maintain a 3.25 for renewal. Must serve as a full-time teacher for at least four academic years at a high-need school within eight years after completing the course of study; otherwise, obligation will be treated as a Federal Direct Unsubsidized Stafford Loan. The annual award is \$4,000, with aggregates not to exceed \$16,000 for undergraduates or \$8,000 for graduate students.

## **Academic Competitiveness Grants (ACG)**

Federal, need- and merit-based, two-year grant. In order to be eligible, a student must be enrolled at least half-time, be eligible for the Pell Grant within the same term, be a U.S. citizen or eligible non-citizen, and have graduated from a rigorous secondary program of study as defined by the U.S. Department of Education. The annual award is \$750 for the first academic year and \$1,300 for the second academic year. A cumulative GPA of 3.0 at the conclusion of the first academic year is necessary for the second-year award.

## **National Science and Mathematics Access to Retain Talent (SMART) Grant**

In order to be eligible, a student must be enrolled at least half-time, be eligible for the Pell Grant within the same term, be a U.S. citizen or eligible non-citizen, and be enrolled in eligible majors as designated by the U.S. Department of Education. The annual award is \$4,000. A cumulative GPA of 3.0 is required for each eligible term.

## **Other Financial Aid Programs**

### **University of Scranton Awards**

The University offers a number of awards based on academic merit (see "Scholarships") and financial need. All accepted freshmen and

transfer students are automatically evaluated academically for scholarship aid. In order to be considered for need-based aid, students must file a FAFSA.

## **Federal Work-Study Program**

A federal campus-based program that provides employment during the academic year and in 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. Indicate that you are interested in the work-study program and complete an online application.

## **Veterans' Benefits**

Veterans and eligible dependents should consult their local Veterans Administration counselor in order to establish their eligibility for participation. The Registrar's Office certifies enrollment for eligible veterans with the Veterans Administration (VA form 22-1999).

## **U.S. Army ROTC Scholarships**

Contact the Military Science Department in Rock Hall at (570) 941-7457 or 941-6336.

## **U.S. Air Force ROTC Scholarships**

For information, contact the Aerospace Studies Department at 1-800-945-5378, ext. 4860.

## **Office of Vocational Rehabilitation**

Under the Pennsylvania Department of Labor and Industry, the OVR provides help to qualified students. Residents of other states should inquire about similar programs available in their states of residency.

## **Scholarships**

Each year the University offers merit scholarships based on a student's high school record of academic achievement. These scholarships include both Presidential (full-tuition) and Dean's, Loyola and Arrupe (partial-tuition) scholarships. No separate application is necessary.

## 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 to a graduate of the Scranton Preparatory School.

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 the dean of studies of the Preparatory School.

## Purple Club Scholarships

Noteworthy among gifts to University of Scranton students are the amounts contributed annually by the Purple Club of Scranton. Since its founding in 1933, the Purple Club has provided special financial support to deserving and qualified students.

## Endowed Scholarships

***The Eugene J. and Elizabeth J. Agnone Scholarship:*** This scholarship, established in 1997, aids students with financial need from the Scranton area who are interested in pursuing careers in medicine.

***The Alperin Family Scholarship:*** Members of the Alperin Family (Irwin E. Alperin, Myer Alperin, Toni Alperin Goldberg, the late Joel M. Alperin and their families) established this scholarship 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 Scholarships:*** These scholarships were established in 1988 according to the provisions in the will of the late Joseph J. Andrako. The scholarships benefit students who have financial need and who are enrolled in a pre-medical or allied health sciences program.

***The John L. Astringer Memorial Scholarship:*** Created through a bequest from John L. Astringer, this scholarship is awarded to deserving men and women.

***The Frank A. and Helen S. Baciewicz Scholarship:*** This scholarship was created in memory of Frank Baciewicz by his family and widow. The student must embody characteristics of generosity, thoughtfulness, humor, and men-

tal and physical tenacity. First consideration is given to students from the Dickson City or Scranton area.

***The Michael B. Bagdzinski Memorial Scholarship:*** This scholarship was established by family, classmates and friends of Michael, a member of the Class of 1999 who passed away during his senior year. The scholarship is given to theater students at the University.

***The Fr. Robert J. Barone Memorial Scholarship:*** Established by Linda D'Andrea Barrasse, M.D., '77 and Rev. Richard E. Fox '88 in 2007, this scholarship provides assistance to rising sophomores majoring in theology/religious studies who have demonstrated a passion for the subject.

***The Edward F. Bartley Scholarship:*** Joseph Austin '52 and his wife, Mary, established this scholarship in 1996 to honor Edward Bartley, University professor emeritus. The scholarship is awarded to students from Lackawanna County, with preference given to students from the Mid-Valley area.

***The Anne M. Bednar Scholarship:*** This scholarship was established in 2001 by Robert J. Bednar Jr. '69 in honor of his mother, Anne. The scholarship benefits adult students who have financial need as determined by the Financial Aid Office.

***The Rev. John J. Begley, S.J., Scholarship:*** This scholarship, established by the Scranton Jesuit Community to honor one of its own, provides financial assistance based on academic excellence and demonstrated need.

***The Rev. Paul R. Beining, S.J., Scholarship:*** This scholarship, established by the Scranton Jesuit Community to honor one of its own, is for a student born and raised in Northeastern Pennsylvania and who has demonstrated financial need. First consideration is given to a biology major who maintains an overall B average.

***The Velio E. Berardis, M.D., Memorial Scholarship:*** In 1989, Mrs. Dorothy Berardis established a scholarship to honor the memory of her husband, Velio E. Berardis, M.D. This scholarship provides awards, based on merit and need, to senior pre-medical students. Special preference is given to those who plan to attend Jefferson Medical College.

***The Michael J. Bevilacqua Scholarship:*** The Bevilacqua family established this scholarship in 1989 as a memorial to honor the late Michael J. Bevilacqua. The scholarship is available to students from families who have more than one student in college at the same time.



***The Monsignor Eugene G. Bilski Scholarship:***

Established in 2006 by Mrs. Mary Bilski Wardach in memory of her nephew, Msgr. Eugene G. Bilski, this scholarship is based on need and merit and is available to students of Polish heritage who reside in Lackawanna County.

***The Chester and Veronica Bochinski Memorial Scholarship:***

This scholarship was established by James C. Bochinski '70 and his sister, Marie A. Ryan, in memory of their parents. The scholarship is given to students from Northeastern Pennsylvania who pursue a course of study in psychology, nursing or business administration.

***The Francis P. Boland, M.D., Memorial***

***Scholarship:*** Family, friends and colleagues established this scholarship shortly after Dr. Boland's death in 1987. Each year, a grant is given to pre-medical students. The scholarship is based primarily on merit.

***The Paul M. and Joan A. Borick Scholarship:***

Dr. Borick '47 and his wife established this scholarship for students from Lackawanna, Susquehanna, Monroe and Northampton counties who intend to pursue a course of study in microbiology.

***The Charles F. "Chuck" Brierley Memorial***

***Scholarship:*** Diane Brierley, wife of Mr. Brierley, established this fund in his memory. The scholarship is awarded yearly to students who meet the University's financial aid guidelines and are pursuing degrees in media and information technology.

***The Margaret Briggs Foundation Scholarship:***

In 1995, the Margaret Briggs Foundation established this scholarship for an incoming freshman who demonstrates financial need. Students from Lackawanna County are given first consideration; thereafter, qualified students from one of the surrounding counties are considered.

***The Burke Family Scholarship:*** Income from this scholarship benefits deserving students who demonstrate financial need. Thomas F. Burke, Class of 1909, played a leadership role in establishing the scholarship.

***The James J. Burns Memorial Scholarship:***

Established in 2006 in memory of Jim Burns by his son, David J. Burns, Ph.D. '81, family members and friends, this is a need-based scholarship awarded to children and grandchildren of current or retired employees of the ARAMARK Corporation or to children and grandchildren of current or retired employees of any food service provider.

***The Alio J. Buselli Memorial Scholarship:***

Mrs. June Buselli established this scholarship in memory of her husband to assist incoming freshmen from Lackawanna County pursuing degrees in science.

***The Rev. Henry J. Butler, S.J., Memorial Schol-***

***arships:*** Two scholarships have been created in memory of Fr. Butler who died in 1981 while serving as the executive vice president of the University. The first, for students from Holy Cross High School (formerly Bishop Hannan High School) in Scranton, was established in 1984 by James Summers. The second, for students from Scranton High School, was established in 1985 by John A. McCrane, a classmate of Fr. 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 students who demonstrate financial need as determined by the Financial Aid Office.

***The Terrence S. '28 and Jean McGuire Carden***

***Memorial Scholarship:*** Terrence S. Carden Jr., M.D., '60 created this scholarship in 2007 in honor of his parents. Awards are made to children or grandchildren of current or retired postal workers, schoolteachers or journalists engaged in the gathering and reporting of news to the public, regardless of the medium.

***The Bridget Carney Scholarship:***

This scholarship was established in 1972 by a bequest of James I. Kearney, M.D. Income from the scholarship, which is named to honor the memory of Dr. Kearney's mother, is awarded to students, one or both of whose parents were or are parishioners of St. Ignatius Parish, Kingston.

***The Timothy J. Casey Memorial Scholarship/***

***Class of 2003:*** This is a need-based scholarship with first preference given to students in their senior year majoring in history who are also involved in student activities.

***The Cinram Manufacturing Scholarship:***

This scholarship was established in 1999. Sons and daughters of Cinram Manufacturing employees are eligible for this scholarship. Employees must have at least three years of service at Cinram.

***The Class of 1952 50th Reunion Scholarship:***

In recognition of its Golden Anniversary Reunion, the Class of 1952 established this scholarship, which is based on financial need and academic merit.

***The James J. Clauss Scholarship:***

Established in 1973 by a local businessman and alumnus from the Class of 1947, this scholarship provides aid

to students who require financial assistance but do not qualify for most aid programs based on financial need. First consideration is given to Northeastern Pennsylvania students.

**The Jon A. Clauss Scholarship:** An endowed scholarship was established in 1980 to honor the memory of Jon A. Clauss, son of Dr. and Mrs. Thomas F. Clauss of Justus. Income from the scholarship is distributed to deserving young men and women.

**The Catherine "Cate" Manley Coffey Fellowship Fund:** Established in memory of a beloved 1986 graduate and the first woman president-elect of the University's 2003 National Alumni Society upon her untimely death in June 2002 due to a tragic automobile accident, the fund is awarded to students entering their senior year in the Kania School of Management who have demonstrated exemplary academic achievement during their three previous years of study at the University.

**The Justin Charles Collins Memorial Scholarship:** Established in 2005 by family and friends of Justin Charles Collins, this is a need-based scholarship as defined by the Office of Financial Aid. It is awarded to a sophomore student from Pennsylvania, New Jersey or Maryland who is majoring in computing sciences.

**The Condron Ambition and Achievement Scholarship:** Established in 2000 by Christopher M. "Kip" Condron '70, this scholarship benefits incoming freshmen in the Kania School of Management who demonstrate exemplary ambition and self-achievement, particularly in non-academic areas. First preference is given to students from Lackawanna County, followed by those from Luzerne County and other counties in Northeastern Pennsylvania.

**The Rev. James J. Conlin, S.J., Scholarship:** This scholarship provides financial assistance based on academic excellence as well as demonstrated need.

**The Connaught Laboratories Endowment:** This scholarship is available to any students deserving of financial support as determined by the Financial Aid Office.

**The James A. and Joan Connolly Scholarship:** Mr. Connolly '43 and his wife established this scholarship which provides financial assistance based on academic excellence and demonstrated need.

**The Connolly-Blewitt Family Scholarship:** Established in memory of William G. and Loretto D. Connolly and Elizabeth M. Blewitt, this scholarship is awarded on the basis of academic excellence and financial need, with preference given

to the children of current or retired postal employees and schoolteachers.

**The John N. and Ann P. Costello Memorial Scholarship:** Established by Attorney Margaret Costello in honor of her parents, this scholarship is awarded to a student majoring in either elementary education or business. Both need and merit will be considered.

**The Louis and Ernestine DeSarro Cortese Memorial Scholarship:** Vincent E. Cortese '37 established this scholarship in 1998 in memory of his parents. Students must be enrolled in the College of Arts and Sciences.

**The Michael S. Costello Memorial Scholarship:** This scholarship is dedicated in memory of Michael Costello, who was a member of the Class of 1996. He lost his life in the September 11, 2001, attack on the World Trade Center. The scholarship is available to certain surviving family members of 9/11 victims and children of the classes of 1993 through 1997. Students from Long Island will also be considered for the scholarship.

**The Cottone Scholarship:** A bequest from Benjamin J. Cottone, M.D., '27 established this scholarship for pre-medical students.

**The Grace H. Courtney Scholarship:** Raymond S. Courtney established this scholarship with a bequest in memory of his wife. It provides financial assistance to students who meet the University's admission requirements, with preference given to students majoring in foreign languages.

**The Cruciani Family Scholarship:** Dominick A. Cruciani Jr., M.D., '54, his wife, Florence, and their family have established this scholarship for students from Mid-Valley and Valley View high schools who intend to pursue courses of study in health fields.

**The William J. Cusick Purple Club Scholarship in Memory of Frank J. O'Hara:** William Cusick '52 established this scholarship, which is based on demonstrated financial need, for students who reside in New Jersey or eastern Pennsylvania.

**The Salvatore Cusumano Family Scholarship:** This scholarship, established through a bequest from Mr. Cusumano, is awarded to students who are enrolled in the pre-medical program and who have demonstrated financial need.

**The Frank and Agatha Davis Memorial Scholarship:** Thomas J. Davis, C.P.A., '69 and his wife, Patricia, established this scholarship in 2007 in honor of Mr. Davis' parents. Proceeds are awarded to students with financial need.

*The Harold J. Davis, M.D., Scholarship:* This scholarship, 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 are considered.

*The Rev. Royden B. Davis, S.J., Scholarship:* This scholarship, established by the Scranton Jesuit Community to honor one of its own, provides financial assistance based on academic excellence and demonstrated need.

*The Shirley A. DiAndriola Scholarship:* Established in 1998 through a bequest in the will of Shirley A. DiAndriola, this scholarship is intended for graduates of Old Forge High School.

*The Eugene J. Donahue Scholarship:* This scholarship was established in 1997 in memory of John and Ann Donahue by Eugene Donahue, a resident of Clarks Summit and a 1968 graduate of The University of Scranton. The scholarship is for students who show a demonstrated need. Recipients must be undergraduates in the College of Graduate and Continuing Education, and first consideration is given to students residing in Lackawanna County.

*The Judith A. Doyle Scholarship:* This scholarship was created by Joseph T. Doyle '69 in honor of his wife and in appreciation of his Jesuit education at The University of Scranton. The scholarship provides financial assistance to deserving and needy students.

*The Adam and Anna Dranginis Scholarship:* This scholarship was established in 2000 by Edward Dranginis to honor his parents' memory. Mr. Adam Dranginis was a coal miner who worked in the Scranton area from 1904 to 1925. The Dranginis Scholarship is awarded to students of Lithuanian-related origin, ancestry or birth.

*The Denise Dubbels Memorial Scholarship:* This scholarship 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 plan to study in developing countries.

*The Attorney John J. and Joanne M. Dunn Sr. Scholarship:* Attorney and Mrs. John J. Dunn Sr. established this scholarship in 1998 for students enrolled in the University's Kania School of Management. Preference is given to residents of Lackawanna County.

*The F. Keane Eagen Memorial Scholarship:* This scholarship was created by Mark Eagen in tribute to his father, Frank, who was a member of the Class of 1954. It is awarded to students with demonstrated financial need who meet the University's admission criteria.

*The Robert I. Edelson Scholarship:* In 1964, a sum was bequeathed in the estate of Robert I. Edelson, a Polish immigrant who became a Scranton businessman and realtor. Income provides scholarships for needy and deserving students at the University.

*The Educational Freedom Scholarship:* In 1990, Joseph E. McCaffrey '38 established this scholarship to aid students who graduate from Lackawanna County parochial schools. Mr. McCaffrey, a member of the New Jersey Chapter of Citizens for Educational Freedom, passed away in 2000.

*The ETR and Associates, Inc., Scholarship:* This scholarship was created by Robert E. Lee, president of ETR and Associates, in appreciation of the fine Jesuit education his daughter received at The University of Scranton. It is open to any student demonstrating personal financial need.

*The Peter J. Farrell and Maida Lippert Farrell Scholarship:* Proceeds from this scholarship, established in 1988 by Professor Matthew C. Farrell, Ph.D., are intended for students of Native American ancestry.

*The Neal J. Fasula Memorial Scholarship:* Established in 2004 by Mrs. Joyce Fasula in loving memory of her husband, Neal Fasula '69, this scholarship is awarded to employees of Gerrity's Supermarkets or their dependent children.

*The John Francis Finetti Memorial Scholarship:* This scholarship was established by the family of a young man from the Hill neighborhood near the University's campus. It is for students who demonstrate ability in one or more of the areas of history, music, forensics and theatre, with preference given to students from Lackawanna County.

*The Finn Family Scholarship:* This scholarship was established by William H. Finn '67 and his wife, Michele, in honor of his parents, Martha and Herbert Finn, and the entire Finn family. The proceeds are used to assist students of color who demonstrate financial need, show academic strength and reside in an urban city within Connecticut and New York.

*The Laureen Finn Memorial Scholarship:* Laureen Finn died in her sophomore year at The University of Scranton. Family, friends and fellow members of the Class of 1990 established this

scholarship in her memory. Proceeds assist a freshman education or English major with preference given to residents of Englishtown, N.J.

***The William H. Finn Memorial Scholarship:***

This scholarship was established in 2004 in fond memory of William H. Finn '67, former senior managing director of Bear, Stearns & Co., Inc., located in New York City. This scholarship is awarded to any qualified student, based on a combination of need and merit as determined by the University's Financial Aid Office.

***The Timothy J. Finnerty '90 Memorial Scholarship:***

Timothy Finnerty's wife, Theresa, created this scholarship in his memory. Timothy was a victim of the World Trade Center attack on September 11, 2001. First preference for this merit-based scholarship is given to students from New Jersey. The recipient must also meet the University's financial aid guidelines and be enrolled in the Kania School of Management.

***The Martha Fitch Scholarship:*** 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 deserving students, with financial need.

***The Rev. John J. Fitzpatrick, S.J., Scholarship:***

This scholarship honors the Rev. John J. Fitzpatrick, S.J., who, prior to his death in 1987, served The University of Scranton for 22 years in various roles including dean of men, Jesuit minister, student counselor and University chaplain. The scholarship helps students of academic excellence who have demonstrated financial need. Preference is given to undergraduate students from Northeastern Pennsylvania who are enrolled in the College of Graduate and Continuing Education. The scholarship was established through the generosity of Midori Yamanouchi-Rynn, Ph.D., Professor Emerita of Sociology/Criminal Justice.

***The Fitzsimmons Family Scholarship:*** Mr. and Mrs. Edward Fitzsimmons of Gladwyne established this scholarship in 1996. It is intended to benefit qualified freshmen from Northeastern Pennsylvania with demonstrated need.

***The Fleet Scholarship:*** Sons and daughters of Fleet employees are eligible for this scholarship. The University's Financial Aid Office selects students on the basis of financial need.

***The James H. Foy, M.D., Memorial Scholarship:***

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 scholarship is given to pre-medical students

who also demonstrate proficiency in the humanities.

***The James M. Franey Scholarship:*** This scholarship, established by a bequest from the estate of Mr. James M. Franey, benefits students from Northeastern Pennsylvania.

***The Sara G. Friel Memorial Scholarship:*** Before her death in 1982, Sara G. Friel, aunt of then-University president, Rev. William J. Byron, S.J., directed that part of her estate be used to assist deserving students with financial need each year.

***The Joseph P. Gallagher Memorial Scholarship:*** The Greater Scranton Chamber of Commerce created this scholarship in 1995 to honor the memory of Mr. Gallagher, who was employed by the Chamber for 15 years. The scholarship is given annually to sons and daughters of an employee of any current member of the Chamber. Preference is given to senior students.

***The Katherine E. and James A. Geiger Scholarship:*** Matthew Geiger '81 dedicated this scholarship to his parents. To qualify for this scholarship, the student must be from a family of four or more children.

***The Morris and Mae Gelb Scholarship:*** Established in 1989 through gifts from the Gelbs and members of their family and friends, this scholarship benefits deserving and needy students of all faiths attending the University.

***The John J. Gentile Memorial Scholarship:*** Members of the Gentile family and friends established this scholarship in memory of John J. Gentile, a recognized businessman and entrepreneur in Northeast Pennsylvania. The scholarship is based on merit and need and is available to a business student from Northeast Pennsylvania.

***The John J. Geron Scholarship:*** This scholarship was created by John Geron '66. The Financial Aid Office selects the recipient using need-based guidelines.

***The William Gerrity Scholarship:*** Established by the William Gerrity Scholarship Committee to honor Bill Gerrity, mentor, educator and community volunteer, this scholarship is awarded to juniors or seniors enrolled in the Panuska College of Professional Studies who are pursuing a degree in education.

***The Brendan J. Giblin '06 Memorial Scholarship:*** This scholarship was established in memory of Brendan J. Giblin of the Class of 2006 by his family and friends.

**The Rev. Joseph G. Gilbride, S.T.D., Memorial Scholarship:** This scholarship is for residents of Peckville (Blakely Borough), Carbondale, Throop, Nanticoke, and the Parsons section of Wilkes-Barre and Plymouth. It was established by Fr. Joseph G. Gilbride to provide assistance to worthy students, with financial need.

**The James A. Gilmore '41 and Regina M.**

**Gilmore Scholarship:** Created through an estate gift from Regina Gilmore, this scholarship provides assistance to Lackawanna County students.

**The Dr. A. John and Mrs. S. Maria Giunta Scholarship:** Professor Giunta created this scholarship out of his loyalty to The University of Scranton and in appreciation for the fine education his own children received here. The scholarship is given to students pursuing degrees in economics.

**The Edward J. and Isobel Grady Scholarship:**

A bequest in the will of Edward J. Grady established this scholarship. Students must meet the University's financial aid eligibility criteria.

**The Peter S. Graybar Memorial Scholarship:**

Created to honor Peter S. Graybar, a beloved friend and active member of The University of Scranton's Class of 1993, this scholarship provides assistance to a junior who has demonstrated active involvement in extracurricular activities.

**The Edward T. Groncki Scholarship:** Established to honor the memory of a University of Scranton alumnus, this scholarship is for deserving young men and women who live in Lackawanna County.

**The Irving and Edythe Grossman Scholarship:**

This scholarship 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 participate in community service.

**The Robert J. Gummer Memorial Scholarship:**

In loving memory of their father, the children of Robert J. Gummer established this academic and need-based scholarship in 2000 for an accounting major from Scranton. Robert Gummer was a loyal alumnus from the Class of 1958 and a good friend to his alma mater.

**The Judge Frederick W. Gunster Scholarship:**

The estate of Joseph F. Gunster '17 provided funds for this merit scholarship to honor the memory of Joseph's father.

**The Margaret Gunster Scholarship:** Joseph F.

Gunster's mother is remembered through a scholarship designed to assist students from low-income families.

**The Ruth Gunster Memorial Scholarship:** In 1971, Joseph F. Gunster '17 established this scholarship in loving memory of his wife. The scholarship, which was increased by a bequest in 1980, benefits students from Northeastern Pennsylvania.

**The John and Lucille Jerrett Guzey Scholarship:**

Begun in 1978, this scholarship assists members of the Scranton Boys and Girls Club as well as students with financial need.

**The A.J. Guzzi General Contractors, Inc.,**

**Scholarship:** Angelo J. Guzzi created this scholarship to assist qualified and deserving students from Abington Heights, Valley View, Mid-Valley or Lakeland high schools. The recipient is an incoming freshman who demonstrates financial need.

**The Rev. Joseph M. Hamernick, S.J., Scholarship:**

This scholarship, established by the Scranton Jesuit Community to honor one of its own, provides financial assistance based on academic excellence and demonstrated need.

**The Rev. Dexter Hanley, S.J., Scholarship:** This

scholarship, named for the late Dexter Hanley, S.J., former president of The University of Scranton, assists undergraduates enrolled in the College of Graduate and Continuing Education.

**The Sarkis R. Hazzouri Jr. Memorial**

**Scholarship:** This scholarship was established in 1997 to assist incoming freshmen from Lackawanna County. First preference is given to graduates of West Scranton High School who intend to enroll in the Kania School of Management.

**The William Randolph Hearst Foundation**

**Scholarship:** Graduates of The University of Scranton's pre-college program, the University of Success, are eligible to receive this scholarship.

**The Rev. William B. Hill, S.J., Scholarship:** This

scholarship was established by the late Gerardine C. Hill to honor her brother, Rev. William B. Hill, S.J. Between 1969 and 2002, Fr. Hill served in several administrative positions at The University of Scranton, including that of special assistant to the president.

**The Hill Neighborhood Association/Peter Cheung**

**Scholarship:** This scholarship, named in honor of Peter Cheung, who died in an accident while an undergraduate, benefits a junior or a senior who has demonstrated service to the neighborhood and the University community. Preference is given to residents of the city's Hill Section.

**The Hoeschele-GE Scholarship:** This scholarship

was established by General Electric in honor of David B. Hoeschele '50. Mr. Hoeschele was chosen by General Electric for a prestigious



award for his leadership in the field of electronic circuit design. He requested that funds be used to establish a scholarship for United States citizens or permanent residents from Northeastern Pennsylvania who are enrolled as full-time undergraduates in either the physics or electrical engineering program. This scholarship is based on need and academic merit.

***The Frank J. Holmes Memorial Scholarship:***

Established in 2005 by the Holmes family, the Frank J. Holmes Memorial Scholarship is awarded to students with financial need who are pursuing degrees in criminal justice. Mr. Holmes graduated from The University of Scranton in 1936 and went on to a successful career as a special agent and instructor in the Training Division of the FBI.

***The George Ronald Holmes, Ph.D., Scholarship:***

Dr. Holmes, an alumnus of the Class of 1961, and his wife started this scholarship to provide aid to junior and senior psychology majors.

***The Robert V. Horger Scholarship:*** This scholarship, established by Robert V. Horger, a prominent Scranton banker, is given to qualified students from the incoming freshman class who demonstrate financial need.

***The Frank and Jean Hubbard Scholarship:*** This scholarship, established through a generous gift from Frank and Jean Hubbard, is for graduates of North Pocono High School in the top 25% of their class who have demonstrated financial need.

***The ITT Scholarship:*** The International Telephone and Telegraph Corporation established this scholarship to encourage students to pursue academic excellence. The Financial Aid Office annually selects an incoming freshman to receive the scholarship, which is renewable on the basis of academic achievement.

***The Edward Dennis Jacobe Sr. and Edward Dennis Jacobe Jr. Scholarship:*** This scholarship was established in 2005 by Mrs. Ruth Jacobe and will be awarded to students in need of financial aid who might not otherwise be able to attend the University.

***The Anastasia Jaditz '06 Memorial Scholarship:*** This scholarship was established in 2006 by family and friends in memory of Anastasia "Stacie" Jaditz.

***The Albert R. and Dolores T. Jasuta Memorial Scholarship:*** In loving memory of her parents, Stephanie Jasuta Fischer established this scholarship in 2005. Albert Jasuta was a 1943 graduate

of the University. Both Mr. and Mrs. Jasuta were passionate supporters of the University, its good works and its alumni programs. This scholarship is awarded to any qualified student as determined by the University's Financial Aid Office.

***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 scholarships are based on financial need and academic achievement.

***The Jethro Scholarship:*** Established by a University faculty member, Dr. Everett R. Brown, this scholarship is awarded to a freshman management, marketing or economics/finance major who demonstrates that he or she has earned a significant amount of total college expenses. It is not dependent upon financial status of parents or guardians nor high school grades, and is available for four years, as long as the recipient maintains a grade point average of 3.00 or better.

***The B. Carl Jones Memorial Scholarship:*** This scholarship was established in 1988 by family, friends and colleagues of the late B. Carl Jones, a University trustee and benefactor. The scholarship provides financial assistance, based on need, to students from Lackawanna County who are enrolled in the Kania School of Management.

***The Stanley Karam Scholarship:*** Fred C. Karam established this scholarship in 2000 to honor his father. Lackawanna County residents are eligible for the scholarship, with first preference to graduates of West Scranton High School who enroll in the Kania School of Management.

***The Francis J. Kearney Scholarship:*** A 1977 gift from a retired pharmacist, followed by a bequest in 1979, made possible this scholarship to assist deserving students in need of financial aid.

***The William H. Kelly Jr. Scholarship:*** In 2002, the Kelly family established this scholarship in tribute to their son and brother, Bill, a victim of the World Trade Center attack on September 11, 2001. Junior and senior students who qualify for this need-based award must have qualities that emulate Bill Kelly.

***The Rev. Stephen A. Kollar Memorial Scholarship:*** This scholarship was established in 1977 from the will of the late pastor of Holy Family Church in Scranton and is awarded to members of the Holy Family congregation.

***The Mary R. Walsh Krahe Scholarship:*** 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, this scholarship provides support to students from Lackawanna County with preference given to students who attended Old Forge High School.

**The Kuehner Family Scholarship:** This scholarship was established by Carl '62 and JoAnne Kuehner of Naples, Fla., in 1985. The scholarship provides financial assistance to needy students from single-parent families in Lackawanna County.

**The Lackawanna Medical Group Scholarship:** This scholarship provides assistance to students from Lackawanna County who are in financial need and who intend to pursue careers in health-related professions. First preference is given to children of persons affiliated with Lackawanna Medical Group.

**The Lanahan Gecawich Scholarship:** Established in 1996, this scholarship benefits qualified, female, first-year students with demonstrated need. Preference is given to students pursuing degrees in elementary education.

**The Rev. John W. Lange, S.J., Scholarship:** This scholarship, established by the Scranton Jesuit Community to honor one of its own, provides financial assistance based on academic excellence and demonstrated need.

**The Joseph F. and Robert G. Lavis Scholarship:** In 1990, a gift was made to the University through the estate of Robert G. Lavis, a Scranton businessman. Income from this gift provides a full four-year scholarship to an incoming freshman. This scholarship also helps junior and senior students who have a reduction in their ability to meet educational expenses.

**The Anthony A. Lawrence, Esq., Memorial Scholarship:** Mrs. Elizabeth Lawrence established this scholarship in 2002 to honor her husband, Anthony A. Lawrence, Esq., '39. Atty. Lawrence enjoyed a long and distinguished career that earned him recognition in the first edition of *Who's Who in American Law*.

**The Edward P. Leahy Scholarship:** Established in 1989 by Edward R. Leahy, Esq., '68 in honor of his late uncle, this scholarship provides aid to students with financial need.

**The Rev. John J. Levko, S.J., Scholarship:** This need-based scholarship, established by the Scranton Jesuit Community in 2003 to honor Rev. John J. Levko, S.J., is awarded to students, one or both of whose parents were or are parishioners of a Byzantine Catholic parish in Pennsylvania. Rev. Levko is a distinguished University of

Scranton professor of mathematics and a Jesuit in the Byzantine Catholic Church.

**The LF Brands, Inc., Scholarship:** This scholarship provides financial assistance for children of current and past employees of LF Brands (formerly Leslie Fay). It is based on academic achievement and financial need, and first consideration is given to students who intend to enroll in the University's Kania School of Management.

**The William V. Loughran and Albert E. Peters Scholarship:** Established in 1985 through a gift from Albert E. Peters and Elizabeth Loughran Peters, this scholarship assists seniors who intend to pursue graduate studies in the fields of science and medicine. The scholarship is based on merit and need.

**The Bruce Lowenberg and John McLean Kelly Memorial Scholarship:** Established in 1988 by Mrs. Frances McLean Lowenberg, this scholarship benefits qualified and deserving young men and women.

**The Lynch Family Scholarship:** Created by John J. Lynch III '83 in 2008, the goal of this scholarship is to support educational diversity at the University. It is awarded to students of African-American heritage.

**The Frank J. and Mae C. MacEntee Memorial Scholarship:** Established by the MacEntee family in memory of their beloved parents, this scholarship assists deserving students with their education costs.

**The Rev. Frank J. MacEntee, S.J., Scholarship:** This scholarship, established by the Scranton Jesuit Community to honor one of its own, provides financial assistance based on academic excellence and demonstrated need.

**The Harry and Helen Mack Scholarship:** This scholarship was established by Mrs. Helen Mack in memory of her husband, Harry. It is awarded to a deserving student enrolled in the Kania School of Management.

**The Beth Anne, Brian S. and Paul J. Mackie Memorial Scholarship:** This scholarship was created by James and Anne Mackie in memory of their children, Beth Anne, Brian and Paul. It is a need and merit based award for an eligible student who is a psychology, criminal justice or environmental studies major.

**The Malcolm C. MacKinnon Memorial Scholarship:** Established by Dolores MacKinnon in memory of her husband, Malcolm, in 2007. The scholarship is awarded to students enrolled in either the pre-med or nursing program and who

display exceptional kindness and generosity of spirit.

***The Peter F. and Marie Rose Flood Mackrell Scholarship:*** Established by James J. Mackrell, M.D., in memory of his parents, this need-based scholarship is awarded to qualified students from Lackawanna County with demonstrated financial need who intend to pursue courses of study in pre-medicine.

***The Edward J. and Alice Manley Scholarship:*** Mr. Manley '60, a former chair of the University's Board of Trustees, and his wife established this scholarship for students who live in Lackawanna County.

***The Mariotti Family Scholarship:*** This need-based academic scholarship was established by Dr. John Mariotti '75 and Dr. Margaret Quinn Mariotti, a University trustee, to benefit incoming freshmen from St. Augustine College Preparatory School in Richland, N.J. Students from Lackawanna County will also be considered.

***The Sally and Richard Marquardt Scholarship:*** This scholarship was established in 1997 by Mr. and Mrs. Marquardt, residents of Waverly. It is given each year to qualified local students.

***The John P. Martin, Ed.D., '57 Scholarship:*** Established in 2002, this scholarship is for undergraduate students majoring in philosophy or theology, who are considering the Jesuit religious life.

***The Rev. Thomas D. Masterson, S.J., Scholarship:*** This scholarship was established by the Scranton Jesuit Community and friends of Fr. Masterson in honor of the 50th anniversary of his ordination into the priesthood. The need-based scholarship is for graduates of Loyola Blakefield High School in Towson, Maryland.

***The Martin L. Mattei Memorial Scholarship:*** Martin L. Mattei '42, the first superintendent of schools in the Pittston Area School District, passed away in 1999. His family established this scholarship for Pittston Area High School graduates who demonstrate high academic achievement and financial need.

***The Florence Zygmunt McAndrews and Emma Kacer Scholarship:*** This scholarship was established anonymously in 2001 in honor of two nurses who touched the lives of those in their care with their compassion. The scholarship is for nursing students from Northeastern Pennsylvania, with first consideration to residents of Lackawanna County, and is based on financial need

and a demonstrated commitment to serving others.

***The Congressman and Mrs. McDade Program for Public Service Scholarship:*** This scholarship, established in 1990, supports students majoring in political science who are doing 3-credit (120-hour) internships in Scranton-area government offices with the intention of pursuing careers in public service. The student must be a sophomore or junior who intends to do the internship in their junior or senior year for any academic session.

***The Joseph M. McDade Scholarship:*** Contributions from two special tributes in 1998 to retiring U.S. Congressman McDade were used to establish this scholarship to provide need-based financial aid for students from Northeastern Pennsylvania.

***The Robert L. McDevitt, K.S.G., Scholarship:*** This scholarship, established in 1977, provides assistance to qualified and deserving College of Graduate and Continuing Education undergraduate students. The scholarship was established by Robert L. McDevitt, K.S.G., a Georgetown University classmate and longtime friend of the late Rev. Dexter L. Hanley, S.J., who served as president of the University from 1970 to 1975.

***The Patrick J. McGeehan Memorial Scholarship:*** Mrs. Betty Ann McGeehan established this scholarship in 2000 to celebrate the 50th anniversary of her husband's graduation from the University. The scholarship is for residents of Luzerne County.

***The Monsignor Andrew J. McGowan Scholarship:*** The F.M. Kirby Foundation, Inc., established this scholarship to honor Msgr. McGowan, a University trustee emeritus and honorary degree recipient. It is used to assist deserving students who reside in either Lackawanna County or Luzerne County.

***The Joseph J. McGrail, C.P.A., Scholarship:*** Joseph J. McGrail '46 established this need-based scholarship for third- and fourth-year students attending the University. Residents from Lackawanna County are given first preference for this academic scholarship benefiting students enrolled in the Kania School of Management.

***The Rev. Bernard R. McIlhenny, S.J., Scholarship:*** Joseph A. Quinn Jr., Esq., '63 established this need-based scholarship to honor Admissions Dean Emeritus Fr. McIlhenny, and also to honor his parents, Mary and Joseph A. Quinn Sr. First consideration is given to residents of Luzerne

County, followed by residents of Lackawanna County.

***The John J. and Kathleen McLaine Scholarship:*** John J. McLaine '71 established this scholarship in 1997 to honor his parents. Preference is given to students from Lackawanna County who are enrolled in the Kania School of Management.

***The John P. McLean Scholarship:*** The scholarship was 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 faculty member for over 50 years. It is presented to deserving accounting students.

***The Mecca Family Scholarship in Memory of Reverend Leo J. O'Malley:*** This scholarship was established by William A. Mecca Jr. '55 in 2007 in memory of Reverend Leo J. O'Malley, his mentor and advisor. The awardee is a student who has economic need, serves the Roman Catholic Church, demonstrates life achievements and aspires to be a strong leader with ethical values.

***The Charles E. Merrill Scholarship:*** In 1969, the Charles E. Merrill Trust of New York City made a gift to the University to assist students of the Catholic faith.

***The Joseph R. and Barbara J. Mesko Scholarship:*** Established in 2004 by the family of Joseph R. Mesko '56, this academic and need-based scholarship is given to an incoming freshman from Dunmore High School. Mr. Mesko was a well-known, respected businessman in the greater Scranton area and a true friend and strong supporter of The University of Scranton.

***The Chorba-Mezick Family Scholarship:*** This scholarship was established by James A. and Mary P. Mezick to honor Dr. Mezick's parents, Andrew and Margaret and his uncles and their spouses, Michael and Mildred Chorba and Stephen and Anna Chorba. This scholarship is for incoming freshman with financial need from the Mid-Valley area.

***The James E. Milder, M.D. '68 Memorial Scholarship:*** Mrs. Phyllis Milder established this scholarship in 2007 in memory of her husband, James, to benefit a student who is an orphan, foster child or the child of a widowed parent with established need.

***The Rev. J. Patrick Mohr, S.J., Scholarship:*** This need-based scholarship, established by the Scranton Jesuit Community to honor one of its own,

is for graduates of Gonzaga High School in Washington, D.C.

***The Angelo H. Montrone Scholarship:*** This scholarship was established by Paul M. Montrone, Ph.D., '62, president of the Henley Group, Inc., to honor his father. It assists a Kania School of Management student who best exemplifies Dr. Montrone's father's lifelong dedication to self-improvement and ethical behavior in business.

***The Dr. Leslie E. Morgan Scholarship:*** This scholarship was established through a bequest from Dr. Morgan to assist persons studying to become members of one of the health-services professions.

***The I. Leo and Ann Moskovitz Scholarship:*** Mr. and Mrs. Moskovitz, community leaders and friends of the University, established this scholarship for students who intend to pursue careers in business or science, with first preference given to those who live in Lackawanna County.

***The Joseph F. Mullaney Scholarship:*** A bequest from Dr. Mullaney '38 established this scholarship for physics, mathematics and science students.

***The Robert W. Munley Scholarship:*** This scholarship was established by Robert W. Munley, Esq., and Judge James M. Munley to honor their father, Robert W. Munley. It supports deserving students from Lackawanna County.

***The Murphy Scholarship:*** This scholarship 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 deserving students, with financial need.

***The Dr. Louis and Muriel Murphy Scholarship:*** Dr. and Mrs. Murphy, longtime friends of the University, established this scholarship to provide financial assistance to deserving and needy students.

***The Mary and James Murphy Scholarship:*** This scholarship was established in 2005 by Justin Murphy '76 and Liz Altemus Murphy '83 to honor Justin's parents. It is a need-based scholarship as defined by the Financial Aid Office.

***The James Nasser Family Scholarship:*** This scholarship was established in 1986 by Mr. and Mrs. James R. Nasser. Preference is given to needy pre-med students from Lackawanna County.

***The Newcombe Endowed Scholarship:*** A series of grants from the Charlotte W. Newcombe Foundation, along with matching funds from the

University, established this scholarship, which provides financial assistance to mature, second-career female students.

***The R. Barrett Noone, M.D., Scholarship:*** Dr. R. Barrett Noone '61 established this scholarship for University students residing in Bradford, Sullivan, Philadelphia, Montgomery or Delaware counties. The scholarship recipient must be a pre-med major.

***The Marian R. Oates Memorial Scholarship:*** This scholarship, established in memory of an alumna who died in an automobile accident shortly after her graduation in 1990, benefits middle-income students from New Jersey enrolled in the Kania School of Management.

***The Raymond S. O'Connell Scholarship:*** Shortly before his death in 1981, Raymond S. O'Connell '42 established a scholarship for needy students. After his death, his sister, Sara E. O'Connell, completed the gift.

***The OfficeMax Scholarship:*** This scholarship is awarded to qualified students based on financial need as determined by the Financial Aid Office.

***The Frank O'Hara Scholarship:*** This scholarship was established in 1988 by friends and family in memory of "Mr. University," Frank O'Hara. Mr. O'Hara served in many capacities over a long career with the University. This scholarship provides assistance to deserving students with financial need.

***The Marian M. and Patrick F. O'Hara Scholarship:*** Income from an endowment provides unrestricted scholarships to deserving young men and women.

***The Jack O'Malley '54 Memorial Scholarship:*** Established in 2007 by Mrs. Jo Etta R. O'Malley in honor of her husband, Jack, this is awarded to students with need who are majoring in physics or biophysics.

***The Oppenheim Family Scholarship:*** This scholarship 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 scholarship is used primarily for part-time, non-traditional students who need financial assistance.

***The Rev. G. Donald Pantle, S.J., Scholarship:*** This scholarship, established by the Scranton Jesuit Community to honor one of its own, provides financial assistance based on academic excellence and demonstrated need.

***The Peter Pestinikas Memorial Scholarship:*** In 2005 a gift was made to the University through

the estate of Peter Pestinikas. The scholarship benefits students who have financial need as determined by the Financial Aid Office.

***The Dr. Andrew W. Plonsky Scholarship:*** Dr. Plonsky '40, longtime faculty member and co-founder of the University's Computer Science program, passed away in 2000. His widow, Dorothy, established this memorial scholarship for Lackawanna County residents who are studying computer science.

***The Paul J. Poinsard, M.D., Scholarship:*** Mrs. JoAnne Poinsard established this scholarship in memory of her husband, a University alumnus. The scholarship assists deserving students in the pre-medical program.

***The Rev. George C. Powell and Msgr. John K. Powell Memorial Scholarship:*** The Powell family established this scholarship to provide financial assistance to deserving students who demonstrate good character, leadership and financial need.

***The Rev. Edward R. Powers, S.J., Scholarship:*** This scholarship provides financial assistance based on academic excellence as well as demonstrated need.

***The Ernest D. Preate Sr. Memorial Scholarship:*** The family of Ernest D. Preate Sr., Esq., established this scholarship in 1982. First consideration is given to needy students who are residents of Lackawanna County.

***The President's Business Council Fifth Anniversary Scholarship:*** This presidential scholarship was named in perpetuity to recognize the fifth anniversary of the founding of the President's Business Council; the Council's Fifth Annual Award Dinner; and the dedication that the 2006 honoree and Council Chair, Christopher M. "Kip" Condron '70, demonstrated during the Council's formative years.

***The Rev. J. J. Quinn, S.J., Scholarship:*** This scholarship honors the late 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, his students and the community. Based on merit and need, the scholarship is available to students in all academic disciplines.

***The Frank X. Ratchford Memorial Scholarship:*** Mrs. Patricia A. Ratchford and her family established this scholarship in memory of Mr. Ratchford '61. The scholarship, based equally on financial need and academic merit, is for residents of Scranton and Dunmore who are majoring in English, philosophy or human resources.

**The Betty Redington Scholarship:** This scholarship was established through a bequest from Mrs. Redington, a former trustee and a longtime friend of the University and its students. The scholarship benefits students who are most in need of financial support to pursue their education.

**The Francis E. and Elizabeth Brennan Redington Scholarship:** This scholarship 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. A portion of the income each year supports scholarships for students from the Republic of Ireland.

**The John Charles and Kathryn S. Redmond Foundation Scholarship:** Mr. Redmond, a prominent businessman and honorary degree recipient, established this scholarship before his death in 1989. The scholarship is given 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 Raymond M. Reed Scholarship:** This scholarship, established by Mr. and Mrs. Raymond M. Reed, is awarded to students residing in Dunmore or Scranton. Students are selected based on merit and financial need.

**The Evelyn M. and Katherine T. Reilly Scholarship:** This scholarship is awarded to undergraduates enrolled in the College of Graduate and Continuing Education who are residents of Scranton. The scholarship was established by Evelyn M. Reilly '52 and Katherine T. Reilly '53.

**The Joseph C. Reilly Scholarship:** This scholarship is awarded to qualified students who graduated from Scranton public schools and who intend to pursue courses of study in the sciences while at The University of Scranton. It was established by Joseph C. Reilly and Katherine T. Reilly '53.

**The Dr. Richard A. Rendich Educational Scholarship:** This endowed scholarship was established by the family of Grace Rendich, a University alumna, in memory of Dr. Richard A. Rendich. Income from the fund is used to assist in the education of young men aspiring to the priesthood, who have financial need.

**The John M. Robinson Scholarship:** This scholarship was established by John M. Robinson, who attended the University and established LPS Industries, Inc. in Newark, N.J. The scholarship assists promising and deserving students in the

Kania School of Management, with Scranton-area residents receiving first consideration.

**The 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 John Rochon and the Mary Kay Foundation. It is awarded to bright female students in economic need.

**The Rev. Joseph A. Rock, S.J., Scholarship:** Created in memory of Fr. Rock, who served the University as professor of history, academic vice president and, in 1970, acting president, this scholarship assists students in the Academic Development Program.

**The Angelo and Rose Rotondaro & Dr. Louis Mitchell Memorial Scholarship:** Alfred M. Rotondaro, Ph.D., '60 and his wife, Kathleen, established this scholarship in 2004. Funds are awarded to a student with demonstrated need who will add diversity to the University campus.

**The Rev. Richard W. Rousseau, S.J., Scholarship:** This scholarship, established by the Scranton Jesuit Community to honor one of its own, is based on academic merit and financial need.

**The Robert T. Ryder Scholarship:** Established in 1988 by John Diskin '67 and Coopers and Lybrand as a tribute to Mr. Robert Ryder, longtime vice president for finance/treasurer, the scholarship assists local students from the city of Scranton or the borough of Dunmore.

**The Charles V. Sabatino Sr. Scholarship:** This scholarship was established in 1990 by Frank C. Sabatino, Esq., '76 as a memorial to his father. It is based on merit and is awarded to a sophomore who is studying history.

**The Josephine Sarcinelli Memorial Scholarship:** Med Science Laboratory in Scranton established this scholarship in 1983 to honor the memory of Josephine Sarcinelli, the office manager of the firm for many years. The scholarship is given to an incoming freshman from Lackawanna County who is in financial need and intends to major in medical technology.

**The Steven Sawyer Memorial Research Award:** This endowed award honors the memory of the son of Mary F. Engel, Ph.D., associate professor and director of Fellowship Programs at the University. The awardee is selected by a committee of the biology and chemistry faculty. Students who apply for this award must be active in the



Health Professions Organization and be involved in research.

***The Rev. George Schemel, S.J., Scholarship:*** This scholarship, established in 2000 by the University's Jesuit community to honor the late Fr. Schemel, is based on academic merit and financial need.

***The John J. Scott Jr. Memorial Scholarship:*** Mr. and Mrs. John J. Scott Sr. established this scholarship in memory of their son, a member of the Class of 1969. The scholarship is for graduates of Scranton Preparatory School, based on financial need, academic merit and extracurricular activities.

***The Scranton Club of New York Scholarship:*** This scholarship assists undergraduate students on an annual basis. Students must reside in New York or New Jersey to be eligible.

***The Scully Scholars Program:*** This program was established in 2004 to provide University of Scranton students with financial assistance to pursue summer internships in public policy and to honor the memory of longtime political science professor Timothy H. Scully.

***The Mary and Mariano Sebastianelli Memorial Scholarship:*** This need-based scholarship was established to support Lackawanna County students who are enrolled in the Panuska College of Professional Studies.

***The Vincent A. Sedlak Scholarship:*** Mr. Vincent A. Sedlak '37 established this scholarship through a bequest. Income from the fund benefits any student who is majoring in chemistry.

***The Charles and Josephine Shander Scholarship:*** A trust established this scholarship which provides financial assistance to students from Lackawanna County's Mid-Valley area who have at least one parent of Polish, Slovak, Russian or Lithuanian descent.

***The Thomas J. Shevlin Jr. and Dr. John F. Shevlin Memorial Scholarship:*** Established in 1989 through a bequest from Thomas J. Shevlin Jr. of Carbondale, this scholarship assists deserving young men and women in pre-medical studies.

***The Paul J. and Virginia P. Shields Scholarship:*** This scholarship was established in 2002 by Mr. and Mrs. Paul J. Shields. Income is used to assist deserving undergraduates as determined by the Financial Aid Office.

***The Mary and Dana Silvon Memorial Scholarship:*** This need-based scholarship is awarded to an incoming freshman who is of the Catholic

faith. First preference will be granted to students from the Diocese of Scranton.

***The Frederick B. Smoot Scholarship:*** The late Frederick Smoot '46 created this need-based scholarship, with first preference given to students from the Lake Ariel area.

***The Specialty Group, Inc., Scholarship:*** The scholarship was established in 1988 for graduates of Dunmore High School and Bishop O'Hara High School in Dunmore.

***The Edward J. Spitzer Scholarship:*** Established in 2004 by a bequest from Marian Spitzer Robling, this scholarship is awarded at Class Night to a graduating senior from The University of Scranton who will be attending a post-graduate program in the area of business administration.

***The Francis J. Stahl, Class of 1935, Memorial Scholarship:*** This scholarship was established through the will of Mary T. Stahl and her husband, Francis J. Stahl '35. The scholarship assists local needy students.

***The Stanley E. and Elaine L. Stettz Scholarship:*** This merit-based scholarship is awarded to a junior accounting major enrolled in the Kania School of Management. Selection is based on overall GPA.

***The Armond and Betty Strutin Scholarship:*** This scholarship, created out of the generosity and commitment of Armond and Betty Strutin to The University of Scranton, is distributed each year to deserving students.

***The Tom and Salsey Sullivan Scholarship:*** In 2000, Mr. and Mrs. Sullivan established this scholarship to be awarded solely on the basis of financial need, not academic merit.

***The Amelia Suraci Scholarship:*** This scholarship 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, the scholarship benefits deserving and needy students.

***The John P. and Jean Blackledge Sweeney Family Business Scholarship:*** This scholarship was started in 2005 by John P. Sweeney '61 and his wife, Jean Blackledge Sweeney. The scholarship is awarded to a student enrolled in the Kania School of Management.

***The John P. and Jean Blackledge Sweeney Family Nursing Scholarship:*** This scholarship was started in 2005 by John P. Sweeney '61 and his wife, Jean Blackledge Sweeney. The scholarship



is awarded to a nursing student enrolled in the Panuska College of Professional Studies.

**The John E. Swift, M.D., '22 and Margaret Gurrell Swift Memorial Scholarship:** This scholarship is awarded to deserving students based upon financial need and/or academic achievement. Financial need is determined by the Office of Financial Aid.

**The Robert J. and Joan J. Sylvester Scholarship:** Arthur J. Kania, Esq., '53 and Angela V. Kania established this scholarship to honor Mr. and Mrs. Sylvester. Mr. Sylvester retired in 2001 after serving 18 years as the University's Vice President for Institutional Advancement. The scholarship is for students from Lackawanna County with first consideration to graduates of Abington Heights, Scranton Preparatory and Valley View high schools.

**The Times-Shamrock Communications Scholarship:** This scholarship was established by the Lynett-Haggerty families to provide support to current employees and their children.

**The TRL Associates Scholarship:** This scholarship was established by Stephen P. Hrobuchak Jr., president of TRL, Inc., to benefit TRL employees and their children.

**The UNICO Scholarship:** The UNICO Foundation of the Scranton Chapter of UNICO National, a philanthropic group, established this scholarship in 1980 to offer financial assistance to deserving students.

**The United Gilsonite Laboratories Scholarship:** This scholarship, established in 1999, is available to UGL employees and their families.

**The University of Scranton Alumni Society's Filiae Filiique Scholarship:** This scholarship, established through contributions by the Alumni Society, is available to children and grandchildren of University of Scranton alumni.

**William and Concetta Viglione Scholarship:** This scholarship was established in 2004 by Frank C. Longo, Esq., for students who are studying in the Department of Foreign Languages, with preference given to students studying Romance languages.

**The Charles J. Volpe Sr. Memorial Scholarship:** Established in 1988 in memory of Charles J. Volpe, a well-respected Scranton businessman and public servant, the scholarship provides assistance for a student entering his or her senior year and who is majoring in history or political science.

**The Mary and Patrick Volpe Scholarship:** In honor of her parents, Angela V. Kania established this scholarship for graduates of Old Forge High School who are enrolled in the Kania School of Management.

**The Paul L. Waleff Memorial Scholarship:** This scholarship was established by the parents of Paul L. Waleff, who died in 1984 while a student at The University of Scranton. The scholarship is presented to a junior or senior who plans a career of service to persons with special needs.

**The Leo J. Walsh Memorial Scholarship:** This need-based scholarship is for students from Northeastern Pennsylvania.

**The Weinberger Family Scholarship:** This scholarship was established by Jerry Weinberger, Esq., in 2002 for any eligible student from Lackawanna County as determined by the Financial Aid Office.

**The Thomas P. White Scholarship:** Mrs. Ilene White established this scholarship to honor the memory of her husband, Thomas. It is awarded to an education major who is a "non-traditional" student, such as a transfer student or an individual returning to school after an absence.

**The Gene and Florian ZaBach Scholarship:** This scholarship is awarded to a qualified undergraduate student pursuing a degree in communication.

**The William Zahler Scholarship:** In 1986, Mr. and Mrs. William P. Zahler of Mayfield Heights, Ohio, established a scholarship in memory of their son William Zahler Jr., an associate professor of English at the University. Income from the scholarship is distributed to deserving young men and women.

## Annual Scholarships

**The Rita and Bernard Bagley Memorial Scholarship:** Established in 1990 by the children of Mr. and Mrs. Bagley, this scholarship is available to residents of Sullivan County, with preference to parishioners of St. Basil's Church in Dushore.

**The Sarah Beth Beynon Memorial Scholarship of the Scranton Area Foundation:** This scholarship is awarded by the Scranton Area Foundation each year to undergraduate students pursuing degrees in environmental science and graduate students pursuing studies in cancer research.

**The Crane Fund for Widows and Children:** This scholarship is a need-based scholarship granted to widows and children of men who, at their death, left their widows and children without adequate means of support. Funding is also provided for

deserving wives and/or children of men whom they depend on for support, but because of age or other disability, are unable to adequately offer support.

***The Len and Deborah Gougeon St. Ann's Scholarship:*** Established in 1986 through a gift from Drs. Len and Deborah Gougeon, this scholarship, based on need, provides assistance to a member of St. Ann's Basilica Parish in Scranton.

***The Making a Difference in Nursing Award:*** This award is sponsored by Dr. Sharon Hudacek and her husband, Steve Hudacek, to honor Pauline Mileski, RN. An annual award is made to an LPN enrolled in the nursing program at the University.

***The William G. McGowan Scholars Program:*** This scholarship was created in 1997 through the generosity of The William G. McGowan Charitable Fund. It is awarded to deserving students enrolled in the Kania School of Management.

***The Charlotte W. Newcombe Foundation Scholarship:*** This scholarship provides aid for mature, second-career women students.

***The Northeast Chapter of the Pennsylvania Society of Public Accountants Scholarship:*** This award is administered through the Northeast Chapter of the Pennsylvania Society of Public Accountants. It is awarded to a senior accounting major from Lackawanna, Luzerne, Susquehanna, Pike, Wayne or Monroe Counties.

***Pennsylvania Governor's Conference for Women Scholarship:*** Established in 2006 for women residing in Pennsylvania, the scholarship is awarded to women who have demonstrated financial need, overcome significant personal challenges, exhibited exemplary community service work, and demonstrated high academic performance.

***Pennsylvania Higher Education Foundation Scholarships:*** Annual scholarships are made available for students enrolled in the nursing program.

***The Christopher Jason Perfilio '95 Memorial Scholarship:*** Christopher Jason Perfilio passed away the summer before his senior year. His parents and older brother established this scholarship in his honor to assist philosophy and theology/religious studies students, as well as students in the Special Jesuit Liberal Arts program, who have records of high academic achievement and who demonstrate financial need.

***The Sanofi Pasteur Scholarship:*** Scholarships are offered each year to two graduate students who

have demonstrated excellence in the sciences and who are pursuing master's degrees.

***The Dr. Bernard Shair Memorial Scholarship:*** This scholarship, established by family, friends, and colleagues of Dr. Shair through the Scranton Area Foundation, is presented annually to a graduating senior of The University of Scranton who has been accepted at an accredited dental school.

## Biennial Scholarship

***The Dr. John H. Corcoran Scholarship:*** Biennially, the Society of the Friendly Sons of St. Patrick of Lackawanna County provides funds for a University of Scranton student or students to enjoy the benefits of studying for one or two semesters at a university in Ireland.

## 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 Kania 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.

## Other Endowments

***The Rev. John J. Long, S.J., Fund:*** Contributions to this fund were made by friends of the Rev. John J. Long, S.J., president of the University, 1953 to 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 NEH Endowment:*** This endowment was established through a challenge grant from the National Endowment for the Humanities. It supports the acquisition of materials for the humanities collection in the Weinberg Memorial Library.



*The Quads*

## LIFE ON CAMPUS



The University of Scranton is devoted to the Jesuit maxim of *cura personalis*, or care for each person and the whole person. The University recognizes the integral role that campus life plays in the overall education of a student. Because in so many ways learning does not stop at the classroom door, the University provides a range of activities and support services for leadership development, for reflection, for spiritual and personal enrichment, and simply for fun and recreation.

## Student Services

The University of Scranton recognizes that much of a student's education at The University of Scranton takes place outside the classroom. The Division of Student Affairs is an integral part of the teaching and learning experience, committed to the development of the whole person in the Ignatian tradition. Students are challenged to reach beyond their perceived capabilities and to develop a passionate and restless desire for excellence that is grounded in gratitude, thereby creating a reflective and responsible vision for living, learning and service.

## Residence Life

The Residence Life program includes freshman and upperclass residences that provide secure and comfortable living spaces for study and personal development. Residential freshmen are assigned with their classmates in traditional halls where they are supported in their academic programs through leadership opportunities.

Upperclass students may select from a range of housing options that include suite-style halls with semi-private baths, University houses and townhouse apartments. The University also provides limited apartment-style housing for graduate students.

The main goal of the residential experience is for each student to learn while living in a community environment. The process for this occurs through the active participation of the resident in his or her community. Learning occurs best when students attempt to incorporate their in-class and extracurricular experiences.

The individual residential communities are designed for active student participation. A basic expectation is for each student to respect the rights of others. The privilege of living in a residence hall is accompanied by the responsibility of positive community building.

Residence Life stresses the importance of high achievement in the academic and community realm. It is expected that students make healthy decisions regarding substances, stress and time management, relationships, and the exploration of their faith.

The Office of Residence Life is located on the first floor of Condron Hall and is open Monday through Friday from 8:30 a.m. to 4:30 p.m. The phone number is (570) 941-

6226. Additional information is available online at [www.scranton.edu/residencelife](http://www.scranton.edu/residencelife).

For additional information on room and board, see "Tuition and Fees."

## *Residence Life Policies and Guidelines*

*The University of Scranton requires all first- and second-year undergraduate students to live in campus housing. Exceptions to this policy are limited to students who reside with a parent, legal guardian or spouse; are 21 years of age or older; or present other documented extenuating circumstances. The Admissions Office will determine a student's residency status upon admission to the University.*

The University provides in-room access to the campus communication network (cable and internet) in all residence-hall rooms and University houses at no additional charge. In addition, light in-room housekeeping, 24-hour maintenance and 24-hour security are provided.

Students residing in non-University, off-campus housing (within a one-mile aerial radius of campus) can also have access to campus communication services. For more information regarding these communication services, contact the Office of Network Resources, Alumni Memorial Hall, Room 102, or call (570) 941-4357.

## *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*

Resident students taking one or more classes during intersession must live in University housing and, if applicable, continue their meal-plan program if they were enrolled for room and/or board for the preceding fall semester. As noted above, additional fees do apply for meals. For reasons of safety and security, those not enrolled in classes during intersession are not permitted to reside in University housing. Student athletes, approved by the Office of Residence Life, may live in their rooms over intersession without taking classes.

## *Dining Services*

Students have a choice of three cost-effective meal plans that provide unlimited, 14 or 10 meals per week.

- The unlimited meal plan provides an unlimited number of meals per day in our Fresh Food Company Monday through Friday, with brunch and dinner on Saturday and Sunday.
- The 14-meal plan provides any combination of 14 meals per week, not to exceed 3 meal swipes per day.
- The 10-meal plan offers students any combination of 10 meals per week, not to exceed 3 meal swipes per day.

All freshmen living in University housing must participate in the unlimited meal plan during the entire freshman year. Upperclass students living in Redington, Condrion and Gavigan Halls must participate in one of the three meal plans. Meal plan participation is optional for upperclass residents of Mulberry Plaza, Madison Square, Linden Plaza or one of the University houses, as well as for students residing off campus.

## Off-Campus and Commuter Students

The University makes special efforts to ensure that commuting students and those who live off campus have access to its academic and co-curricular programs and services. For commuters, the Commuter On-Campus Life Association, or COLA, is a student-run organization in which students can become involved in various activities and programs. For additional information about COLA, call the Club and Organization office at (570) 941-5441. For off-campus students, the Student Affairs office provides resources and programming. For more information, contact Student Affairs at (570) 941-7680 or visit [www.scranton.edu/offcampus](http://www.scranton.edu/offcampus).

The Student Government also has commuter and off-campus representatives in its student senate. These students represent commuter and off-campus issues and concerns to this governing body. For information about the Student Government, call (570) 941-7462.

## Career Services

Career Services helps students focus on career decisions that are consistent with their unique talents, aspirations, and vision for living. Professional counselors help students discover links between their personal traits and career options through individual counseling,

workshops, and many other electronic and hard-copy resources available at the Office of Career Services.

Students who are looking for related work experience while they are attending the University can benefit from a variety of services provided by the office. All students can receive training in resume and cover letter writing as well as interview and job search techniques. They are also able to participate in employer on-campus recruiting visits, employment fairs, and the annual Law/Graduate School Fair. Students and alumni can access a wide range of employment opportunities through the office's online job posting system.

The Office of Career Services is located in Ciszek Hall and is open from 8:30 a.m. to 4:30 p.m. Monday through Friday. Evening hours are arranged on a semester basis. The phone number is (570) 941-7640. Additional information is available online at [www.scranton.edu/careers](http://www.scranton.edu/careers).

## Multicultural Affairs

The University has increasingly been a learning community that mirrors the diversity of the Kingdom of God. Multicultural Affairs supports this mission by building and maintaining a campus environment that is inclusive, pluralistic and diverse. This office provides a seamless link within the Division of Student Affairs in addressing these issues. Students, staff and faculty work together to develop a strategic plan and annual goals to help build a more diverse community that will enhance the value of this community for each of its members. Each individual in this community is encouraged to embrace the richness of life associated with other cultures and people of diverse backgrounds. The Director of Multicultural Affairs assists with the establishment of policies and programs addressing diversity, multiculturalism, harassment and injustice toward students of color. Multicultural Affairs collaborates with other academic services and learning resources that provide guidance and advisement to students of color. Leadership, support and advice are given to individual students and multicultural student organizations. Additional support includes providing guidance and advisement to individual students of color and the general student population for oversight and planning of programs, workshops and training sessions



that promote goals and values of a diverse and inclusive campus for students and the entire University community.

## **Jane Kopas Women's Center**

The Jane Kopas Women's Center fosters a campus community in which women and men can live in a climate of mutual respect, understanding and equality, and where women are encouraged to reach their fullest potential. It provides a safe, comfortable and educational environment in which students, faculty, staff and members of the community can learn about the current and historical role of women in society and where they can explore issues of gender equality, diversity and social justice.

Both women and men are encouraged to attend the JKWC's co-curricular programs on gender and diversity issues and to use its resource center for courses, special projects or personal enrichment. Books, periodicals, films, Internet access, and informational pamphlets are available for use, and the JKWC is also a place to learn about internship possibilities and conference opportunities.

The Jane Kopas Women's Center is located in room 205F of the DeNaples Center. There is always a need for work-study students and volunteers to serve the campus community. Interested students can call (570) 941-6194 or visit JKWC from 10:00 a.m. to 6:00 p.m. Monday through Friday.

## **Judicial Affairs and Assessment**

While participating in the life of the University community, it is hoped that students will learn and develop within the Jesuit educational tradition. Consistent with this tradition, the University community expects students to lead examined lives supportive of the common good. Thus, it is important for students to comply with University behavioral expectations designed to promote respect for others and observance of the tenets of the University's Student Code of Conduct.

In coordinating the review of student misconduct cases, the Office of Judicial Affairs helps students understand their behavioral responsibilities as members of the University community and ensures that the rights of accusing and accused students are upheld within a fair-minded judicial system.

The staff associated with the Office of Judicial Affairs also assists the Division of Student Affairs in the creation, implementation, and evaluation of a comprehensive assessment program. This assessment program addresses issues of student growth and development, departmental functioning and operation, and student perceptions of divisional effectiveness.

## **Counseling Center**

The Counseling Center provides a safe, comfortable, caring and confidential place for students. Sometimes students have personal concerns they may wish to discuss with one of our staff. Issues may be related to relationships, transition, coping, development, school, self-concept or family dynamics. Other concerns may be alcohol and other drug use/abuse, anxiety and/or depression, etc.

The Counseling Center is staffed by licensed psychologists, counselors, a social worker and a part-time psychiatrist who are available to help students make the most they can out of their years at the University. Finding ways to identify and cope with these concerns can make a difference in the life of a college student.

The Counseling Center, located on the second floor of McGurkin Hall, is open from 8:30 a.m. to 4:30 p.m. Monday through Friday. Evening sessions may be available by appointment. After-hours emergency crisis consultation with a clinician is available on a 24-hour basis from September through May while classes are in session by contacting Public Safety at (570) 941-7777. For appointments, students may call (570) 941-7620 or stop by the Counseling Center. Our Web address is [www.scranton.edu/counseling](http://www.scranton.edu/counseling).

## **Student Health Services**

Good health is an essential part of success in college. Student Health Services is committed to assisting students in the acquisition of the knowledge, attitudes, skills and behaviors necessary to attain and maintain an optimum level of personal wellness.

Student Health Services is located on the corner of North Webster and Mulberry Street and is open from 8:30 a.m. until 6:00 p.m. Monday through Thursday and 8:30 a.m. until 4:30 p.m. on Friday. All services are confidential and include unlimited visits for

nursing assessment, treatment and/or referral for further evaluation and care. Physician and Nurse Practitioner appointments are available daily after initial evaluation by a nurse. Cooperative relationships with community health care providers such as laboratories, pharmacies, hospitals and medical specialists complement the care offered on campus.

University fees cover all medical services on campus. Student Health Services does no third party billing. However, care by community providers such as laboratory, x-ray, specialists, emergency room visits or hospitalization are subject to the student's health insurance or private payment. Information about an optional alternative insurance plan for students who do not have insurance coverage through another plan is available through Student Health Services.

## Center for Health Education and Wellness

The Center for Health Education and Wellness (CHEW) at The University of Scranton provides health information and programs to support the academic, social and spiritual success of students now and well into the future. The CHEW crew of health education professionals, student workers and peer educators produce dynamic workshops, host community awareness events and provide individualized guidance to help students make healthy choices. CHEW staff and students also work to connect students to other campus resources and community services.

The Center's specially trained peer educators produce campus health projects and lead active and informative sessions on alcohol and other drugs, sexual health, sexual assault and other vital health topics. Residence halls, classes, outdoor events and trainings are all frequent stops for CHEW's Coalition of Peer Educators (COPE). COPE includes the following programs: ADAPT (Alcohol and Drug Awareness Peer Team), PEACE (Peer Education on AIDS and other Sexually Transmitted Infections in a College Environment) and SPARK (Students Providing Assault and Relationship Knowledge). In addition to programming efforts, these student leaders in service help produce and promote such campus-wide activities as The Great American Smoke Out, Safe Spring Break and The Annual President's Breakfast. In addition, they help organize

campus guest speakers and conduct health outreach efforts via the Center's traveling Health Hut. Peer educators learn valuable leadership and wellness promotion skills, earn service-learning credit and often go on to successful careers in such fields as health, education, and counseling and human services.

The student source for Web, print and in-person resources on personal and community wellness, CHEW is located in room 205 of the DeNaples Center. Office hours are 8:30 a.m. to 4:30 p.m., Monday through Friday, and evenings by appointment. For more information or to become involved, stop by the Center, call (570) 941-4253, or visit [www.scranton.edu/chew](http://www.scranton.edu/chew).

## Outside the Classroom

### Student Activities and Orientation

The Office of Student Activities and Orientation complements the University's overall educational experience by acting as a learning lab. Ideas and concepts discussed in class are practiced and mastered through participation in Student Activities programs. Experiential learning opportunities include leadership, orientation and event planning programs. Keeping the care of the whole person and the *magis* at the forefront, Student Activities and Orientation is a resource that emphasizes a welcoming environment that supports a free flow of ideas that empowers, challenges and supports students in their development towards their potential. It encourages such things as positive and realistic self-appraisal, intellectual development, making appropriate personal choices, clarification of values, the ability to relate meaningfully with others, and the capacity to work independently and interdependently.

The Office of Student Activities and Orientation is located in room 205 of the DeNaples Center and is open Monday through Friday from 8:30 a.m. to 4:30 p.m. The telephone number is (570) 941-6233.

### Orientation

Orientation helps all new freshman and transfer students make their transition to life at the University in the most successful way possible. The program is the link between the admissions process and students' arrival for their first semester. The emphasis is on sched-

uling, academic and social integration, and providing a natural connection to the strong sense of community at the University. All students attend one of the four two-day orientation sessions.

### ***Student Government***

Student Government is an organization with the task of maintaining and improving all aspects of student life to provide a productive academic and social environment for the student body. Its familiar faces and widespread involvement give the campus life and energy. Its leadership consists of elected student officers.

### ***Clubs and Organizations***

The University of Scranton encourages students to participate in activities, clubs, and organizations supported by the Office of Student Affairs. These clubs and organizations encourage students to become immersed in the campus community. Such activities allow members to develop their leadership skills while meeting the goals of the organization and its members. The following are some of the clubs recognized by the University of Scranton.

Advertising Club  
American Psychological Society Student Caucus (APSSC)  
Asia Club  
Association for Childhood Education International (ACEI)  
Association for Computing Machinery (ACMSC)  
Biology Club  
Business Club  
Chemistry Club  
Circle K  
College Democrats  
College Republicans  
Colleges Against Cancer  
Council for Exceptional Children (CEC)  
Counseling and Human Services Association  
Crew Club (Men's and Women's)  
Criminal Justice Club  
Debate Society  
Exercise Science Club  
Finance Club  
Habitat for Humanity  
Health Professionals Organization (HPO)  
Healthcare Administration Association (HADM)

Institute of Electrical and Electronics Engineers (IEEE)  
International Business Club  
International Students  
Italian Society  
Jesuit University Students Concerned with Empowerment (JUSTICE)  
Jogging Club  
Kirchheimer Improv Group  
Latin Music & Dance Club  
Liva Arts Company  
Marketing Society of The University of Scranton (MSUS)  
Math Club  
Mock Trail  
Mountain Sports Ski Club  
Neuroscience Club  
Photography Club  
Physical Therapy Club  
Pre-Law Club  
Psychology Club  
Public Relations Students Society of America (PRSSA)  
Ranger Challenge (ROTC)  
Roller Hockey  
Royal Dance Ensemble  
Royal Historical Society  
Royal Riders Equestrian Team  
Rugby Club, Men's and Women's  
Saudi Students Club  
Scranton Environmental Awareness Club  
SAS (Society of Accounting Students)  
Se Habla Español  
Society of Physics Students  
Student Education Club of The University of Scranton (SECUS)  
Society for Human Resources Management  
Spirit of Scranton  
Student Nurses Association  
Student Occupational Therapy Association (SOTA)  
Students for Life  
Students Helping Heroes  
Students in Free Enterprise (SIFE)  
Ultimate Frisbee Club  
United Colors Club  
United Students for Fair Trade (USFT)  
University of Scranton Political Society  
University of Scranton Programming Board (USPB)  
Urban Beats – Hip Hop Dance Team

A complete list of campus clubs and organizations is available on the Web at [www.scranton.edu/clubs](http://www.scranton.edu/clubs).

## Intercollegiate Athletics

The University is a Division III member of the National Collegiate Athletic Association (NCAA) and Eastern Collegiate Athletic Conference (ECAC). After a long, proud affiliation with the Middle Atlantic States Collegiate Athletics Corporation, The University of Scranton joined the Landmark Conference in 2006. The Conference consists of the following institutions: Catholic University (Washington, D.C.); Drew University (Madison, N.J.); Goucher College (Baltimore, Md.); Juniata College (Huntington, Pa.); Moravian College (Bethlehem, Pa.); Susquehanna University (Selinsgrove, Pa.); and the United States Merchant Marines Academy (King's Point, N.Y.).

The athletics office is located in the John Long Center and is open Monday through Friday from 8:30 a.m. to 4:30 p.m. Additional information is available online at [www.scranton.edu/athletics](http://www.scranton.edu/athletics).

### **Men's**

Baseball  
Basketball  
Cross-Country  
Golf  
Ice Hockey  
Lacrosse  
Soccer  
Swimming  
Tennis  
Wrestling

### **Women's**

Basketball  
Cross-Country  
Field Hockey  
Lacrosse  
Soccer  
Softball  
Swimming  
Tennis  
Volleyball

The University is widely regarded for its tradition of excellence on both the national and regional level. Scranton has won three NCAA Division III national titles, two in men's basketball (1976, 1983) and one in women's basketball (1985), while the men's soccer team has advanced to the Semifinals four times, including championship match appearances in 1980 and 1981. The women's soccer team has played in the NCAA tournament 11 times in its 26-year history, including quarterfinal berths in 2001 and 2003, while six other Royal teams – men's cross country (1975), men's golf (1974), field hockey (1997), softball (1982, 1983), women's volleyball (1999, 2001, 2003, 2005) and women's lacrosse (2003, 2004) – have competed in NCAA championships.



*The University's mascot, the Royal Wolf.*

As a former member of the Middle Atlantic Conferences, Scranton won 82 league titles. The men's and women's basketball teams led the way with 17 each, followed by women's soccer (13), men's soccer (11), women's tennis (10), softball (7), women's volleyball (5), women's swimming (3), field hockey (1) and baseball (1). In its first season in the Landmark Conference, Scranton captured four titles: women's soccer, men's basketball, women's basketball and men's swimming.

The University has also produced its share of All-Americans. Since 1959, 51 student athletes have earned this prestigious honor, including Kathleen Daly of the women's basketball team during the 2007-08 academic year. The women's basketball program has produced 17 all-Americans, while men's soccer is next with 10, followed by men's basketball (8), women's soccer (7), women's swimming (2), wrestling (2), baseball (1), field hockey (1), men's golf (1), men's cross-country (1) and women's lacrosse (1).

Excellence in all athletic venues has also translated to success in the classroom. In 2008, Justin Champagne of the baseball team became the 22nd student-athlete in University of Scranton history to garner Academic All-America honors. In addition, 13 Royal student-athletes have earned prestigious NCAA post-graduate scholarships.

## Recreational Sports

Housed in the Byron Recreational Complex, the Recreational Sports Department seeks to provide a comprehensive program of

sports activities designed to appeal to the diverse needs and interests of the University community. Intramural leagues begin approximately the third week of each semester and include dodgeball, basketball, volleyball, walleyball, flag football, racquetball, tennis, soccer, Wiffleball, badminton, softball, lacrosse and ultimate Frisbee. Special one-day events are held on weekends throughout the year and include skiing, snow tubing, golf, table tennis, whitewater rafting and hiking.

In addition to structured programs, the Byron Complex also offers many opportunities for individual recreation. Cardiovascular training equipment (treadmills, cross-trainers, steppers, rowers, bikes and other equipment) is located on the second level in the Murray Royals Fitness Center. Aerobics classes are conducted on a weekly schedule and can be attended on a drop-in basis. The recreation complex also houses three multi-purpose courts, four racquetball courts, a six-lane swimming pool, a dance-aerobics room, weight room, saunas, and steam rooms. In addition to indoor facilities, there is an outdoor basketball court, turfed utility field, and sand volleyball court located directly behind the recreation complex. A variety of recreational equipment may be obtained in the recreation office with a valid Royal card. Whether students are looking for a competitive game of basketball, a high-impact aerobics class, or just a leisurely swim in the pool, the Recreational Sports Department offers all of these opportunities.

The recreation center is open during regular semesters from 6:30 a.m. through midnight, Monday through Thursday; Friday from 6:30 a.m. to 9:00 p.m.; Saturday from 10:00 a.m. to 9:00 p.m. and Sunday from 10:00 a.m. to midnight. Please call the office with any questions at (570) 941-6203.

## Student Publications

The University offers a wide choice of journalism opportunities:

- *The Aquinas* is the weekly, award-winning campus newspaper. Positions are available to all full-time undergraduate students.
- *Esprit* is the award-winning campus literary journal.
- The yearbook, *Windhover*, is produced annually by students.

## Performance Music

The University of Scranton Bands, Choirs and String Ensembles offer high quality instrumental and choral performing ensemble opportunities in a variety of formats ranging from large ensembles to small ensemble and solo performing opportunities. In the finest liberal arts tradition, participation is open to any and all interested University students (as well as faculty, staff and administrators) with no individual audition requirement or enrollment or membership fee.

The programs include an annual World Premiere Composition Series performance, the only series of its kind in the nation, which has received honor and acclaim from artists throughout the world. Since 1984, the series has provided our students with opportunities to work and interact with internationally renowned composers and conductors, and has made significant contributions to the wind and choral repertoires.

Hundreds of students participate in the ensembles every year, and they are achieving their performance goals in the musical ensemble of their choice. For more information on any Performance Music offerings, please visit us online at [www.scranton.edu/music](http://www.scranton.edu/music), or contact the office at [music@scranton.edu](mailto:music@scranton.edu) or (570) 941-7624.

The University of Scranton Performing Arts Series presents concert performances by outstanding and renowned musicians representing a variety of musical genres, and closely coordinates programming with the Bands, Choirs and String Ensembles to offer special masterclasses, workshops and lectures by our visiting artists.

All performances are free of charge and open to the public, and most take place in the magnificently restored concert hall of the Houlihan-McLean Center on campus.

Our tradition of guest artists and clinicians has brought to our student musicians, our campus and our community the joyful experience of performing with and hearing a long list of musical masters, among them George Avakian; Jeffrey and Lauren Curnow; Aaron Diehl; Dominick Farinacci; Wycliffe Gordon; Victor Goines; Frederick Hohmann; T. Terry James; Robert Kapilow; Wynton Marsalis; Sam Pilafian; Eric Reed; Joshua Rosenblum; Loren Schoenberg; Robert Starer; Lawrence

Wolfe; Marcus Printup; members of the New York, Philadelphia, Boston, Minnesota and Dallas Symphony Orchestras and The Lincoln Center Jazz Orchestra; and late composer-in-residence Vaclav Nelhybel, whose long and productive relationship with the University continues to be honored through close cooperation between the University and the Nelhybel Estate with the establishment of The Nelhybel Collection.

## Radio

More than 80 students each year gain valuable experience while operating WUSR, 99.5 FM, which is broadcast at 300 watts with a coverage area of 700 square miles. The broadcast region of the Scranton/Wilkes-Barre metropolitan area has an audience of more than 250,000. The format is eclectic with world, Latin, classical, jazz, urban and alternative music. In keeping with the University's mission the station produces public affairs programming and provides the community with an alternative to commercial radio. Students are encouraged to become involved with all aspects of the station, from on-air positions to management.

## Television

The Royal College Television Network gives students the opportunity for hands-on experience in television production. Students take the initiative in producing, directing, writing, shooting and editing television programs to express their creativity. These programs range from comedy, sports and film reviews, to news and public affairs. Programs produced by students appear on the campus cable television system.

## Theatre

The tradition of theatre and dramatics in Jesuit colleges goes back 400 years. The University of Scranton has played a vital part in that tradition as evidenced by the many theatre professionals who were undergraduates of the University: Walter Bobbie (Broadway actor and Tony Award-winning director), Gene Terruso (director and chairman of Theatre Arts at The University of the Arts, Philadelphia), and the late Jason Miller (Pulitzer Prize-winning playwright/Academy Award nominee).

Today, the University Players produce a main-stage season along with a festival of original one-act plays, and a workshop devoted to new student directors. Over 150 students, from virtually every academic major, participate on and off stage in the productions each year. The theatre program is housed in the McDade Center for Literary and Performing Arts, a state-of-the-art facility complete with a 300-seat thrust main stage, a flexible studio theatre, fully equipped scenery and costume shops and additional theatre support spaces.

The University Players have historically been host to many prominent guest artists. Oscar-winning actress Glenda Jackson conducted an acting workshop in 1984; the late Richard Harris, another Oscar recipient, directed *Julius Caesar* in 1988; and, also in 1988, Emmy Award-winning designer and University alumnus Dennis Size created scenic and lighting designs for Aristophanes' *Lysistrata*.

Participation in the Players is open to all students, regardless of academic year or major. Interested students should contact the Director of Theatre in the McDade Center, Room 103.

## University Ministries

Led by the Holy Spirit, University Ministries at The University of Scranton seeks to engage all members of the community in promoting and living out the Gospel values of Jesus Christ. Inspired by the spirituality of Saint Ignatius of Loyola and strengthened by the sacramental life of the Church, we are committed to using our God-given talents by reaching out with love and respect to all. We seek to encounter God in our worship and prayer, in our faith communities, in our service and outreach, and in our Christian education opportunities.

## Worship and Prayer

### *Sacramental Life*

The celebration of the Eucharist is held twice each weekday at St. Ignatius chapel and three times on Sunday at Madonna della Strada chapel. The sacrament of Reconciliation is held daily at St. Ignatius and also by request.



### ***Liturgical Ministers***

Students from all classes serve the Scranton faith community as liturgical readers, extraordinary ministers of the Eucharist and as ministers of hospitality at Sunday liturgies as well as at University-wide events like Palm Sunday and the Advent Mass.

### ***Music Ministry***

Students from all classes, both vocalists and instrumentalists, are dedicated to bringing music into the liturgical life of our community. These musicians provide music for each Sunday as well as at larger liturgical celebrations like Baccalaureate Mass.

## **Building Faith Communities**

### ***Residence Hall Ministry***

Several members of the University Ministries staff serve as Residence Hall Ministers, providing counsel and support to undergraduate students in different residence halls on campus.

### ***Retreats***

Many different retreats are offered for our students including Freshmen, Search, Senior and JUSTICE<sup>plus</sup>, as well as three- and five-day Ignatian silent. Retreats are offered to students at our beautiful Retreat Center at Chapman Lake, just 20 minutes from campus.

### ***Call and Commitment***

This group is offered for students interested in exploring a call to church ministry as a priest, religious or layperson.

### ***Christian Life Communities (CLC)***

Christian Life Communities are small faith-based groups of students who agree to meet on a weekly basis to grow in spirituality, community and service. Through prayer, focus activities and reflection, the groups enhance their understanding of Ignatian spirituality and deepen their personal relationship with God.

### ***JUSTICE Club***

A student-led group, the JUSTICE Club strives to bring awareness of and advocacy for justice issues in our world. They help to prove that ours is truly “a faith that does justice.”

## **Service and Outreach**

### ***Community Outreach Office***

The Community Outreach Office is committed to advancing the Jesuit tradition of forming men and women for others. The programs sponsored by this office include food and clothing drives, domestic break trips and local service. Each element enables the students to express their faith in reflective service while responding to local and national needs.

### ***International Service Program***

Our International Service trips provide opportunities for students, faculty and staff to be immersed in cultures and experiences in developing countries of our world. The program revolves around simple living, community, generosity and faith-based reflection.

## **Christian Education**

### ***RCIA***

The RCIA program prepares these students interested in becoming Catholic for baptism and/or confirmation, with reception into the Church during second semester.

### ***Spiritual Direction***

Those interested in broadening and enhancing their relationship with God through prayer meet with a spiritual director regularly to discuss their prayer life and their ever-changing relationship with God and with Christ in our midst.

### ***Collegiate Conversations***

These gatherings are designed to enhance dialogue about theological and spiritual/faith issues of particular interest to students, faculty and staff.

### ***Soup and Substance***

Offered during Lent, these gatherings encourage conversations among students, faculty and staff about real-world issues related to Catholic Social Teaching.

## **Liturgy Schedule**

*Sunday Mass at Madonna Della Strada*

*Chapel:* 11:00 a.m., 7:00 p.m., 9:30 p.m.

*Daily Mass at St. Ignatius Chapel:* Monday through Friday, 12:05 p.m. and 4:40 p.m.

*Sacrament of Reconciliation at St. Ignatius Chapel in the Reconciliation Room:* Monday through Friday, 11:30 a.m.

## The Campus

The University's 58-acre campus is located in the heart of Scranton, a community of 75,000 within a greater metropolitan area of 750,000 people. Since 1984, the University has built 26 new buildings and made renovations to 30 others.

The *Harry and Jeanette Weinberg Memorial Library* at the center of campus includes a large study area open 24 hours a day with Internet connectivity to the world. *Loyola Hall of Science* and the *Harper-McGinnis Wing of St. Thomas Hall* have highly specialized laboratories and equipment for the study of physics, electrical engineering, computing sciences, chemistry, biology and molecular biology. There is also a fully equipped television studio with editing facilities in the *Communications Wing of St. Thomas Hall*, along with the broadcast studios of WUSR-FM.

The *John J. Long, S.J., Center* and the adjoining *William J. Byron, S.J., Recreation Complex* house the departments of Intercollegiate Athletics and Exercise Science and Sport. They also have facilities for intercollegiate and intramural basketball, wrestling, handball, tennis, racquetball, volleyball and swimming. *Fitzpatrick Field* is home to men's and women's soccer, lacrosse and field hockey teams. Offering lights and an artificial turf surface, it is also used for intramural and club sports.

Thirteen traditional residence halls, primarily for freshmen, are centered on terraced quadrangles at the core of the campus. *Francis E. Redington Hall*, *John R. Gavigan Hall* and *Christopher & Margaret Condon Hall* provide housing for sophomore students. The University also maintains a series of houses and apartment buildings in the vicinity of campus, some of which are organized around academic interests. In all, there are more than 28 housing options for students, who are guaranteed University housing for four years.

Recent additions to University housing for upper-class students is provided at Mulberry Plaza, Madison Square, Linden Plaza. This housing style consists of low-rise, multi-building complexes that provide apartment style living in 2, 3, 4, and 5 bedroom units .

All units contain kitchens and combined living and dining areas .In addition, there are 10 campus houses with various size apartments some of which are organized around academic interests.

Performance and rehearsal space for the Performance Music ensembles and concert offerings is in the *Houlihan-McLean Center*. The *McDade Center for Literary and Performing Arts* includes a "black box" studio theatre and a 300-seat main theater, classrooms, a writing laboratory and offices for the English Department.

*McGurrin Hall* houses the Panuska College of Professional Studies and contains classrooms, laboratories, an academic advising center, and offices for the departments of Counseling and Human Services, Education, Health Administration, Human Resources, and Nursing. Physical Therapy and Occupational Therapy classrooms and laboratories are in adjacent *Leahy Hall*.

*Brennan Hall* is our newest academic building. This 71,000-square-foot facility located in the center of campus provides offices, classrooms and support facilities for the Kania School of Management. Also in Brennan Hall is a 148-seat auditorium and seminar rooms. The McShane Executive Center on the fifth floor of Brennan includes conference and meeting rooms that are technologically equipped, as well as a dining and kitchen area. The main floor of Brennan Hall features the Irwin E. Alperin Financial Center. The center simulates a Trading Floor, complete with an electronic ticker and other news and data displays.

In 2006, the University dedicated an expansion of its *Retreat Center* at Chapman Lake, which is located 15 miles north of campus. The 7,050-square-foot addition includes the chapel, which accommodates approximately 60 people and incorporates beautiful views of the lake. The expansion also added 15 bedrooms to one wing of the existing 13,118-square-foot facility. The original structure, which was built in 1998, includes a dining room, kitchen, 1 large meeting room, 5 small meeting rooms and 11 bedrooms. With the expansion, the Retreat Center now accommodates 50 overnight guests.

The *Patrick & Margaret DeNaples Center*, a new 118,000-square-foot campus center, opened in January 2008. The building

includes dining and meeting spaces, the bookstore, convenience store and mailing services, Student Affairs and University Ministries, and a unique Student Forum. Its location along Mulberry Street expresses the University's commitment to engaging the Scranton community by the building's availability for a wide variety of events.

In May, the University announced plans for the largest capital project in its 121-year history — an approximately 200,000 square foot unified science center. The facility incorporates today's most innovative science teaching techniques into a dynamic, modern design that includes inviting spaces for student/faculty collaboration, visible glass-walled laboratories and the efficiencies of using shared

instrumentation. Construction is expected to begin in the summer of 2009 and the center is scheduled to be open for use in the fall semester of 2011.

Other notable campus buildings include *The Estate*, former residence of the Scranton family that was constructed in 1865, houses the office of Undergraduate Admissions; *Campion Hall*, built by the Society of Jesus for its members in Scranton; *Hyland Hall*, which houses classrooms, the Hope Horn Gallery and Desktop and Instructional Resources; and *O'Hara Hall*, which is home to the College of Graduate and Continuing Education, Institutional Advancement and academic departments.

# The University of Scranton at a Glance

## Students

The student population, including adult, part-time and graduate students, is approximately 5,800. About 84% of full-time freshmen live on campus.

Schools and Colleges (Year Established)	Enrollment Fall 2008
College of Arts and Sciences (1888)	1,852
College of Graduate and Continuing Education (2006) ( <i>graduate programs since 1951;</i> <i>part-time programs since 1923</i> )	1,959
Arthur J. Kania School of Management (1978)	891
J.A. Panuska, S.J., College of Professional Studies (1987)	1,184
<b>Total</b>	<b>5,886</b>

<b>Undergraduate Students</b>	<b>4,132</b>
Men	1,790 (43%)
Women	2,342 (57%)
<b>Graduate Students (full time)</b>	<b>1201</b>
Men	408 (34%)
Women	793 (66%)

<b>Primary States of Origin (Undergraduates)</b>	
Pennsylvania	46%
New Jersey	26%
New York	19%
Other	6%

<b>Primary States of Origin (Graduate Students)</b>	
Pennsylvania	45%
New Jersey	17%
New York	10%
Other	28%

<b>Retention/Graduation Rates</b>	
Fall-to-Fall Retention Rate	91.1%
(National Average for Selective Bachelor's/Master's Institutions: 80%)	
Five-Year Graduation Rate	76%
(National Average for Selective Bachelor's/Master's Institutions: 66.7%)	

## Student Life

- More than 2,400 students perform 165,000 hours of community service each year
- Over 75 active clubs and organizations
- 19 Landmark Conference athletic teams
- More than 3,000 student participants in intramural and recreational sports each year

## Academic Programs

Bachelor's Degree Programs	57
Master's Degree Programs	23
Minors	44
Undergraduate Concentrations/Tracks	31
Doctor of Physical Therapy	1
Continuing and Professional Education Courses Offered Annually	325

## Faculty

Eighty-two percent of the University's faculty hold doctoral or other terminal degrees in their fields. The student-to-faculty ratio of 11:1 allows for class sizes that average 23 students.

Full-Time Faculty	268
Tenured Faculty	179 (67%)

## Faculty Scholarly Activities, 2007-08

Articles Published	158
Book Articles Published	19
Book Chapters Authored	18
Books Published	16
Book Reviews Published	40
Creative Activity	16
Editorships	8
External Grants	26
Fellowships	2
Grants	26
Patents and Patent Applications	7
Peer Reviews	54
Presentations	290
Proceedings	24
Scholarly Presentations	251

## Community Impact

A report issued by the University in 2008 showed that its annual impact on Northeastern Pennsylvania totals \$332,052,578. The report is based on economic impact studies and formulas, including those used by the Association of Independent Colleges and Universities of Pennsylvania.



Weinberg Memorial Library

## ACADEMICS



The University's academic programs for undergraduates are offered through four schools – the College of Arts and Sciences, the Kania School of Management, the Panuska College of Professional Studies, and the College of Graduate and Continuing Education, which offers programs for adult and non-traditional students. The schools share a common General Education program and offer baccalaureate degrees in 60 fields.



## Academic Honor Societies

National Honor Societies that are represented at The University of Scranton are listed below in order of the foundation of the local chapters.

### Alpha Sigma Nu\*

The National Jesuit Honor Society was founded in 1915 with chapters in 30 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. The Society annually presents the Alpha Sigma Nu University award for teaching.

### 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.

### Sigma Xi

International Honor Society in scientific research founded in 1886. The University's chapter 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.

### 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 University's chapter was founded in February 1969.

### Omicron Delta Epsilon\*

International Honor Society in economics. Basic requirements: 12 credit hours in economics with an overall grade point average of 3.0 and a 3.0 average in economics. The University's Xi chapter of Pennsylvania was founded in May 1969.

### Psi Chi\*

National Honor Society in psychology founded in 1931. This organization has chapters in 1,054 colleges and universities in all 50 states. The University's 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. The University's chapter was 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 interdisciplinary study. Basic requirements: at least 60 hours of academic work, an overall grade point average of at least 3.4, with at least 21 hours in the disciplines of economics, human services, psychology, sociology, political science or history. The University's chapter was founded in 1971.

### Alpha Sigma Lambda

National Honor Society to encourage scholarship and leadership among adult students in continuing higher education. The Alpha Upsilon chapter was installed at the University in 1972.

### Pi Mu Epsilon

National Honor Society for mathematics majors in junior or senior year with an overall grade point average of 3.33 and a 3.50 average in mathematics. Biomathematics majors who meet the criteria can be nominated with an unsolicited recommendation from full-time mathematics faculty. The University's chapter was installed in February 1973.

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\* Member of the Association of College Honor Societies.

## 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 University's chapter of Theta Iota was installed in May 1973.

## Phi Lambda Upsilon

National Honorary Chemical Society established in 1899. The University's Beta Kappa chapter, one of 60 chapters nationwide, was installed in October 1975. For students with 24 credits in chemistry and a 3.0 grade point average.

## Alpha Epsilon Delta\*

The national Health Preprofessional Honor Society founded in 1926. The University's Iota Chapter was installed in May 1976. Membership is open to students who have completed at least three semesters of pre-professional health work, have a minimum GPA of 3.2, and have a minimum science GPA of 3.2.

## Theta Alpha Kappa\*

National Honor Society in theology and religious studies founded in 1976 at Manhattan College. The University's Alpha Nu chapter was installed in April 1980. Membership requires 12 credits in theology with an average of 3.5 and an overall grade point average of 3.0.

## Sigma Tau Delta\*

National Honor Society in English founded in 1924. This organization is for students who major or minor in English, theatre or secondary education/English with a grade point average of 3.5 or better in English, theatre and writing courses and an overall grade point average of 3.4 or better. The University's Mu Omicron chapter first met in April 1980.

## Alpha Epsilon Alpha

An Honor Society founded in 1980, at The University of Scranton by Fr. Joseph Hamernick, SJ, to recognize students who excel in their general studies and especially in the field of communication. For senior-level Communication majors with at least a 3.5 grade point average.

## Alpha Kappa Delta\*

International Honor Society for sociology students founded in 1920. Requirements include 18 credits in sociology with a grade point average of 3.0 overall. The University's Upsilon chapter was founded in May 1980.

## Pi Sigma Alpha\*

National Honor Society in political science founded in 1920. The Kappa Iota chapter at the University was installed in May 1980. Membership is limited to juniors and seniors with at least 18 credits (six courses) in political science, a grade point average of at least 3.4 in these courses, and overall rank in the top third of the class.

## Alpha Phi Sigma\*

The National Honor Society for criminal justice, founded in 1942. The University's Epsilon Zeta chapter was installed in May 1982. Candidates must be a junior or senior having a criminal justice major or minor; complete at least four (4) criminal justice courses; maintain a 3.2 grade point average overall, as well as in criminal justice; and have class standing in the top 35%.

## Phi Sigma Tau\*

National Honor Society for students of philosophy. The University's Tau chapter was installed in May 1982. Membership requires a major or minor in philosophy as well as excellence in philosophy works. Induction is based on nomination and voting results of philosophy faculty and current members of the society.

## Omega Beta Sigma

The Women's Business Honor Society founded at The University of Scranton in 1982. This organization is for students who major or minor in business, have at least sophomore standing, and have a grade point average of 3.25.

## Upsilon Pi Epsilon

The first and only existing International Honor Society in the Computing and Information Disciplines, founded in 1967, and endorsed by both of the corresponding pro-

\* Member of the Association of College Honor Societies.

fessional organizations, the Association for Computing Machinery (ACM) and the IEEE Computer Society (IEEE-CS). The mission of UPE is to recognize academic excellence at both the undergraduate and graduate levels in the Computing and Information Disciplines.

Although computing is a relatively young discipline, the computing sciences have had an unparalleled effect on almost every aspect of contemporary life. Indeed it is difficult to predict the ultimate place of the computer in our world. It is the expressed purpose of Upsilon Pi Epsilon to promote the computing sciences and to encourage its contribution to the enhancement of knowledge.

The University's Gamma Chapter was founded in 1985 and now numbers nearly 300 members. Information, including eligibility requirements, may be found at [www.cs.scranton.edu/~upe](http://www.cs.scranton.edu/~upe).

### **Sigma Theta Tau\***

International Honor Society of nursing founded in 1922, a prestigious organization of nurse leaders, scholars and researchers. Requirements: completion of one half of the curriculum, demonstrated ability in nursing, a grade point average of 3.0 and rank in the upper one-third of the class. The University's Iota Omega chapter was chartered in April 1988.

### **Kappa Delta Pi**

International Honor Society for education established in 1911. The Sigma Chi chapter was installed at The University of Scranton in 1992. It joins more than 500 chapters around the world in fidelity to four cherished ideals: Humanity, Science, Service and Toil.

### **Beta Beta Beta**

National Honor Society for biology founded in 1922. The University's chapter, established in 1994, is one of more than 520 chapters in the United States and Puerto Rico. The society encourages undergraduate biological research through presentations at conventions, publication in the journal BIOS, and research/travel grants. All undergraduate students interested in biology may join as associate members. A regular member must be a junior or senior with 3.0 grade point average in biology and having completed at

least three biology courses (one upper level) and in good academic standing at the University.

### **Beta Gamma Sigma\***

Beta Gamma Sigma is the only business honor society recognized by AACSB International – The Association to Advance Collegiate Schools of Business. To be eligible for membership, the academic ranking of those being considered must place them in the upper 7% of the junior class, upper 10% of the senior class or upper 20% of the graduating master's class. The University's chapter of Beta Gamma Sigma was chartered in spring 1997.

### **Lambda Pi Eta\***

The National Honor Society for communication majors founded in 1985 to honor and encourage high levels of scholarship and leadership in the field of communications. The University's chapter was installed in 1999. Membership in the University of Scranton's chapter requires senior-level communication majors to have earned a GPA of at least 3.25, overall and in their major.

### **Alpha Lambda Delta**

The National Honor Society of freshmen, founded in 1924 to honor excellent academic achievement by students in the first year of study. The Richard H. Passon Chapter was installed at the University in March 2001. Membership requires enrollment as a full-time student in a degree program, a grade point average of 3.5 or above at the end of the first semester of the freshman year, and a rank in the top 20% of the class.

### **Upsilon Phi Delta**

The Upsilon Phi Delta Honor Society was founded in 1999 and established at The University of Scranton in 2002. This national organization recognizes graduate and undergraduate students in the health administration programs. Students must have a minimum overall grade point average of 3.5.

### **Phi Epsilon Kappa**

National Honor Society in physical education founded in 1913. The University's chapter, Zeta Gamma, was chartered in May 2004

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\* Member of the Association of College Honor Societies.

and recognizes exercise science majors in their junior year who have achieved an overall minimum grade point average of 3.0, and a 3.25 average in exercise science courses.

## Nu Rho Psi

The National Honor Society for neuroscience was founded in 2007. The Alpha chapter was established at the University in 2006. For membership, students must have a demonstrated interest in neuroscience, an overall minimum grade point average of 3.2, and a 3.5 average in neuroscience-related courses.

## Academic Support Services

### Harry and Jeanette Weinberg Memorial Library

Opened in 1992, the holdings of this 80,000-square-foot, five-story building include 493,350 volumes of books, bound journals and microfilm, and 23,572 full-text online and print journals. The library conducts an extensive information literacy program to orient and instruct students on resources and research techniques. A tour of the building and its services is available online at [www.scranton.edu/librarytour](http://www.scranton.edu/librarytour). The facility includes the following special features:

- group-study rooms and quiet study areas;
- a 24-hour study room (Pro Deo Room) with computer lab and Java City coffee bar;
- fifth-floor reading room (Scranton Heritage Room) overlooking the campus and community;
- University Archives and Special Collections, which houses University historical records, rare books, faculty publications and other special collections; and
- a Media and EdLab Resources Collection that holds 16,162 non-print items.

### Databases and Online Catalogs

The library offers 150 databases via the World Wide Web. For a list of databases, go to "A-Z List of Databases" from the library's home page, or visit <http://academic.scranton.edu/departments/wml/databases.html>. A proxy server gives users remote access to these databases. Library resources are available from the Library tab on the my.scranton portal. In addition to books the library owns, Pennsylvania Academic Libraries Consortium Inc. (PALCI) E-Z Borrow, a direct borrowing program, provides access to 64 academic library

collections. With PALCI members, the library also shares 1,900 full-text books that users can read or borrow online. E-Z Borrow's Rapid participation provides quick document delivery. Some required readings for courses are available through ERES, an electronic reserve reading database over the Internet. Through Access PA, an additional 12,000 full-text books are available online.

### Library Technology

There are 83 Internet workstations in the library, including 33 machines available 24 hours a day, seven days a week in the Pro Deo Room. Wireless connection to the Internet is available throughout the building via laptops with cards. Fifteen laptops are available at the circulation desk. In addition to these machines, students may use ResNet ports to plug personal laptops into the network in the first-floor Pro Deo Room and group study rooms. Users can consult librarians via "Ask a Librarian" e-mail, Instant Messaging or live chat, to consult with a librarian from the Association of Jesuit Colleges and Universities (AJCU) and Tutor.com.

### Library Hours

Library hours are posted on campus, on the Internet, and on a recording which can be heard at (570) 941-7525. It is open 95.5 hours per week, with extended hours during exam periods.

For information about the library, its services, and resources, see the Weinberg Memorial Library homepage on the World Wide Web ([www.scranton.edu/library](http://www.scranton.edu/library)) or select the Library from the University's homepage ([www.scranton.edu](http://www.scranton.edu)).

## Academic Advising Centers

### College of Arts and Sciences

The Academic Advising Center, located in St. Thomas Hall 309, serves all freshmen in the College of Arts and Sciences. Staffed by professional advisors and by faculty advisors from a wide variety of disciplines, the Academic Advising Center offers a comprehensive program of academic advising throughout the freshman year. Advisors are available to students from 8:30 a.m. to 4:30 p.m. Monday through Friday. They provide assistance with orientation, registration, drop-add, general education course selection, declaration and

change of major, and assessment of academic performance and goals.

Upon achieving sophomore status, all CAS students with declared majors are assigned a faculty advisor in the department of their major.

### ***College of Graduate and Continuing Education***

See page 317.

### ***Kania School of Management***

The Academic Advising Center, located in Brennan Hall Suite 206, serves all students in the Kania School of Management. Staff advisors are available from 8:30 a.m. to 4:30 p.m., Monday through Friday, to provide assistance with registration, major and general education course selection, and assessment of academic performance and goals. The Advising Center works closely with other campus resources to provide comprehensive advising services.

### ***Panuska College of Professional Studies***

The Academic Advising Center, located on the first floor of McGurkin Hall, serves all students in the Panuska College of Professional Studies. 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 Advising Center also works closely with other campus resources to provide comprehensive advisement opportunities. Faculty mentors are available to students within their academic departments.

## **Center for Teaching and Learning Excellence**

The mission of the Center for Teaching and Learning Excellence (CTLE), located on the fifth floor of St. Thomas Hall in the Harper-McGuinness Wing, is to provide academic support services for students and opportunities for faculty to enhance teaching and learning. The CTLE offers services to assist students in achieving academic success. The CTLE provides programs and services to help students meet their academic and future professional goals by enhancing their reading, writing and learning skills. Services offered include a reading center, writing center and peer tutoring in all academic courses. Students may also work with the CTLE staff in learning how to use instructional technology to enhance learning. Workshops are offered in

the area of time management, learning styles and other skills that students may need.

Students with disabilities who are registered receive academic support services such as extended test-taking time, note taking and other accommodations through the CTLE.

The CTLE also offers opportunities for faculty in the area of mentoring programs, enhancement of pedagogy, and the use of technology to support teaching and learning on the campus. A variety of workshops, seminars and one-on-one consultation are available to University faculty.

The goal of the CTLE is to encourage and actively support a strong culture of scholarship for a diverse university community. To learn more about the CTLE's programs and services for students and faculty, visit our Web site at [www.scranton.edu/ctle](http://www.scranton.edu/ctle) or call (570) 941-4038.

## **Office of the Registrar**

As part of the Academic Affairs Division, the Office of the Registrar supports the educational mission of the University by connecting students to the faculty, curriculum and classroom via the course scheduling and registration processes. The Registrar also documents and validates the product of this dynamic connection in the form of schedules, rosters, grades, degree audits, transcripts and diplomas.

The Registrar's office serves students on a daily basis by answering questions, issuing transcripts, certifying enrollment status, and distributing forms and schedules. In addition, students may obtain information about academic policies and procedures, and important dates and deadlines.

The office promulgates the master schedule of courses for each academic year, conducts registration, processes grades, certifies degree eligibility and manages several aspects of commencement.

Course registration for returning students is conducted in April for the subsequent summer and fall, and in November for the subsequent spring and intersession through the University's [my.scranton.edu](http://my.scranton.edu) intranet portal and the University Information System (UIS) on the World Wide Web. The [my.scranton.edu](http://my.scranton.edu) portal also provides secure links to academic records, registration options, student class schedules, address information, tuition accounts and financial aid information. Midterm and final grades are also available in UIS through [my.scranton.edu](http://my.scranton.edu).

Located in St. Thomas Hall 301, the Office of the Registrar is open Monday, Tuesday, Wednesday and Friday, 8:30 a.m. to 4:30 p.m.; Thursday, 10:00 a.m. to 4:30 p.m. For more information, call (570) 941-7721 or e-mail [registrar@scranton.edu](mailto:registrar@scranton.edu). Additional information and resources (including the academic calendar, course schedules, registration information and student grade point average calculator) are available online at [www.scranton.edu/registrar](http://www.scranton.edu/registrar).

## Academic Policies and Regulations

### Academic Code of Honesty

Students have responsibility for governing their own conduct in compliance with the Academic Code of Honesty, which addresses behavioral integrity in the academic work of the University. Conduct that violates the Code includes plagiarism, duplicate submission of the same work, collusion, providing false information, unauthorized use of computers, theft and destruction of property, and unauthorized possession of tests and other materials. Steps taken in response to suspected violations may include a discussion with the instructor, an informal meeting with the dean of the college and a hearing before the Academic Dishonesty Hearing Board. Students who are found to have violated the Code will ordinarily be assigned the grade F by the instructor and may face other sanctions. The complete Academic Code of Honesty is available in the deans' offices, in the Student Handbook and on the Web at [www.scranton.edu/student\\_handbook](http://www.scranton.edu/student_handbook).

### 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 policies, 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. Curricular changes, however, 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, academic department, or program shall inform all students affected by the change. Students can appeal issues related to the application of policies, rules, and requirements, including changes thereto, to the dean of their college.

The University reserves the right to take appropriate disciplinary action in the case of any student who conducts himself or herself in a manner that is contrary to the standards of the University. These standards (particularly in the area of academic integrity) are given clear expression in the University's Academic Code of Honesty published in the faculty and student handbooks of the University. The University also reserves the right to modify admissions requirements, to change tuition and fee charges, and to change the semester schedule of courses.

### Degree Requirements

All students beginning the first term of their undergraduate degree/certificate program (matriculating) at The University of Scranton in the 2009-10 academic year are thereafter governed by the curricular policies stated in this catalog. Requirements for majors are those in effect when a major is formally declared and approved. First-year students admitted in 2009-10 will follow the general education requirements of this catalog.

A degree represents the successful completion of the entire undergraduate curriculum, including general education requirements, cognates, basic skills courses and electives, as well as major requirements. Students graduating with multiple majors receive a single degree.

In order to earn a bachelor's degree from The University of Scranton students must:

- complete all the courses prescribed in the curriculum table of the major;
- complete at least 63 credits at The University of Scranton, including the last 30 credits of their degree program;
- earn a minimum 2.00 overall grade point average; and
- remove all failures in required courses. (See "Graduation Procedures and Commencement" for additional information.)



In cases where students do not maintain a 2.00 grade point average in required courses, their respective dean may take one of the following actions:

- place the student in a goal attainment semester for students determined to raise the grade point average and remain in the major;
- place the student in an exploratory semester for students wanting to explore possible new majors; or
- grant permission to change to a new major if the department of the new major approves the requested change.

In all cases, students must either meet the standard in the original major or change to a new major within two semesters (in the case of part-time students, within 30 credits). Students who remain in the “Goal Attainment” and/or “Exploratory” semester programs for more than two semesters will be subject to dismissal by their dean.

### **Number of Hours in a Semester and Special Terms**

The University of Scranton constructs its academic calendar in compliance with the minimum standards for class meeting time established by the Commonwealth of Pennsylvania Department of Education.

The current Commonwealth of Pennsylvania Department of Education guidelines establish that a credit hour shall consist of 14 hours of classroom instruction per semester or term, exclusive of registration, final examinations and holidays. For alternative instructional and delivery modes such as laboratory instruction, independent study, readers, thesis, clinical and practicum experience, telecommunication and Web instruction, and special off-campus initiatives, a credit hour shall represent an instructional unit equivalent to a minimum of 14 hours of classroom instruction, exclusive of registration, final examinations and holidays.

A semester shall consist of 14 weeks of instruction exclusive of registration, final examinations and holidays. A special or compressed term shall meet a number of hours per credit equivalent to a semester but in a compressed or extended timeframe, as determined by the Registrar in consultation with the Provost.

### **Communication of Information: Statement on the Expected Student Use of The University of Scranton E-mail Account**

When students are admitted to The University of Scranton, a University e-mail account is created for them. All electronic communication from the University is directed exclusively to the University’s electronic mailbox. Students are expected to access their University e-mail account on a weekly basis; however, daily access is recommended to stay abreast of important, time-sensitive information. University departments and faculty routinely will use email to communicate important campus, academic program and course information.

Information on how to access the network and e-mail is regularly distributed to new students by the Information Resources Department. For more information on how to access your University of Scranton e-mail account, visit the Information Resources Web site at <http://matrix.scranton.edu/informationresources/irpolicies.asp>. If you encounter problems accessing your e-mail, contact the Help Desk at (570) 941-4357.

### **Course Numbering System**

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

- 100-199** .....Introductory courses
- 200-299** .....Lower division courses
- 300-399** .....Upper division courses
- 400-499** .....Advanced undergraduate courses
- 500 and above** ....Graduate courses

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

Categories in which courses are offered are indicated according to the following system:

- \_\_\_00 – \_\_\_79**    Courses available for general education, majors, minors, concentrations and cognate. Refer to

	course descriptions and specific program requirements for details.
___80 – ___81	Practicum, Internship or Co-op courses
___82 – ___83	Independent study
___84	Special topics
___85 – ___89	Honors courses
___90 – ___92	Seminars
___93 – ___94	Research
___95 – ___96	Travel courses
___498 – ___499	Thesis

Labs are indicated by an (L) following the number of the corresponding lecture courses. Courses in the Special Jesuit Liberal Arts Program are indicated by a (J) following the course number; those in the Honors Program are indicated by an (H) following the course number.

## Course Schedule Changes

### *Dropping and Adding Courses*

Students may add courses anytime between the initial registration period and the fifth class-day from the start of a fall or spring semester or the second class day of intersession and summer terms. Students who wish to drop one or more courses, but who plan to continue attendance in at least one other course during the term, need to secure their dean's permission. A dropped course is not reflected on a student's transcript. The last day to drop a course is usually the thirty-first calendar day of a semester and the fourth calendar day of intersession and summer terms; specific dates are published in the official University academic calendar. A refund schedule for dropped courses applies to students paying on a per-credit basis or completely withdrawing from the University. Under this schedule, the last day for 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 shorter terms; the refund schedule dates are published in the University's academic calendar.

### *Withdrawal from a Course*

After the end of the period to drop a course without having it reflected on the transcript,

students may still withdraw from a course until the published deadline and receive a W grade on their transcript. In all cases, students should first discuss the matter with the course instructor.

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 have a Schedule Change Form signed by their instructor and dean. Students who wish to withdraw from their last course(s) must submit the Complete Withdrawal/Leave of Absence Form. In either case, the forms are available through the Registrar's Office, the academic advising centers, academic department chairpersons' offices, and the College of Graduate and Continuing Education. The completed forms must be submitted to the Registrar's Office or, in the case of adult undergraduate students, to the College of Graduate and Continuing Education by the withdrawal deadline as indicated in 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. Failure to withdraw officially from a course will result in a failing grade.

## Courses Taken as Readers and Independent Studies

The purpose of reader and independent study courses is to enable University of Scranton students in good academic and disciplinary standing to pursue a course of study that meets one of the following descriptions.

*Readers* are study experiences that replicate courses listed in the catalog and are offered to one or, less frequently, two students. These offerings are limited to meeting acute student programmatic need, as identified and accepted by the dean, and are not meant to be offered routinely. These courses are designated with the actual course number appearing in the undergraduate catalog.

*Independent Studies*, experiences provided to academically successful students, are specially designed learning experiences and are not offered in the normal course listing. These experiences may be non-honors courses that, like honors tutorials, are based on a set of readings, discussions, and writing assignments; they may be based on experimental work; or

they may involve intensive research activity. These specially designed courses are designated with numbers ending in \_82 or \_83.

Readers and independent studies may not ordinarily be used to fulfill general education requirements. Students may take no more than one reader or independent study per term and no more than one reader or independent study per year, on average, during the course of their degree programs. Readers and independent studies are to be taken for the same number of credits as are granted similar courses in the discipline in which the reader or independent study is offered. Readers and independent studies may not ordinarily be used to repeat failed courses. Readers and independent studies intended for the major, minor, and cognate are graded under the normal grading mode (A, A-, B+, etc.) unless excepted by the student's dean; other readers and independent studies usually are graded under the Credit/No Credit grading mode ("CS: Credit Satisfactory" for grades equivalent to C or higher; "CD: Credit Deficiency" for grades equivalent to C-, D+, and D; "NC: No Credit" for grades equivalent to F). 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. The completed Reader and Independent Study forms should be submitted to the Registrar's Office or the College of Graduate and Continuing Education by the last day to add courses as published in the University academic calendar. A fee of \$60 per credit in addition to the normal tuition will be charged. Readers and independent studies are not available to visiting students.

Faculty conducting independent study courses will provide the dean's office with a copy of the syllabus, reading lists, and examinations used in the independent study. Normally, faculty are limited to mentoring no more than two students per semester in any combination of readers, independent studies, and honors tutorials. Exceptions to this limitation can be made by the Dean for programmatic reasons or in response to course cancellations.

## **Enrollment Status and Attendance Policy**

To be considered a full-time student, undergraduate students must be registered for at least 12 credits in any given term or semester, regardless of the number of credits remaining to complete degree requirements.

Students are expected to attend all scheduled meetings of courses in which they are enrolled. Students are 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.

## **Final Examination Conflicts**

When a student has three or more examinations scheduled on the same day, according to the examination schedule issued by the Registrar's Office, the student can decide whether to take all three examinations on the same day or to have one rescheduled. If the student wishes to have one of the three examinations rescheduled, the examination with the lowest priority will be rescheduled. Order of priority: (1) major course, (2) cognate course, (3) elective course.

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.

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

## **Grading System**

Final grades are determined by faculty for all registered students at the completion of each fall and spring semester, as well as interim terms, according to the grading scheme defined in this section. Final grades are submitted by faculty through the authorized grading system designated by the Registrar's Office and are recorded on the permanent transcript of academic record for each student. Grades are available to each student through their confidential account in the University Information System (UIS), accessed

through the my.scranton portal, after the grade submission deadline published in the academic calendar.

In addition, freshmen receive mid-semester grades at the mid-point of each fall and spring semester to provide feedback about their performance in their current courses to that point in time. Sophomores, juniors, and seniors receive mid-semester grades only if their performance is deficient (grade of C- or less) to that point in time. Mid-semester grades enable students to gauge if remedial or other actions, such as course withdrawal, are warranted. Mid-semester grades are temporary indications of performance and are not recorded on students' academic transcripts.

### **Primary Grades**

- 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)

### **Additional Grading Codes**

- W Withdrew officially; deadline is one month before the last day of classes for the semester
- I Incomplete – notes a course not completed due to illness or other serious reason; to remove this grade students must satisfy all course requirements by mid-point of the following semester or the grade will be converted to an F
- IP In Progress – must be removed by the last day of the following semester (normally for honors and thesis courses only)
- S Satisfactory – not calculated in grade point average (GPA)
- U Unsatisfactory – equivalent to failure; not calculated in GPA
- AU Audited course not taken for credit; does not count toward degree requirements or in the GPA
- CR Credit by exam
- CS “Credit Satisfactory” – notes a course taken under the “credit/no credit” option in which a grade of “C” or higher is earned;

counts in hours earned toward degree but not in GPA

- CD “Credit Deficiency” – notes a course taken under the “credit/no credit” option in which a passing grade less than C (C-, D+, D) is earned; counts in hours earned toward degree but not in GPA
- NC “No Credit” – notes a course taken under the “credit/no credit” option in which a passing grade is not earned; does not count toward hours earned toward degree and does not count in GPA
- NG No grade assigned; converts to F if not resolved by midpoint of following semester
- TC Transfer credit – counts in hours earned toward degree but not in GPA

### **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.

### **Repeat of Course**

Special permission is not needed to repeat courses at The University of Scranton. 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 grade point average with the exceptions that a W, I, IP, AU or NG grade cannot replace another grade; (4) each attempt to complete a course will be reported on the student's transcript even though the credits of the earlier attempts do not count in the cumulative grade point average (e.g., a course with a grade of F will continue to appear on the transcript even after the course has been repeated with a passing grade, although the credits from the initial failed attempt will not be used in the calculation of the cumulative GPA).

The earlier attempt(s) (with the exception of W, I, IP, AU or NG) will be denoted on the

transcript by an “E,” meaning that the course grade has been “Excluded” from the earned hours and GPA calculations. The latest attempt (with the exception of W, I or NG) will be denoted on the transcript by an “I,” meaning that the course grade has been “Included” in the earned hours and GPA requirements.

### ***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 reviewed by the dean's office within one month from the time the original grade was available to the student.

### **Grade Point Average (GPA)**

A standard used in judging a student's performance is the grade point average (GPA). The value of each semester hour of credit earned is determined as follows: **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 3-credit course with a grade of A yields 12 quality points; a B yields 9; a C yields 6.

The GPA is computed by dividing the total number of quality points earned by the total of grade point average credit hours. For example, 15 GPA 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 grades of F as well as A, A-, B+, B-, C+, C-, D+ and D. The grade designations of AU, CD, CR, CS, I, IP, NC, NG, S, W, TC and U do not count toward the GPA. This grade point average applies only to courses taken at The University of Scranton. Grades from other institutions are *not* computed into students' grade point average with the exception of those earned at Marywood University through The University of Scranton/Marywood University cross-registration agreement.

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 Latin honors at graduation are determined. See “Graduation Honors.”

## **Grades with Distinction**

### ***Dean's List***

To be eligible for the Dean's List, full-time students must earn 12 or more credit hours that count toward the semester GPA (credit hours of AU, CS, CD, I, IP, NG, S and W grades are not counted toward this requirement). Part-time students (students registered for fewer than 12 credits) must earn at least 6 credit hours that count toward the semester GPA to be eligible for the Dean's List. Of the eligible students, those who earn a 3.50 or higher semester GPA and no grade of D+, D, F, CD, NC, I, NG or U are named to the Dean's List for that semester. (*Note:* Honors Program IP grades do not prevent eligibility for Dean's List.) Students placed on the Dean's List will have this distinction indicated on their transcripts. A student's GPA will be recalculated when the last temporary grade (I, NG) is replaced by a final grade. If this new GPA meets the above standard, the student will be placed on the Dean's List. Dean's List designations apply to fall and spring semesters only.

### **Grade Option: “Credit/No Credit”**

The “credit/no credit” option is designed to encourage students to take courses of interest but outside their concentrated areas of study. Courses used to fill free elective and free cognate requirements are eligible to be taken with this option. Courses taken under the “credit/no credit” option count toward the accumulated credit hours for the degree, but they are not included in the grade point average calculation.

Students with a cumulative GPA of 2.67 or greater who have accumulated at least 60 credits toward their degree may elect to take some courses on a “credit/no credit” basis. Students may apply for the “credit/no credit” option by seeking approval from their dean's office and filing the completed forms with the registrar by the end of the second week of the semester (or by the second day of summer sessions and intersession). The option cannot be reversed after the fourth week of class (or the fourth day of summer sessions and intersession). Courses used to fulfill general education

requirements, courses in the major and cognate, as well as courses in a minor or concentration, and those used to fulfill requirements in the Honors, SJLA and Business Leadership programs may not be taken under the “credit/no credit” option. Students may take no more than a total of four courses under this option, and no more than one per semester (other than internships, practicums, or physical education courses). Students receive the following transcript notations under the “credit/no credit” option: A grade of C or higher yields a CS (credit satisfactory) notation; a passing grade less than C (C-, D, D+) yields a CD (credit deficiency) notation; a grade less than passing (F) yields an NC (no credit) notation.

## Grade Difficulties: 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; students who do not remove themselves from probation after one semester are subject to dismissal, unless excepted by the appropriate dean. Students who receive an F while on probation are also subject to dismissal, as are students who incur two F's in one semester, or who accumulate three F's that have not been successfully retaken. Probationary status may be removed through adequate achievement in summer school or intersession at The University of Scranton.

The student's dean has the option to stipulate the maximum number of credits for which a student may register during the semester while on probation, and this may be less than the maximum of 18 credits which apply under normal conditions. Students on academic probation are ineligible for participation in extra-curricular activities without the written approval of their moderator, academic advisor and dean.

Students placed on academic probation for a second semester may not participate in any extracurricular activity until such time as they are formally removed from academic probation.

University policy prohibits students dismissed from another institution or a college of the University from registering for courses in any of the colleges of the University in the semester following dismissal.

## Graduation Procedures and Commencement

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), or spring graduation (graduation date coincides with the annual Commencement exercise). Commencement exercises are held once each academic year at the conclusion of the spring semester; the date is published in the official University academic calendar. Normally students who are certified to graduate in the summer, fall, intersession or spring may participate in Commencement.

Certification of graduation, receipt of a degree, and permission to participate in Commencement are not automatic. Seniors expecting to complete degree requirements in time for spring graduation must make formal application through the Registrar's Office or the College of Graduate and Continuing Education 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.

### *Walker Policy*

Undergraduates who are within 6 academic credits of fulfilling all graduation requirements and are in good academic and disciplinary standing may request to “walk” at Commencement in the spring. They must present to their dean a plan to complete their remaining credits at The University of Scranton during the summer or fall sessions and receive the dean's approval. Students may not participate in a second commencement upon completion of all degree requirements.

## Graduation Honors

To be eligible for graduation and for Latin honors at Commencement, a baccalaureate degree student must have completed a minimum of 63 credit hours of course work at The University of Scranton. *Note:* Latin honors are based upon a student's final cumulative GPA at the completion of the baccalaureate degree program.



- **Summa cum laude:** 3.85 cumulative GPA with a minimum of 45 credits counting in the GPA
- **Magna cum laude:** 3.65 cumulative GPA with a minimum of 45 credits counting in the GPA
- **Cum laude:** 3.50 cumulative GPA with a minimum of 45 credits counting in the GPA

## **Interruptions in Attendance: Leaves of Absence and Complete Withdrawal**

### ***Leave of Absence***

Students may request their dean's approval for a leave of absence by completing and submitting the Complete Withdrawal/Leave of Absence Form available from the Registrar's Office, academic advising centers, and academic department chairperson offices, and the College of Graduate and Continuing Education. Graduation requirements in effect for students at the time their approved leave begins will remain in effect when they return from their leave under the following conditions:

- They are in good academic and disciplinary standing at The University when their leave begins.
- They may not take courses at another institution without first securing written approval from their dean.
- Their leave is limited to one semester but may be renewed for one additional semester with the written permission of their dean.
- They place their addresses and phone numbers on file in the Registrar's Office (or, for CGCE students, the College of Graduate and Continuing Education) and promptly report any address/ phone number changes to that office.
- They understand that this policy does not bind The University to offer their curricula or major programs, which may have been discontinued or substantially altered during their leave of absence.

Students who interrupt their education without an approved leave of absence must apply for readmission and will be subject to the catalog requirements in effect at the time of readmission. Students on an approved leave of absence must apply for readmission but retain the same requirements they had when

they matriculated if their leaves do not extend beyond a year.

### ***Military Leave Policy***

If a student is called or volunteers for active military duty while attending The University of Scranton, the University will do its best to protect the academic and financial interest of the student within the norms of good academic judgment. The student must meet with the dean of his/her college and provide proof of being called to active duty. The dean, after conferring with the director of financial aid, the treasurer, the student's current faculty, and the student, will decide the course of action. The dean will then process the necessary paperwork and place the student on military leave status. If the student does not concur with the dean's decision, the student may appeal to the provost/vice president for academic affairs. The student is responsible for all room and board and related expenses incurred. Deans must confer with the Financial Aid and Treasurer's Offices before making decisions regarding refunds.

### ***Complete Withdrawal from the University***

Students wishing to drop or withdraw from all of their courses, thereby discontinuing their enrollment, must secure their dean's permission to withdraw from The University. Students should also discuss any questions with their advisor or department chairperson. The form for withdrawal may be obtained in the Registrar's Office, the academic advising centers, academic department chairpersons' offices, or the College of Graduate and Continuing Education. University withdrawal is not official until all signatures required on the Complete Withdrawal/Leave of Absence Form have been obtained and the form is submitted to the Registrar's Office or, in the case of CGCE students, to the College of Graduate and Continuing Education.

Any tuition refund will be determined by the official date of University withdrawal. No grades for the term 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 or the last day to drop courses according to the official University academic calendar. Grades of W 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.

## Readmission to the University

A student who fails to enroll for a semester without an approved 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. Students on an approved leave of absence must apply for readmission but retain the same requirements they had when they matriculated if their leaves do not extend beyond a year.

University policy prohibits students dismissed from another institution or a college of the University from registering for courses in any of the colleges of the University in the semester following dismissal.

A student must apply for readmission to the University through the college in which the intended program of study is housed. The dean of that college (i.e., the readmitting dean) will confer with the student's dean of last attendance at the University, if different from the readmitting dean, to review the student's eligibility status for readmission to the University, and/or review a transcript and the student's file in the Registrar's Office or the College of Graduate and Continuing Education. The readmitting dean may confer with Student Affairs about any disciplinary or mental health issues that might preclude readmission, and if the student was on medical leave, may also require documentation from the health-care provider that the student may now resume their studies.

If the student is requesting readmission into a program other than the one of her/his last attendance, the readmitting dean will confer with the department chair or director of the program to which the student is requesting readmission, when there are program-specific admission requirements. If the student attended another college or university subsequent to her/his last attendance at the University, the student must submit an official transcript from that institution to the readmitting dean before that dean will render a decision on readmission.

The dean will render a decision and inform the student and Registrar's Office. If the dean renders a decision to readmit the student, that

official transcript will then be forwarded to the Registrar's Office or the College of Graduate and Continuing Education for analysis/determination of transfer credit acceptable toward the intended program of study. Pre-permission to take courses elsewhere is valid only if the student continues in the same program, and if there have been no significant curricular changes mandated by relevant certification bodies in the interim that would affect the transfer credit. Transfer courses would need to be reevaluated upon readmission if the student switches programs.

## *Academic Renewal Policy Upon Readmission*

Students who have not attended the University for at least five calendar years may request academic renewal. At the time of readmission, students seeking academic renewal must complete an academic renewal form and may petition their Dean to have up to 16 credit hours of deficient grades removed from their grade point averages (GPA). The deficient courses and their grades will remain on the transcript; they will, however, be excluded from the GPA and earned hours and will not count toward graduation requirements. The courses with excluded grades on the transcript will be designated with an E, and the transcript key will explain that E means the course grade has been excluded from the GPA and earned hours, yielding an amended GPA. A comment also will be added to the transcript indicating that the student received academic renewal and the date.

## Transferring Credits from Other Institutions Once Matriculating at The University of Scranton

Matriculating students in good academic and disciplinary standing at The University of Scranton can transfer in a **maximum of 10%** of the total credits in their program. Transfer students from another institution will be limited to a maximum of 10% of the total credits remaining in their program from the initial point of University of Scranton matriculation. All students must complete at least 63 credits at The University of Scranton, including the last 30 credits.

University of Scranton students who have completed their sophomore year (60 credits) are permitted to take courses 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 (2.0 in a 4.0 grading system) received elsewhere are not transferable to The University of Scranton; no grades from other institutions are computed into the student's grade point average. Transfer credit will be awarded only upon receipt of an official transcript from the transfer institution.

Students must secure the permission of their dean to take courses at another institution. Students may not ordinarily take a course at another institution if they have failed the same course at The University of Scranton; however, exceptions to this policy can be made by the student's dean. Students may get credit for a course only once, regardless of where completed, toward degree requirements, with the exception of some special topics courses if approved.

## Online Courses

Many courses at the University require that students have access to a computer and the Internet for assignments, research, discussion groups, etc. The University provides each student with an account number and there are computer labs on campus for student use.

In addition, a number of faculty are using Angel to support or to teach the entire course. Angel is the standard university Web-courseware tool that enables an instructor to supplement a course with online materials and activities, or to deliver a course solely online.

Angel contains modules for announcements, course documents, online tests/quizzes, discussion board, chat and assignments.

At The University of Scranton, Angel is also used to deliver courses solely online. The class documents are posted on the web and the students are responsible for submitting the assignments using the provided tools in Angel. There are virtual office hours via the chat room when the instructor can communicate with one or several students simultaneously.

To find out more about Angel, the computer equipment you need, and what you need to know before taking an online course, visit The University's Angel page located at [www.scranton.edu/angel](http://www.scranton.edu/angel).

## Student Rights and Confidentiality of Information

The University of Scranton recognizes the privacy rights of individuals who are or who have been students, as guaranteed by the Family Educational Rights and Privacy Act (FERPA) of 1974. No information from educational records, files, or other data directly related to a student shall be disclosed to individuals or agencies outside The University without the express written consent of the student. Except where prescribed by law, information regarding a student's education record may not be disclosed to a parent, guardian or spouse without the student's written authorization on file in the Office of the Registrar or in the College of Graduate and Continuing Education.

FERPA does authorize the University to disclose information without consent to school officials with legitimate educational interests who need to review an education record in order to fulfill their professional responsibilities. The following people or agencies are also allowed access to records without consent: persons or companies with whom The University has contracted (such as attorneys, auditors or collection agents); students serving on official committees (such as disciplinary or grievance committees) or assisting school officials in performing their tasks; persons or organizations to whom students have applied for financial aid; persons in compliance with a lawful subpoena or court order; and persons in an emergency in order to protect the health or safety of students or other persons.

The University considers the following to be public information that may be made available, at its discretion, without prior consent of the student:

- Name
- Former name(s)
- Address (local and permanent)
- Telephone number (campus/local and permanent)
- Date and place of birth
- Photograph
- Major field of study
- Participation in officially recognized activities and sports
- E-mail address
- Dates of attendance
- Enrollment status

- Campus employment
- Class level
- Expected/actual date of graduation
- Degrees, awards, academic honors
- Weight and height of members of athletic teams

Students who wish to prevent the public disclosure of any or all the above information may complete and submit a request to the Office of Student Affairs, Registrar's Office or the College of Graduate and Continuing Education (graduate and adult undergraduate students). Request forms are available from any of the preceding offices.

A directory of names, addresses and telephone numbers of students is promulgated by The University at the beginning of the fall semester. Students who do not wish to be listed in the campus directory must notify the University by the end of the first week of classes in the fall semester.

FERPA affords students the right to inspect and review their educational records within 45 days of the day The University receives such requests. Students should submit to the Registrar or other appropriate official written requests that identify the record(s) they wish to inspect. University officials will make arrangements for access and notify requesting students of the time and place where their records may be inspected.

Students have the right to request the amendment of any educational records that they believe are inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record that they want changed, and specify why they believe it is inaccurate or misleading. If The University decides not to amend the records as requested, The University will notify students of the decision and advise them of their right to appeal the decision and the process that must be undertaken to do so.

For more information regarding FERPA, please contact the Office of the Registrar, Room 301, St. Thomas Hall. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by The University of Scranton to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office,

U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

In addition, The University of Scranton complies with the Student Right-to-Know Act by providing graduation rate information to current and prospective students upon request. Graduation rate information may be obtained by contacting the Registrar's Office or the Office of Admissions.

## Degree Programs

The University offers the following degree programs for the undergraduate student. Consult departmental listings for details.

### Majors

#### *Bachelor of Arts*

Classical Languages  
Communication  
English  
French  
German  
Hispanic Studies  
History  
Individualized Major (CAS)  
International Language-Business  
Philosophy  
Theatre  
Theology/Religious Studies

#### *Bachelor of Science*

Accounting  
Biochemistry  
Biochemistry, Cell and Molecular Biology  
Biology  
Biomathematics  
Biophysics  
Business Administration  
Chemistry  
Chemistry-Business  
Chemistry-Computers  
Community Health Education  
Computer Engineering  
Computer Information Systems  
Computer Science  
Counseling and Human Services  
Criminal Justice  
Early Childhood (PreK-4) Education  
Economics  
Electrical Engineering  
Electronic Commerce  
Electronics-Business

Environmental Science  
Exercise Science  
Finance  
Forensic Chemistry  
Health Administration  
Human Resources Studies  
Individualized Major (CAS)  
International Business  
International Studies  
Liberal Studies\*  
Management  
Marketing  
Mathematics  
Media and Information Technology  
Medical Technology  
Middle School (Grades 4–8) Education  
Neuroscience  
Nursing  
Occupational Therapy†  
Operations Management  
Physics  
Political Science  
Psychology  
Secondary Education  
Sociology

### ***Associate in Arts\****

### ***Associate in Science\****

Business  
Computer Engineering  
Computer Information Systems  
Criminal Justice  
Electrical Engineering  
Health Administration  
Human Services  
Political Science  
Sociology

### **Minors**

Minors, which require a minimum of 15 hours, are currently available in the following fields. Courses counted toward a major may not be counted toward the first 15 credits of a minor. However, courses counted toward a cognate or general education courses may be used to fulfill minor requirements.

Accounting  
Accounting Information Systems  
Art History  
Biochemistry  
Biology

Business  
Chemistry  
Coaching  
Communication  
Computer Information Systems  
Computer Science  
Counseling and Human Services  
Criminal Justice  
Economics  
Electronic Commerce  
English  
Finance  
Health Administration  
History  
Human Resources Studies  
International Studies  
Leadership  
Management  
Mathematics  
Music History  
Operations Management  
Philosophy  
Physics  
Political Science  
Psychology  
Sociology  
Theatre  
Theology/Religious Studies  
World Languages and Cultures  
Writing

### **Concentrations**

A concentration is a defined curricular program of study offered through the collaboration of faculty from two or more academic departments or disciplines. A concentration requires a minimum of 15 credit hours.

Opportunities for concentrations are described in the departmental sections.

Catholic Studies  
Environmental Studies  
Human Development  
Italian Studies  
Judaic Studies  
Latin American Studies  
Nutrition Studies  
Peace and Justice Studies  
Women's Studies

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\* Available through the College of Graduate and Continuing Education only.

† Students entering the Occupational Therapy program will earn a B.S. in Health Sciences after completing the first four years of a five-year program and a Master of Science degree in Occupational Therapy after completion of the fifth year.

## Special Programs

### Combined Baccalaureate/ Master's Degree

Undergraduate students of the University with outstanding undergraduate records may be eligible to be accepted and dually enrolled in a master's degree program prior to graduation. A student who has achieved an overall grade point average of 3.5 after 64 semester hours, 3.4 after 80 semester hours, 3.3 after 96 semester hours, or 3.2 after 112 semester hours (with at least 32 graded hours at the University) may apply for early admission to a master's degree program through the Combined Baccalaureate/Master's Degree Program. Master's degree programs that accept Combined Baccalaureate/Master's Degree students and details of those programs are found in the section on the College of Graduate and Continuing Education.

### Doctoral Program

The University offers a Doctor of Physical Therapy. This online degree program is offered to all qualified, master's-educated physical therapists. Further information is available in the *Graduate Studies Catalog*.

### Double Major

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. Students must secure written permission from the appropriate dean and the two pertinent departmental chairs. Students pursuing a second major are required to complete all major and required cognate courses and any general education courses that are explicitly required as part of the second major. The remainder of the credits in the General Education area need not be repeated. 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 that are not counted as part of the first major. Students completing double majors receive only one degree and diploma.

### Faculty/Student Research Program

The Faculty/Student Research Program (FSRP) gives students an opportunity to be involved in faculty research. Students in all

fields can participate. They engage in a variety of activities ranging from relatively routine tasks to more sophisticated research.

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

To participate in the program, students must identify a faculty sponsor with whom they want to work. This can be done either by talking to individual faculty members directly about their research interests or by consulting the FSRP Directory, which 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, St. Thomas Hall 467, (570) 941-6301.

### Fellowship Programs

The Office of Fellowship Programs, located in St. Thomas 312, assists students preparing to make application for national and international awards, including, among others, the Truman, Mellon, James Madison, National Science Foundation, Goldwater, Soros, Churchill, Marshall, and Rhodes Scholarships. The University Director of Fellowship Programs advises students with outstanding academic records in the identification of appropriate fellowships and scholarships. Members of the Matteo Ricci Society, including the directors of the Undergraduate Honors Program, the Special Jesuit Liberal Arts Program, and the Business Leadership Program, as well as the faculty advisors for the Truman, Goldwater, Fulbright, and National Science Foundation, provide guidance and support to the Fellowships Office.

### International Education

In fulfillment of our mission as a Catholic and Jesuit institution, The University of Scranton is committed to building a diverse international institution that serves the needs of an increasingly interdependent global community. We strive to create a welcoming and richly diverse campus with a strong commit-



ment to international education and fellowship of the human family.

The University of Scranton has a solid international education record. To date, nearly 1,500 University students from nearly every major have studied in 53 countries and on every continent but Antarctica. Our faculty, administrators and staff hold degrees from 135 different universities in 26 countries on five continents. International students have been attending the University since 1946. At present, students from 30 different countries are enrolled in either the undergraduate or graduate schools.

### ***International Programs and Services Mission Statement***

The International Programs and Services (IPS) office promotes the University's mission by facilitating the integration and acculturation of international students and scholars, as well as by promoting initiatives such as study abroad, scholar exchanges, international internships, global partnerships and service learning programs. Reaching out to the entire campus community our services are designed to encourage and foster understanding and appreciation of diverse cultures, as well as to help prepare our students for successful participation and leadership in a global society. We invite you to visit us to learn more about how we are building bridges to promote intercultural understanding, global competency and fellowship in our interconnected world.

### ***Studying Abroad***

The University of Scranton provides opportunities for students to continue their studies at other universities around the world. IPS provides one-stop shopping for students interested in studying abroad. The office encourages students who have an interest in gaining global experiences to stop by early and often in their academic career. Experts will help students identify study abroad options, provide academic advising, process applications, and provide comprehensive pre-departure services.

The University works closely with institutions around the world and is committed to working with the individual student to identify the study abroad site that is best for them. In many cases, adjusted financial aid packages and University of Scranton scholarships may be used while studying abroad.

### ***International Students and Scholars***

IPS ensures the smooth integration and adjustment of international students and scholars into the University community; ensures compliance with immigration regulations for the University; facilitates relocation of international students and scholars to the Scranton area; provides guidance, counseling and mentoring; and creates opportunities for international students and scholars to become valued and productive members of the community.

### ***International Programming***

IPS sponsors a variety of internationally focused activities and programs during the academic year such as International Education Week and International Women's Week. Faculty and student discussion groups that focus on pressing global issues and events are held in the IPS International Center. Additionally, IPS hosts weekly language and culture sessions designed to give students and faculty the opportunity to develop new linguistic skills or hone the language they have. IPS also sponsors a Family Friendship Program that connects international students with families in the local community. Through the Global Ambassador Program, American students who have studied abroad and international students visit classrooms in local schools and the University to discuss aspects of their experiences and culture.

### ***Internship Programs***

The University's commitment to internships as an integral part of the educational process is strong. Internships give students opportunity to reflect upon, analyze and critique their experiences in ways that demonstrate their ability to integrate what they have learned in the classroom with what they are learning in the field.

Credit-bearing internships are available to students in many majors. For specific information on such internships, students should contact their academic advisors to complete an internship application, which includes a set of clearly defined objectives, internship responsibilities and an assessment plan. Credit-bearing internships are co-supervised by a faculty member and an on-site supervisor.

Non-credit-bearing internships are also available. They are less structured and do not

necessarily relate to specific course work. Students wishing to participate in the non-credit-bearing Career Experience Program should contact Career Services at (570) 941-7640 to schedule an appointment with a counselor.

## Second Degrees

Persons with good scholastic records and baccalaureate degrees from regionally accredited institutions, who wish to earn second baccalaureate degrees, must apply to the College of Graduate and Continuing Education.

## Service Learning

The Panuska College of Professional Studies, in keeping with the missions of this University, is committed to a program of service-learning, which provides a link between civic engagement and academic study. Students learn and develop by participating in thoughtfully organized service that is conducted in and meets the needs of the community. Service-learning is integrated into and enhances students' academic curriculum by providing structured time for students to reflect on the service experience. The service experience is an effective strategy for achieving enrichment and introducing the student to the academic, social and civic needs of diverse groups of people. Through this program, students in the Panuska College of Professional Studies complete service-learning experiences as a requirement for graduation.

Several courses in the College of Arts and Sciences also include a service-learning requirement.

## Special Sessions

The University of Scranton annually offers Intercession in January and several summer sessions to allow students to accelerate their degree programs or to make up courses that may not have been completed during the regular semesters.

## Student/Faculty Teaching Mentorship Program

The Student/Faculty Teaching Mentorship Program offers advanced students the opportunity to assist and be mentored by faculty in the teaching of selected courses. Together, they will craft the mentoring experiences that

best fit the pedagogical requirements of the relevant course.

There is no fee assessed for this non-credit experience. While students do not receive academic credit or a grade, they do receive transcript recognition. The program is open to all undergraduate and graduate students in good academic standing.

For more information about the program, please contact the Center for Teaching and Learning Excellence, 5th Floor, Harper-McGinnis Wing, St. Thomas Hall, (570) 941-4038.

## Three-Year Bachelor's Degree

The University of Scranton's curriculum and academic calendar allow qualified students to attain their bachelor's degrees 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 credits 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. The presumption is that 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 Director of Admissions should be consulted with respect to this. Details on the special Scranton Preparatory/University Seven Year (4-3) High School-College Degree Program are available from the Dean of Studies at Scranton Preparatory.

## University of Scranton/Marywood University Cross-Registration

Full-time undergraduate students who are in good standing and have completed 30 credits at The University of Scranton may

take two Marywood University courses (equivalent to 6 credits) during the calendar year (January to December) on a space-available basis and with the approval of their advisor and dean. Part-time students who are in good academic standing and have completed 30 credits at The University of Scranton may take one Marywood course for every five Scranton courses, for a maximum of six Marywood courses, on a space-available basis and with the approval of their advisor and dean.

## Programs of Excellence

### Special Jesuit Liberal Arts Honors Program (SJLA)

Rev. Ronald McKinney, S.J., Ph.D., *Director*

Available by invitation to incoming freshmen, the Special Jesuit Liberal Arts Honors Program provides an alternate way of fulfilling 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 that University 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 the Western classical and Christian heritage;
2. An ability to apply logical, systematic, and critical reflection to 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 extracurricular and service activities on campus if they wish to remain in SJLA. Many participants also study abroad, earn a double major in philosophy, and join the Honors Program if they apply and are accepted during their sophomore year. Above all, participants are expected to seek out and interact with

their professors and other students in this community of learning, which is under the direction of Rev. Ronald H. McKinney, S.J.

SJLA students are eligible to apply for the Christopher Jason Perfilio Memorial Scholarships, awarded each year since 1995.

### Course Descriptions

**PHIL 120J** 3 cr.

#### Introduction to Philosophy

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** 3 cr.

#### Ethics

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** 3 cr.

#### Metaphysics

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** 3 cr.

#### The Trivium

Via numerous writing projects and speeches 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** 3 cr.

#### Philosophy of Conscience

Studies the role of conscience in moral judgment and considers its metaphorical and narrative elements. Explores the difference between clarity and community, truth and wisdom, principle and prudence as we study possible links between conscience, reason, eros, imagination and education in some of the works of Plato, Kant and Marx.

**PHIL 412J** 3 cr.

#### (B,D) Art and Metaphysics

The course utilizes the work of Martin Heidegger as well as several contemporary American novels to explore the philosophical problem of nihilism as it manifests itself today in the relationship

## SJLA Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
First Year	MAJOR/COGNATE	Major/Cognate	6-9	6-9
	LANG	Modern or Classical Language	3	3
	PHIL 120J–210J	Intro. to Philosophy–Ethics	3	3
	T/RS 121J–ELECT	Theology I–Elective	3	3
	FSEM–PHED	INTD 100–Physical Education	1	1
			16-19	16-19
Second Year	MAJOR/COGNATE	Major/Cognate	9-12	9-12
	ELECT–T/RS 122J	Elective–Theology II	3	3
	PHIL 217J–311J	Trivium–Metaphysics	3	3
	PHED	Physical Education	1	1
			16-19	16-19
Third Year	MAJOR/COGNATE	Major/Cognate	9	9
	ELECT–HUMN 311J	Elect–Masterworks I	3	3
	INTD 110J–ELECT	The Jesuit Magis–Elective	3	3
	PHIL 322J–PHIL 419J	Philosophy of Conscience–East & West	3	3
			18	18
Fourth Year	MAJOR	Major	6	6
	ELECT	Elective	3	3
	PHIL 412J–413J	Art & Metaphysics–End of Philosophy	3	3
	HUM 312J–ELECT	Masterworks II–Elective	3	3
			15	15
TOTAL: 130-142 CREDITS (depending on major)				

between modern technology and art. Special attention is given to modern architecture.

### PHIL 413J 3 cr.

#### The End of Philosophy

The title of this SJLA capstone course refers to its three objectives. These are: (1) to complete and unify SJLA coursework in philosophy, (2) to clarify philosophy's purpose or goal, and (3) to interpret contemporary anxiety about the end of the philosophical tradition.

### PHIL 419J 3 cr.

#### (D) Philosophy East and West

This course brings non-Western philosophy and philosophers into a dialogue with Western philosophy and philosophers on major philosophical topics.

### T/RS 121J 3 cr.

#### (P) Theology I: Introduction to the Bible

A survey of central texts and themes of the Bible. Its purpose is to develop biblical literacy as well as skills in interpreting various literary forms and key theological concepts.

### T/RS 122J 3 cr.

#### (P) Theology II: Introduction to Christian Theology

(Prerequisite: T/RS 121) A survey of key Christian themes: creation, Christ's incarnation

and redemption, the Church and sacraments, Christian personhood, and the practice of prayer, virtue, and hope for the future.

### INTD 110J 3 cr.

#### The Jesuit Magis

The purpose of this course is to teach students how to coordinate several themes into an integral whole: Jesuit commitment to faith and justice, in terms of the *Magis*; service to others as a concrete response to social analysis, complemented by guided reflection upon the experience of service.

### HUM 311J-312J 6 cr.

#### Masterworks I-II

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.

### Electives and Exemptions

SJLA's five or six elective (beyond the two-semester language requirement) credits are intended to be used toward courses in math, computer literacy, and the natural and social sciences. There are always exemptions made to ensure that everyone takes at least 130 credits but no more than a credit-heavy major requires. Special exemptions may also be possible for

those participating in foreign study, in Honors, or in a difficult double major or minor.

## Honors Program

Joseph E. Kraus, Ph.D., *Director*

The Honors Program supports The University of Scranton's tradition of excellence and its dedication to freedom of inquiry and personal development. It challenges outstanding students with a rigorous education that stresses independent work and intense engagement with faculty and other Honors students both in and out of the classroom. The individualized attention and freedom to explore provided by the program aim to increase students' intellectual skills, self-reliance and personal accountability.

The Honors curriculum conforms with and enriches existing University course requirements. It also supports students as they move into increasingly sophisticated work. Writing-intensive, discussion-based Honors courses, which vary from year to year, satisfy general education requirements. Honors tutorials both in and out of a student's major intensely engage students with texts on an individually directed basis. The junior seminar provides opportunities for students to lead and participate in discussions of books on a wide range of contemporary issues. A student's work in the Honors Program culminates in a year-long senior project. The student may propose either a research or a creative project for this significant piece of independent work. Students present the plans for this project to their peers in a senior seminar and defend the completed project before their mentor and two other faculty members. The final version of the project is catalogued in the Weinberg Library.

### Requirements

Honors Students must take one course, three tutorials and two seminars; they must also complete a year-long, 6-credit project. Honors courses count toward general education requirements. Honors tutorials count toward major, minor, cognate or general education requirements. Students may take up to five tutorials. Those who participate in all three programs of excellence (Honors, SJLA, Business Leadership Program) or who spend a full year abroad have the option of completing

## Honors Program Schedule

### Second Year

*Fall:* Application

*Spring:* Honors Course

### Third Year

*Fall:* 1 or 2 tutorials

*Spring:* 1 or 2 tutorials; HONR 387H: Junior Honors Seminar

### Fourth Year

*Fall:* Honors Project; HONR 489H: Senior Honors Seminar

*Spring:* Honors Project; Defense of Project

only two tutorials, one in the student's major and one out of the major or in a second major.

There is no extra charge for Honors work. Honors courses, tutorials and projects carry only ordinary tuition. Honors seminars, the only Honors work that does not satisfy ordinary graduation requirements, carry no tuition charge. Honors students may take between 12 and 21 credits in their third and fourth years at the flat rate.

### Admission to the Honors Program

Applications are accepted every fall from those students who have at least 18 hours of college credit and who expect to graduate after three more years of work at the University. Applicants must ordinarily have at least a 3.3 GPA; a minimum of a 3.5 GPA (cum laude) is required for graduation in the program. The number of spaces in the program is limited, and admission is based on the applicant's high school and college records, SAT scores, application, recommendations, and interviews. For further information contact Dr. Joseph Kraus, Director of the Honors Program.

### Course Descriptions

No Honors Program courses may be taken on a Pass/Fail basis.

**NSCI 208H** 3 cr.

#### (E,W) Science of the Day

An in-depth review and analysis of current developments in science and technology. Topics will be selected from various current periodical and media sources. The scientific, social and political context of each will be discussed.

**T/RS 242H** 3 cr.

#### Christian Ethics and Public Health

This course will explore one contemporary social and medical issue – the need for a functioning

public health apparatus – and the ethical implications of an adequate public health system. The framework of the ethical analysis is Christian social ethics, especially Catholic Social Teaching as it understands “Common Good.”

**HUM 286H** 3 cr.  
**(C,W) Victorian Studies**

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

**DEPT 385H-389H** 3 cr. each  
**Honors Tutorial**

An exploration of a topic on an individually directed basis.

**HONR 387H** 2 cr.  
**Junior Honors Seminar**

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

**DEPT 487H-489H** 6 cr. total  
**Honors Project**

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

**HONR 489H** 1 cr.  
**Senior Honors Seminar**

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

## Business Leadership Program

Robert L. McKeage, Ph.D., *Director*

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 Kania 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

## Business Leadership Program Schedule

### Third Year

*Fall:* BLDR 351: Principles of Management I, BLDR 385: Business Leadership Seminar #1  
*Spring:* BLDR 355: Business Ethics, BLDR 386: Business Leadership Seminar #2

### Fourth Year

*Fall:* BLDR 455: Policy & Planning, BLDR 485: Business Leadership Seminar #3  
*Spring:* BLDR 484: Management by Subjectives: Leadership in Literature, BLDR 486: Business Leadership Seminar #4, Senior Project

perfect their talents for leadership and will put them into contact with many business leaders. Noteworthy among the opportunities are the mentorships (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.

This highly selective program accepts 15 sophomores each spring to begin the two-year curriculum the following fall. Applicants are 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.
- 3.0 grade-point average (ordinarily); a minimum of a 3.5 grade-point average will be needed for graduation with honors in the program

### Course Descriptions

Although three of the first four courses are required of all business students, sections designated by BLDR are restricted to students in the Business Leadership Program.

**BLDR 351** 3 cr.  
**Principles of Management**

This course covers the key aspects of the management process for decision-making. The focus is the organizational setting in which business leadership is exercised.



**BLDR 355** 3 cr.**Business Ethics**

The individual and social ethics of the major areas of decision-making in business from a leadership perspective.

**BLDR 385** 1 cr.**Self-Assessment Business Leadership Seminar #1**

Focus is on identifying the characteristics of leadership, self-assessment of personal strengths and weaknesses, and preparation of plan for self-development.

**BLDR 386** 1 cr.**Empowerment Business Leadership Seminar #2**

Focus is on identifying the tasks of the leader and "enabling or empowering" people to achieve the organization's goals

**BLDR 455** 3 cr.**Policy and Planning**

This is the capstone course for all business majors. Concepts and skills developed in the functional areas of accounting, finance, management, marketing and production/ operations are integrated and applied to the top-level management of an organization. Topics include analyzing organizational environment, setting missions and objectives, developing strategies and plans, allocating resources, and designing organizational structures, reward, and control systems. Special emphasis will be given to the role of executive leadership and values in the articulation of a corporate vision and culture, and in the choice of growth and competitive strategies. Intended as a case- and project-oriented course.

**BLDR 484** 3 cr.**Management by Subjectives: Leadership in Literature**

This final course approaches the question of leadership from a humanistic perspective. It considers models of literature as they are presented in well-established pieces of literature, including poems, plays and novels, from a range of historical periods. Emphases are on the personal relationships between leaders and those they lead, and on fundamental ethical questions relating to leadership.

**BLDR 485** 1 cr.**Mentorship Business Leadership Seminar #3**

Student is placed in an organizational setting as a leadership intern to study the leadership of the organization.

**BLDR 486** 1 cr.**Senior Project Business Leadership Seminar #4**

Student proposes, develops and executes a project evidencing a high degree of leadership skills and activity.

## 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. Scranton graduates in all regions of the nation have achieved distinction in virtually every area of the law, including a member of the Class of 1999 who served as a clerk to the late William Rehnquist, former Chief Justice of the U.S. Supreme Court.

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 schools throughout the country. Recent graduates have been admitted to many prestigious law schools, including Berkeley, Chicago, Georgetown, Penn, American University, Boston College, Catholic University, Dickinson, Fordham, Notre Dame, Pittsburgh, Rutgers, Seton Hall, Temple, Texas, Villanova and Widener.

### Pre-Law Curriculum

No specific undergraduate major is required for admission to law school; the American Bar Association's statement on Preparation for Legal Education does not recommend any particular group of either majors or individual courses, noting that "the law is too multifaceted, and the human mind too adaptable, to permit such a linear approach to preparing for law school or the practice of law." The ABA statement, however, does describe certain skills and values that are essential to success in law school and to competent practice. These are:

1. **Analytic and Problem Solving skills**, involving critical thinking and the ability to structure and evaluate arguments for and against propositions;
2. **Critical Reading Abilities**, derived from substantial experience in the close reading and critical analysis of complex texts;
3. **Writing Skills**, developed through rigorous practice in preparing and revising original pieces of substantial length;

4. **Oral Communication and Listening Abilities**, based on experience in giving and evaluating formal presentations;
5. **Research and Time Management Skills**, involving the ability to plan a research strategy, to undertake substantial library work, and to organize large amounts of information within a fixed period of time; and, not least of all,
6. **A Commitment to Serving Others and Promoting Justice**, based on significant experience in service projects while an undergraduate.

The skills noted above can be acquired by students majoring or minoring in any discipline that involves intensive reading and extensive writing such as, for example, English, history or political science. At the same time, students who have majored in other areas, including philosophy, languages, management, any of the social sciences, as well as the natural sciences, have enjoyed success in the study and practice of law. Ultimately, the best preparation for law school comes from taking challenging courses from demanding professors.

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

- a broad understanding of American history (HIST 110-111)
- a fundamental understanding of political thought and the American political system (PS 130-131)
- a basic understanding of ethical theory (PHIL 210)
- a grounding in economics, especially microeconomic theory (ECON 153)
- an understanding of basic pre-calculus mathematics (MATH 106 or equivalent)
- a basic understanding of human behavior and social interaction (PSYC 110 or SOC 110)
- an understanding of diverse cultures within and beyond the United States (the 6-credit cultural-diversity GE requirement)

In addition to the courses listed above which satisfy general education requirements, certain departments offer courses that can be of particular value to pre-law students and which, depending upon their major, can be taken as electives within either the major or cognate. Such courses include HIST 337 (British Constitutional and Legal History), PS 311-312 (American Constitutional Law), and WRTG 212 (Writing for the Law).

### ***Pre-Law Internships***

Interested students with a grade point average above 3.00 at the time of application may, with the approval of the appropriate 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 120 hours work is required for internship credit in PS 280. Application forms for these internships are available from the Registrar's Office.

### ***Pre-Law Advisory Council***

A pre-law advisory council headed by Dr. Loreen Wolfer, Director of the Law School Advisory Program, provides continuing advice on course selection, career planning and the law school application process. She is assisted by Ms. Constance E. McDonnell, Director of Career Services, and Dr. Gretchen Van Dyke, moderator of the student Pre-Law Society, along with faculty members from the departments of Criminal Justice, English, History, Philosophy and Political Science as well as faculty representatives from both the Panuska College of Professional Studies and the Kania School of Management.

### ***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 the junior year or early in the 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 more than 50 students per year into American schools of medicine, dentistry, optometry, podiatry and veterinary medicine, often in the most prestigious schools in the country. Since 1999, the acceptance rate of University of Scranton applicants to medical, dental and other health professions schools has averaged 80%, with acceptance rates for individual years ranging from 73% to 100%.

The University of Scranton offers its pre-medical students unique opportunities in anticipation of changes in healthcare delivery for the 21st century. They include 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 externship through the Scranton-Temple Residency Externship 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 externship, as well as a clear view of the profession they seek to enter.

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

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

### ***Pre-Medical Undergraduate Curricula***

Many undergraduate students who intend to apply to health-professions schools choose

Biology or Biochemistry as their major. However, students may choose any major, provided that they meet the requirements for entrance to medical, dental, or other health-professions schools.

For students at The University of Scranton, the *minimum* requirements are listed below. All courses must be taken with their corresponding labs.

BIOL 141-142	General Biology
CHEM 112-113	General and Analytical Chemistry
CHEM 232-233	Organic Chemistry
PHYS 120-121	General Physics

Virtually all medical schools require a year of English literature, and many require a semester or a year of mathematics, including calculus.

Many medical schools recommend that students demonstrate a wide range of interests in their choice both of courses and of extra-curricular activities. Volunteer work is strongly recommended by the admissions committees of most health-professions schools, as is course work in ethics, particularly in PHIL 212: Medical Ethics, PHIL 316: American Perspectives on Health Care Ethics, and/or T/RS 330: Biomedical Ethics.

Some medical and dental schools also have specific prerequisites for English, mathematics, or other courses, as listed in *Medical School Admission Requirements*, or *Admission Requirements of U.S. and Canadian Dental Schools*.

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 strong oral and written communication skills, and they should complete rigorous courses in the humanities and social sciences. Honors courses and programs, independent study, and/or undergraduate research are also encouraged.

The University offers all applicants to health-professions schools the option of a formal applicant evaluation by the Health Professions Evaluation Committee (HPEC). This committee consists of 20 faculty and administrators representing a wide range of academic disciplines.

All applicants who seek to apply to doctoral-level health professions schools are evaluated on academic record, volunteer and com-

munity service activities, extracurricular activities, and demonstrated motivation toward their chosen careers. 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 provides a comprehensive narrative which describes in depth an applicant's qualifications for advanced study and a career 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.

### ***Additional Information***

Information and copies of publications are also available from the Director of Medical School Placement. In addition, the student-supported Health Professions Organization Web site at [www.scranton.edu/premed](http://www.scranton.edu/premed) provides extensive helpful information for interested students.

## **Interdisciplinary Programs and Concentrations**

### **Interdisciplinary Courses**

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

#### **HUM 296 3 cr. Dante's *Inferno* and the Florence of His Times**

This course in English examines selections from Dante's *Inferno*, elements of medieval thought and imagery and Dante's representation of Florence and its politics. Includes visits to architectural and artistic sites significant to Dante's life and work. Fulfills requirements in the Italian Studies concentration but not the Italian minor or major.

#### **INTD 100 1 cr. Freshman Seminar**

Freshman seminars are designed to foster students' successful integration into academic and

community life at The University of Scranton. Topics common to all freshman seminars include: the purpose of higher education; time management; the mission of a Jesuit university; academic-development strategies; the role of faculty; University resources; and personal values.

#### **INTD 103 3 cr. (D) The Vietnam Experience**

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 3 cr. (D,E) Men's Health**

The course will examine the historic, physiologic, social, cultural, emotional and economic issues affecting men's health. The course explores strategies to assist students to gain information regarding men's health issues, adopt healthier lifestyles, and use health care services appropriately. Health issues related to culture and diversity will also be addressed. Class members will be expected to actively participate in all discussions.

#### **INTD 105 3 cr. Great Lives: Images on Stage**

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 108 3 cr. Health and Legal Implications of Chemical/Drug Abuse**

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 3 cr. (CA, Q, D) Mathematics and the Visual Arts**

A study of mathematical topics related to art, architecture, and design through the ages. Topics include: musical ratios, golden ratio, polygons, tilings, symmetry, circles, spirals, Platonic solids, perspective, and fractals. Visual artists include: Vitruvius, Palladio, Le Corbusier, Villard de Honnecourt, Leonardo, Dürer, Escher, and Greek, Islamic, and Indian designers.

**INTD 117** 3 cr.  
**Writing, Research and Speaking**  
Students will make the transition from high-school to college-level writing, research & speaking through a series of workshops, conferences, writing assignments & oral presentations. This course satisfies both the Oral Communication & the Written Communication requirements in the University's General Education curriculum.

**INTD 209** 3 cr.  
**(D) The Holocaust**  
An exploration of the cataclysmic event in Jewish history known as the Holocaust. The course will examine the subject from the perspective of various academic disciplines – historical, sociological, philosophical, artistic, and literary, among others – and will include a field trip to the Holocaust Museum in Washington, D.C.

**INTD 210** 3 cr.  
**(P, E) Catholic Bioethics: Biotechnology and Human Dignity**  
The current scientific understanding of human fertilization and development, reproductive technologies, human cloning, stem cell research, gene and medically defined death will be reviewed. Pertinent ethical considerations will be discussed, presenting the Catholic perspective in dialogue with the major philosophical approaches.

**INTD 211** 3 cr.  
**(D,E) HIV/AIDS: Biological, Social and Cultural Issues**  
(Prerequisite: C/IL 102 or equivalent) Study of the biology of HIV and AIDS, impact of the epidemic on various social groups and countries. The epidemiology of the disease and the response of health-care systems and governments. Opportunity for American Red Cross certification in basic HIV facts and eligibility for HIV Instructor certification will be included as part of the course. Open to all majors.

**INTD 239** 3 cr.  
**(E) Physics of Theatre**  
An introduction to the physics of lighting, sound and special effects in the context of theatrical production. Readings will explore both underlying physics and theatrical aesthetics. Assignments include applications in color, reflection and refraction of light, acoustics and aesthetics in sound, and an exploration of special effects such as stage fog.

**INTD 290** 3 cr.  
**Leadership and Civic Responsibility**  
This course, which follows the Presidential Colloquy and bridges students' first and second years, nurtures their leadership skills and sense of civic responsibility. The course is designed to foster students' sense of what they wish to accomplish during their undergraduate experience along with their understanding of the larger social implications of their studies, their community involvement and their lives. Students engage in interdisciplinary readings and discussions, real-time shared reflection on the meaning of their summer employment and civic engagement, and the mentoring of incoming freshmen.

**INTD 333** 3 cr.  
**(CA,P,W) The Bible in Image and Text**  
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 judgment, and of many great biblical figures, such as Moses and Christ.

**NSCI 102** 3 cr.  
**Science and Society**  
This course attempts to show how the sciences, particularly the behavioral sciences, impact both positively and negatively on society. Issues dealt with 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 103** 3 cr.  
**(E,W) The Ascent of Man**  
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. Three hours lecture.

**NSCI 108** 3 cr.  
**(E) Science in Our Time**  
This course presents the latest developments in science and technology and explores the ideas and techniques underlying these developments. It investigates both the implication these developments have on society and public policy as well as the effect politics, social institutions and mores have on scientific and technological advancement.



## NSCI 201 3 cr.

### (E) Science and the Human Environment

A brief study of the effects of 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.

## Catholic Studies Program

J. Brian Benestad, Ph.D., *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 program of studies can provide. Accordingly, this program casts a wide net over what the Catholic tradition and heritage are and how they interface with human endeavor. Catholic Studies is a specialization built around a multi-disciplinary core that provides a systematic way of integrating the many facets of Catholic tradition with various academic disciplines. Because Catholic tradition is integrally linked to virtually every subject, it can provide a natural integrative coherence for nearly all majors and areas of studies. Thus the CSP provides a good means of organizing many general education requirements into a unified concentration; it is an attractive academic program for rounding out a student's Catholic higher education.

The Catholic Studies Program consists of both inter- and uni-disciplinary courses that provide opportunities 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 (1) to integrate faith and academics; (2) to study the Catholic Tradition

in an intellectually rigorous way; (3) to assess human intellectual activity and experience in the light of the Catholic faith; and (4) 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 18 credits: T/RS 214C is required; the other 15 are electives. Students may build their studies on their majors 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.

### Required Course

T/RS 214C	(P,W) Inside the Catholic Tradition
INTD 201C	(P,W) Christian Classics I OR
INTD 202C	(P,W) Christian Classics II

### Elective Courses (choose four)

INTD 210	(P,E) Catholic Bioethics
INTD 333	(CA,P,W) The Bible in Image and Text
ARTH 117	Early Christian and Byzantine Art
ARTH 118	(W) Medieval Art
HIST 217	(CH) A History of American Catholicism
HIST 230/231	Medieval History
HIST 319/320	Byzantine Civilization
HIST 324	The Reformation
HEBR 101-102	(CF) Biblical Hebrew
PHIL 212	(P) Medical Ethics*
PHIL 221	(P) Medieval Philosophy
PHIL 229	(P,D) Philosophy of Religion*
PHIL 234	(P) Existentialism*
PHIL 411	(P) Thomas Aquinas
PHYS 100	(E) History of Science and Technology
PHYS 105	(E) Man and the Evolutionary Universe
T/RS 213	(P) American Catholic Thought
T/RS 222	(P) Introduction to Christian Worship

\*only for certain sections

T/RS 225Z	(P) A Theology of Marriage
T/RS 227Z	(P) Biomedical Ethics*
T/RS 230	(P) Moral Theology*



T/RS 231	(P) God and the Good Society*
T/RS 232	Catholic Social Thought
T/RS 318Z	(P) The Apocalypse of St. John
T/RS 320	(P) Early Christian Writers
T/RS 324Z	Jesuit Spirit
T/RS 335Z	(P) Virtue, Vice and Christian Ethics*

\*only for certain sections

*For additional courses, please see director.*

## Environmental Studies Concentration

Leonard W. Champney, Ph.D., *Director*

The Environmental Studies Concentration introduces students to the scientific, economic, legal, political and philosophical dimensions of environmental issues, both within the United States and globally. The concentration is open to students from any major and may be of particular interest to students planning careers in government, law or business.

Courses for the Environmental Studies Concentration are drawn from eight departments in the College of Arts and Sciences and the Kania School of Management. Many of these courses may also be used for general education requirements. To enroll, students should consult one of the co-directors of the concentration. The concentration consists of eight courses:

BIOL 204	(E,D) Environmental Issues in Latin America
CHEM 202	(E) Global Change
ECO 103	(S) Economics of Environmental Issues
NSCI 201	(E) Science and the Human Environment
PHIL 213	(P) Environmental Ethics
PHYS 106	(E) Energy and the Environment
PS 230 <i>or</i> 231	(S) Environmental Laws and Regulations <i>or</i> (S) Environmental Policy Process
T/RS 331Z	(P,W) God and the Earth

Natural Science majors who wish to pursue the Environmental Studies Concentration may complete the four natural science courses using any combination of the natural science courses listed above and/or the following courses:

BIOL 273	Marine Ecology
BIOL 371	Ecology
BIOL 473	Estuarine Ecology
CHEM 340	Environmental Chemistry
CHEM 342	Environmental Toxicology
CHEM 344	Environmental Geochemistry

## Human Development Program

James P. Buchanan, Ph.D., *Director*

This program offers all students, especially those majoring in the behavioral and social sciences, the opportunity to develop a multi-disciplinary 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 faculty from the Psychology, Sociology, and Counseling and Human Services departments. Students interested in careers and graduate programs in human development should contact the director for more information on course choice and on integrating the concentration with various majors. Students who complete this concentration will have it noted on their transcripts. The Human Development concentration requires the following:

1. PSYC 221: Childhood & Adolescence
2. PSYC 222: Adulthood & Aging
3. PSYC 225: Abnormal Psychology
4. CHS 241: Case Management and Interviewing
5. PSYC 360: Clinical Psychology or CHS 242: Counseling Theories or SOC 115: Introduction to Social Work
6. BIO 201: Anatomy and Physiology or BIO 202: ABC's of Genetics or PSYC 231: Behavioral Neuroscience
7. Three of the following courses with at least one course from the cultural-diversity group of: SOC 234: Cultural Anthropology, SOC 224: American Minority Groups, SOC 210: Marriage and the Family, HD 325/PSYC 325: Abnormal Child Psychology, HD 224:

Family Development, CHS 333: Multiculturalism in Human Services, PSYC 237: Psychology of Women, or S/CJ 214: Juvenile Delinquency; and at least one course from the applied skills group of: EDUC 222: Educational Psychology, SOC 328: Child Welfare, CHS 341: Group Dynamics, CHS 323: Psychiatric Rehabilitation, HD/PSYC 334: Couple and Family Therapy, CHS 334: Marital and Family Counseling, or PSYC 363: Behavior Modification.

8. PSYC 480: Field Experience in Clinical Psychology or CHS 380: Internship in Human Services or SOC 480: Internship in Social Work.

### Course Descriptions

HD 224 3 cr.

#### Family Development

(Prerequisite: PSYC 110) This course will explore the reciprocal interactions among children and parents as related to the development of all individuals in the family. Topics 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.

HD 334/PSYC 334 3 cr.

#### Couple and Family Therapy

(Prerequisites: PSYC 110, PSYC 225) An introduction to the theory, research, and practice of couples-counseling and family therapy. Topics include family dysfunctions, assessment methods, treatment approaches, innovative techniques, and research findings.

HD 325/PSYC 325 3 cr.

#### Abnormal Child Psychology

(Prerequisites: PSYC 110, PSYC 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.

### Italian Studies Concentration

Josephine M. Dunn, Ph.D., *Co-Director*  
Virginia A. Picchiotti, Ph.D., *Co-Director*

The Italian Studies Concentration is designed to advance students' understanding of diverse aspects of Italian culture and soci-

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

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

### Required Courses

Students will choose two language courses (at appropriate level) and seminar.

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

Italian Studies Seminar (a specific topics course whose content varies according to the interests of students and faculty. Offered every two years.)

### Elective Courses (choose four)

ARTH 214	Renaissance Art and Architecture: 1250-1500
ARTH 216	Michelangelo and His World
ARTH 217	Leonardo Da Vinci
ARTH 218	The Age of Rembrandt
ARTH 384	Special Topics in Art History ( <i>if applicable</i> )
ENLT 366	Dante's <i>Divine Comedy</i>
HIST 240	Modern Italy
HIST 323	The Renaissance

ITAL 221E/221F	Italian Women's Writing
ITAL 223E/223F	Italian Cinema
MUS 217	Opera
MUS 284	Special Topics in Music History ( <i>if applicable</i> )
NSCI 103	The Ascent of Man
PHIL 221	Medieval Philosophy
PHIL 222	Modern Philosophy I

## Judaic Studies Concentration

Marc B. Shapiro, Ph.D., *Director*

Judaic Studies is a recognized field of study at universities throughout the world. At a Catholic and Jesuit university Judaic Studies has special significance. In its *Declaration on the Relation of the Church to Non-Christian Religions*, the Vatican Council declared: "Since the spiritual patrimony common to Christians and Jews is thus of such magnitude, the sacred Synod wants to foster and recommend a mutual knowledge and respect which is the fruit, above all, of biblical and theological studies as well as of fraternal dialogues." The Judeo-Christian tradition has its roots in ancient Judaism, and, crucial for understanding the development of Christianity itself is an understanding of its Judaic roots. It is also important that students at a Jesuit university have opportunities to explore Judaism as a religion with value and legitimacy in its own right, and not merely a precursor to Christianity.

The program is intended to meet the following goals:

- To bring knowledge of Judaism, in its various facets, to the student.
- To develop in the student habits of clear, critical thinking within the framework of the accepted norms of scholarship.
- To introduce the student to reading critically the great works of Judaism.
- To foster Jewish-Christian dialogue in the ecumenical spirit of Vatican II.

Judaic Studies courses range from those in biblical literature (with a focus on Judaic elements, such as interpretations of the ancient rabbis and the Dead Sea Scrolls) through Jewish ethics, literature, history, philosophy, and Hebrew language. Courses for the Judaic Studies Concentration are drawn from a variety of departments, and all of these courses may be used for general-education requirements. A number of them also satisfy the cul-

tural diversity requirement. The concentration consists of 18 credits as outlined below.

### **Required Course (3 credits)**

T/RS 336Z The Jewish Way of Life

### **Elective Courses (15 credits)**

ENLT 329	Jewish Literature
INTD 209	The Holocaust
PHIL 340	Philosophy and Judaism
PHIL 414	Philosophy of Emmanuel Levinas
T/RS 210Z	Jews, Christians, and the Bible
T/RS 217	The Holocaust in Context: History and Theology
T/RS 240Z	Scrolls and Scriptures
T/RS 284	Biblical Hebrew I & II ( <i>two semesters</i> )
T/RS 310Z	Heart of the Old Testament
T/RS 311Z	Job and the Psalter
T/RS 312Z	The Great Prophets
T/RS 319Z	Judaism in the Time of Jesus
T/RS 337	Jewish Approaches to Ethics
T/RS 484	Special Topics: Jews and Christians ( <i>with permission of director</i> )

## Latin American Studies Concentration

Lee M. Penyak, Ph.D., *Director*

The Latin American Studies Concentration is offered by the Department of Latin American Studies and Women's Studies (LA/W/S).

The Latin American Studies Concentration is designed to advance students' awareness and understanding of Latin America. It seeks to provide both broad, general knowledge of the entire Latin American region, and in-depth knowledge of specific countries, regional groupings of countries, and cultures both dominant and marginal. The concentration is open to all majors and it consists of courses from a variety of disciplines with a primary focus on Latin America. These courses fulfill general education requirements in the Humanities area (Foreign Languages and History), the Social Sciences area (Political Science), and some of them also carry cultural diversity and writing intensive designations. Supporting courses may fulfill general education requirements in other areas as well. Core and supporting courses are listed below.

The Latin American Studies Concentration is an attractive complement to many existing

majors. Related fields include world languages, international business, international language/business, international studies, history, political science, theology, philosophy and sociology. Some related professions or careers include law, government, non-governmental organizations, non-profit organizations, banking and teaching.

## Concentration Requirements

### *Language Requirements<sup>1</sup>*

Placement in a previously studied language will be determined by placement testing in the University's Language Learning Center.

- **12 credits of Spanish** *needed if student begins at the 100 level. Options: 101, 102, 211, 212, 295 (and 18 additional supporting credits);*

- **9 credits of Spanish** *needed if student begins at the 200 level. Options: 211, 212, 295, 310, 311, 312 (and 18 additional supporting credits);*

- **6 credits of Spanish** *needed if student begins at the 300 level. Options: 310, 311, 312, 295 (and 18 additional supporting credits).*

*Students who study Portuguese must complete PORT 210 (and 18 additional supporting credits).*

### Core Course Requirements<sup>1</sup>

18 total credits

#### *History<sup>2</sup> (3 credits)*

HIST 125 (CH,D) Colonial Latin America

HIST 126 (CH,D) Modern Latin America

*Students who take both core history courses may reduce their supporting course load to 9 credits.*

#### *Political Science (3 credits)*

PS 219 (S,D) Survey of Latin American Politics

#### *Supporting Courses (12 credits)*

BIOL 204 (E,D) Environmental Issues in Latin America

ENLT 251 (CL,W,D) Borderlands Writing

HIST 213	(CH,D,W) Gender and Family in Latin America
HIST 215	(CH,D,W) Church and Society in Latin America
HIST 327	(CH,D,W) African Experience in Latin America
HIST 490	(W) Seminar in History <sup>4</sup>
LIT 205	(CL,D,W) Modern Latin American Literature in Translation
PHIL 242	(P,D) Latin American Thought
PS 295	(S,D) Contemporary Mexican Culture & Language <sup>5</sup>
PS 323	Central America
PS 333	United States–Latin American Relations
SPAN 310	Medical Spanish
SPAN 314	(D,W) Topics in Latin American Culture and Civilization
SPAN 319	Business Spanish
SPAN 320	(CL) Introduction to Literature
SPAN 331	(CL,D) Spanish American Literature
SPAN 335	(D) Service and the Hispanic Community
SPAN 422	Spanish American Drama
SPAN 430	(CL,D) Hispanic Women Writers
SPAN 433	Hispanic Lyric Poetry
SPAN 484	Topics in Hispanic Prose <sup>6</sup>
T/RS 250	(P,D) Latin American Liberation Theology and Beyond

<sup>4</sup> Restricted to senior History majors or students with a Latin-American Studies concentration.

<sup>5</sup> A six-credit intersession travel course to Guadalajara, Mexico, for 3 credits in Foreign Languages (during intersession) and 3 credits in Political Science (during Spring semester).

<sup>6</sup> May be used as a supporting course when course content is specific to Latin America.

<sup>1</sup> Students who study abroad or take other appropriate classes with an emphasis on Latin America may petition to substitute classes and are encouraged to speak to the director of the program.

<sup>2</sup> Students who take both core history courses may reduce their supporting course load to 9 credits.

## Nutrition Studies Concentration

Virginia M. Corcoran, Ed.D., RD, LDN,  
*Director*

The nutritional crisis in America is irrefutable and ubiquitous. Following in its path are numerous health risks: stroke, cardiovascular disease, obesity, hypertension, diabetes, cancer and metabolic syndrome, to name a few. The consequences of this trend are not only physiological in nature but also have psychological implications such as depression, social barriers and isolation. Add the economic impact of these nutritional disorders, which present a serious financial burden on both the private and federal levels.

Numerous programs have been introduced to counter this disconcerting problem: schools are mandated to provide wellness programs within their curriculum; after-school programs for children in the lower socioeconomic segment are funded for provision of nutritional foods and education as well as physical activities; media expenses of \$1.5 million dollars per year are earmarked by USDA to help impede the continuance of this epidemic. Statistics remain alarming – projections for the future generation predict that 46% of school-aged children will be overweight and 16% will be obese.

The concentration in Nutrition Studies is designed to encourage critical thinking, engage students in dialogue, and increase self-awareness of what their nutritional status may be. It is designed to increase the knowledge base of the depth and implications of nutritional problems and their effects on chronic illnesses. Students in health-related fields such as Exercise Science, Nursing, Physical Therapy, Occupational Therapy and Community Health, as well as students in elementary and secondary education where basic nutrition is being implemented, will all benefit from this course concentration.

### Required Courses

#### Mandatory:

EXSC 350 Nutrition through the Life Cycle

This advanced-level course makes note of particular dietary needs and requirements as a function of the aging process. The areas addressed include levels of need of nutrients from preconception through the entire life cycle and is suitable for a variety of career goals.

#### Plus one of the following:

NUTR 110 Introduction to Nutrition  
NUTR 220 Nutrition for Health Professionals  
EXSC 212 Nutrition in Exercise and Sport

#### Supplemental Courses (choose three)

BIOL 110/111 Structure and Function of the Human Body  
BIOL 210, 245, 250, 348 or 446  
CHEM 110-111 General Chemistry  
CHEM 112-113 General and Analytical Chemistry  
CHEM 232 Organic Chemistry  
EXSC 229 Applied Anatomy and Kinesiology  
EXSC 435 Exercise, Nutrition and Women's Health  
NURS 111 Women's Health

## Peace and Justice Studies Program

Sr. Mary Anne Foley, C.N.D., Ph.D., *Director*

The Synod of Bishops of the Roman Catholic Church (1971) reported that “actions on behalf of justice and participation in the transformation of the world fully appear to us as a constitutive dimension of the preaching of the Gospel...” The 32nd General Congregation of the Society of Jesus (1974-75) established a pedagogical norm for its own institutions of higher education when it determined that the practice of faith was inextricably linked to the promotion of justice. In this vein the University's Peace & Justice Program was instituted to bring academic studies, including classes, community service and interdisciplinary research, into the process of building a more just and thus more peaceful society.

The Peace and Justice Concentration will be an attractive complement to the academic programs of students planning careers in law, international relations, human services, ministry and teaching—to name only the most obvious. However, any students who have a personal interest in the problems of peace and justice, regardless of their career goals, can benefit from its multi-disciplinary concentration of courses. It is open to majors from all the undergraduate schools of the University. Eight courses (24 credits) must be taken by students in order to have “Peace and Justice Concentration” added to their transcript. Courses may be taken as part of the cognate requirement (with permission of the chairper-

son of the major) or as part of the general-education requirements.

A. Requirements in **Theology** (any two of the following):

- T/RS 230 (P) Moral Theology
- T/RS 231 (P) God and the Good Society
- T/RS 232 Catholic Social Thought
- T/RS 234 (R,D) Twentieth-Century Peacemakers
- T/RS 236 (P) Prophets and Profits
- T/RS 250 (R,D) Latin American Liberation Theology and Beyond
- T/RS 331Z (P,W) God and the Earth
- T/RS 334Z (P) The Church and Contemporary Social Issues

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

- CHEM 104 (E) Science and Society
- CHS 333 (D) Multiculturalism in Counseling and Human Services
- CHS 338 Poverty, Homelessness and Social Justice
- COMM 311 Political Communication
- ECO 462 Urban and Regional Economics
- ENLT 226 (CL,D) Novels by Women
- ENLT 228 (CL,D,W) Race in Anglo-American Culture 1600-1860
- ENLT 348 (CL,D,W) Colonial and Post-Colonial Fiction
- GEOG 217 (S,D) Cultural Geography
- HIST 125 (CH,D) Colonial Latin America
- HIST 211 The Third World
- HIST 215 (CH,D,W) Church and Society in Latin America
- HIST 216 (CH,D) Race in American History
- HIST 224 (CH,D) Ethnic and Racial Minorities in NEPA
- HIST 327 (CH,D,W) The African Experience in Latin America 1500-1900
- INTD 209 (D) The Holocaust
- INTD 211 (E,D) HIV/AIDS
- LIT 207 (CL,D,W) Literature of American Minorities
- MGT 473 Organizational Social Responsibility

- NSCI 201 (E) Science and the Human Environment
- PHIL 213 (P) Environmental Ethics
- PHIL 218 (R,D) Feminism: Theory and Practice
- PHIL 227 (P) Political Philosophy
- PHIL 410 (P) Philosophy of Culture
- PHYS 106 (E) Energy and the Environment
- PS 216 (S,D) Women's Rights and Status
- PS 227 (S,D) Women, Authority and Power
- PSYC 220 (S) Social Psychology
- S/CJ 210 (S) Law and Society
- SOC 219 Community Organization
- SOC 224 (S,D,W) Race and Ethnic Relations
- SPAN 314 (D,W) Latin-American Culture and Civilization

C. **Integrative Capstone Course**  
(required in senior year):

T/JP 310 3 cr.

### Toward a Just and Peaceful World

In this seminar students will assess the courses that have fulfilled their requirements for the Peace and Justice Concentration and will explore the religious, philosophical and social/ethical concerns of their undergraduate education. Each participant will prepare and present a paper which assesses how her/his courses have met the goals of the concentration and the University's mission as it relates to the concern for justice.

## Women's Studies Concentration

Sharon M. Meagher, Ph.D., *Director*

The Women's Studies Concentration consists of courses that 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. Many Women's Studies courses also address issues of race, class, ethnicity, and age as they intersect with gender issues.

Women's Studies courses focus on women's experiences in history, society, and culture; examine institutional structures, modes of authority/analysis of power, especially consid-



ering their implications for women; and incorporate one or more feminist analyses/scholarly works (recognizing that there are multiple, and even conflicting, feminist perspectives).

Women's Studies seek to promote critical thinking, intellectual growth, and self-awareness useful to all students. It is an attractive academic supplement for students planning careers in government, law, business, human services, ministry, and teaching – to name but a few.

Courses for the Women's Studies Concentration are drawn from departments across the University and are open to students in all majors. (To enroll, students must see the Director of Women's Studies.) The concentration consists of six courses including one required core course (PHIL 218 or SOC 315). Many of the cross-listed Women's Studies courses also fulfill major, minor, cognate, and/or general education requirements. Students also are encouraged to do extracurricular activities that will enrich the classroom experience.

Students may, with the approval of the Women's Studies Steering Committee, substitute an honors tutorial or thesis, study abroad courses, one reader, or a non-cross-listed course for a women's studies course elective in cases where major graded requirements are completed in ways that meet the course criteria for women's studies. Students seeking such substitutions should seek advice from the Director of Women's Studies, preferably before completing the credits they wish to substitute the Women's Studies Concentration is offered by the Department of Latin American Studies and Women's Studies (LA/W/S).

### ***Women's Studies Courses***

Some of the listed courses have prerequisites; please consult departmental description.

*Required Courses:* Students are encouraged to take both.

PHIL 218 (P,D) Feminism: Theory and Practice  
**OR**

SOC 315 Feminism and Social Change

*Supplemental Courses:* Choose any five (or four if both PHIL 218 and SOC 315 are taken).

ARTH 210 (CA,D) Women in the Visual Arts  
ARTH 311 (W,D,CA) Medieval and Renaissance Women  
CHS 337 (D,W) Counseling Girls and Women

COMM 229 (D) Gender and Communication  
ENLT 225 (CL,D,W) Writing Women  
ENLT 228 (CL,D,W) Race in Anglo-American Culture 1600-1860  
ENLT 251 (CL,D,W) Borderlands Writing  
ENLT 260 (CL,D) Women of Color  
FREN 323E/F (D,W) Topics in French and Francophone Cinema  
FREN 430 Women Writers of the Francophone World\*  
HIST 213 (CH,D,W) Gender and Family in Latin America  
HIST 238 (CH,D) History of American Women I  
HIST 239 (CH,D) History of American Women II  
ITAL 221E/F (CL,D,W) Italian Women's Writing  
LIT 207 (CL,D,W) Literature of American Minorities  
NURS 111 (D) Women's Health  
PHIL 231 (P,D) Philosophy of Woman  
PHIL 326 (P,D) Advanced Topics in Feminist Theory  
PHIL 331 (P) Feminist Philosophy of Science  
PS 216 (S,D) Women's Rights and Status  
PS 227 (S,D) Women, Authority and Power  
SOC 220 (D) Social Stratification  
SOC 224 (S,D,W) Race and Ethnic Relations  
SOC 317 (D,W) Family Issues and Social Policy  
SPAN 430 Hispanic Women Writers\*  
T/RS 218 (P,D) Women in Christianity  
WOMN 380-81 Women's Studies Internship

### ***Course Descriptions***

**WOMN 380-81** 3 cr.

#### **Women's Studies Internship**

(Prerequisites PHIL 218, SOC 215 or permission of Women's Studies Steering Committee)  
Designed to broaden the educational experience of students by providing practical experience for them in various non-profit and other organizations that deal primarily with women's issues or women clients. Students will ordinarily be expected to write a reflection paper. Supervision by faculty members and agency supervisor.

\* Taught in the original language.

## Air and Space Studies (Air Force Reserve Officer Training Corps)

Lt. Col. Caster, *Chair*

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 of Scranton degree. Students enroll in either the four-year or two-year program. Students with three years remaining until graduation may enroll concurrently in the freshman and sophomore Air and Space Studies courses and can complete the four-year program in three years. Interested students may call the detachment and query staff at (570) 408-4860 to inquire about additional programs.

### ***General Military Course***

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 1-credit Air and Space Studies courses; 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; and Physical Training (PT) twice weekly.

### ***Field Training***

Field Training consists of a four-week, 3-credit Air and Space Studies course or a six-week, 3-credit Air and Space studies course conducted at selected Air Force bases. It provides students an opportunity to observe Air Force units and people at work; to participate in marksmanship, survival, athletics, and leadership training activities; to experience aircraft orientation flights; and to work with contemporaries from other colleges and universities. Transportation from the legal residence of the cadet to the field training base and return, food, lodging, and medical and dental care are provided by the Air Force.

### ***Professional Officer Course***

The final two years of the four-year program comprise the Professional Officer Course (POC). It consists of four 3-credit Air and Space Studies courses, a non-credit leadership laboratory each semester, and PT twice weekly. To be accepted into the POC, students must pass a physical examination and an officer qualification test, a physical fitness test, and meet certain academic standards. Four-year cadets must 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.

### ***Professional Development Program (optional)***

The program allows both GMC and POC members to visit a USAF base for up to three weeks during the summer (cadets attending Field Training are not eligible.) PD allows the cadet to "shadow" an active duty officer working in the student's career interest area. Transportation from the legal residence of the cadet to the PD base (and return), food, lodging, and medical and dental care during the visit are provided by the Air Force. The participating cadet is also provided a nominal stipend during the program.

### ***Scholarships***

AFROTC offers full- and partial-tuition 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. Since scholarship applicants must meet certain academic, physical fitness and medical requirement to be considered by the scholarship boards, students should contact the Air and Space Studies Department early in the fall semester. High school students wishing to compete for AFROTC college scholarships must complete and submit an application early in the fall term of their senior year. Contracted cadets also receive a monthly stipend and book allowance.

### ***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.

## General Education Summary

<i>Subject</i>	<i>Credits</i>	<i>Courses</i>
Freshman Seminar	1	INTD 100
Physical Education	3	Courses approved as PHED activity classes <sup>1</sup>
Writing ( <i>INTD 117 satisfies the Writing and Public Speaking requirements.</i> )	3 or 6	WRTG 107 or (WRTG 105 and 106 for ADP only) <sup>1</sup>
Public Speaking	3	COMM 100 <sup>1</sup> or PHIL 217J
Computing & Information Literacy	3	C/IL 102 and 102L or 104 <sup>1</sup>
Quantitative Reasoning	3-4	Courses designated with (Q)
Theology/Philosophy	15	T/RS 121 and 122, PHIL 120 and 210 and approved T/RS or PHIL Elective (P)
Natural Science	6-8	Courses designated with (E)
Humanities	12 total	6 credits in one area: History (CH), Literature (CL), or Foreign Language (CF).
History	0-6	6 additional credits from any of the remaining humanities areas, but no more than 3 from Art/Music/Theatre area (CA).
Literature	0-6	
Foreign Language	0-6	
Art/Music/Theatre	0-3	
Humanities/Interdisciplinary	0-6	
Social/Behavioral Science	6	Courses designated with (S)
Writing-Intensive	3-6	Two courses designated (W); one should be in the major <sup>2</sup>
Cultural Diversity	6	Two courses designated with (D) <sup>2</sup>
Electives	12	Any subject except PHED activity classes
<b>Total Credits</b>	<b>77-85 based upon major and credit value of courses</b>	

<sup>1</sup> Requirement may be satisfied by exemption exam.

<sup>2</sup> Writing-intensive and cultural diversity courses may also satisfy other requirements in the general education curriculum reducing the total number of credits required.

## General Education Curriculum

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

Courses that fulfill general education requirements as described in the outline below can be identified in catalog and course bulletin listings by a letter code in parentheses preceding the course title:

- Q** Quantitative Reasoning
- CH** Humanities/Culture: History
- CL** Humanities/Culture: Literature
- CA** Humanities/Culture: Arts
- CF** Humanities/Culture: Foreign Languages
- CI** Humanities/Culture: Interdisciplinary
- P** Philosophy or Theology/Religious Studies
- E** Natural Science
- S** Social/Behavioral Science
- W** Writing-Intensive
- D** Cultural Diversity

Courses having more than one letter code indicates that the course satisfies multiple general education requirements; e.g., (CH,W) satisfies both a Humanities/Culture: History and a Writing-Intensive requirement.

## Outline of General Education Requirements

### *Skills Acquisition*

Because of its recognition that utilizing information technology, 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, oral and digital communication before their junior year. These competencies may be demonstrated by students in one of the following ways:

1. An examination supervised by Communication Department faculty (for COMM 100), by English Department faculty (for WRTG 107) and by the Computer Information Literacy Advisory Board (for C/IL 102/102L or 104). These examinations may be taken only once by freshmen and sophomores who have not taken the course in the same skill area.
2. Successful completion (a grade of C or better) of each skills course: COMM 100 or PHIL 217J for public speaking; WRTG 107 (or WRTG 105 & 106) for writing; and C/IL 102/102L (or 104) for computing information literacy.

*Public Speaking and Writing skills can also be satisfied with INTD 117 Writing, Research and Speaking.*

### *Subject Matter Mastery*

*Writing-Intensive Requirement (W):* Two courses, variable credit\*

One of these courses should be in the major program of study. Writing-intensive courses may also fulfill other major, cognate and/or general education requirements. An advanced course in applied writing (WRTG 210, 211, 212, 218, 310) may be substituted for one of the two required writing-intensive courses.

*Quantitative Reasoning (Q):* One course, 3 credits\*

A mathematically based course as recommended by the major or chosen by the student in consultation with an advisor.

#### *The Human Person and God*

- Theology/Religious Studies: Two courses, 6 credits

T/RS 121 Theology I

T/RS 122 Theology II

- Philosophy: Two courses, 6 credits  
PHIL 120 Introduction to Philosophy  
PHIL 210 Ethics
- Theology/Philosophy Elective (P): One course, 3 credits\*

#### *Nature*

- Natural Science (E): Two courses, 6-8 credits\*  
Two courses in natural or physical sciences as recommended by the major or selected by the student after consultation with the advisor.

#### *Culture*

- Humanities (CA, CF, CH, CL, CI): Four courses, 12 credits\*  
Courses in the humanities as recommended by the major or selected by the student after consultation with the advisor. Students must earn 6 credits in one humanities field: foreign language (CF), history (CH) or literature (CL). The remaining 6 credits must come from the other humanities fields, with no more than 3 credits coming from the fine arts (CA).

### *Integration of Individual and Community*

#### *Personal*

- First Year Experience: One course, 1 credit  
INTD 100: Freshman Seminar
- Physical Education: Three or more courses totaling 3 credits\*

#### *Social*

- Social or Behavioral Science (S): Two courses, 6 credits\*  
Two courses in social or behavioral sciences as recommended by the major or selected by students after consultation with an advisor.
- Cultural Diversity (D): Two courses, 6 credits\*  
Two courses with strong cultural diversity content are required. These courses may also fulfill other major, cognate and/or general education requirements.

#### *Electives*

Four courses, 12 credits. Students are encouraged to use their general education electives to add minors or second majors where possible. For some majors, specific courses have been recommended in the GE elective area by the home departments. Where no spe-

\* A list of eligible courses to fulfill general education requirements is available through the academic advising centers, the deans' offices, the Office of the Registrar and online at [www.scranton.edu/academics/gelist.shtml](http://www.scranton.edu/academics/gelist.shtml). Not all courses are offered every registration cycle.

cific recommendations have been made by the home department, any course (other than PHED activity courses) may be used as a free elective. Please refer to the department course listings in the catalog for complete course descriptions. If you have a question about how a specific course satisfies a requirement, please contact your advisor, academic advising center, dean's office or registrar's office.

### Options for Undeclared Freshmen

Students who are not yet ready to declare a major have the option of selecting one of three general areas of study – CAS Common Curriculum, KSOM Business Area and PCPS Common Curriculum – with the particular major to be determined by the end of the freshman year.

#### CAS Common Curriculum – First Year

Undecided students who are interested in exploring one or more of the majors offered in the College of Arts and Sciences may enroll in the CAS Common Curriculum program. Students in this program take a combination of freshman level General Education courses and courses in potential majors. Specific courses are chosen in consultation with an academic advisor. In addition, CAS Common Curriculum students take a Freshman Seminar designed to help them make informed decisions about their majors. All CAS Common Curriculum students should take at least two potential major courses each semester of their freshman year.

	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
GE BASIC SKILLS	Public Speaking/Composition/Computing & Information Literacy	3	3
GE PHIL or T/RS	Theology I or Intro to Philosophy	3	3
MAJOR	Select from intro classes of any major	3-4.5	3-4.5
MAJOR	Select from intro classes of any major	3-4.5	3-4.5
MAJOR	Select from intro classes of any major	3-4.5	3-4.5
INTD 100	Freshman Seminar	1	
PHED	Physical Education		1
		16-18	16-18

#### KSOM Business Common Curriculum – First Year

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
MAJOR (GE S/BH)	ECO 153–154	Prin. of Micro–Macro Econ.	3	3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 104	Computing & Information Literacy		3
GE PHIL	PHIL 120	Intro to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE QUAN	MATH ELECT	Math Option (two courses)	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16

#### PCPS Common Curriculum – First Year

For students considering health care or education as a major, the Panuska College of Professional Studies has a program designed to provide an exploratory freshman year for those who wish to defer declaring their choice of major.

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
GE COMM 100	COMM 100	Public Speaking	3	
GE WRTG 107	WRTG 107	Composition	3	
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro to Philosophy–Theology I	3	3
GE NSCI	BIOL 110–111	Structure & Function of Human Body	4	4
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE C/IL 102	C/IL 102	Computing & Information Literacy		3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
MAJOR	ELECT	Elective or Core Course		3
			17	16

# THE COLLEGE OF ARTS AND SCIENCES



With more than 35 areas of study, The College of Arts and Sciences (CAS) is the largest academic division of the University. 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

Roy Palmer Domenico, Ph.D., *Chair*  
Josephine M. Dunn, Ph.D., *Director*,  
*Art and Music Program*  
*See History for faculty listing.*

### Overview

The Art and Music program offers two minors: Art History and Music History. Foundation courses in studio art are also offered (e.g., drawing, design and painting). 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 image.

Designated courses in Art History and Music History satisfy General Education requirements in the following areas: Humanities, Cultural Diversity, and Writing-Intensive.

### Minor in Art History

A minor in Art History requires 18 credits, including ARTH 111 and 112. Four additional courses in Art History are required; PHIL 320 may be used as one of these four courses. Internships at the Lackawanna Historical Society and Anthracite Museum are available to Art History minors upon completing 12 credits in Art History.

Students with minors in Art History have recently enrolled in graduate degree programs in art history, decorative arts, library science and museum education. Others have accepted employment with the Metropolitan Museum of Art, Sotheby's New York and the Franklin Institute, Philadelphia. Students with music literature minors have pursued careers in recording, musical composition and performance.

Studio artists have continued their studies at the Moore College of Art, Maryland Institute of Art, and the Art Students' League, New York City.

### Minor in Music History

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

## Course Descriptions

### Art

#### ART 112 3 cr. Color and Design

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 3 cr. Three-Dimensional Design

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 3 cr. Basic Drawing

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 3 cr. Painting I

(Prerequisite: ART 112, 116 or equivalent) 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 182, 183 3 cr. Independent Study Courses

These courses are designed to address the career objectives of students who intend to pursue studies in studio art, or in disciplines for which background in studio art is necessary. Arranged with permission of the director.

#### ART 184 3 cr. Special Topics

Selected topics in studio art vary on the basis of student/faculty interest and available resources. Topics may include, but are not limited to: Printmaking, Painting II, Advanced Drawing, Pastel and Watercolor.

#### ART 322 3 cr. Two-Dimensional Computer Animation Techniques

(Prerequisites: CMPS 202 or CMPS 334 or permission of instructor) A course in the creation of computer animation, with an emphasis on Web-

based implementation. This course introduces techniques for computer animation such as key-framing, motion capture, layers, guides, tweening. The techniques will be implemented using the industry-standard software, Flash. The course also includes an overview of story-telling, storyboarding and scene composition. A major project will be required. (Also listed as MIT 322.)

**ART 324 3 cr.**

**3D Computer-generated Animation/Content**

A course that addresses three-dimensional graphic content creation and manipulation. Students develop 3D content using a number of industry-standard software packages. Topics include mode/texture development, animation, construction of 3D environments, rendering and advanced topics. (Also listed as MIT 324.)

**Art History**

**ARTH 111 3 cr.**

**(CA) History of World Art I**

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 3 cr.**

**(CA) History of World Art II**

The course opens with the history of painting, sculpture, and architecture in Renaissance, Baroque, and 18th-century Europe. Introduced by Impressionism, Expressionism, and Cubism, the study of the art of the modern world concludes with a survey of idea, style and technique in 20th-century art. (ARTH 111 not a prerequisite.)

**ARTH 113 3 cr.**

**(CA,D) Native American Art**

Students will study the history, society, religious beliefs and craft traditions of the precolonial peoples of the United States, as well as contemporary Native American artists. The course entails group work, a collaborative final project, and a trip to the Mashantucket Pequot Museum in Connecticut or to the National Museum of the American Indian in Washington, D.C.

**ARTH 114 3 cr.**

**(CA) History of Architecture**

A general survey of architectural history from the prehistoric through the modern era, focusing on architectural style, the built environment, and the rituals which condition the use and design of structures and urban spaces. The

course features walking tours of Philadelphia and the city of Scranton as well as guest lectures by area architects.

**ARTH 115 3 cr.**

**Art of the Ancient World**

(Formerly ARTH 201) A survey of the art and architecture produced between 3000 and 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 3 cr.**

**(CA) Art of Greece and Rome**

(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. to 5th c. A.D.).

**ARTH 117 3 cr.**

**Early Christian and Byzantine Art**

(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 3 cr.**

**(W) Medieval Art: Romanesque and Gothic**

(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 3 cr.**

**The Icon in Russian and East European**

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 from medieval through modern times.

**ARTH 210 3 cr.**

**(CA,D,W) Women in the Visual Arts**

This cross-disciplinary course presents selected topics on women in the visual arts, including varied ways of thinking and writing about women, art and culture. Topics include a survey of women in art, being female in the Renaissance, contemporary women artists, female artists in Latin America, and 19th-century women artists.

**ARTH 212** 3 cr.  
**(CA,D,W) African American Art**  
 This course considers African Americans in the visual arts, including varied ways of thinking and writing about African American art and culture. Topics include slavery and emancipation, the Harlem renaissance, the Civil Rights movement, African American women artists, and collecting African American art.

**ARTH 213** 3 cr.  
**(CA,D,W) American Art**  
 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 20th century.

**ARTH 214** 3 cr.  
**Renaissance Art in Italy, 1200-1480**  
 As a survey of the art produced in Italy, 1200-1480, the course examines the production of art as it relates to society and culture. From St. Francis' Assisi to Pope Sixtus IV's Rome, and from Giotto to Botticelli, painting, sculpture, and architecture will be studied in contexts of history, gender, technology, intellectual life, theology and philosophy.

**ARTH 215** 3 cr.  
**Renaissance Art in Italy, 1480-1620**  
 This course continues with a survey of art and society in Italy, 1480-1620. The papacy, during the 15th century, brings Michelangelo and Raphael to Rome, which remains a cultural capital for artists through the 17th century. Artists working in 16th century Florence, in the wake of Michelangelo, introduce a style that flourishes brightly, but briefly: Mannerism.

**ARTH 216** 3 cr.  
**(CA,W) Michelangelo and His World**  
 (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 16th-century biographies will furnish a rich context for the appreciation of his work and for understanding the society to which he belonged.

**ARTH 217** 3 cr.  
**(W) Leonardo Da Vinci**  
 (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 15th-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** 3 cr.  
**(W) The Age of Rembrandt**  
 (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 219** 3 cr.  
**The Renaissance in Northern Europe**  
 (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 220** 3 cr.  
**(W,D) History of Photography**  
 The course explores the historical development of photography and considers the medium's aesthetic components as well as the theoretical and representational issues it raises.

**ARTH 221** 3 cr.  
**(CA,D,W) Nineteenth-Century Art**  
 (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** 3 cr.  
**(W) Impressionism and Post-Impressionism**  
 (Formerly ARTH 312) Impressionism, an artistic movement linked today with leisure and pleasure, developed out of conflict and challenged many standard European art practices. The course investigates the artistic goals and strategies of 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** 3 cr.  
**(CA,D,W) Art of the Twentieth Century**  
 (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** 3 cr.  
**(CA,D,W) Matisse and Picasso**  
 (Formerly ARTH 315) This course examines the works of these two influential modern artists by considering the aesthetic and historical context of their paintings, sculptures, prints, and writings on art.
- ARTH 295-296** 3 cr.  
**(W,D,CA) 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: the Art Museums of London and Paris, The Bible in Text and Image (Italy), Renaissance Villas and Palaces, Michelangelo, etc.
- ARTH 311** 3 cr.  
**(W,D,CA) Medieval and Renaissance Women**  
 This topics course explores various ways of looking at Italian medieval and Renaissance women in text and image. Primary texts by Hildegard von Bingen, Giovanni Boccaccio, Christine de Pisan, Leonbatista Alberti and Baldassare Castiglione will be studied for the light they shed on the notion and nature of woman. Great emphasis will be placed on in-class analysis of images, and a field trip to the Italian Renaissance collection of the Metropolitan Museum, NYC, will enable students to apply skills of visual analysis.
- ARTH 316** 3 cr.  
**Painted Chambers of the Renaissance**  
 Renaissance images were made, commissioned and viewed by particular audiences to whom the work of art communicated and reinforced contemporary beliefs and values. This course explores the meaning and purpose of murals produced for public and private use in private homes, churches and civic structures. Contemporary literature of the period will also be studied.
- ARTH 380** 1-3 cr.  
**Museum Methods (Internship)**  
 (Prerequisites: ARTH 111, 112 and two additional ARTH courses) Offered in cooperation with the local art venues, this course introduces students to ideologies of arts administration and methods of curatorial research and procedure. On-site study is supervised by Art History faculty.
- ARTH 384, 484** 3 cr.  
**Special Topics**  
 (Prerequisites: ARTH 111, 112 and two additional ARTH courses) Selected topics will vary from year to year on the basis of 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.
- Music**
- MUS 111** 3 cr.  
**(CA) Music History I**  
 The history and literature of Western classical music from the medieval period to the 18th century, including Gregorian chant, the growth of polyphony, the rise of instrumental music, and the birth and growth of opera.
- MUS 112** 3 cr.  
**(CA) Music History II**  
 The history and literature of Western classical music from the 18th 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** 3 cr.  
**Keyboard Music**  
 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** 3 cr.  
**Symphony**  
 Development of the symphony as an independent genre, from its origins in the mid-18th century to the present day. Works by Haydn, Mozart, Beethoven, Brahms, Tchaikovsky, Mahler, Shostakovich and Stravinsky will be among those considered.

**MUS 217** 3 cr.  
**Opera**

The history of opera from its beginnings at the turn of the 17th century to the present with an emphasis on the 19th and 20th centuries. Representative operas by Mozart, Verdi, Wagner and Puccini, among others, will be examined.

**MUS 218** 3 cr.  
**American Musical Theatre**

The development of musical theatre in America from the 19th 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** 3 cr.  
**History of Jazz**

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 220** 3 cr.  
**(CA,W) Music in the Renaissance**

A study of the style characteristics of Renaissance music, and of musicians of Western Europe. Emphasis is given to how Renaissance ideals are reflected in the musical works, and the place of music and musicians in Renaissance society.

**MUS 222** 3 cr.  
**Bach**

(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 18th century. A survey of Bach's life and works is followed by detailed study of selected vocal and instrumental compositions.

**MUS 223** 3 cr.  
**Mozart**

(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 18th-century culture and musical conventions on Mozart's work is considered.

**MUS 225** 3 cr.  
**Beethoven**

(Formerly MUS 325) Study of a composer whose fiery personality drove him to express through music universal concepts in an age of revolution, e.g., 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** 3 cr.  
**Romantic Music of the Nineteenth Century**

A study of the major musical developments in the 19th century, the Romantic Period: the rise of piano literature, the art song, chamber and program music, and opera. Attention to nationalism.

**MUS 228** 3 cr.  
**Music of the Twentieth Century**

(MUS 112 recommended as prerequisite) A study of the history and literature of Western classical music in the 20th century. The various “isms” of the period, including impressionism, expressionism, neo-classicism, serialism, and minimalism, will be examined.

**MUS 233** 3 cr.  
**Music in America**

An overview of music in the United States from colonial times to the present, with an emphasis on the 20th 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** 3 cr.  
**Music Theory I**

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** 3 cr.  
**Music Theory II**

(Prerequisite: MUS 235) Extension of the tonal vocabulary to include chromatic harmony, modulatory techniques, and the use of extended chords, as well as an overview of selected post-tonal procedures.

**MUS 280** 3 cr.  
**Liturgical Music**

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

**MUS 284** 3 cr.  
**Special Topics**  
 Selected topics in music history will vary from year to year in accord with student/faculty interest.

## ► BIOCHEMISTRY, CELL AND MOLECULAR BIOLOGY

### Faculty

Kathleen G. Dwyer, Ph.D., *Co-Director, Biology Department*  
 Joan Wasilewski, Ph.D., *Co-Director, Chemistry Department*  
 Timothy D. Foley, Ph.D.  
 George R. Gomez, Ph.D.  
 Tabbi Miller-Scandle, Ph.D.  
 Michael A. Sulzinski, Ph.D.

### Overview

The Biochemistry, Cell and Molecular Biology major is an interdisciplinary program of study between the Biology and Chemistry departments. The program provides students with an understanding of the fundamentals of biology and chemistry and the key principles of biochemistry, cell and molecular biology, as suggested by the American Society of Biochemistry and Molecular Biology. There is a strong emphasis on genomics, proteomics and bioinformatics.

The program is designed to provide students with expertise in both the fundamentals and frontline applications of these rapidly expanding fields, especially in the areas of genomics, proteomics and bioinformatics. Students who graduate from the program are expected to possess skills suitable for (a) biotechnical work in the pharmaceutical, health and agricultural industries and for (b) further academic pursuits in graduate or professional schools.

### Major Electives (see department pages for course descriptions)

*Choose one of the following:*

BIOL 250 Microbiology  
 BIOL 344 Principles of Immunology  
 BIOL 350 Cellular Biology

*Choose two of the following:*

BCMB 464 Molecular Biology of Cancer  
 BCMB 493 Research (may be an internship if approved by BCMB Advisory Board)  
 BIOL 245 Physiology  
 BIOL 250 Microbiology  
 BIOL 344 Principles of Immunology  
 BIOL 350 Cellular Biology  
 BIOL 351 Developmental Biology  
 BIOL 358 Cellular and Molecular Neurobiology  
 BIOL 364 Virology  
 CHEM 352 Chemical Toxicology  
 CHEM 360 Biophysical Chemistry I  
 CHEM 370 Instrumental Analysis

### Course Descriptions

**BCMB 290** 1 cr.  
**Seminar**  
 Instruction in seminar format and oral presentation; student presentations on current topics in molecular life sciences, relevant to basic or applied research findings from the primary scientific literature.

**BCMB 440** 3 cr.  
**Proteomics**  
 (Prerequisites: BIOL 361 or 362 and CHEM 451 or permission of instructor) Study of the post-genomic era, including protein identification strategies using two-dimensional gel electrophoresis, mass spectrometry and use of protein databases. The course also covers the ways in which proteomic study continues to impact disease diagnosis, cancer research and drug design.

**BCMB 464** 1.5 cr.  
**Molecular Biology of Cancer**  
 Discussion of biological and molecular features of oncogenesis and clinical cancer with details of specific molecular events of carcinogenesis, metastasis, and cellular transduction with a review of treatment modalities and prevention protocols for clinically important human cancers.



Biochemistry, Cell and Molecular Biology Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR (GE NSCI)	CHEM 112–113	General Analytical Chemistry I–II	4.5	4.5
MAJOR	BIOL 141–142	General Biology I–II	4.5	4.5
GE QUAN–COGNATE	MATH 103 <sup>1</sup> –114	Pre-Calculus Math–Calculus I	4	4
GE WRTG	WRTG 107	Composition	3	
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE FSEM	INTD 100	Freshman Seminar	1	
MAJOR	BCMB 290	BCMB Seminar		1
			17	17
Second Year				
MAJOR	CHEM 232–233	Organic Chemistry I–II	4.5	4.5
MAJOR	BIOL 361	Molecular Biology I		5
MAJOR	BCMB 290	BCMB Seminar		1
MAJOR	BIOL ELECT <sup>2</sup>	Biology Elective	3-5	
GE SPCH	COMM 100	Public Speaking	3	
GE T/RS	T/RS 121	Theology I		3
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE S/BH	S/BH ELECT	Social/Behavioral Elective	3	
GE PHED	PHED ELECT	Physical Education		1
			16.5-18.5	17.5
Third Year				
MAJOR	CHEM 450–451	Biochemistry I–II	4.5	3
MAJOR	BCMB 290	BCMB Seminar		1
MAJOR	BIOL/CHEM ELECT <sup>3</sup>	Biology/Chemistry Elective	3-4.5	
COGNATE	PHYS 120–121	General Physics I–II	4	4
GE T/RS–PHIL	T/RS 122–PHIL 210	Theology II–Ethics	3	3
GE S/BH	S/BH ELECT	Social Behavioral Elective		3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHED	PHED ELECT	Physical Education	1	
			15.5-17	17
Fourth Year				
MAJOR	BCMB 490	Biochemistry Capstone		3
MAJOR	BCMB 440	Proteomics		3
MAJOR	BIOL 362	Molecular Biology II	5	
MAJOR	BIOL/CHEM ELECT <sup>3</sup>	Biology/Chemistry Elective		3-5
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
GE ELECT	FREE ELECT	Free Elective	6	
GE PHED	PHED ELECT	Physical Education		1
			17	13-15
			TOTAL: 130.5-136 CREDITS	
<sup>1</sup> If not needed, replace with one course in Biology or Chemistry.				
<sup>2</sup> BIOL 250, 344 or 350.				
<sup>3</sup> In the third and fourth years, students must complete two of the following courses: BCMB 493; BIOL 245, 250, 344, 350, 351, 358, 364; CHEM 352, 360, 370.				

**BCMB 490** 3 cr.  
**Biochemistry, Cell and Molecular Biology Capstone**  
(Prerequisites: BIOL 362 and CHEM 451) Fundamentals of biochemistry, cell and molecular biology will be used to explore various themes in molecular life science. Students are responsible for researching advanced topics and presenting lecture/discussions or case studies to the class.

## ► BIOLOGY

### Faculty

Janice Voltzow, Ph.D., *Chair*  
 Timothy Joseph Cadigan, S.J., Ph.D.  
 Michael D. Carey, Ph.D.  
 John R. Conway, Ph.D.  
 Kathleen G. Dwyer, Ph.D.  
 Tara N. Fay, M.S.  
 George R. Gomez, Ph.D.  
 Michael A. Hardisky, Ph.D.  
 Gary G. Kwiecinski, Ph.D.  
 Christine E. McDermott, Ph.D.  
 Maria E. Squire, Ph.D.  
 Robert J. Smith, Ph.D.  
 Michael A. Sulzinski, Ph.D.  
 Terrence E. Sweeney, Ph.D.  
 Daniel S. Townsend, Ph.D.  
 Robert F. Waldeck, Ph.D.

### Overview

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 degree in Biology supplies preprofessional preparation meeting all requirements and recommendations of professional schools (medicine, dentistry, veterinary medicine, optometry, podiatry).

While the department's record in the preparation of physicians is an impressive one as indicated in the Pre-Medical section, its record as one of the baccalaureate sources of Ph.D.s in the biological sciences is equally prestigious. In this respect, a 1998 study by the Office of Institutional Research at Franklin and Marshall College showed that between 1985 and 1995, The University of Scranton ranked 5th of the 66 institutions listed that grant the master's degree.

The Biology curriculum appears below. In addition to the 9-credit freshman course in General Biology, biology majors will select 33 credits of Biology electives with at least one course in each of the following five course groups (special exemption may be made by permission of the chairperson).

<i>Cellular (C):</i>	BIOL 250, 255, 344, 346, 348, 349, 350, 351, 352, 354, 358, 444, 445, 450, 453
<i>Molecular (M):</i>	BIOL 250, 263, 344, 350, 351, 358, 361, 362, 364
<i>Organismal (O):</i>	BIOL 195, 196, 241, 243, 245, 250, 255, 272, 274, 344, 345, 346, 347, 348, 349, 351, 354, 370, 444, 445, 446, 473
<i>Genetics (G):</i>	BIOL 260, 263, 361, 362, 375
<i>Population (P):</i>	BIOL 195, 196, 272, 273, 274, 345, 349, 370, 371, 375, 471, 472, 473

Biology majors may use up to 6 credits in Chemistry (CHEM 350, 351, 360, 450, 451) or Biochemistry, Cell and Molecular Biology (BCMB 440, 464) as Biology electives.

See the Pre-Medical Program section for the pre-medical advisor's elective recommendations for pre-professional students.

### Minor in Biology

The student must complete Biology 141-142, including the laboratory, and 15 additional credits of courses suitable for the Biology major. Biology electives must be selected from at least three of the five established course groups, and must include at least 3 credits of advanced laboratory work. It is strongly suggested that a potential Biology minor seek the advice of the department's chairperson concerning the selection of electives suitable to his/her personal goals.

### Course Descriptions

*Biology courses numbered 100-139 and 200-239 are not open to Biology majors.*

#### BIOL 100 3 cr.

**(E) Modern Concepts of Human Biology**  
 Exploration of the practical impact that modern biological concepts have on our lives. Topics include cell function, genetics, AIDS and other infectious diseases, cancer and end of life issues. Provides a framework for making informed ethical decisions regarding pertinent biological issues. Three hours lecture. Fall only.

#### BIOL 101 3 cr.

**(E) Introduction to Biological Science**  
 Introduction to fundamental concepts, principles and theories of modern biology. Discussion and application of the scientific method in dis-

Biology Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR (GE NSCI)	BIOL 141–142	General Biology	4.5	4.5
COGNATE	CHEM 112–113	General Analytical Chemistry I–II	4.5	4.5
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
			16	18
Second Year				
MAJOR	BIOL ELECT	Biology Electives	4.5	4
COGNATE	CHEM 232–233	Organic Chemistry I–II	4.5	4.5
GE QUAN–COGNATE	MATH 103–114 <sup>1</sup>	Pre-Calculus Math–Analysis I	4	4
GE S/BH	S/BH ELECT	Social/Behavioral Elective		3
GE PHIL–T/RS	PHIL 210–T/RS 121	Ethics–Theology I	3	3
GE PHED	PHED ELECT	Physical Education	1	
			17	18.5
Third Year				
MAJOR	BIOL ELECT	Biology Electives	4.5	5
COGNATE	PHYS 120–121	General Physics I–II	4	4
GE S/BH	S/BH ELECT	Social Behavioral Elective	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE T/RS	T/RS 122	Theology II	3	
GE ELECT	FREE ELECT	Free Elective		3
GE PHED	PHED ELECT	Physical Education		1
			17.5	16
Fourth Year				
MAJOR	BIOL ELECT	Biology Electives	7.5	7.5
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	FREE ELECT	Free Electives	6	3
GE PHED	PHED ELECT	Physical Education		1
			16.5	14.5
TOTAL: 134 CREDITS				

<sup>1</sup> MATH 103 (taken before MATH 114) if indicated by Math Placement Test. Otherwise, credits may be taken in math, biology, chemistry or physics.

covery and learning, discussion of experimental and statistical techniques, examination of the historical and cultural fabric of biological science, and discussion of the impact of biological research and development on modern society. Three hours lecture.

**BIOL 104** 3 cr.  
**(E) Anatomy, Physiology and Health**  
A systems approach to understanding the components of the human body and their functions in health and wellness. Provides an introduction to body systems and how they are impacted by genetics, the environment, and personal choices. Topics include structural and functional basis for understanding cardiovascular disease, osteoporosis, stress, metabolism and weight management, gastrointestinal disorders, and other health-related topics.

**BIOL 105** 3 cr.  
**(E) Biodiversity**  
An examination of the variety of animal and plant species, especially in the two most diverse ecosystems: the coral reef and the tropical rain forest. The foundations of biological diversity will be studied: ecology, systematics, evolution and biogeography. Current topics will be discussed, such as deforestation, human population growth, endangered species and global warming. Three hours lecture.

**BIOL 108** 3 cr.  
**(E) History of Life on Earth**  
Sequence of appearance of life on earth based on the geological record. Topics include the origin of life on earth, patterns and processes of the fossil record, and an introduction to the diversity of life, past and present. Three hours lecture.

- BIOL 110-111** 8 cr.  
**(E) Structure and Function of the Human Body**  
 (Requires concurrent enrollment in lecture and lab) 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. Three hours lecture, two hours lab each semester.
- BIOL 141-142** 9 cr.  
**(E) General Biology**  
 (Requires concurrent enrollment in lecture and lab) 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. Three hours lecture, three hours lab each semester.
- BIOL 195** 3 cr.  
**(E) Tropical Biology (O,P)**  
 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 rain forests. Approximately two weeks will be spent at a biological station in the American tropics. Swimming proficiency required. Intersession only.
- BIOL 202** 3 cr.  
**(E) The ABC's of Genetics**  
 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. Three hours lecture.
- BIOL 204** 3 cr.  
**(E,D) Environmental Issues in Latin America**  
 Survey of the biogeography and biomes of Latin America, the current challenges to these environments, and programs aimed at achieving sustainability in the region.
- BIOL 205** 3 cr.  
**(E) Human Sexuality and Reproduction**  
 A study of the biology and evolution of sexual function, reproduction and behavior in humans; including discussion of reproductive health issues, historical and social aspects, and consequences for human population growth.
- BIOL 210** 3 cr.  
**Introductory Medical Microbiology**  
 (Pre- or co-requisites: BIOL 110-111, CHEM 110-111; requires concurrent enrollment in lecture and lab) Fundamentals of microbiology, including structure, function, identification, pathogenesis, epidemiology and control of microorganisms with emphasis on human pathogens. Two hours lecture, two hours lab. Fall only.
- BIOL 241** 5 cr.  
**Comparative Vertebrate Anatomy (O)**  
 (Prerequisites: BIOL 141-142; requires concurrent enrollment in lecture and lab) 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. Three hours lecture, four hours lab. Fall only.
- BIOL 245** 4.5 cr.  
**(W: lab only) General Physiology (O)**  
 (Prerequisites: BIOL 110-111 or BIOL 141-142 and CHEM 112-113; requires concurrent enrollment in lecture and lab) Physiological processes underlying functioning of the animal organism. Study of irritability, excitation, conduction, contractility, cellular physiology, and functions of mammalian organ-systems. Three hours lecture, three hours lab.
- BIOL 250** 5 cr.  
**Microbiology (C,O,M)**  
 (Prerequisites: BIOL 141-142, CHEM 112-113; requires concurrent enrollment in lecture and lab) Structure, function, growth, reproduction, heredity and relationships of bacteria, yeasts, molds, viruses; a brief survey of pathogens, life cycles of parasitic microzoa; introduction to disease and immunology. Three hours lecture, four hours lab; not open to Nursing majors.
- BIOL 255** 3 cr.  
**Animal Nutrition and Metabolism (C,O)**  
 (Prerequisites: BIOL 141-142, concurrent enrollment in CHEM 233, if not already successfully completed) A survey of concepts and disciplines within the nutritional sciences. Lectures and discussion address basic sciences, biological factors, and current controversies including physiological systems directly and indirectly influencing nutrition and metabolism, nutrients and their metabolism, energy balance, food technology, and agribusiness. Spring semester

**BIOL 260** 4.5 cr.  
**Genetics (G)**  
 (Prerequisites: BIOL 141-142; lab is optional)  
 Mendelian, cyto-, population and evolutionary,  
 and basic molecular genetics; emphasis on  
 eucaryotes. Three hours lecture, three hours lab.

**BIOL 272** 5 cr.  
**Invertebrate Biology (O,P)**  
 (Prerequisites: BIOL 141-142; requires concur-  
 rent enrollment in lecture and lab) Structure and  
 function of the major groups of invertebrates  
 with emphasis on their evolutionary relation-  
 ships. Labs focus on the diversity of invertebrate  
 forms and include field trips. Three hours lec-  
 ture, three hours lab. Fall, odd years.

**BIOL 273** 3 cr.  
**Marine Ecology (P)**  
 (Prerequisites: BIOL 141-142) Diversity of  
 marine habitats and of the organisms that  
 inhabit them. Lectures and discussion address  
 the physical and biological factors that influence  
 the distribution and ecology of organisms in the  
 various marine environments, including inter-  
 tidal, estuarine, benthic, coral reef, and open  
 ocean communities. The effects of humans on  
 the sea will be assessed. Three hours lecture.

**BIOL 274 (O,P)** 3 cr.  
**Conservation Biology**  
 Conservation biology is a multidisciplinary field  
 that seeks to identify, understand and counter  
 threats to the earth's biodiversity. This course  
 will provide students an understanding of con-  
 servation-related issues ranging from recognition  
 of threats to biodiversity to preserve selection,  
 design and management. Three hours lecture.  
 Spring, odd years.

**BIOL 295** 3 cr.  
**(E,D) Philippines Organisms and Ecosystems**  
 This course focuses on field studies of abiotic  
 factors, flora and fauna, interrelationships and  
 indigenous cultures in different tropical eco-  
 systems of the Philippines. The course involves a  
 three-week trip (extra funds required), with local  
 excursions to unique tropical rainforests, coral  
 reefs, mangroves and/or volcanoes. Enrollment  
 limited. Intersession only.

**BIOL 342** 4 cr.  
**Comparative Biomechanics**  
 (Prerequisite: BIOL 241, 243, 245, 272, 273,  
 345, 349 or 374) The application of basic prin-  
 ciples from physics and mechanical engineering  
 to understand how organisms work. Integrated  
 lectures, labs, and discussions explore the limita-  
 tions and opportunities the physical world pro-

vides to organisms. Topics vary but may include  
 how flies fly, how bones break, and why mucus  
 is so sticky.

**BIOL 344** 4.5 cr.  
**Principles of Immunology (C,O,M)**  
 (Prerequisite: BIOL 250 strongly recommended  
 for 344 lecture, required for 344 lab) The basic  
 molecular, cellular and organismal aspects of the  
 immune response, emphasizing chemical and  
 functional bases of antigens and immunoglobu-  
 lins, cellular and humoral response, tolerance,  
 immune deficiency, hypersensitivity, autoimmu-  
 nity, blood groups, transplantation. Three hours  
 lecture, three hours lab (lab is optional). Spring  
 only.

**BIOL 345** 3 cr.  
**Comparative Animal Physiology (P,O)**  
 (Prerequisite: BIOL 245) The physiological prin-  
 ciples involved in adaptations of animals to their  
 environment from a comparative viewpoint;  
 osmotic control, temperature regulation, nerve  
 and muscle physiology, sensory perception, etc.  
 Three hours lecture.

**BIOL 346** 3 cr.  
**Endocrinology and Reproduction (C,O)**  
 (Prerequisite: BIOL 245) The mammalian endo-  
 crine system; emphasis on molecular mecha-  
 nisms of hormone action, feedback control of  
 hormone production, integration with other  
 physiological systems, and reproductive endocri-  
 nology. Three hours lecture. Spring only.

**BIOL 347** 3 cr.  
**Exercise Physiology (O)**  
 (Prerequisite: BIOL 245) Study of anatomical  
 and physiological effects of exercise, centering  
 around control of physical performance by capac-  
 ity to generate energy through aerobic and anaer-  
 obic pathways; includes effects of heredity, age,  
 nutrition, training and environment on perfor-  
 mance. Emphasizes the multidimensional role of  
 exercise in weight control, cardiovascular fitness,  
 stress management, fatigue, strength, etc. Three  
 hours lecture/demonstration. Spring, odd years.

**BIOL 348** 3 cr.  
**Functional Neuroanatomy (C,O)**  
 (Prerequisite: BIOL 245, or, for neuroscience  
 majors, PSYC 231) Study of the organization and  
 function of the neuron, neural circuits, and the  
 major sensory and motor components of the cen-  
 tral nervous system; bioelectric phenomena, synap-  
 tic transmission; the neural basis for higher func-  
 tions such as cognition, memory, and learning.  
 (Also listed as NEUR 348.)

- BIOL 349** 5 cr.  
**Plant Physiology (C,O,P)**  
 (Prerequisite: BIOL 101 or 141 or permission of instructor; lab is optional) Functional anatomy and physiology of plants, including structure, photosynthesis, respiration, mineral nutrition, water relations, productivity, growth and differentiation, transport, stress physiology, and energy flow. Three hours lecture, three hours lab. Lab is writing-intensive (W). Spring, odd years.
- BIOL 350** 5 cr.  
**(W) Cellular Biology (C,M)**  
 (Prerequisites: BIOL 141-142; requires concurrent enrollment in lecture and lab) Study of structure and function in eukaryotic cells. Emphasis on biomolecules, cell organelles, cell motility, signaling, and cell physiology. The cellular basis of human physiology and disease will also be discussed. Labs focus on experimental studies of cellular structure and function using techniques of modern cell biology. Three hours lecture, three hours lab. Lab fulfills a writing-intensive (W) requirement.
- BIOL 351** 5 cr.  
**Developmental Biology (C,O,M)**  
 (Prerequisites: BIOL 141-142; requires concurrent enrollment in lecture and lab) 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. Three hours lecture, three hours lab. Spring only.
- BIOL 352** 5 cr.  
**Histology (C)**  
 (Prerequisites: BIOL 141-142; BIOL 241 strongly recommended; requires concurrent enrollment in lecture and lab) 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. Three hours lecture, four hours lab. Fall only.
- BIOL 354** 5 cr.  
**Special Histology**  
 (Prerequisites: CHEM 232-233, BIOL 352; requires concurrent enrollment in lecture and lab) Microscopic recognition and functional correlations of the major vertebrate organ systems. Enrollment is limited to preserve informal and flexible working conditions appropriate to advanced histological work. This course is customized to the participants' needs. Options include in-depth training in techniques or in-depth analysis of a particular organ system. Two hours lecture, five hours lab. Spring only.
- BIOL 358** 3 cr.  
**Cellular and Molecular Neurobiology (C,M)**  
 (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. Three hours lecture. (Also listed as NEUR 358.)
- BIOL 361** 5 cr.  
**Molecular Biology I (M,G)**  
 (Prerequisites: BIOL 141-142, CHEM 232; co-requisite: CHEM 233; requires concurrent enrollment in lecture and lab) 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. Three hours lecture, three hours lab. Spring only.
- BIOL 362** 5 cr.  
**(W: lab only) Molecular Biology II (M,G)**  
 (Prerequisite: BIOL 361 or CHEM 350) Structure and function of eukaryotic cells and organisms from a molecular viewpoint. Study of eukaryotic genome and gene organization, DNA packaging and replication, RNA transcription and splicing, translation into proteins and how these processes are regulated. Discussion of HIV, cancer, and evolution on the molecular level. Three hours lecture, three hours optional lab. Fall only. Optional laboratory fulfills a writing-intensive (W) requirement.
- BIOL 364** 5 cr.  
**Virology (M)**  
 (Prerequisites: BIOL 141-142, CHEM 232-233; lab is optional) 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. Three hours lecture, three hours lab. Fall only.



**BIOL 370** 4.5 cr.  
**(W: lab only) Animal Behavior (P,O)**  
 (Prerequisites: BIOL 141-142; lab is optional)  
 Classification of behavior types, development, functional advantages and evolution of behavior, and social and physiological aspects studied in lower and higher organisms. Three hours lecture, two hours lab. Spring only. Optional lab fulfills a writing-intensive (W) requirement.

**BIOL 371** 5 cr.  
**Ecology (P)**  
 (Prerequisites: BIOL 141-142; lab is optional)  
 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. Three hours lecture, three hours lab. Fall only.

**BIOL 374** 5 cr.  
**(W: lab only) Vertebrate Biology (P,O)**  
 (Prerequisites: BIOL 141-142; lab is optional)  
 This course presents an overview of the vertebrates, placing vertebrate form and function within an ecological and evolutionary context. Much of the course is concerned with vertebrate systematics, factors governing distribution, vertebrate interactions with both biotic and abiotic components of their environment as well as conservation and management issues. Three hours lecture, three hours lab. Spring only. Optional lab fulfills a writing-intensive (W) requirement.

**BIOL 375** 3 cr.  
**Evolution (G,P)**  
 (Prerequisites: BIOL 141-142) A consideration of the theories of evolution and evidences for them in plants and animals. Population genetics and the adaptiveness of various organic traits will be discussed. Three hours lecture. Fall only.

**BIOL 379** 3 cr.  
**Biostatistics**  
 (Prerequisite: MATH 103) Data analysis and statistical techniques in biology and medicine; probability and frequency distributions, descriptive statistics, hypothesis testing, and various parametric and nonparametric statistical tests. Use of one or more computerized statistical programs. Three hours lecture. Spring only.

**BIOL 384** 2-4 cr.  
**Special Topics in Biology**  
 Study of selected topics in biology, varying from year to year in accord with student/faculty interest and current research advances. May include

such topics as sensory reception, membrane biology, population genetics, etc.

**BIOL 393-394** Variable Credit  
**Undergraduate Research**  
 (Prerequisite: 12 credits in Biology) Individual problems for advanced students with sufficient background in biological and physical sciences.

**BIOL 444** 3 cr.  
**Sensory Biology (C,O)**  
 (Prerequisites: BIOL 245 and completion of or concurrent enrollment in PHYS 121/141) The course applies multidisciplinary approaches to the study of senses: physics of stimuli, anatomy of receptor organs, neurophysiology of receptor cells, anatomy and central processing, animal behavior, and artificial sensor design. The course focuses on terrestrial vertebrates with occasional discussions on aquatic sensory systems. Three hours lecture. (Also listed as NEUR 444.)

**BIOL 446** 3 cr.  
**Cardiovascular Physiology (O)**  
 (Prerequisites: BIOL 245, PHYS 120 or 140)  
 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. Three hours lecture.

**BIOL 450** 5 cr.  
**Electron Microscopy (C)**  
 (Prerequisites: BIOL 141-142; requires concurrent enrollment in lecture and lab) Introduction to the mechanics of the electron microscope with emphasis on standard laboratory techniques, including preparation of materials, sectioning, viewing and photographic analysis. One hour lecture, six hours lab.

**BIOL 453** 3 cr.  
**Skeletal Biology (C)**  
 An interdisciplinary approach to studying form and function of the skeletal system. Topics include anatomical structure, development and growth, adaptation, and disease, and will incorporate the significant influence that genetic and epigenetic factors (including physical forces) have on skeletal structure and function.

**BIOL 454** 3 cr.**Pathophysiology (C)**

(Prerequisite: BIOL 245) Pathophysiology considers how disease impacts the normal workings of the human body. This course will consider case studies from all major systems of the body and allow students to investigate the molecular basis for dysfunction. Pharmacological remedies will be explored providing a mechanism for the return of homeostasis. Three hours lecture. Spring.

**BIOL 472** 3 cr.**Systems Ecology (P)**

(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. Three hours lecture.

**BIOL 473** 5 cr.**Estuarine Ecology (O,P)**

(Prerequisites: BIOL 141 or 101 or permission of instructor; lab is optional) 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 week-long field trip during Spring Break to Sapelo Island, Georgia, and Cocodrie, Louisiana. Three hours lecture, three hours lab. Spring, even years.

Computers, Forensic Chemistry and Medical Technology. The Chemistry Department and the Biology Department co-sponsor two interdisciplinary programs: Environmental Science and Biochemistry, Cell and Molecular Biology, described in detail under those headings. The program in Chemistry is approved by the American Chemical Society, which means that graduates may be certified by the American Chemical Society if they meet the requirements. In addition, outstanding students in the Chemistry and Biochemistry majors are eligible for consideration in the combined, five-year baccalaureate/master's degree program (please refer to the section on the College of Graduate and Continuing Education and to the *Graduate Studies Catalog* for specifics of the program). The strength of the department is indicated by the fact that The University of Scranton has been one of the leading schools in the country in the number of master's degrees awarded in chemistry.

A 1998 study by the Office of Institutional Research at Franklin and Marshall College ranked The University of Scranton 2nd of 62 master's-granting institutions as the baccalaureate source of those earning Ph.D. degrees in chemistry between 1986 and 1995.

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

**► CHEMISTRY****Faculty**

David E. Marx, Ph.D., *Chair*

Lindsay Batory, Ph.D.

Christopher A. Baumann, Ph.D.

Michael C. Cann, Ph.D.

John C. Deak, Ph.D.

Trudy A. Dickneider, Ph.D.

Timothy Daniel Foley, Ph.D.

David A. Rusak, Ph.D.

Jennifer A. Tripp, Ph.D.

Joe A. Vinson, Ph.D.

Joan Wasilewski, Ph.D.

**Overview**

The department offers six majors: Chemistry, Biochemistry, Chemistry-Business, Chemistry-

***Minor in Chemistry***

The minor in Chemistry includes Organic Chemistry (6 credits), Physical Chemistry (6 credits), and a chemistry laboratory course (3 credits).

**Biochemistry**

The department offers two tracks of study for Biochemistry majors. The tracks are similar for the first three semesters, allowing students the option to change between the two tracks within that time frame, should their career goals change. The research track prepares students for graduate study in biochemistry or for a career in which independent research experience would be beneficial. The pre-professional track is more flexible and allows students a greater selection of elective

courses in chemistry and biology in order to tailor their course of study to meet their individual career goals. The pre-professional track provides a strong background for students pursuing further studies in law or medicine or career paths not emphasizing research.

### ***Minor in Biochemistry***

The minor in Biochemistry includes Organic Chemistry (6 credits), Biochemistry I (3 credits), Biochemistry II (3 credits) or Biophysical Chemistry (3 credits), and Chemistry laboratory (3 credits).

### **Chemistry-Business**

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

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

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

### **Chemistry-Computers**

The Chemistry-Computers program 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.

### **Forensic Chemistry**

In recent years, public and academic interest in forensic science opportunities has soared. Demand for those trained in forensic science is increasing, and educational programs are growing. In response to this growth, the National Institute of Justice (NIJ) – the research, development, and evaluation agency of the U.S. Department of Justice – initiated the Technical Working Group on Education and Training in Forensic Science (TWGED) to recommend best practices for forensic science education. Their report, released in June 2004, comments on and is evidence of the growing demand for training in forensic science.

The Forensic Chemistry program at The University of Scranton has been designed according to recommendations made by the NIJ. Specifically, the curriculum includes courses in all traditional areas of chemistry in addition to forensic chemistry lecture and lab. The curriculum is consistent with the requirements of FEPAC, the Forensic Education Program Accreditation Committee, and students completing the program receive a minor in Criminal Justice.

Forensic chemists are employed in federal, state, and county crime labs, private labs and research facilities. Students are also prepared to continue in graduate work and forensic specializations such as wildlife forensics, forensic pathology, and forensic anthropology.

### **Medical Technology**

The Medical Technology degree program, under the direction of Dr. Trudy Dickneider, 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 Tech-

nology 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 Abington, Williamsport and Wilkes-Barre. See affiliations at the end of this catalog.

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

## Course Descriptions

*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 3 cr.

#### Forensic Science

Designed for law-enforcement majors as well as science majors, this is a study of the rules of evidence and the position of the expert scientific witness in law, followed by a review of the uses of scientific, and particularly chemical, evidence in various phases of the investigation and trial of criminal actions.

### CHEM 100 3 cr.

#### (E) Elements of Chemistry

An elementary study of the field of chemistry for the non-science major; concepts of structure, states of matter, modern developments, implications of the field for modern society. Three hours lecture.

### CHEM 104 3 cr.

#### (E) Science and Society

A study of some current problems of a scientific and technological nature from the point of view of the non-science major. Scientific background will be provided to lead to greater understanding and possible solutions. Possible topic: energy, genetic engineering, narcotics, pesticides, etc. Three hours lecture.

### CHEM 110-111 6 cr.

#### (E) Introductory Chemistry

(CHEM 110 is a prerequisite for CHEM 111)

A study of the fundamental concepts of general chemistry, organic chemistry, and biochemistry. Three hours lecture each semester.

### CHEM 110L-111L 2 cr.

#### Introductory Chemistry Laboratory

(Lecture is required as pre- or co-requisite; CHEM 110L is prerequisite for CHEM 111L) Experiments dealing with principles of general, organic and biological chemistry are performed. Two hours laboratory each semester.

### CHEM 112-113 6 cr.

#### (E) General and Analytical Chemistry

(CHEM 112 is a prerequisite for CHEM 113.)

A study of the laws, theories and principles of general chemistry together with qualitative and quantitative analysis. Three hours lecture each semester.

### CHEM 112L-113L 3 cr.

#### General and Analytical Chemistry Laboratory

(Lecture is required as pre- or co-requisite; CHEM 112L is prerequisite for CHEM 113L) Experiments involve semi-micro techniques for qualitative and quantitative analysis (gravimetric and volumetric analysis). Three hours laboratory each semester.

### CHEM 114L 2 cr.

#### General Analytical Chemistry Laboratory

A special laboratory course for those students who are advanced in chemistry. Semi-micro techniques of gravimetric and volumetric quantitative analysis. Admission will be on the basis of a placement exam and the professor's permission. Note: For students with majors in the Chemistry and Biology departments, this course will satisfy the requirements for the CHEM 112-113 laboratory courses.

### CHEM 202 3 cr.

#### (E) Global Change

Earth-system sciences and global environmental change, examining the records of past changes in climate, land-mass distribution, and atmospheric and oceanic composition, evaluating fossils, tree-ring data, and geological indicators.

### CHEM 232-233 6 cr.

#### (E) Organic Chemistry

(Prerequisites: CHEM 112-113; CHEM 232 is a prerequisite for CHEM 233) An introduction to the chemistry of the principal aliphatic and aromatic compounds of carbon and their derivatives. Three hours lecture each semester.

### CHEM 232L-233L 3 cr.

#### Organic Chemistry Laboratory

(Lecture is required as pre- or co-requisite; CHEM 232L is prerequisite for CHEM 233L) Investigation of the chemical preparations and

Chemistry Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR (GE NSCI)	CHEM 112–113	General Analytical Chem. I–II	4.5	4.5
COGNATE (GE QUAN)	MATH 114–221	Analysis I–II	4	4
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE T/RS–PHIL	T/RS 121–PHIL 120	Theology I–Introduction to Philosophy	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
			18.5	17.5
Second Year				
MAJOR	CHEM 232–233	Organic Chemistry I–II	4.5	4.5
MAJOR	CHEM 240	Inorganic Chemistry		3
COGNATE	MATH 222 <sup>1</sup>	Analysis III	4	
COGNATE	PHYS 140–141	Elements of Physics	4	4
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE ELECT	CMPS 134	Computer Science I		3
GE PHED	PHED ELECT	Physical Education	1	
			16.5	17.5
Third Year				
MAJOR	CHEM 330	Organic Chem. III	5	
MAJOR	CHEM 370	Instrumental Analysis		5
MAJOR	CHEM 362–363	Physical Chem. I–II	4.5	4.5
MAJOR	CHEM 390–391	Chem. Literature–Seminar	1	1
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			17.5	17.5
Fourth Year				
MAJOR	CHEM 440–440L	Adv. Inorganic Chem.–Lab	3	1.5
MAJOR	CHEM 493–494	Undergraduate Research	1.5	1.5
MAJOR	CHEM ELECT	Chem Elective, 300 Level or above	3	
GE PHIL–T/RS	PHIL–T/RS ELECT	Philosophy or T/RS Elective		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	FREE ELECT	Free Electives	3	6
			13.5	12
TOTAL: 130.5 CREDITS				

<sup>1</sup> For ACS certification, Chemistry majors must complete MATH 222, MATH 341, CHEM 350 or 450, and one upper-division chemistry elective.

syntheses of major organic functional groups. Three hours laboratory each semester.

**CHEM 240** 3 cr.  
**Inorganic Chemistry**  
(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** 3 cr.  
**Industrial Chemistry**  
A review of chemical operations and unit or batch processes common to industry. Econometric analysis involving supply-demand, productivity, commodity prices and costing is an impor-

tant area covered, as are measures of productivity and patent activity. Three hours lecture.

**CHEM 330** 2 cr.  
**Organic Chemistry III**  
(Prerequisites: CHEM 232–233) A continuation of Chemistry 232–233, emphasizing the study of the major types of organic mechanisms. Two hours lecture.

**CHEM 330L** 1.5–3 cr.  
**Organic Chemistry III**  
(Lecture is required as pre- or co-requisite) Experiments involve advanced techniques in synthesis and characterization of organic compounds. Six hours laboratory for Chemistry majors and three hours laboratory for Biochemistry majors.

**Biochemistry Research Track Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR (GE NSCI)	CHEM 112–113	General Analytical Chem. I–II	4.5	4.5
COGNATE (GE QUAN)	MATH 114	Analysis I	4	
COGNATE	BIOL 141–142	General Biology I–II	4.5	4.5
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			<b>17</b>	<b>16</b>
<b>Second Year</b>				
MAJOR	CHEM 232–233	Organic Chemistry I–II	4.5	4.5
MAJOR	CHEM 240	Inorganic Chemistry		3
COGNATE	PHYS 120–121 <sup>2</sup>	General Physics I–II	4	4
GE ELECT	CMPS 134	Computer Science I	3	
GE T/RS	T/RS 121	Theology I	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHED	PHED ELECT	Physical Education	0.5	0.5
			<b>18</b>	<b>18</b>
<b>Third Year</b>				
MAJOR	CHEM 330	Organic Chemistry III	3.5	
MAJOR	CHEM 370	Instrumental Analysis		5
MAJOR	CHEM 360–361	Biophysical Chemistry I–II	4.5	4.5
MAJOR	CHEM 390–391	Chemistry Literature–Seminar	1	1
COGNATE	COGNATE ELECT <sup>1,2</sup>	Cognate Electives (210 level or above)	3	
GE T/RS	T/RS 122	Theology II	3	
GE PHIL	PHIL 210	Ethics		3
GE S/BH	S/BH ELECT	Social/Behavioral Electives	3	3
GE PHED	PHED ELECT	Physical Education		1
			<b>18</b>	<b>17.5</b>
<b>Fourth Year</b>				
MAJOR	CHEM 450–451	Biochemistry I–II	3	3
MAJOR	CHEM 450L	Biochemistry Lab	1.5	
MAJOR	CHEM 493–494	Undergraduate Research	1.5	1.5
GE PHIL-T/RS	PHIL-T/RS ELECT	Philosophy or T/RS Elective	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	COGNATE ELECT <sup>1,2</sup>	Cognate Elective (210 level or above)		3
GE ELECT	FREE ELECT	Free Elective		3
			<b>12</b>	<b>13.5</b>

**TOTAL: 130 CREDITS**

<sup>1</sup> Cognate electives for the Biochemistry major may be taken in any of the following disciplines: Biology, Chemistry, Computer Science, Environmental Science, Mathematics or Physics and certain Psychology courses (PSYC 210, 231 and PSYC 384: Psychopharmacology)

<sup>2</sup> For ACS certification, Biochemistry majors must take MATH 114, 221, 222, 341; PHYS 140-141 in place of PHYS 120-121; and CHEM 440 and 440L; and one course from the following: BIOL 250, 260, 263, 350, 361, or another Biology course approved by the Chemistry Department. BCMB 464 may be used toward the 3- to 5-credit requirement.

**CHEM 340****Environmental Chemistry**

(Prerequisites: CHEM 232–233) A study of chemicals in the environment including their origin, transport, reactions, and toxicity in soil, water, air and living systems.

**3 cr.****CHEM 342****Environmental Toxicology**

(Prerequisites: 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).

**3 cr.**



Biochemistry Pre-professional Track Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR (GE NSCI)	CHEM 112–113	General Analytical Chem. I–II	4.5	4.5
COGNATE	BIOL 141–142	General Biology I–II	4.5	4.5
COGNATE (GE QUAN)	MATH 103/114	Pre-Calculus–Analysis I	4	4
GE WRTG	WRTG 107	Composition	3	
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			17	17
Second Year				
MAJOR	CHEM 232–233	Organic Chemistry I–II	4.5	4.5
COGNATE	PHYS 120–121	General Physics I–II	4	4
GE SPCH	COMM 100	Public Speaking		3
GE T/RS	T/RS 121	Theology I	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Elective	3	
GE PHED	PHED ELECT	Physical Education	0.5	0.5
			18	18
Third Year				
MAJOR	CHEM 360	Biophysical Chemistry	4.5	
MAJOR	CHEM 370	Instrumental Analysis		5
MAJOR	CHEM 450–451	Biochemistry I–II	4.5	3
MAJOR	CHEM 390	Chem Literature	1	
GE T/RS	T/RS 122	Theology II	3	
GE PHIL	PHIL 210	Ethics		3
GE S/BH	S/BH ELECT	Social/Behavioral Elective		3
GE ELECT	FREE ELECT	Free Elective	3	
GE PHED	PHED ELECT	Physical Education	1	
			16	15
Fourth Year <sup>1</sup>				
MAJOR	CHEM 490	Adv. Topics in Biochem. Capstone		3
MAJOR/COGNATE	CHEM/BIO ELECT	Chem or Bio Elective <sup>2</sup>	3-5	
COGNATE	COGNATE ELECT	Biology Elective <sup>2</sup>	3-5	3-5
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT	Free Electives	3	6
			15-19	15-17
TOTAL: 131-137 CREDITS				
<sup>1</sup> Senior year must contain at least 2 credits of laboratory or research.				
<sup>2</sup> Advanced biology courses are those courses which the Biology Department designates in the cellular, molecular or genetics areas. BCMB 464 may be used toward the 3- to 5-credit requirement.				

**CHEM 344** 3 cr.  
**Environmental Geochemistry**  
(Prerequisites: CHEM 232-233) Consideration of natural cycles (carbon, sulfur, oxygen, water, etc.) that govern the chemistry of our planet. The origins of the elements, paleohistory, and composition of the planet. Effects of man's activities with attention to their effects on the state of the oceans and the atmosphere.

**CHEM 350** 3 cr.  
**General Biochemistry I**  
(Prerequisite: CHEM 233) An introduction to the study of biochemistry. A study of the chemical nature of lipids, carbohydrates, proteins,

nucleic acids and enzymes, including relationships among vitamins, hormones, and inorganic compounds. Three hours lecture. Successful completion of CHEM 350 precludes credit for CHEM 450.

**CHEM 351** 3 cr.  
**General Biochemistry II**  
(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. Three hours lecture. Successful completion of CHEM 351 precludes credit for CHEM 451.

**Chemistry-Business Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR (GE NSCI)	CHEM 112–113	General Analytical Chem. I–II	4.5	4.5
COGNATE (GE QUAN)	MATH 103–114 or 114–221	Pre-Calculus–Analysis I OR Analysis I–II	4	4
COGNATE (GE S/BH)	ECO 153–154	Micro–Macro Economics	3	3
GE WRTG-SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE FSEM	INTD 100	Freshman Seminar	1	
			<b>15.5</b>	<b>17.5</b>
<b>Second Year</b>				
MAJOR	CHEM 232–233	Organic Chemistry I–II	4.5	4.5
MAJOR	ACC 253–254	Financial–Managerial Acctg.	3	3
GE ELECT	ELECT	Free Elective		3
GE T/RS	T/RS 121–122	Theology I–II	3	3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE HUMN	HUMN ELECT	Humanities Electives <sup>1</sup>	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			<b>17.5</b>	<b>17.5</b>
<b>Third Year</b>				
MAJOR	CHEM 320–391	Industrial Chem. I–Chem. Seminar	3	1
MAJOR	MGT 351–352	Principles of Management I–II	3	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 ELECT	CHEM ELECT	Chem. (210 level or above)		3
GE PHIL	PHIL 210	Ethics	3	
GE PHIL-T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE PHED	PHED ELECT	Physical Education	1	
			<b>16</b>	<b>16</b>
<b>Fourth Year</b>				
MAJOR	OIM 351–OIM 352	Intro. to Mgt. Science–Oper. Mgt.	3	3
MAJOR	MGT 251	Legal Environment of Business	3	
COGNATE	PHYS 120–121	General Physics	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT	Free Electives	3	6
			<b>15</b>	<b>15</b>
<b>TOTAL: 130 CREDITS</b>				

<sup>1</sup> The department recommends foreign language.**CHEM 352 3 cr.****Chemical Toxicology**

(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. Three hours lecture.

**CHEM 360 3 cr.****Biophysical Chemistry I**

(Prerequisites: CHEM 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. Three hours lecture.

**CHEM 361 3 cr.****Biophysical Chemistry II**

(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. Three hours lecture.

**CHEM 360L-361L 3 cr.****Biophysical Chemistry Laboratory**

(Lecture is required as pre- or co-requisite; CHEM 360L is prerequisite for CHEM 361L) Experiments involve applications of physical-chemical techniques to biological problems. Three hours laboratory each semester.

**Chemistry-Computers Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR (GE NSCI)	CHEM 112-113	General Analytical Chem. I-II	4.5	4.5
MAJOR	CMPS 134-144	Computer Science I-II	3	4
COGNATE (GE QUAN)	MATH 142-114	Discrete Structures-Analysis I	4	4
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE T/RS	T/RS 121	Theology I		3
GE FSEM	INTD 100	Freshman Seminar	1	
			<b>18.5</b>	<b>18.5</b>
<b>Second Year</b>				
MAJOR	CHEM 232-233	Organic Chemistry I-II	4.5	4.5
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 PHIL-T/RS	PHIL 120-T/RS 122	Intro. to Philosophy-Theology II	3	3
			<b>18.5</b>	<b>18.5</b>
<b>Third Year</b>				
MAJOR	CHEM 370	Instrumental Analysis		5
MAJOR	CHEM 362-363	Physical Chemistry I-II	3	3
MAJOR	CHEM 390-391	Chemistry Literature-Seminar	1	1
MAJOR	CMPS 352	Operating Systems	3	
COGNATE	MATH 341	Differential Equations		4
GE PHIL	PHIL 210	Ethics	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Elective	3	
PHED	PHED ELECT	Physical Education	1	1
			<b>17</b>	<b>17</b>
<b>Fourth Year</b>				
MAJOR	CHEM 493-494	Undergraduate Research	1.5	1.5
GE ELECT	CHEM or CMPS ELECT	Chem.-Comp. Elective, 300 level or above	3	3
GE PHIL-T/RS	PHIL-T/RS ELECT	Philosophy or T/RS Elective	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Elective		3
GE ELECT	FREE ELECT	Free Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	
			<b>14.5</b>	<b>13.5</b>
<b>TOTAL: 136 CREDITS</b>				

**CHEM 362-363** 6 cr.  
**Physical Chemistry I-II**  
 (Prerequisites: CHEM 113, MATH 222) A study of the physical-chemical properties of matter and the dynamics of chemical reactions. Three hours lecture each semester.

**CHEM 362L-363L** 3 cr.  
**(W) Physical Chemistry Laboratory**  
 (Lecture is pre- or co-requisite; CHEM 362L is prerequisite for CHEM 363L) Experiments demonstrate physical-chemical properties of matter and reactions. Three hours laboratory each semester.

**CHEM 370** 2 cr.  
**Instrumental Analysis**  
 (Prerequisite: CHEM 360 or 362) Instrumental methods of analysis consisting of theory and application of such instrumental techniques as spectroscopy, polarography, and instrumental titrimetry. Two hours lecture.

**CHEM 370L** 3 cr.  
**Instrumental Analysis Laboratory**  
 (Lecture is required as pre- or co-requisite) Experiments involve application of modern chemical instrumentation and techniques to quantitative analysis. Six hours laboratory.

**CHEM 384** 2-4 cr.  
**Special Topics in Chemistry**  
 Study of selected topics in chemistry and biochemistry, depending on student and faculty interest and the current state of the science. It may include topics from inorganic chemistry, organic chemistry, physical chemistry, analytical chemistry, polymer chemistry and interdisciplinary topics.

**CHEM 390** 1 cr.  
**Chemical Literature and Writing**  
 A study of the published source material of chemical science and industry. The course includes

**Forensic Chemistry Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	CHEM 112-113	General Analytical Chem. I-II	4.5	4.5
COGNATE	CJ 110-S/CJ 213	Intro to Crim. Just.-Criminology	3	3
COGNATE	BIOL 141-142	General Biology I-II	4.5	4.5
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
			<b>16</b>	<b>18</b>
<b>Second Year</b>				
MAJOR	CHEM 232-233	Organic Chemistry I-II	4.5	4.5
COGNATE	SOC 110	Intro to Sociology	3	
COGNATE	S/CJ 237	Investigative Process		3
COGNATE	PHYS 120-121	General Physics I-II	4	4
COGNATE	MATH 114	Analysis I	4	
GE PHIL	PHIL 120	Intro. to Philosophy		3
GE PHED	PHED ELECT	Physical Education		1
			<b>15.5</b>	<b>15.5</b>
<b>Third Year</b>				
MAJOR	CHEM 240	Inorganic Chemistry		3
MAJOR	CHEM 350	General Biochemistry	3	
MAJOR	CHEM 360 (362)	Bio. P-Chem. I (P-Chem I)	4.5	
MAJOR	CHEM 370	Instrumental Analysis		5
MAJOR	CHEM ELECT	Chem. Elective <sup>1</sup>		3
COGNATE	S/CJ 310	Criminal Justice Process	3	
COGNATE	S/CJ 312	Criminal Law	3	
COGNATE	S/CJ 316	Principles of Evidence		3
GE T/RS	T/RS 121-122	Theology I-II	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			<b>17.5</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR	CHEM 470	Forensic Chemistry	5	
MAJOR	CHEM ELECT	Chemistry Elective <sup>1</sup>	3	3
GE PHIL	PHIL 210	Ethics	3	
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE HUMN	HUMN ELECT	Humanities Elective	6	6
GE FREE	FREE ELECT	Free Elective		3
			<b>17</b>	<b>15</b>

**TOTAL: 132.5 CREDITS**

<sup>1</sup> Chemistry electives include CHEM 340: Environmental Chemistry, CHEM 342: Environmental Toxicology, CHEM 344: Environmental Geochemistry, CHEM 351: General Biochemistry II, CHEM 352: Chemical Toxicology, CHEM 361: Biophysical Chemistry II, CHEM 363: Physical Chemistry II, CHEM 440: Advanced Inorganic Chemistry and CHEM 464: Polymer Chemistry.

practical instruction in library technique and in the written reporting of results. One hour lecture.

**CHEM 391** 1 cr.  
**Seminar**  
 Current topics in chemistry, biochemistry, and industrial chemistry are prepared and presented by the students.

**CHEM 440** 3cr.  
**Advanced Inorganic Chemistry**  
 (Prerequisites: CHEM 362-363 or 360-361)  
 Theoretical concepts and their application to the reactions and structure of inorganic compounds. Coordination chemistry and related topics, phys-

ical methods and reaction mechanisms. Three hours lecture.

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

**CHEM 450** 3 cr.  
**Biochemistry I**  
 (Prerequisites: CHEM 233) Structure-function relationships with emphasis on the organic and biophysical characteristics of proteins, lipids and

Medical Technology Curriculum

	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
MAJOR (GE NSCI)	CHEM 112–113	Gen. Analytical Chem. I–II	4.5	4.5
COGNATE (GE QUAN)	MATH 103–114	Pre-Calculus–Analysis I	4	4
GE ELECT	BIOL 141–142	General Biology I–II	4.5	4.5
GE SPCH	COMM 100	Public Speaking		3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			17	17
<b>Second Year</b>				
MAJOR	CHEM 232–233	Organic Chem. I–II	4.5	4.5
GE ELECT	BIOL 250–245	Microbiology–Physiology	5	4.5
GE T/RS	T/RS 121–122	Theology I–II	3	3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE WRTG	WRTG 107	Composition	3	
GE S/BH	S/BH ELECT	Social/Behavioral Elective		3
GE HUMN	HUMN ELECT	Humanities Elective		3
			18.5	18
<b>Third Year</b>				
MAJOR	CHEM 350	Intro. to Biochemistry	3	
MAJOR	CHEM 370	Instrumental Analysis		5
COGNATE	BIOL 344	Immunology		3
GE PHIL–PHIL or T/RS	PHIL 210–PHIL or T/RS	Ethics–Philosophy or T/RS Elective	3	3
GE HUMN	HUMN ELECT	Humanities Electives	6	3
GE S/BH	S/BH ELECT	Social/Behavioral Elective	3	
GE PHED	PHED ELECT	Physical Education	1	1
			16	15
<b>Fourth Year<sup>1</sup></b>				
MAJOR		Clinical Education		
MAJOR		Clinical Microbiology		
MAJOR		Clinical Chemistry		
MAJOR		Clinical Hematology/Coagulation		
MAJOR		Clinical Immunohematology		
MAJOR		Clinical Immunology/Serology		
MAJOR		Clinical Seminar		
			16	16
<b>TOTAL: 133.5 CREDITS</b>				

<sup>1</sup> There is a \$125 Clinical Year Fee charged for each semester of senior year to cover University administrative costs. 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.

carbohydrates are described. Enzyme mechanisms and kinetics and the thermodynamic basis of intermediary metabolism are major themes. Three hours lecture. CHEM 450L Lab is required of Biochemistry majors. Successful completion of CHEM 450 precludes credit for CHEM 350.

**CHEM 450L** 1.5 cr.  
**(W) Biochemistry Laboratory**  
(Lecture is required as pre- or co-requisite) Experiments involve techniques used in characterization of biopolymers and study of enzyme kinetics.

**CHEM 451** 3 cr.  
**Biochemistry II**  
(Prerequisite: CHEM 450) The discussion of intermediary metabolism is continued from CHEM 450 with emphasis on lipid protein and nucleic acid metabolism. Chemical aspects of molecular biology, including DNA replication, gene regulation and protein biosynthesis are included. Three hours lecture. Successful completion of CHEM 451 precludes credit for CHEM 351.

**CHEM 452** 3 cr.  
**Enzymology**

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

**CHEM 460** 3 cr.  
**Physical Chemistry III**

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

**CHEM 464** 3 cr.  
**Polymer Chemistry**

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

**CHEM 464L** 1.5 cr.  
**Polymer Chemistry Laboratory**

(Pre- or co-requisites: CHEM 330, CHEM 464) Laboratory experiments investigate synthesis and characterization methods for polymers, structure-property effects, and thermal analysis of polymers. Three hours laboratory.

**CHEM 470** 2 cr.  
**Forensic Chemistry**

(Prerequisite: CHEM 360 or 362) Acquisition of forensic evidence through use of analytical techniques. Statistical and multivariate analysis of data, and presentation of forensic evidence in a legal environment. Two hours lecture.

**CHEM 470L** 3 cr.  
**Forensic Chemistry Laboratory**

(Prerequisites: CHEM 360L or 362L, CHEM 370, CHEM 370L; co-requisite: CHEM 470) Acquisition of forensic evidence through use of analytical techniques. Statistical and multivariate analysis of data, and presentation of forensic evidence in a legal environment. Four hours laboratory.

**CHEM 490** 3 cr.  
**Advanced Topics in Biochemistry Capstone**

(Prerequisites: CHEM 450-451 or permission of the instructor) The capstone course for students majoring in Biochemistry-Preprofessional Track. Fundamentals of biochemistry are used to

explore various themes in applied biochemistry. Students are responsible for researching advanced topics and presenting lecture/discussions or case studies to the class.

**CHEM 493-494** 3 cr.  
**(W) Undergraduate Research**

(Prerequisites: 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.

## ► COMMUNICATION

### Faculty

Matthew M. Reavy, Ph.D., *Chair*

Jan W. Kelly, Ph.D.

Rebecca L. Mikesell, Ph.D.

Kimberly A. Pavlick, M.S.

Howard Fisher, M.A.

Sufyan Mohammed, Ph.D.

Stacy Smulowitz, M.S.

### Overview

The Department of Communication embraces the fields of advertising, broadcasting (radio and television), cable, film, journalism, public relations and speech. The Communication degree program prepares students for professional careers as well as advanced studies. Students who major in Communication become knowledgeable about the subject matter from both humanistic and scientific perspectives. They also have opportunities to acquire on-the-job experiences through internships. In addition, courses are designed to serve students in other departments of the University by developing their oral and written communication skills.

### Degree Program Requirements

A student wishing to earn a Bachelor of Arts degree in Communication must satisfactorily complete a minimum of 36 credits from the department's course offerings. Included among these 36 credits are five core courses required for all Communication majors:

- |          |                                      |
|----------|--------------------------------------|
| COMM 115 | Writing for Communication            |
| COMM 210 | Logical and Rhetorical Analysis      |
| COMM 215 | Introduction to Communication Theory |
| COMM 316 | Communication Ethics                 |
| COMM 415 | Senior Seminar                       |



## Department Track Requirements

Although the media are interrelated, students should develop an in-depth knowledge of at least one specific field. To that end, students majoring in Communication must select a track, or area of study, within the department. Although the department expects students to enroll in multiple courses within their chosen track, each track has three required courses:

### Advertising

- COMM 225 Advertising  
COMM 330 Advertising Decision Making  
COMM 460 Advertising Competition

### Broadcasting

- COMM 221/222 Radio/TV Production  
COMM 334 Broadcast Programming  
COMM 480 TV Practicum

### Journalism

- COMM 224 Newswriting  
COMM 324 Computer-assisted Reporting  
COMM 328 News Editing

### Public Relations

- COMM 226 Strategic Writing for Public Relations  
COMM 227 Contemporary Public Relations  
COMM 327 Cases in Strategic Public Relations

## Minor in Communication

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. COMM 115: Writing for Communication
2. Either COMM 210: Logical and Rhetorical Analysis or COMM 215: Introduction to Communication Theory
3. COMM 316 Communication Ethics

*Note:* COMM 100 and COMM 481 do not count toward the minor.

## Course Descriptions

### COMM 100 3 cr. Public Speaking

This is a performance class which emphasizes the theory, composition, delivery, and criticism of speeches. *Successful completion of COMM 100 or INTD 117 with a grade of C or better fulfills the*

*public speaking requirement in the University's General Education curriculum. (INTD 117 also fulfills the basic writing requirement.)*

### COMM 110 3 cr. Interpersonal Communication

An investigation and analysis of the process and nature of human communication and its intra-personal and interpersonal attributes.

### COMM 115 3 cr. (W) Writing for Communication

(Prerequisite: WRTG 107 or fulfillment of Writing Skills requirement) An introduction to the major forms of writing for communication professions: corporate, print, radio/television production, public relations and advertising. Students will focus on the development and improvement of writing, research and critical thinking skills.

### COMM 130 3 cr. History of Electronic Media

The content of the course will address many humanities-based topics as they are related to mass media. Such topics include media history, media technologies and their effects on cultural practices, economic structures of mass communication, media programming, and the role of media in society.

### COMM 210 3 cr. (W) Logical and Rhetorical Analysis

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 3 cr. Argumentation and Debate

This course concentrates on the techniques of argumentation, persuasion, debate, and forensics. Focuses heavily on research, case construction and formal analysis.

### COMM 214 3 cr. Small Group Communication

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 215 3 cr. Introduction to Communication Theory

This course introduces the communication major to the rich body of theory and research in human communication. Students will examine

## Communication Curriculum

	<i>Department and Number</i>	<i>Descriptive Course Title</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	COMM ELECT–COMM 115	Comm. Elective–Writing for Comm.	3	3
COGNATE	COGNATE ELECT	Cognate Elective		3
GE WRTG/SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			<b>16</b>	<b>16</b>
<b>Second Year</b>				
MAJOR	COMM 210	Logical & Rhetorical Analysis		3
MAJOR	COMM 215	Communication Theory	3	
MAJOR	COMM ELECT	Communication Electives	3	3
COGNATE	COGNATE ELECT	Cognate Electives	3	3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE QUAN–S/BH	QUAN–S/BH ELECT	Quantitative–Social/Behavioral Elective	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			<b>16</b>	<b>16</b>
<b>Third Year</b>				
MAJOR	COMM 316–ELECT	Communication Ethics–Comm. Elective	3	3
MAJOR	COMM ELECT	Communication Electives	3	3
COGNATE	COGNATE ELECT	Cognate Electives	3	3
GE PHIL–T/RS	PHIL–T/RS ELECT	Philosophy or T/RS Electives	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE ELECT	FREE ELECT	Free Electives	3	3
			<b>18</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR	COMM 415	Senior Seminar	3	
MAJOR	COMM ELECT	Communication Elective		3
COGNATE	COGNATE ELECT	Cognate Electives	3	6
GE HUMN–S/BH	HUMN–S/BH ELECT	Humanities–Social/Behavioral Electives	3	3
GE ELECT	FREE ELECT	Free Electives	6	3
			<b>15</b>	<b>15</b>
<b>TOTAL: 130 CREDITS</b>				

theories from the traditional contexts of the field: interpersonal, small group, public, organizational, mass media, intercultural and gender. An emphasis is on applying the various theories to students' communicative lives.

### COMM 221 3 cr. Radio Production

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 3 cr. Television Production

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 3 cr. Radio Journalism

(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 3 cr. (W) Newswriting

(Prerequisite: COMM 115) Evaluating news, reporting, and writing stories. Newsroom organization. Style and usage. Interviewing. Feature writing. Students work at computer terminals. Typing ability needed.

### COMM 225 3 cr. Advertising

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** 3 cr.

**Strategic Writing for Public Relations**

Writing and editing of public relations and marketing communication materials such as press releases, speeches, direct mail, brochures, newsletter and Web sites. Writing and editing for electronic media and video news. Emphasis on integrated communications.

**COMM 227** 3 cr.

**Contemporary Public Relations**

Principles of the professional practice of modern public relations. Concepts of planning and executing effective communication strategies including message design and distribution for any organization.

**COMM 228** 3 cr.

**(D) Intercultural Communication**

Designed to provide a framework for understanding diversity in communication patterns among cultures and co-cultures. Topics include high- and low-context patterns, verbal and non-verbal communication across cultures and co-cultures, persuasion, dialects, organization of verbal codes, and the structure of conversations.

**COMM 229** 3 cr.

**(D) Gender and Communication**

This course focuses on interactive relationships between gender and communication in contemporary American society by examining the multiple ways communication in families, schools, media and society in general creates and perpetuates gender roles. The course considers not only what is in terms of gender roles, but also what might be and how students, as change agents, may act to improve their individual and collective lives.

**COMM 232** 3 cr.

**Film History**

This course traces the evolution of filmmaking from its earliest experimental stages to the feature film of today. The course concentrates on the American film industry, its audience impact as a mass medium, and the genres of films that have evolved. Selected screenings will reveal transitions and refinements that characterize this medium.

**COMM 310** 3 cr.

**Mass Communication Law**

(Prerequisite: junior or senior standing) 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** 3 cr.

**Political Communication**

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** 3 cr.

**Organizational Communication**

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** 3 cr.

**Nonverbal Communication**

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** 3 cr.

**Legal Communication**

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 316** 3 cr.

**Communication Ethics**

(Formerly Responsibility in Communication) This course will consider the need for and applications of proper standards by those in today's media. It will also focus on the media responsibility to be aware of the public they serve. Different faculty may approach this course from various ethical/humanistic perspectives.

**COMM 317** 3 cr.

**Digital Audio and Video Production**

This course will provide an introduction to producing audio and video content for new technologies such as the Web and digital publication formats. Students will use digital recording and editing equipment to produce projects suitable for new technologies.

- COMM 318** 3 cr.  
**Multi-Media Presentations**  
 (Prerequisite: COMM 317) This course focuses on the principles and practices of speaker delivery style when using multimedia to present a message. Message construction and audience analysis will also be emphasized.
- COMM 319** 3 cr.  
**Sports Writing**  
 This course is designed to provide students with an overview of sport journalism including the history of sports journalism, how to conduct sports interviews, sports reporting techniques and how to write game stories, features and columns.
- COMM 320** 3 cr.  
**News Reporting**  
 This course is designed to introduce students to reporting for electronic and print media. Students learn how to obtain and analyze documents used in criminal/civil investigations, as well as how to develop and maintain contacts in news investigations.
- COMM 322** 3 cr.  
**Advanced Television Production**  
 (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** 3 cr.  
**Television Journalism**  
 (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** 3 cr.  
**(W) Computer-assisted Reporting**  
 (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** 3 cr.  
**Advertising Copywriting**  
 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** 3 cr.  
**Political Advertising**  
 Critical examination of rhetorical strategies used in 20th-century political campaigning. Case studies and student projects focus on the special uses of broadcast and print media in political advertising.
- COMM 327** 3 cr.  
**Cases in Strategic Public Relations**  
 (Prerequisite: COMM 227) Case studies focusing on the problems and challenges faced by a variety of organizations. Practical application of creative problem-solving, theory and research in actual organizations.
- COMM 328** 3 cr.  
**News Editing**  
 (Prerequisite: COMM 224) Preparing copy for publication. Correcting, improving and trimming stories. Headline writing, layout, graphics. Wire services, printing process.
- COMM 329** 3 cr.  
**Graphics**  
 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 330** 3 cr.  
**Advertising Decision Making**  
 (Prerequisite: COMM 225) This course will cover the managerial and decision-making processes of advertising and related marketing communications functions. Students will learn the various problems and opportunities faced by advertising decision makers, and the alternative solutions available to handle these situations.
- COMM 331** 3 cr.  
**Mass Media Management**  
 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** 3 cr.  
**Documentary Film**  
 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** 3 cr.  
**Broadcast Programming**  
 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** 3 cr.  
**Advertising Practicum**  
 (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 411** 3 cr.  
**Persuasion and Propaganda**  
 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 415** 3 cr.  
**Senior Seminar**  
 (Prerequisite: senior standing) This capstone course will synthesize course work to prepare students for entry into the profession of communication. Emphasis will be placed on the application of Jesuit ideals to the identification and approaches that concerns today's communication industry.

**COMM 422** 3 cr.  
**Educational Television**  
 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** 3 cr.  
**Cable Television**  
 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** 3 cr.  
**International Broadcasting**  
 Comparative analysis of national and international media systems throughout the world. Emphasis on their origin, development, and operation.

**COMM 427** 3 cr.  
**International Film**  
 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 428** 1.5 cr.  
**Public Relations Campaigns and Competitions**  
 This advanced course gives students the opportunity to develop communication projects for various audiences both on and off campus. These projects will then be entered into competitions.

**COMM 432** 3 cr.  
**Film Theory and Criticism**  
 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.

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

**COMM 460** 3 cr.  
**Advertising Competition**  
 (Prerequisites: COMM 225 and COMM 330)  
 Students function as part of an advertising agency and create an advertising campaign for presentation to the client and the judges at the National Student Advertising Competition sponsored by the American Advertising Federation.

**COMM 480** 3 cr.  
**Television Practicum**  
 (Prerequisites: COMM 222, 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** 3-6 cr.  
**Internship**  
 (Prerequisites: junior or senior standing, appropriate course work, faculty approval) Highly recommended for every major, 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. (Internship credits can only be used in the free elective area.)

### COMM 482 3 cr.

#### **Directed Independent Study**

(Prerequisite: senior standing) In consultation with the student's advisor and department chair, Communication Seniors undertake a significant area of study resulting in a major research paper. Students select a Communication professor whom they wish to direct the study. Provided to augment an area of the student's interest not substantially covered in available departmental courses.

### COMM 484 3 cr.

#### **Special Topics**

In-depth departmental seminars on selected communication topics meeting the needs and interests of students. Topics vary from semester to semester.

### COMM 499 3 cr.

#### **Senior Thesis**

(Prerequisites: COMM 215 and 316) An optional research-based written project in which Communication seniors (in consultation with their advisor and department chair) select an issue or problem for scholarly study, undertake significant and meaningful research, and produce a major paper of publishable quality. Students select a Communication professor whom they wish to direct their thesis. Strongly recommended for students planning for graduate school.

## ► COMPUTING SCIENCES

### **Faculty**

Richard M. Plishka, M.B.A., *Chair*

John Beidler, Ph.D.

Yaodong Bi, Ph.D.

Benjamin Bishop, Ph.D.

Paul M. Jackowitz, M.S.

Robert W. McCloskey, Ph.D.

James R. Sidbury, Ph.D.

Charles E. Taylor, M.B.A.

### **Overview**

The Department of Computing Sciences offers undergraduate major programs in Computer Science and Computer Information Systems. Additionally, the department partners with the Departments of Communication and Physics/Electrical Engineering in offering the

undergraduate major in Media and Information Technology. More information may be found on the Web at [www.cs.scranton.edu](http://www.cs.scranton.edu).

## **Computer Science**

One of the oldest in Pennsylvania, the program dates from 1970. It is accredited by the Computing Accreditation Commission of ABET, the recognized accrediting body for college and university programs in applied science, computing, engineering and technology.

The program focuses on the underlying concepts of computing with an emphasis on software engineering. Mastery of these concepts requires, not only substantial practice, but also an understanding of the underlying theory. The program is supplemented with courses in mathematics and the natural sciences and culminates in the Computer Projects course, in which students undertake a project in collaboration with a faculty advisor. The program prepares students for advanced study and wide-ranging professional careers in computing, including software development.

### ***Minor in Computer Science***

The student must take a minimum of 20 hours including MATH 142, CMPS 134, CMPS 144, CMPS 240 and any two of CMPS 250, 260, 311, 340, 341, 344, 350, 352, 354, 356, 360, 362, 364, 370, 372, 374, 376 or 384.

## **Computer Information Systems**

The program was established in 1987 to serve students interested in application of computing in business and management domains. It shares a core of courses with the Computer Science major program, and it is supplemented by courses offered by the Kania School of Management. The program includes a senior-year Computer Projects course, in which students undertake an original project in collaboration with a faculty mentor. The program prepares students to be information systems professionals, capable of configuring and developing software applications. Graduates are qualified to pursue advanced degrees in computing or an M.B.A.

### ***Minor in Computer Information Systems***

The student must take a minimum of 18 credits including CMPS 134, 136 or 144, 330, 331 and two of MATH 142, CMPS 202



or 312, CMPS 240, 311, 340, 341, 344, 352, 356, 376 or 384. Students are encouraged to participate in an internship.

## Combined Baccalaureate/Master's Degree in Software Engineering

Computer Science and Computer Information Systems students with strong undergraduate records may be accepted and dually enrolled in the graduate program in Software Engineering through the Combined Baccalaureate/Master's degree program. Interested students are advised to contact the Software Engineering Program Director before their junior year.

## Course Descriptions

**C/IL 102/102L** 3 cr.  
**Computing and Information Literacy/Lab**  
 Students learn to use digital technology in the problem-solving process to obtain, evaluate and disseminate information. Two hours lecture, two hours lab. Requires concurrent enrollment in lecture and lab. Students may earn credit for only one C/IL course. Successful completion of C/IL 102/102L (with a grade of C or better) fulfills the computer literacy skills requirement of the University.

**CMPS 134** 3 cr.  
**Computer Science I**  
 An introduction to programming concepts and methodology using an appropriate object-oriented programming language (currently Java). Topics include problem analysis, abstraction, modularization, the development and use of algorithms, reuse, and the use of programming constructs including data types, classes, control structures, and methods.

**CMPS 136** 3 cr.  
**Computer Programming II**  
 (Prerequisite: CMPS 134) For non-computing majors who want more object-oriented programming experience. Includes data structures, file processing, graphical user interfaces and event-driven programming. May not be used to satisfy the requirements of CMPS or CIS. May not be taken by a student who has credit for CMPS 144.

**CMPS 144** 4 cr.  
**Computer Science II**  
 (Prerequisites: CMPS 134, MATH 142) This course emphasizes object-oriented software development, addressing both software engineering and programming. Topics include modular-

ization, abstraction, encapsulation/information hiding, software reuse, software testing, classic data abstractions (e.g., lists, trees) and algorithms (e.g., sorting, searching), recursion, program correctness, and basic algorithm analysis.

**CMPS 202** 3 cr.  
**Web Development**  
 (Prerequisite: C/IL 102 or equivalent) A course that covers fundamental aspects of the development of personal, professional, and business resources using Web-development tools. Topics include creating Web pages using basic HTML; advanced HTML concepts; frames; JavaScript to enhance Web pages; forms; CGI (common gateway interface); Java classes. Emphasis is on client-side development although server-side issues are discussed. This is a technical course for students who do not necessarily have a technical background. May not be used as part of any major in the Computing Sciences department.

**CMPS 204** 3 cr.  
**Computer Forensics**  
 (Prerequisite: C/IL 102/102L or its equivalent) An introduction to the field of computer forensics emphasizing the collection and analysis of both persistent and volatile data from computer systems, networks, and storage media in a manner that is admissible in a court of law. May not be used as a major elective for any major in the Computing Sciences Department.

**CMPS 240** 3 cr.  
**Data Structures and Algorithms**  
 (Prerequisite: CMPS 144) An examination of the issues of data representation, algorithm structure, and encapsulation as they pertain to the development of object-oriented software. Abstract data types studied include stacks, queues, binary trees, n-ary trees, and graphs. Various representation alternatives are analyzed and compared, trade-offs frequently encountered by software developers are discussed.

**CMPS 250** 3 cr.  
**Machine Organization and Assembly Language Programming**  
 (Prerequisite: CMPS 144) An introductory study of the organization and architecture of computers through an exploration of various virtual machines. Programming at the assembly-language level and interfacing with software components (primarily written in C). Topics include representation of data and instructions, computer arithmetic, memory hierarchies, instruction sets, addressing modes, digital logic, microprogramming, pipelining, and parallel processing.

## Computer Science Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	CMPS 134–144	Computer Science I–II	3	4
COGNATE	MATH 114	Analysis I		4
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE QUAN	MATH 142	Discrete Structures	4	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			17	18
<b>Second Year</b>				
MAJOR	CMPS 240–250	Data Structures–Machine Org.	3	3
MAJOR	CMPS 260	Theoretical Foundations		3
COGNATE	MATH 221	Analysis II	4	
GE NSCI	NSCI ELECT <sup>1</sup>	Natural Science Elective	4-4.5	4-4.5
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHED	PHED ELECT	Physical Education	1	1
			15-15.5	17-17.5
<b>Third Year</b>				
MAJOR	CMPS 352–344	Operating Systems–Program Lang.	3	3
MAJOR	CMPS 340–CMPS ELECT <sup>2</sup>	File Processing–Comp. Sci. Elective	4	3
MAJOR	CMPS 350–374	Comp. Architecture–Software Eng.	3	3
COGNATE	MATH 310	Applied Probability & Statistics	4	
COGNATE	NSCI ELECT <sup>1</sup>	Natural Science Elective		3-4
GE S/BH	S/BH ELECT	Social/Behavioral Elective	3	
GE ELECT	FREE ELECT	Free Elective		3
			17	15-16
<b>Fourth Year</b>				
MAJOR	CMPS 490	Computer Projects	3	
MAJOR	CMPS ELECT <sup>2</sup>	Major Electives		6
COGNATE	MATH/NSCI ELECT <sup>1,3</sup>	Math or Natural Science Elective	3	
GE PHIL	PHIL 214	Computers & Ethics		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Elective	3	
GE ELECT	FREE ELECT	Free Electives	3	3
			15	15

**TOTAL: 129-131 CREDITS**

<sup>1</sup> Computer Science majors must complete at least 12 credits of science courses, including a two-semester sequence in a laboratory science for science or engineering majors. Qualifying sequences include PHYS 140-141, CHEM 112-113 and BIOL 141-142. (Other sequences require approval of the department.) The remaining credits must be satisfied by departmentally approved courses that enhance the student's ability to apply the scientific method.

<sup>2</sup> Major electives must be chosen from CMPS 341, 354, 356, 358, 360, 362, 364, 370, 372, 376, 384, 393, 440 and 481.

<sup>3</sup> Either a mathematics course at the 300 level or above or a science course approved by the department.

**CMPS 260** **3 cr.**  
**Theoretical Foundations of Computer Science**  
 (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 311** **3 cr.**  
**Computer Networks and Security**  
 (Prerequisite: CMPS 136 or CMPS 144) An introduction to intranets and wide-area networking including operating systems fundamentals, hardware considerations, deployment and administration of networks, security issues, intrusion detection/protection, firewalls, VPN's and encryption. May not be used to satisfy the requirements of the major. May not be taken by a student who has credit for CMPS 354.

Computer Information Systems Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR	CMPS 134-144	Computer Science I-II	3	4
GE QUAN-COGNATE	MATH 142-114	Discrete Structures-Analysis I	4	4
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Philosophy-Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar-Physical Education	1	1
			17	18
Second Year				
MAJOR	CMPS 240-250	Data Structures-Machine Org.	3	3
COGNATE	ACC 253-254	Financial & Managerial Acc.	3	3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE S/BH	ECO 153-154	Prin. of Micro.-Macro. Economics	3	3
GE ELECT	MATH 204 <sup>1</sup>	Statistics		3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
Third Year				
MAJOR	CMPS 352-CMPS ELECT <sup>2</sup>	Operating Systems-Elective	3	3
MAJOR	CMPS 340-341	File Processing-Database Systems	4	3
MAJOR	CMPS 330-331	Info. Sys. Analysis - Info. Sys. Dvlpmt.	3	3
COGNATE	MGT 351-352	Principles of Management I & II	3	3
COGNATE	MGT 251	Legal Environment of Business		3
GE NSCI	NSCI ELECT	Natural Science Elective	3	
GE ELECT	FREE ELECT	Free Elective		3
			16	18
Fourth Year				
MAJOR	CMPS 490-CMPS ELECT <sup>2</sup>	Computer Projects-Elective	3	6
COGNATE	MKT 351	Intro. Marketing	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE NSCI	NSCI ELECT	Natural Science Elective	3	
GE PHIL	PHIL 214	Computers & Ethics		3
GE ELECT	FREE ELECT	Free Electives	3	3
			15	15
TOTAL: 131 CREDITS				

<sup>1</sup> Or STAT 251.

<sup>2</sup> Elective courses in the Computer Information Systems major must be chosen from CMPS 260, 344, 350, 354, 356, 358, 360, 362, 364, 370, 372, 374, 376, 384, 393, 440 and 481.

**CMPS 330** 3 cr.  
**(W) Information Systems Analysis**  
(Prerequisite: C/IL 102/104 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** 3 cr.  
**Information Systems Development**  
(Prerequisite: CMPS 330) A study of system-development methodology and the role played by the systems analyst in developing user-accepted information systems.

**CMPS 340** 4 cr.  
**File Processing**  
(Prerequisites: CMPS 144 required, CMPS 240 recommended.) File structures concepts and file processing applications using an appropriate 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** 3 cr.  
**Database Systems**  
(Prerequisites: CMPS 340 required, CMPS 240 recommended) An introduction to database management systems with an emphasis on rela-

tional database design and applications. It uses an appropriate database package such as ORACLE or PostgreSQL.

**CMPS 344** 3 cr.

**Programming Languages**

(Prerequisite: CMPS 240) A study of programming languages from both the theoretical and practical perspectives. 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 language translation along with a study of run-time models and interfaces with virtual machines.

**CMPS 350** 3 cr.

**Computer Architecture**

(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** 3 cr.

**Operating Systems**

(Prerequisites: CMPS 240, CMPS 250) An introduction to the principles of operating systems. Topics include operating system structure, process management, scheduling and dispatching, process synchronization and interprocess communication, memory management, virtual memory, device management, I/O, and file systems.

**CMPS 354** 3 cr.

**Data Communications and Networks**

(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 356** 3 cr.

**Web Programming**

(Prerequisites: CMPS 240, HTML experience to the level where the students are capable of developing their own Web page) This course covers all aspects of programming on the World Wide Web. This includes the presentation of HTML, Java, JavaScript and CGI. Topics include advanced HTML (maps, forms, etc.) client-

server programming basics as they relate to the Web, Java machine concepts, Java/JavaScript similarities and differences, server-side programming, GIF animations, Web programming resources and environments.

**CMPS 358** 3 cr.

**Real-Time Systems**

(Prerequisite: CMPS 352) A study of issues related to systems that interface with the physical world and must meet the timing constraints imposed on them. Topics include: real-time hardware architecture, real-time operating systems, invoking and managing threads and processes, interprocess communications and synchronization, manipulating process priority, concurrent programming, exception handling, software safety, reliability, and fault tolerance.

**CMPS 360** 3 cr.

**Analysis of Algorithms**

(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** 3 cr.

**Numerical Analysis**

(Prerequisites: CMPS 134, 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** 3 cr.

**Theory of Computation**

(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** 3 cr.

**Computer Graphics**

(Prerequisite: CMPS 240) An introduction to the hardware, software and techniques used to generate graphical representations by computer. Two and three dimensional concepts, algorithms and architectures are studied. An essential aspect of the course involves the development of programs utilizing appropriate APIs (currently OpenGL is emphasized) as a means of developing expertise. Advanced topics may be pursued as appropriate.

**CMPS 372** 3 cr.  
**Artificial Intelligence**  
 (Prerequisite: CMPS 240) Problem solving using expert systems, heuristic programming techniques, tree speed-up techniques, and learning mechanisms.

**CMPS 374** 3 cr.  
**(W) Fundamentals of Software Engineering**  
 (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 376** 3 cr.  
**Rapid Prototyping**  
 (Prerequisite: CMPS 136 or CMPS 144) Some common applications using a database with a visual interface (perhaps Web based) can be successfully created using Rapid Prototyping (a.k.a. Rapid Application Development) This course will cover the synergy of combining a visual language and a relational database employing rigorous design techniques.

**CMPS 384** 3 cr.  
**Special Topics**  
 (Prerequisite: as published) Some recent courses have covered Rapid Prototyping, Real-Time Systems, and Parallel Computing. A syllabus including prerequisites is published prior to the registration period for the course.

**CMPS 393** 3 cr.  
**Computer Research**  
 (Prerequisite: departmental permission) 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** 3 cr.  
**Compiler Design**  
 (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** 3 cr.  
**Computer Internship**  
 (Prerequisite: departmental permission) An extensive job experience in computing which carries

academic credit. Prior approval is required; information is available on the department Web site.

**CMPS 490** 3 cr.  
**(W) Computer Projects**  
 (Prerequisite: senior standing, departmental permission) In this course, students prepare and present individual computer projects to be evaluated by the instructor and their fellow students.

## CRIMINAL JUSTICE

Harry R. Dammer, Ph.D., *Chair*  
*See Sociology for faculty listing.*

### Overview

The Bachelor of Science degree program in Criminal Justice has the following objectives:

1. To prepare students for careers in law enforcement at the local, state or federal level.
2. To prepare students for careers in the field of correction and rehabilitation: parole, prisons, juvenile justice, 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. An advisory board of community leaders working in the field of criminal justice has been established to work with University students, faculty and administrators.

### Minor in Criminal Justice

The minor in Criminal Justice requires 18 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.

### Course Descriptions

**CJ 110** 3 cr.  
**(S) Introduction to Criminal Justice**  
 A foundation course examining problems in the study of crime and criminal justice, basic elements of criminal law and constitutional rights, and the

functions of, as well as the relationship between, major components of the criminal justice system; agencies and role of law enforcement; prosecution; the judicial process; and corrections.

**S/CJ 210 3 cr.**  
**(S) Law and Society**

The relationship between law and society, or the interaction of legal and social variables. Examines jurisprudential and social theories of law; development of law; the role of the legal profession; legal behavior and decision making; and law and social change.

**S/CJ 212 3 cr.**  
**(W) Research Methods for the Social Sciences**

Survey of methods and techniques for achieving interpretable results in research in the criminal justice field; research design; data collection.

**S/CJ 213 3 cr.**  
**(S) Criminology**

Crime as a form of deviant behavior; nature and extent of crime; past and present theories; evaluation of prevention, control and treatment programs.

**S/CJ 214 3 cr.**  
**(S) Juvenile Delinquency**

Nature and extent of delinquency: competing explanatory models and theories; evaluation of prevention, control, and treatment programs.

**S/CJ 215 3 cr.**  
**(Q) Statistics for the Social Sciences**

An introduction to the techniques used by social scientists to analyze their data. Students learn descriptive and inferential statistics in conjunction with computer usage. Basic skills and procedures are taught for organizing and describing data, assessing relationships among social variables, and using this information to make inferences about the population.

**S/CJ 218 3 cr.**  
**(S) The American Court System**

Mindful of the role played by our judiciary in resolving disputes, setting policy, and otherwise having an impact on everyday life, this course provides a basic examination of America's courts in terms of their history and development, their structure and organization, their procedures, people, institutions and issues.

**S/CJ 219 3 cr.**  
**American Policing**

The course is designed to introduce the student to contemporary policing in a free society. The course will focus on three interrelated topical areas: historical foundation of policing including

the definition, evolution, and current role of policing in America; functions of policing including patrol, order maintenance, investigation and community policing; contemporary police problems will be presented including corruption, discretion, deadly force and minority relations.

**S/CJ 220 3 cr.**

**Penology: The American Correctional System**

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 3 cr.**

**Community-Based Corrections**

Examination of community treatment in the correctional process; contemporary usage of presentence investigation, selection, supervision, release of probationers and parolees.

**S/CJ 224 3 cr.**

**(S,W) Sociology of Deviance**

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 3 cr.**

**White-Collar Crime**

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 226 3 cr.**

**(S,D) Comparative Justice Systems**

An exploration of the meaning and character of justice, law and crime in different cultures and countries, and of evolving global standards and patterns of justice, international law, and transnational crime, making specific comparisons between Western and Eastern nations, capitalist and socialist systems, and countries having much crime and little crime.

**S/CJ 227 3 cr.**

**Organized Crime Patterns**

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.



Criminal Justice Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
MAJOR	CJ 110–S/CJ 213	Intro. to Criminal Justice–Criminology	3	3
COGNATE	SOC 110	Intro. to Sociology	3	
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
<b>Second Year</b>				
MAJOR	S/CJ 219	American Policing	3	
MAJOR	S/CJ 218–S/CJ 220	American Court System–Penology	3	3
MAJOR	S/CJ 212	Criminological Research	3	
GE QUAN	S/CJ 215	Statistics for the Social Sciences		3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
<b>Third Year</b>				
MAJOR	S/CJ 210	Law & Society	3	
MAJOR	CJ ELECT	Criminal Justice Electives	3	6
COGNATE	SOC 224	Race and Ethnic Relations <sup>1</sup>	3	
GE S/BH	PS 131	American National Government II		3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE ELECT	FREE ELECT	Free Electives	6	6
			18	18
<b>Fourth Year</b>				
MAJOR	CJ ELECT	Criminal Justice Electives	3	3
MAJOR	CJ CAPSTONE (300/400)	Internship, Independent Study or course		3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
GE ELECT	FREE ELECT	Free Electives	9	9
			15	15
TOTAL: 130 CREDITS				
<sup>1</sup> Or appropriate substitute as determined by advisor or chair				
<sup>2</sup> Students in the five-year College of Arts and Sciences MBA program should take the series of 1-credit MBA prep courses here. Students considering this CAS/MBA program must take MATH 108 and any prerequisites before the last semester of the senior year.				

**CJ 230** 3 cr.  
**Crime Prevention**  
This course analyzes the basic theories of community policing, problem-solving policing and crime prevention. The emphasis is on primary, secondary and tertiary prevention techniques. Emphasis will be given to the various analytical approaches to the study of criminal profiling, terrorism and methods of planning.

**S/CJ 232** 3 cr.  
**Public Safety Administration**  
The course focuses on an examination of the police and governmental responses to disaster and accidents. A primary emphasis is given to the various analytical approaches to the study of

terrorism and homeland security. Methods of planning, investigation and prevention are discussed.

**S/CJ 234** 3 cr.  
**Criminal Justice Management**  
This course surveys major trends in law enforcement including leadership, management, and administration. It includes discussion of police personnel issues, computerized training programs and police health issues. The emphasis is on critical thinking, problem solving and contemporary policing practices.

- CJ 237** 3 cr.  
**The Investigative Process**  
 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.
- CJ 239** 3 cr.  
**Introductory Criminal Analysis**  
 Focuses on the application of analytical techniques that support crime intervention and prevention strategies. Subspecialties include, but are not limited to: (1) criminal investigative analysis, (2) intelligence analysis and (3) intelligence analysis. The analytical process incorporates innovative strategic and crime mapping tactical applications.
- S/CJ 284** 3 cr.  
**Special Topics in Criminal Justice**  
 (Prerequisite: Permission of chairperson and instructor) 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.
- CJ 310** 3 cr.  
**Criminal Justice Process**  
 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** 3 cr.  
**Criminal Law**  
 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** 3 cr.  
**The Bill of Rights and Criminal Justice**  
 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** 3 cr.  
**Principles of Evidence**  
 An examination of the law of evidence pertaining 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) relating to: direct and circumstantial evidence; opinion testimony; exhibits; competence, relevance, materiality; privileges; and hearsay and its exceptions.
- S/CJ 317** 3 cr.  
**Trial, Jury and Counsel**  
 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** 3 cr.  
**Civil Liability**  
 An examination of the law-enforcement officer or employee as a defendant in a civil suit arising from the scope of his or her employment. Liability based upon rights statutes is examined, along with consideration of the typical defenses.
- S/CJ 324** 3 cr.  
**Victimology**  
 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 338** 3 cr.  
**Police Criminalistics**  
 A course in crime scene reconstruction. Emphasis is on police criminalistics and the coordination of physical evidence with scientific laboratories.
- CJ 382-383** 3 cr.  
**Independent Study in Criminal Justice**  
 (Prerequisite: Permission of chairperson and instructor) Directed projects and surveys in criminal justice, law enforcement, and corrections designed to give the student academic flexibility.
- CJ 480-481** 3 cr.  
**Internship Experience**  
 (Prerequisite: Permission of instructor) Supervised experiential learning in an approved criminal justice setting, taken preferably in junior and senior year.

Economics Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR (GE S/BH)	ECO 153–154	Principles of Micro–Macro Economics	3	3
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE QUAN	MATH ELECT <sup>1</sup>	Math Option	3	3
GE HUMN	HUMN ELECT <sup>2</sup>	Humanities Elective	3	
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			16	16
<b>Second Year</b>				
MAJOR	ECO 361–362	Intermediate Micro–Macro Econ.	3	3
MAJOR	STAT 253	Statistics for Economics		3
COGNATE	ACC 253	Financial Accounting	3	
COGNATE	COGNATE ELECT	Cognate Elective		3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humn. Electives (HIST 110–111 recomm.)	3	3
GE ELECT	FREE ELECT <sup>3</sup>	Free Elective	3	
			18	18
<b>Third Year</b>				
MAJOR	ECO/IB 351	Environment of International Business	3	
MAJOR	ECO ELECT	Economics Elective	3	6
COGNATE	FIN 351	Intro. to Finance		3
COGNATE	COGNATE ELECT <sup>4</sup>	Cognate Electives	3	3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
GE ELECT	FREE ELECT	Free Elective	3	3
			15	15
<b>Fourth Year</b>				
MAJOR	ECO 460	Monetary & Financial Economics	3	
MAJOR	ECO ELECT–ECO 490	Eco. Elective–Seminar	3	3
COGNATE	COGNATE ELECT <sup>4</sup>	Cognate Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT	Free Electives	3	6
GE PHED	PHED ELECT	Physical Education	1	1
			16	16

TOTAL: 130 CREDITS

<sup>1</sup> See note on Math Options, page 227.

<sup>2</sup> If EDUC 113 is required in the first semester, it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

<sup>3</sup> If a third math course is required, it replaces this GE elective.

<sup>4</sup> Economics majors may apply up to 6 cognate credits toward a Math minor. Students taking the sequence open to Math majors are strongly urged to complete the calculus sequence by taking MATH 222, particularly if they plan on pursuing graduate studies.

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

## ► ECONOMICS

Satyajit Ghosh, Ph.D., *Chair*

*See Economics (KSOM) for faculty listing.*

### Overview

The Arts and Sciences major in Economics offers students a strong 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 Kania School of Management's Economics major, while its cognate provides background in the social sciences. The major in Economics equips students with the training and background needed to assume responsible, decision-making positions in the financial sector, industries and government service. It is especially appropriate for students intending graduate studies in Economics or careers in law.

### *Minor in Economics*

18 credits consisting of ECO 153-154 (or ECO 101, 102), ECO 361-362, plus two upper-level economics courses.

## ► ENGINEERING

Christine A. Zakzewski, Ph.D., *Director*

*See Physics for faculty listing.*

### Overview

Engineering is the profession in which a knowledge of the mathematical and natural sciences gained by study, experience, and practice is judiciously applied to develop ways to utilize, economically, the materials and forces of nature for the benefit of mankind. A number of majors are available.

### Computer Engineering

The undergraduate Computer Engineering curriculum is broad-based with continually updated content in computers, engineering science, and engineering design. The objectives of this program are to prepare our students for a professional career in computer engineering and to prepare them for advanced study in computer engineering, computer science, or electrical engineering. The technical core of the program emphasizes theoretical

and laboratory skills, hardware and software skills, simulation and design.

Students in the Computer Engineering program study basic science, mathematics, computer science, electrical engineering, design, writing, public speaking, and the liberal arts in order to prepare for a professional career or advanced studies. The program includes courses from the programs of Computer Science and Electrical Engineering, providing balanced coverage and integration of the hardware and software aspects of computer systems. The design process is emphasized throughout all four years, and design projects are included in all laboratory courses. The sophomore and junior years include core courses in computer algorithms, digital system design, computer architectures, microprocessor systems, computer interfacing, and programming. These courses provide a foundation for the senior year, which includes electives and an in-depth two-semester design project.

Career opportunities in computer engineering range from computer applications such as computational medicine, oceanic engineering, and office automation to robotics, software engineering systems design, graduate study, reliability and other applications such as neural networks.

### Electrical Engineering

We live in a hi-tech society, and Electrical Engineers are among the largest, most diverse and dynamic contributors to our technological advancements. Electrical Engineering encompasses the basic physics of semiconductors and advanced knowledge of analog and digital electronic circuit design, optical devices, image and signal processing, communications, control systems, photonics, computer architecture, computer-aided design (CAD), and computer interfacing. The electrical engineering program culminates in a two-term capstone senior project where each student must design, construct, program, and debug a self-guided, artificially intelligent robot. Graduates of our electrical engineering program have challenging and rewarding careers in such diverse fields as biomedical instrumentation, semiconductor fabrication, pharmaceutical manufacturing, secondary education-mathematics, patent law, defense, and national space programs.

## Electronics-Business

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

## 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 or her degree work. Transfer schools have included: 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.

## Course Descriptions

**ENGR 250** 3 cr.  
**Engineering Mechanics-Statics**  
 (Prerequisite: PHYS 140; pre- or co-requisite: 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. Three hours lecture.

**ENGR 251** 3 cr.  
**Engineering Mechanics-Dynamics**  
 (Prerequisite: ENGR 250; pre- or co-requisite: 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. Three hours lecture.

**ENGR 252** 3 cr.  
**Solid State Materials Science**  
 (Prerequisite: ENGR 250; pre- or co-requisite: 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. Three hours lecture.

**ENGR 253** 1 cr.  
**An Introduction to Computer-Aided Design**  
 (Prerequisites: MATH 114, CMPS 134) This course is an introduction to the methods of drafting and design using computer-aided techniques. Topics to be covered include plane geometry construction, projection theory, sectional views, dimensioning, tolerancing and the development of working drawings. Extensive use will be made of commercially available CAD software packages. Two hours laboratory.

**ENGR 254** 1 cr.  
**3D Computer-aided Design**  
 (Prerequisite: ENGR 253) Advanced computer-aided design lab with emphasis on three-dimensional techniques. Topics include wireframe and solid modeling, rendering and Boolean operations and use of a finite-element program for mechanical analysis of CAD designs. Extensive use will be made of commercially available software packages. Two hours laboratory.

**ENGR 350** 3 cr.  
**Applied and Engineering Mathematics**  
 (Prerequisite: MATH 222, PHYS 141) An applied course featuring first and second-order differential equations with constant coefficients; Fourier series, Fourier transforms, and Laplace Transforms; Partial differential equations and boundary value problems; special functions including Bessel functions and Legendre polynomials. MAPLE software is utilized. Three hours lecture. (Also listed as PHYS 350.)

**ENGR 352** 3 cr.  
**Statistical and Engineering Thermodynamics**  
 (Prerequisite: PHYS 270) Derivation of Thermodynamics from probability theory and atomic

## Computer Engineering Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
COGNATE	PHYS 140–141	Elements of Physics I–II	4	4
COGNATE	CMPS 134–144	Computer Science I–II	3	4
COGNATE	MATH 142–114	Discrete Structures–Calculus I	4	4
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE WRTG	WRTG 107	Composition		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE PHED	PHED ELECT	Physical Education	1	
			<b>16</b>	<b>18</b>
<b>Second Year</b>				
MAJOR	E/CE 240–EE 241	Intro. to Comp. Eng. I–Circuit Analysis	3	4
COGNATE	PHYS 270	Modern Physics	4	
COGNATE	EE 243L	Digital System Design Lab		1
COGNATE	MATH 221–222	Calculus II–III	4	4
COGNATE	CMPS 240	Data Structures	3	
MAJOR	CMPS 250	Machine Organization		3
GE PHIL	PHIL 120–210	Introduction to Philosophy–Ethics	3	3
GE PHED	PHED ELECT	Physical Education	1	
GE SPCH	COMM 100	Public Speaking		3
			<b>18</b>	<b>18</b>
<b>Third Year</b>				
MAJOR	EE 343–344	Electronic Circuits I–II	4	4
MAJOR	ENGR 350	Applied & Engineering Math	3	
MAJOR	EE 346	Digital Signal Processing		3
MAJOR	E/CE 340	Digital Systems		3
COGNATE	CHEM 112	General & Analytical Chemistry	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE S/BH	S/BH ELECT <sup>1</sup>	Social/Behavioral Electives	3	3
GE T/RS	T/RS 121	Theology I		3
			<b>16</b>	<b>16</b>
<b>Fourth Year</b>				
MAJOR	EE 449	Computer Interfacing	3	
MAJOR	EE 450–454	Control Systems–Robotics Design	3	3
MAJOR	CMPS 374	Fundamentals of Software Engineering		3
COGNATE	ENGR 250	Engineering Mechanics–Statics	3	
MAJOR	CMPS 352 <sup>2</sup> –344	Operating Systems–Programming Langs	3	3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE T/RS	T/RS 122	Theology II	3	
GE HUMN	HUMN ELECT	Humanities Electives		6
GE PHED	PHED ELECT	Physical Education	1	
			<b>16</b>	<b>18</b>

**TOTAL: 136 CREDITS**

<sup>1</sup> ECO 153–154 suggested

<sup>2</sup> Or technical elective in Physics (PHYS 372, 447, 460, 473, 474)

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. Three hours lecture. (Also listed as PHYS 352.)

**E/CE 240** **3 cr.**  
**Introduction to Computer Engineering**  
 Introduction to combinational and sequential digital-logic circuits. Analysis and design tech-

niques including Boolean algebra and Karnaugh mapping. Use of the computer to simulate digital circuits. Three hours lecture.

**EE 241** **4 cr.**  
**Circuit Analysis**  
 (Prerequisite: PHYS 141; pre- or co-requisite: MATH 222) Intermediate course treating Kirchhoff's Laws, resistive networks, systematic methods, network theorems, first-and second-order transients, and sinusoidal steady-state. Introduc-



Electronics-Business Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR (S/BH)	ECO 153–154	Prin. of Micro.–Macro. Economics	3	3
COGNATE (GE QUAN)	MATH 103–114 or MATH 114–221	Pre-Calculus.–Calculus I OR Calculus I–II	4	4
COGNATE (GE NSCI)	PHYS 140–141	Elements of Physics I–II	4	4
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			18	18
Second Year				
MAJOR	E/CE 240	Introduction to Computer Engineering	3	
MAJOR	EE 241	Circuit Analysis		4
MAJOR	ACC 253–254	Fin. Accounting–Managerial Accounting	3	3
MAJOR	ENGR 252	Solid State Material Science		3
COGNATE	PHYS 270	Elements of Modern Physics	4	
COGNATE	MATH 221–222 or MATH 222–341	Calculus II–III OR Calculus III–Differential Equations	4	4
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE PHED	PHED ELECT	Physical Education		1
			17	15
Third Year				
MAJOR	EE 343–344	Electronic Circuits I–II	4	4
MAJOR	STAT 251–252	Statistics for Business I–II	3	3
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 121–122	Theology I–II	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE PHED	PHED ELECT	Physical Education		1
			16	17
Fourth Year				
MAJOR	MGT 351	Principles of Management I	3	
MAJOR	MKT 351	Introduction to Marketing		3
MAJOR	FIN 351	Introduction to Finance	3	
MAJOR	OIM 352	Introduction to Operations Management		3
MAJOR	OIM 351	Introduction to Management Science	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	FREE ELECT	Free Electives	6	6
			15	15
TOTAL: 131 CREDITS				

tion to SPICE. Three hours lecture and two hours laboratory.

**EE 243L** 1 cr.  
**Digital System Design Laboratory**  
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. Two hours laboratory.

**E/CE 340** 3 cr.  
**Digital Systems**  
(Prerequisites: E/CE 240, MATH 142, CMPS 350) Analysis and design of advanced digital circuits, minimization techniques, combinational and sequential circuit design and numerical

techniques. The interdependence of hardware and software on computer design will be stressed.

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

**EE 343L** 1 cr.  
**Electronic Circuits I Lab**  
(Co-requisite: 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. Three hours laboratory.

## Electrical Engineering Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
COGNATE	PHYS 140-141	Elements of Physics I-II	4	4
COGNATE	MATH 114-221	Calculus I-II	4	4
GE WRTG-SPCH	WRTG 107- COMM 100	Composition-Public Speaking	3	3
GE C/IL-ELECT	C/IL 102-CMPS 134	Comp. & Info. Lit.-Intro. to CMPS	3	3
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Philosophy-Theology I	3	3
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar-Physical Education	1	1
			<b>18</b>	<b>18</b>
<b>Second Year</b>				
MAJOR	E/CE 240-EE 241	Intro to Computer Engr.-Circuit Analysis	3	4
MAJOR	EE 243L	Digital System Design Lab		1
COGNATE	ENGR 250-252	Statics-Solid State Materials	3	3
COGNATE	ENGR 253-254	Intro. to CAD-3D CAD	1	1
COGNATE	PHYS 270	Elements of Modern Physics	4	
COGNATE	MATH 222-341	Calculus III-Differential Equations	4	4
GE PHIL	PHIL 210	Ethics		3
			<b>15</b>	<b>16</b>
<b>Third Year</b>				
MAJOR	EE 447-448	Electromagnetics I-II	3	4
MAJOR	EE 343-344	Electronic Circuits I-II	4	4
MAJOR	EE 346	Digital Signal Processing		3
COGNATE	CHEM 112	General & Analytical Chemistry	3	
COGNATE	COGNATE ELECT <sup>1</sup>	Cognate Elective		3
COGNATE	ENGR 350	Applied & Engineering Math	3	
GE T/RS	T/RS 122	Theology II	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHED	PHED ELECT	Physical Education	1	
			<b>17</b>	<b>17</b>
<b>Fourth Year</b>				
MAJOR	EE 449	Computer Interfacing	3	
MAJOR	EE 450	Control Systems	3	
MAJOR	EE 451	Communications Systems		3
MAJOR	EE 454	Robotics Design Project		3
MAJOR	E/CE 340	Digital Systems		3
GE HUMN	HUMN ELECT	Humanities Electives	6	3
GE S/BH	S/BH ELECT <sup>2</sup>	Social/Behavioral Electives	3	3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE PHED	PHED ELECT	Physical Education	1	
			<b>16</b>	<b>18</b>

**TOTAL: 135 CREDITS**

<sup>1</sup> An advanced technical elective approved by the department.

<sup>2</sup> ECO 101 is recommended by the department.

### EE 344

4 cr.

#### Electronic Circuits II

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

### EE 346

3 cr.

#### Digital Signal Processing

(Prerequisites: 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. Three hours lecture.

Pre-Engineering Transfer Program Curriculum

	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
COGNATE (GE NSCI)	PHYS 140-141	Elements of Physics I-II	4	4
COGNATE	CMPS 134	Computer Science I		3
COGNATE (GE QUAN)	MATH 114-221	Calculus I-II	4	4
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL102	Computing & Information Literacy	3	
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		
			18	18
<b>Second Year</b>				
MAJOR	EE 240	Introduction to Digital Circuits	3	
MAJOR	EE 241	Circuit Analysis		4
MAJOR	ENGR 250-252	Statics-Solid Material Science	3	3
MAJOR	ENGR 253-254	Introduction to CAD-3-D CAD	1	1
COGNATE	PHYS 270	Elements of Modern Physics	4	
COGNATE	MATH 222-341	Calculus III-Diff. Equations	4	4
COGNATE	CHEM 112-113 <sup>1</sup>	General & Analytical Chem I-II	3	3
GE ELECT	FREE ELECT	Free Elective		3
			18	18

TOTAL: 72 CREDITS

<sup>1</sup> EE Major Elective may be substituted for CHEM 113.

**EE 447** 3 cr.  
**Electromagnetics I**  
(Prerequisite: PHYS 270; pre- or co-requisite: ENGR 350) Analytic treatment of electrical and magnetic theory; vector calculus of electrostatic fields; dielectric materials; vector calculus of magnetic fields. Three hours lecture. (Also listed as PHYS 447.)

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

**EE 448L** 1 cr.  
**Electromagnetics Design Laboratory**  
(Co-requisite: 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. Two hours laboratory. (Also listed as PHYS 448L.)

**EE 449** 3 cr.  
**Computer Interfacing**  
(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. One hour lecture and three hours laboratory.

**EE 450** 3 cr.  
**Control Systems**  
(Prerequisite: PHYS 270; pre- or co-requisite: 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. Three hours lecture.

**EE 451** 3 cr.  
**Communication Systems**  
(Prerequisites: ENGR 350; pre- or co-requisite: EE 344) 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. Three hours lecture.

**EE 454** 3 cr.  
**Robotics Design Project and Professional Practice**

(Prerequisites: EE 449, EE 450) Students design a self-contained intelligent robot required to carry out a complex task. Each project involves creative conception, design, development, evaluation, economic constraints, reliability and safety. Written and oral presentations. Three hours lecture.

**EE 484** 3 cr.  
**Superconductivity Devices and Circuits**  
 (Prerequisites: EE 447, 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: perfect conductivity, the classical model of superconductivity, and direct applications; the quantum model of superconductivity, Josephson junctions and superconducting devices (SQUIDS). Group projects (literature search and brief presentations at the end of the term) are assigned.

under these groupings. In addition to the majors in English and Theatre described in the following section, the department offers minors in English, Theatre and Writing. English majors may 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 but not in the elective area of the major. (Courses used for a minor cannot be applied to requirements or electives within the major.)

## English Major

The student majoring in English must take ENLT 140: English Inquiry or the equivalent, and twelve other courses designated ENLT, THTR, or WRTG. Students are required to take at least one course in each of the following areas:

### B-1. British Lit to 1660

(ENLT 234, 235, 240, 321, 340, 342, 343)

### B-2. British Lit: 1660-1897

(ENLT 236, 237, 241, 242, 322, 345, 349)

### B-3. British Lit: 1897-present

(ENLT 239, 244, 323)

### G. Global Anglophone and Multi-Ethnic American Literatures

(ENLT 228, 250, 251, 327, 348)

### A-1. American Lit to 1865

(ENLT 212, 230, 243, 324, 350, 351)

### A-2. American Lit: 1865-1950

(ENLT 245, 250, 251, 325, 353, 355, 455)

### A-3. American Lit: 1950-present

(in development)

In addition, of the twelve courses beyond ENLT 140 or the equivalent, at least one must be at the 300 level, at least one must be a 400-level senior seminar, at least one more must be at the 300 or 400 level, and at least one must be designated Theory Intensive (ENLT 225, 227, 228, 341, 345, 362, 443, 462). Students may place Theatre and/or Writing courses in either the English major or the cognate area, but no course can be counted for both the major and the cognate.

## ENGLISH & THEATRE

### Faculty

Jones DeRitter, Ph.D., *Chair*

Richard A. Larsen, M.F.A., *Program Director for Theatre*

Rebecca S. Beal, Ph.D.

Daniel V. Fraustino, Ph.D.

Michael Friedman, Ph.D.

Antoinette Gail Glover, Ph.D.

Leonard G. Gougeon, Ph.D.

Teresa Grettano, Ph.D. candidate

John M. Hill, M.F.A.

Joseph E. Kraus, Ph.D.

Bonnie L. Markowski, M.A.

Susan C. Mendez, Ph.D.

Michael T. O'Steen, M.F.A.

Carl M. Schaffer, M.F.A.

Beth L. Sindaco, J.D.

Stephen E. Whittaker, Ph.D.

Robert Willenbrink, Ph.D. candidate

### Overview

The Department of English and Theatre offers courses in literature, theatre, writing, film, pedagogy and theory. Courses are designated as English (ENLT), Theatre (THTR) and Writing (WRTG) and are described below

Although the English department strongly recommends ENLT 140 as the initial course in the major, any ENLT course numbered from 120 to 179 may serve as an equivalent and be substituted both in the major and as a prerequisite for more advanced course work. A total of no more than two courses with a number between 120 and 179 can be counted toward the major.

### ***Theatre Track***

Completion of this track will be noted on the English major's transcript. The student must complete a minimum of five courses (15 credits) toward the track. Courses counted toward the track include any course designated with the THTR prefix; WRTG 215, 217, 315; and ENLT 211, 220, 295, 340, 341, 345, 355.

### ***Writing Track***

Completion of this track will be noted on the English major's transcript. The student must complete a minimum of five courses (15 credits) designated with the WRTG prefix and numbered at the 200 level or above. Of these five courses, at least one must be in Creative Writing (WRTG 213, 214, 215, 216, 217, 313, 314, 315, 316), and at least one must be in Applied Writing (WRTG 210, 211, 212).

## **Theatre Major**

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

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

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

Students majoring in Theatre are required to take three introductory courses in Theatre, Acting, and Technical Theatre (THTR 110, 111, 112), two Theatre History courses (THTR 211, 212), Design for the Theatre (THTR 213), Directing I (THTR 311), and 5 credits of Production Laboratory (THTR 280, 380). Four elective courses in Theatre round out the major. Introduction to Drama (ENLT 122), and at least one other course in Dramatic Literature are required in the student's cognate area. Courses which would satisfy the Dramatic Literature requirement include ENLT 211, 220, 295, 340, 341, 345, 355, 369, 461.

## **Minors within the Department of English and Theatre**

### ***English Minor***

To minor in English, the student must take a minimum of six courses (18 credits). One of these courses must be ENLT 140 or the equivalent (see above). The remaining 15 credits must be taken in courses that would satisfy area or elective requirements for the major. No more than two courses with a number between 120 and 179 may be counted toward the minor.

### ***Theatre Minor***

To minor in Theatre, the student must take a minimum of six courses (18 credits). Three courses are required: THTR 110, THTR 111 and either THTR 211 or THTR 212. Elective courses counted toward the minor include any course with the THTR prefix and/or WRTG 215, 217, or 315. The student may also include one of the following literature courses: ENLT 122, 211, 220, 295, 340, 341, 345, 355, 461.

### ***Writing Minor***

To minor in Writing, the student must take a minimum of six courses (18 credits). All six courses must carry the WRTG prefix, and all six must be listed at the 200 level or above. The student must take at least one course in Creative Writing (WRTG 213, 214, 215, 216, 217, 313, 314, 315, 316) and one course in Applied Writing (WRTG 210, 211, 212).

## Course Descriptions

### Literature

#### ENLT 103 3 cr. Children's Literature

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 for children up to the age of 12 are considered.

#### ENLT 110 3 cr. History of Cinema

A study of the historical development of motion pictures. Practitioners in America and throughout the world are treated in this concise history of cinema. Film screening fee.

#### ENLT 111 3 cr. The Art of Cinema

The study of the artists, technicians and businessmen who make films. Taped interviews of internationally famous filmmakers, 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.

#### ENLT 112 3 cr. Film Genres

A study of 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.

#### ENLT 113 3 cr. Film Criticism

A study of the grammar, poetics, rhetoric, and aesthetic of film criticism constitutes the heart of this course. Film screening fee.

#### ENLT 120 3 cr. (CL) Introduction to Fiction

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.

#### ENLT 121 3 cr. (CL) Introduction to Poetry

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 may vary with the individual instructor.

#### ENLT 122 3 cr.

##### (CL) Introduction to Drama

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 major, minor or track.

#### ENLT 123 3 cr.

##### (CL) Masterworks of Western Civilization

Study of masterpieces of literature from the Hebrew Old Testament and classic Greek to the modern European, illuminating the development of Western civilization.

#### ENLT 125 3 cr.

##### (CL) Classic American Stories

This course will examine representative examples of the American short story 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. Readings will include Hawthorne, Poe, Crane, Malamud, and Oates.

#### ENLT 126 3 cr.

##### (CL,D) Introduction to Irish Culture

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.

#### ENLT 127 3 cr.

##### (CL) Myth of the Hero

Mythic materials are examined to discover the underlying heroic archetypal patterns. Then modern literature is examined in the light of the same mythic patterns.

#### ENLT 140 3 cr.

##### (CL) English Inquiry

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.

*The prerequisite for all 200-level ENLT courses is ENLT 140 or the equivalent. Students must complete the University's Written Communication requirement before they can register for any Writing Intensive literature course.*

#### ENLT 210 3 cr.

##### (CL) Modern Poetry

Some previous study of poetry expected. Modern poets ranging from Frost and Stevens to Bishop



English Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR	ENLT 140	English Inquiry	3	
MAJOR	ENLT	Area Requirement		3
MAJOR	ENLT-WRTG-THTR	Major Elective		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE QUAN	QUAN ELECT	Quantitative Reasoning Elective		3
GE WRTG	WRTG 107	Composition	3	
GE COMM	COMM 100	Public Speaking		3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro to Philosophy–Theology I	3	3
GE FSEM-PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			16	16
Second Year				
MAJOR	ENLT	Area Requirement	3	3
MAJOR	ENLT-WRTG-THTR	Area Requirement and/or Elective	3	3
COGNATE	COGNATE ELECT	Cognate Electives	3	3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
Third Year				
MAJOR	ENLT	Area Requirement	3	3
MAJOR	ENLT-WRTG-THTR	Area Requirement and/or Elective		3
COGNATE	COGNATE ELECT	Cognate Electives	6	6
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
GE S/BH	S/BH ELECT	Social/Behavioral Electives	3	3
GE ELECT	FREE ELECT	Free Electives	3	3
			18	18
Fourth Year				
MAJOR	ENLT 490 or 491	Senior Seminar	3	
MAJOR	ENLT-WRTG-THTR	Area Requirement and/or Electives	3	3
COGNATE	COGNATE ELECT	Cognate Electives	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	FREE ELECT	Free Electives	6	6
			15	15
			TOTAL: 130 CREDITS	

and Larkin are examined. Major emphasis is placed on close readings of representative works and historical and cultural contextualization.

**ENLT 211** 3 cr.  
**(CL) Dramatic Comedy**  
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 major, minor or track.

**ENLT 212** 3 cr.  
**(CL,W) Masters of Darkness**  
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.

**ENLT 213** 3 cr.  
**(CL,W) Satire**  
An exploration of the historical, critical, and conceptual nature of satire, including established satirical conventions and techniques. Representative examples in fiction, drama, poetry, and other media, with emphasis on British literature of the Restoration and 18th century, the Age of Satire.

**ENLT 214** 3 cr.  
**Macabre Masterpieces**  
A survey of English and American horror fiction which focuses on this mode of writing as a serious artistic exploration of the human mind, particularly abnormal psychology. Readings will include works by Mary Shelley, Edgar Allan Poe, Robert Louis Stevenson, Joseph Conrad, and Bram Stoker.

- ENLT 215** 3 cr.  
**(CL) Literature of the Absurd**  
 Focusing on literature from 1850 to the present, this course will examine fiction, drama, and poetry that reflect a general sense of disintegrating values and lost religious beliefs. Readings will include works by Poe, Byron, Hardy, Stevenson, Conrad, Williams, Hemingway, and Beckett.
- ENLT 220** 3 cr.  
**(CL) Shakespeare**  
 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 of individual works. This course may be counted toward the Theatre major, minor or track.
- ENLT 221** 3 cr.  
**(W) Woody Allen**  
 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.
- ENLT 222** 3 cr.  
**(CL,D,W) Graham Greene's Travelers**  
 Detailed study of several privileged characters who exchange the familiar comforts of home for the disorienting complexities of the post-colonial world. Encountering social unrest in Africa, Latin America, Haiti, and French Indo-China, Greene's protagonists abandon their aloof positions and confront the personal and ethical dilemmas raised by their situations.
- ENLT 224** 3 cr.  
**(CL,D,W) Perspectives in Literature about Illness**  
 This course will explore the narrative conventions of both the (literary) life story and the (scientific) case history as a means of analyzing both the characters involved in literary depictions of illness and the ways in which they perceive and understand others involved in the same health-care event.
- ENLT 225** 3 cr.  
**(CL,D,W) Writing Women**  
 (Theory Intensive) Organized around issues raised in Virginia Woolf's *A Room of One's Own* and Carolyn Heilbrun's *Writing a Woman's Life*, and informed by the ideas of British Marxist, French Psychoanalytic, and American traditional feminism, this course examines poetry and fiction from Sappho and Mary Shelley to Jean Rhys and Adrienne Rich.
- ENLT 226** 3 cr.  
**(CL,D) Novels by Women**  
 A study of novels by and about women, including such authors as Austen, Bronte, Eliot, Chopin, Woolf, Lessing, Byatt, and Morrison. The aim is to expand students' knowledge of the novel's history and development and their understanding of women's experiences as expressed by women writers.
- ENLT 227** 3 cr.  
**(CL,D,W) Frankenstein's Forebears**  
 (Theory Intensive) An interdisciplinary exploration of the influential lives and works of Mary Wollstonecraft (feminist, memoirist, and novelist); William Godwin (anarchist philosopher and novelist); their daughter, Mary Shelley (author of *Frankenstein*); and her husband, Percy Bysshe Shelley (Romantic poet and erstwhile political activist).
- ENLT 228** 3 cr.  
**(CL,D,W) Race in Anglo-American Culture 1600-1860**  
 (Area G) (Theory Intensive) Beginning with the first English colonies in North America and running through the American antebellum period, this course focuses on literary and historical treatments of encounters involving Europeans, European-Americans, Africans, African-Americans, and Native Americans. The reading list includes poems, plays, novels, captivity narratives, frontier biographies, and slave autobiographies.
- ENLT 229** 3 cr.  
**(CL,D) The Cross-Cultural Novella**  
 This course aims both to foster an understanding and appreciation of the novella as a distinct literary form 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.
- ENLT 230** 3 cr.  
**(CL) American Romanticism**  
 (Area A-1) This course will deal with representative short works of America's six major Romantic authors: Emerson, Thoreau, Whitman, Hawthorne, Melville, and Poe.
- ENLT 234** 3 cr.  
**(CL,W) Camelot Legend**  
 (Area B-1) 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 D'Arthur*.

**ENLT 235** 3 cr.  
**(CL,W) Literature in the Age of Chaucer**  
 (Area B-1) This course will explore 14th-century non-dramatic vernacular literature. In addition to Chaucer, authors studied may include Langland, Kempe, and the Pearl Poet.

**ENLT 236** 3 cr.  
**(CL,W) The Romantic Protest**  
 (Area B-2) A survey of the first half of the British Romantic period. Readings will include Blake, Wordsworth, Coleridge and at least three "minor" writers of this era. Discussions will focus on the Romantic imagination, the role of nature in Romantic mysticism, and Romantic notions concerning heightened sensations and altered realities.

**ENLT 237** 3 cr.  
**(CL,W) The Darker Romantics**  
 (Area B-2) A survey of the second half of the British Romantic period. Readings will include Byron, Percy Shelley, Keats, and at least three "minor" writers of this era. Discussions will focus on the waning of the "Romantic religion" of Blake, Coleridge, and Wordsworth in an increasingly prosperous, skeptical, and secularized era.

**ENLT 239** 3 cr.  
**(CL,D,W) Irish Short Story**  
 (Area B-3) For two centuries, Irish short story writers have represented the comedy and tragedy of Irish experience and simultaneously have fashioned the medium into one of our most flexible and innovative art forms. In historical and critical contexts, we examine the work of forth authors, emphasizing Joyce, O'Connor, O'Faolain, and O'Flaherty.

**ENLT 240** 3 cr.  
**British Literature: Medieval and Renaissance**  
 (Area B-1) A detailed study of representative works and authors from the Anglo-Saxons to the 17th 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.

**ENLT 241** 3 cr.  
**British Literature: Restoration and 18th Century**  
 (Area B-2) Study of a select group of English and Anglo-Irish authors whose works were first published between 1660 and 1776. Discussions

and assignments will emphasize literary history, critical analysis, and sociopolitical contexts.

**ENLT 242** 3 cr.  
**British Literature: Romantic and Victorian**  
 (Area B-2) A study of the major literary works in 19th-century England: poetry, novels and non-fictional prose. The emphasis is threefold: critical analysis; literary history; social, intellectual and political background.

**ENLT 243** 3 cr.  
**American Literature to 1865**  
 (Area A-1) 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.

**ENLT 244** 3 cr.  
**Modern British Literature**  
 (Area B-3) 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.

**ENLT 245** 3 cr.  
**American Literature, 1865 to the Present**  
 (Area A-2) 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.

**ENLT 250** 3 cr.  
**(CL, D, W) Multi-Ethnic American Literature**  
 (Area G) Readings will be drawn primarily from Native American, Asian American, African American and Latina/o writings. The class will trace common themes and questions such as what it means to be "American," gender identity, the conflict of cultural identities, alienation and assimilation.

**ENLT 251** 3 cr.  
**(CL,D,W) Borderlands Writing**  
 (Area G) An introduction to Latino/a literature of the U.S. southwest and southeast. Each location represents a type of border culture, U.S./Mexican in the southwest and U.S./Cuban in the southeast. Discussions and assignments will explore the cultural role of women, nation-states and nationalism, violence, healing practices, spirituality and sexual identity.

**ENLT 260** 3 cr.  
**(CL,D) Women of Color: Literature & Theory**

(Area G) This course introduces the intermediate student to the critical and creative writings by women of color. These texts convey women of color's unique subjectivities. Discussion topics include themes of the body and storytelling, the ideas of self and communal preservation, and the political and cultural negotiation of multiple communal memberships.

**ENLT 295** 3 cr.  
**(CL) Shakespeare in Stratford**

This course combines a traditional study of six Shakespearean plays on the University campus with a week-long residency at the Shakespeare Centre in Stratford-upon-Avon, England. Students will read and discuss the plays produced during the current Royal Shakespeare Company season and attend performances of those plays.

*All 300-level ENLT courses have a prerequisite of ENLT 140 or equivalent; a 200-level ENLT course is strongly recommended.*

**ENLT 340** 3 cr.  
**Late Medieval Drama**

(Area B-1) A survey of 14th- and 15th-century drama, including the Corpus Christi cycle, morality plays such as *Everyman*, *Mankind* and *Castle of Perseverence*, and the saint's play. This course may be counted toward the Theatre major, minor or track.

**ENLT 341** 3 cr.  
**(CL,W) Shakespeare: Special Topics**

(Theory Intensive) 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.

**ENLT 342** 3 cr.  
**Renaissance Poetry and Prose**

(Area B-1) A survey of lyric and narrative poetry, fictional and non-fictional prose, and drama written in England between the time of Sir Thomas More and John Milton. Readings will include More, Surrey, Lyly, Spenser, Sir Philip and Mary Sidney, Donne, Webster, Jonson, Marvell, and Milton.

**ENLT 344** 3 cr.  
**Milton's *Paradise Lost***

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.

**ENLT 345** 3 cr.  
**(CL,W) Restoration and 18th-Century Drama**

(Area B-2) (Theory Intensive) A survey of the major formal and thematic developments on the London stage between 1660 and 1776. Discussions will focus on the social, political and institutional changes that re-shaped theatrical productions during this period. This course may be counted toward the Theatre major, minor or track.

**ENLT 347** 3 cr.  
**Victorian Voices**

This 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 and Browning.

**ENLT 348** 3 cr.  
**(CL,D,W) Colonial and Postcolonial Fiction**

(Area G) Through detailed study of such authors as Achebe, Conrad, Forster, Kincaid, Kipling, Naipaul, Orwell, and Rushdie, this course explores the myths and meanings of 19th- and 20th-century European colonialism in Asia, Africa, and the Americas.

**ENLT 349** 3 cr.  
**(CL) Restoration and 18th-Century Poetry**

(Area B-2) A study of the major developments in English poetry between 1660 and 1780 in relation to the cultural and literary history of the period. The reading list will focus on the major "Augustan" poets (Dryden, Pope, Swift, and Johnson). It will also include works by Rochester, Behn, Gay, and Goldsmith.

**ENLT 350** 3 cr.  
**Major Works: American Romanticism**

(Area A-1) 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, 1820-1865.

**ENLT 351** 3 cr.  
**Transcendentalists**  
 (Area A-1) This course transcends the typical limits of this literary period to Emerson and Thoreau's major works. Thus, Orestes Brownson, Margaret Fuller, Ellery Channing, Theodore Parker are covered.

**ENLT 352** 3 cr.  
**(CL,W) The Development of the American Novel**  
 This course will focus on the ways in which the American novel has reflected our changing literary and cultural values from the late 18th to the 20th century. The reading list will include works by Charles Brockden Brown, Nathaniel Hawthorne, Mark Twain, Kate Chopin, John Steinbeck, and Kurt Vonnegut Jr.

**ENLT 353** 3 cr.  
**Major Works: American Realists**  
 (Area A-2) Twain's *Huckleberry Finn*, Howell's *The Rise of Silas Lapham*, James's *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.

**ENLT 355** 3 cr.  
**American Drama 1919-1939**  
 (Area A-2) 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 be counted toward the Theatre track or minor.

**ENLT 360** 3 cr.  
**(D) Jewish Literature**  
 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.

**ENLT 362** 3 cr.  
**Literature and Philosophy**  
 (Theory Intensive) This course explores the Platonic insight that on the highest level literature and philosophy converge. We begin with a few of Plato's dialogues which develop this idea. Then we examine several "literary" works in English which embody it. Our approach is analytical, inductive and historical.

**ENLT 363** 3 cr.  
**Magazine Editing**  
 The process of editing is surveyed. Macro-editing (publishing for a defined audience and delight-

ing, surprising, informing, and challenging it) is emphasized over micro-editing (grammar, punctuation, and so forth). Both are fitted into the larger picture of promotion, fulfillment, circulation, advertising, production, and distribution.

**ENLT 366** 3 cr.  
**Dante's *Divine Comedy***  
 A canto-by-canto study, in translation, of Dante's dream vision of hell, purgatory, and heaven. Consideration will be given to the cultural milieu and to medieval art and thought as these affect the allegorical meaning and structure of the poem.

**ENLT 367** 3 cr.  
**Gerard Manley Hopkins, S.J.**  
 Study of the life and works of Gerard Manley Hopkins, S.J., the only priest-poet ever to be honored with a place in Westminster Abbey's Poet's Corner.

**ENLT 369** 3 cr.  
**(CL) Playing God: Theatrical Presentations of Divinity**  
 Playwrights from Aeschylus to Tony Kushner have attempted to stage the divine in various ways. This course will explore the cultural contexts for these plays and the always complicated relationship between organized religion and the stage. The reading list will include representative works from antiquity to the present day.

**ENLT 382-383** Variable credit  
**Guided Independent Study**  
 A tutorial program open to third-year students. Content determined by mentor.

**ENLT 395** 3 cr.  
**Travel Seminar: Ireland**  
 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)

*All 400-level ENLT courses have a prerequisite of ENLT 140 or equivalent; a 300-level ENLT course is strongly recommended.*

**ENLT 443** 3 cr.  
**Chaucer**  
 (Theory Intensive) 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 the Duchess* and the *Parliament of Birds*.

- ENLT 455** 3 cr.  
**American Realists**  
 (Area A-2) 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.
- ENLT 458** 3 cr.  
**Joyce**  
 This course explores the prose works of James Joyce, a major figure in 20th-century literature. We will read *Dubliners*, *A Portrait of the Artist as a Young Man*, and, with the help of various guides, *Ulysses*. We will work to apprehend in Joyce both the universal and the peculiarly Irish.
- ENLT 461** 3 cr.  
**Modern Drama**  
 Some previous study of drama required. A survey of the major trends and authors in 20th-century British and American drama, with some Irish and Continental works included. Readings will include works by Shaw, O'Neill, Miller and Williams. This course may be counted toward the Theatre major, minor, or track.
- ENLT 462** 3 cr.  
**Literary Criticism and Theory**  
 (Theory Intensive) This course explores both the derivation and the defining characteristics of a range of contemporary interpretive practices, including those of psychoanalytic, Marxist, feminist, formalist, reader response, structuralist, poststructuralist, and cultural materialist critics.
- ENLT 470** 3 cr.  
**Teaching Modern Grammars**  
 This course explores the English language in the context of transformational/generative grammar and in relation to what is expected of middle school and high school English teachers. Techniques for teaching these new grammars and laboratory teaching experience in the first-year writing clinic will be presented.
- ENLT 480** Variable Credit  
**Internship**  
 English majors can receive internship credit for a variety of on-the-job experiences. Approval must be obtained beforehand from chair and dean.
- ENLT 482-483** Variable Credit  
**Guided Independent Study**  
 A tutorial program open to fourth-year students. Content determined by mentor.
- ENLT 490-491** 3 cr.  
**(W) Senior Seminar**  
 The topics of these writing-intensive seminars vary from semester to semester. Based largely on student writing, presentations, and discussion, this capstone course is required in the major and culminates in the student's development of a seminar paper. May be repeated for credit. Enrollment limited to 15 students per section.
- Theatre**
- THTR 110** 3 cr.  
**(CL) Introduction to Theatre**  
 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** 3 cr.  
**(CA) Introduction to Acting**  
 This course introduces the student to the fundamental elements of the actor's craft, including internal and external techniques, character analysis, and vocal/physical warmups. These elements will be used in various in-class exercises and rehearsed performance work. The subject of auditions will also be covered. (First of a three-course sequence.)
- THTR 112** 4 cr.  
**Introduction to Technical Theatre**  
 This course introduces the student to the materials, equipment, and techniques used in the construction and finishing of stage sets, including lighting, sound, and special effects. Forty hours of lab work and participation on a crew for a major University Players production will be required.
- THTR 210** 3 cr.  
**Intermediate Acting**  
 (Prerequisite: B- or higher in THTR 111.) This course focuses on further exploration of internal acting techniques. Stanislavski-based and other modern 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. (Second of a three-course sequence.)
- THTR 211** 3 cr.  
**(CL) Theatre History I**  
 A chronological study of western theatre from ancient Greek drama to 17th-century British



Theatre Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR	THTR 110–111	Intro. Theatre–Intro. Acting	3	3
MAJOR	THTR 112	Intro. Tech. Theatre	4	
COGNATE	ENLT 122	Intro. Drama		3
GE SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE QUAN	QUAN ELECT <sup>1</sup>	Quantitative Reasoning Elective		3
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			17	16
Second Year				
MAJOR	THTR 211–212	Theatre History I–II	3	3
MAJOR	THTR 213	Design for the Theatre		3
MAJOR	THTR 280	Production Laboratory	1	
COGNATE	COGNATE ELECT <sup>2</sup>	Cognate Elective (Dramatic Literature)	3	
GE S/BH	S/BH ELECT	Social/Behavioral Elective	3	
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHED	PHED ELECT	Physical Education	1	1
			17	16
Third Year				
MAJOR	THTR 311	Directing I		3
MAJOR	THTR ELECT <sup>1</sup>	Theatre Electives	3	3
MAJOR	THTR 280	Production Laboratory	1	1
COGNATE	COGNATE ELECT <sup>2</sup>	Cognate Elective	6	3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
GE S/BH	S/BH ELECT	Social/Behavioral Elective		3
GE ELECT	FREE ELECT	Free Electives	3	3
			16	16
Fourth Year				
MAJOR	THTR ELECT	Theatre Electives	3	3
MAJOR	THTR 280	Production Laboratory	1	1
COGNATE	COGNATE ELECT	Cognate Electives	3	6
GE ELECT	FREE ELECT	Free Electives	6	6
GE HUMN	HUMN ELECT	Humanities Elective	3	
			16	16
TOTAL: 130 CREDITS				
<sup>1</sup> Major electives: the Theatre major must select four electives from the following: any THTR course at the 200 level or higher; WRTG 215, WRTG 315, and ENLT courses 200 level or higher that qualify as dramatic literature courses.				
<sup>2</sup> Cognate electives must include two courses in dramatic literature; one of these must be ENLT 122.				

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** 3 cr.  
**(CL) Theatre History II**  
A chronological study of Western theatre from the middle 17th century to the present. 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** 3 cr.  
**(CA) Design for the Theatre**  
(Prerequisite: THTR 112 with a grade of B- or higher) An introduction to the various design and production elements in theatre. Scenery, lighting, costumes, projections, props and sound will be explored. Students participate in the design elements of the University productions.

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

<b>THTR 280</b> <b>Production Laboratory</b> Theatre majors working on University Players productions can receive credit for serving as props master, master electrician, sound designer, assistant technical director, assistant stage manager, or running crew. Forty hours of production work and strict adherence to deadlines required. May be taken for credit up to five times.	1 cr.	<b>THTR 380</b> <b>Advanced Production Lab</b> (Prerequisites: 2 cr. of THTR 280, permission of the instructor.) Advanced Theatre majors who work on University Players productions can receive credit for stage management, technical or design work, acting or directing. 80 hours of production work and strict adherence to deadlines required. May be taken for credit only once.	2 cr.
<b>THTR 310</b> <b>Theories of Theatre</b> Students will study the theories of theatre advanced in the writing of Diderot, Archer, Stanislavsky, Vakhtangov, Brecht, Copeau, Artaud, Grotowski, Brook, and Schechner.	3 cr.	<b>THTR 382-383, 482-483</b> <b>Independent Study in Theatre</b> A tutorial program open to junior and senior students who have completed appropriate lower-division coursework.	3 cr.
<b>THTR 311</b> <b>Directing I</b> (Prerequisites: B- or higher in THTR 111 or permission of instructor.) An introduction to a range of skills and techniques used by stage directors as they transform scripts into successful performances. Several plays will be read and analyzed. Students will direct a short scene or play for performance.	3 cr.	<b>THTR 410</b> <b>Advanced Acting</b> (Prerequisite: B- or higher in THTR 210.) This course focuses on external techniques, especially the use of the actor's body to create physical characterizations. This work builds on the student's knowledge and experience through the use of exercises, written analysis, and scene /monologue study. (Third of a three-course sequence.)	3 cr.
<b>THTR 313</b> <b>Set Design for the Theatre</b> (Prerequisite: THTR 213 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.	3 cr.	<b>THTR 411</b> <b>Directing II</b> (Prerequisites: B- or higher in THTR 311 or permission of instructor.) Advanced study of rehearsal techniques, directing methods and styles, and effective director-actor relationships. Students will direct a 20-30 minute one act or excerpt for the Director's Workshop as part of the University Players season.	3 cr.
<b>THTR 370</b> <b>Technical Theatre: Special Topics</b> Topic and prerequisites will be announced prior to preregistration.	3 cr.	<b>THTR 480</b> <b>Internship</b> Theatre majors or minors can receive credit for a variety of on-the-job work experience. Approval must be obtained beforehand from the supervising faculty member, chair, and dean.	Variable Credit
<b>THTR 371</b> <b>Theatre Design: Special Topics</b> Topic and prerequisites will be announced prior to preregistration.	3 cr.	<b>Writing</b> <i>Completion of WRTG 105-106, WRTG 107, or INTD 117 with a grade of C or better fulfills the basic writing requirement in the University's General Education curriculum. (INTD 117 also fulfills the public speaking requirement.) Students must complete this requirement before they can register for any WRTG course at the 200 level or above. No 100 level WRTG course can be counted toward the Writing Track or the Writing Minor. Likewise, INTD 117 cannot be counted toward the Writing Track or the Writing Minor.</i>	
<b>THTR 372</b> <b>Dramatic Literature: Special Topics</b> Topic and prerequisites will be announced prior to preregistration.	3 cr.		
<b>THTR 373</b> <b>Acting: Special Topics</b> (Prerequisite: THTR 111) Topic and prerequisites will be announced prior to preregistration. Past topics include actor's movement, voice and speech, stage combat.	3 cr.		

**WRTG 105 3 cr.****College Writing I**

(Placement into 105 required) The first of a two-course sequence that fulfills the University's Written Communication requirement, this course concentrates on defining and focusing problems, creating arguments, and providing evidence in academic essays.

**WRTG 106 3 cr.****(D) College Writing II**

(Prerequisite: WRTG 105) The second of a two-course sequence that fulfills the university's Written Communication requirement, this course combines study of the elements of style and grammar with instruction in structuring and providing support for argumentative essays.

**WRTG 107 3 cr.****Composition**

A study of expository and argumentative prose, and the strategies and techniques used by successful academic writers.

**WRTG 210 3 cr.****(W) Advanced Composition**

The purpose of this course is to review, practice and apply the principles of a rhetoric of order, stressing invention, disposition, style, tone and theme.

**WRTG 211 3 cr.****(W) Technical and Business Writing**

A course in scientific or technical writing designed to help students improve their writing skills in preparation for their professions. Specialized training is offered in writing of proposals, reports, instructions, letters, abstracts, resumes, etc.

**WRTG 212 3 cr.****(W) Writing for the Law**

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.

**WRTG 213 3 cr.****Fiction Writing I**

Designed to increase students' skills in writing short 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. Photocopying fee.

**WRTG 214 3 cr.****Nonfiction Writing I**

Designed to develop skills in writing creative nonfiction prose, this course employs a workshop format and requires intensive reading and analysis of student work as well as work by noted practitioners such as Orwell, Baldwin, Didion, and Dillard.

**WRTG 215 3 cr.****Play Writing I**

This course is designed to teach students the basic elements and techniques involved in writing for theatrical performance. Students will write either a one-act play or one act of a two- or three-act play. This course may be counted toward the Theatre Major, Minor, or Track. Photocopying fee.

**WRTG 216 3 cr.****Poetry Writing I**

Theory and practice of writing poems. Opportunity for sustained, serious responses to student work and practical advice on publishing, graduate programs, etc. The course employs a workshop format and expects students to possess facility with language and a love of reading and writing. Photocopying fee.

**WRTG 218 3 cr.****(W) Writing the Web**

Students will analyze both the visual and textual contents of e-mail, news groups, chat groups, MUs, and Web sites, and will be expected to produce a portfolio or Web site that demonstrates their ability to work in this new medium. Discussion topics include ethical issues unique to the Internet writing environment.

**WRTG 310 3 cr.****(W) Strategies for Teaching Writing**

This course for English/Education 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.

**WRTG 313 3 cr.****Fiction Writing II**

(Prerequisite: WRTG 213) The advanced workshop augments intensive student writing assignments with theoretical discussions and diverse examples of good fiction by established writers. Photocopying fee.

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

**WRTG 315** 3 cr.  
**Play Writing II**  
 (Prerequisite: WRTG 215) This advanced workshop builds on the skills acquired in Play Writing I, and includes intensive reading and writing assignments that encourage students to explore theatrical styles beyond realism. This course may be counted toward the Theatre major, minor or track. Photocopying fee.

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

**WRTG 382-383, 482-483** Variable Credit  
**Guided Independent Study**

A tutorial program open to junior and senior students who have completed appropriate lower-division coursework. Context determined by genre and mentor.

**WRTG 480** Variable Credit  
**Internship**

English majors and/or Writing minors can receive internship credits for a variety of on-the-job experiences. Approval must be obtained beforehand from the supervising faculty member, chair and dean.

## ■ ENVIRONMENTAL SCIENCE

Michael C. Cann, Ph.D., *Co-Director, Chemistry Department;*

Michael D. Carey, Ph.D., *Co-Director, Biology Department*  
*See Biology and Chemistry for faculty listings.*

### Overview

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 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. Upper-class 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.

### *Environmental Science Curriculum*

- I. Required courses in the major and cognate include courses in Biology, Chemistry, Environmental Science, Natural Science, Mathematics, and Physics.
- II. The student must complete four courses from among the following electives within the major; at least one course must be chosen from each group:

#### *Group A*

CHEM 342	Env. Toxicology	3 cr.
CHEM 344	Env. Geochemistry	3 cr.
CHEM 350	General Biochemistry I	3 cr.
CHEM 352	Chemical Toxicology	3 cr.

#### *Group B*

BIOL 195	Tropical Biology	3 cr.
BIOL 250	Microbiology	5 cr.
BIOL 272	Invertebrate Biology	5 cr.
BIOL 273	Marine Ecology	3 cr.
BIOL 274	Conservation Biology	3 cr.
BIOL 349	Plant Physiology	5 cr.
BIOL 370	Animal Behavior	4.5 cr.

BIOL 374	Vertebrate Biology	4.5 cr.
BIOL 375	Evolution	3 cr.
BIOL 472	Systems Ecology	3 cr.
BIOL 473	Estuarine Ecology	5 cr.

III. In fulfilling GE requirements, students are *strongly* encouraged to enroll in:

PHIL 213	Environmental Ethics	3 cr.
PS 230	Env. Laws and Regs.	3 cr.
ECO 103	Econ. of Env. Issues	3 cr.

Course Descriptions

*Most of the required and recommended courses in the Environmental Science major reside in other departments, and their descrip-*

*tions can be found under the appropriate departmental listing.*

ESCI 440-441 2 cr.

Topics in Environmental Science

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

ESCI 480-481 3 cr.

Internship in Environmental Science

(Prerequisite: senior standing in ESCI major or permission of instructor) 1.5 credits/semester. Student to work with private firm, advocacy group, or governmental agency on an environ-

Environmental Science Curriculum

	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
MAJOR (GE NSCI)	CHEM 112-113	Gen. Analytical Chem I-II	4.5	4.5
MAJOR	BIOL 141-142	General Biology I-II	4.5	4.5
MAJOR	NSCI 201	Science & Human Environment		3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar-Phys. Ed.	1	1
			16	16
<b>Second Year</b>				
MAJOR	CHEM 232-233	Organic Chemistry I-II	4.5	4.5
MAJOR	BIOL 371	Ecology	5	
MAJOR	BIOL 379	Biostatistics		3
COGNATE (GE QUAN)	MATH 103-114 <sup>1</sup>	Pre-Calculus-Analysis I	3-4	4
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro to Philosophy-Theology I	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16.5-17.5	18.5
<b>Third Year</b>				
MAJOR	CHEM 340	Environmental Chemistry	3	
MAJOR	CHEM 370	Instrumental Analysis		5
MAJOR	ESCI ELECT	Environmental Science Elective		3-5
GE S/BH	S/BH ELECT <sup>2</sup>	Social/Behavioral Electives	3	3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	PHYS 120-121 <sup>3</sup>	General Physics	4	4
			16	18-20
<b>Fourth Year</b>				
MAJOR	ESCI ELECT	Environmental Science Electives	6-10	3
MAJOR	ESCI 480 or 493	Research OR Intern. in Env. Sci.	1.5	
MAJOR	ESCI 481 or 494	Research OR Intern. in Env. Sci.		1.5
MAJOR	ESCI 440-441	Topics in Environmental Sci.	1	1
GE PHIL-T/RS	PHIL-T/RS ELECT	Philosophy or T/RS Elective	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Elective		3
GE ELECT	FREE ELECT	Free Electives		6
			14.5-18.5	17.5

TOTAL: 130-137 CREDITS

<sup>1</sup> Students entering exempt from MATH 103 may select a course in chemistry, biology, physics or math.

<sup>2</sup> PS 230 and ECO 103 strongly recommended.

<sup>3</sup> Or PHYS 140-141: Elements of Physics I-II.

mental 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**

**3 cr.**

**Research in Environmental Science**

(Prerequisite: senior standing 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.

## ■ HISTORY

### Faculty

Roy Palmer Domenico, Ph.D., *Chair*

Sean Brennan, Ph.D.

Josephine M. Dunn, Ph.D.,

*Director, Art and Music Program*

Michael D. DeMichele, Ph.D., *Advisor,*

*International Studies Program*

David J. Dzurec III, Ph.D.

Shuhua Fan, Ph.D.

Lawrence W. Kennedy, Ph.D.

Lee M. Penyak, Ph.D.

Susan L. Poulson, Ph.D.

Robert W. Shaffern, Ph.D.

### Mission Statement

The Department of History at The University of Scranton is a group of teachers and scholars who support the mission of the University by their commitment to the Catholic, Jesuit and liberal arts traditions. The Department contributes significantly to the core curriculum in the arts and sciences, offers an impressive array of upper-division courses in various areas of history, and provides the essential historical foundation for interdisciplinary programs at the University. It offers undergraduate majors and minors in history and international studies as well as minors in art history and music history.

The historians and art historians in the department are dedicated to helping students learn how to find, assimilate, evaluate and apply information about past human activities from all quarters of the globe.

Faculty members in the department advise students in the selection of structured course

sequences which will help prepare them for a wide variety of careers.

The department is committed to perpetuating its tradition of service to the University and local community and of excellence in teaching. It envisions building upon its growing achievement in scholarship through increased publications and participation in professional organizations and conferences.

The department supports the liberal arts mission of the University by giving students a historical perspective on the human condition while, at the same time, contributing to the development of their ability to read perceptively, write cogently, and think logically. In their pedagogy and counseling of students and in their personal conduct, they enhance the University's purpose of affirming the personal worth of their students and facilitating their growth as responsible human beings and, in addition, fostering their spiritual development and concern for social justice.

### Overview

The department offers two majors to University students. The major in History leads to a Bachelor of Arts degree. The major in International Studies leads to a Bachelor of Science degree. Both programs are serviced by full-time faculty who bring to their classrooms a love for their specific areas of history and an enthusiasm for classroom teaching. Their individual teaching styles provide students with a wide variety of learning experiences. Through advisement, the faculty encourages students to tailor their programs to their individual interests and career goals, thus taking advantage of the flexible courses of study built into both programs. History and International Studies majors have gone on to careers in many fields, including education, business, communications, government, and law. (See the "Pre-Law" section of the catalog for details of the department's success in preparing students for the study of law.)

### Major in History

"History illuminates the human condition."<sup>1</sup> It is the memory of human experience. The Department of History seeks to provide its students with an understanding of the significant institutions, events, trends and individuals that have shaped that experience, thus

<sup>1</sup> Poster, "Business and History," prepared by the National Center for the Study of History, Inc., 1988. (Noted in History, It's Our Future, a publication of Phi Alpha Theta History Honor Society, Inc.)



helping them to develop a better understanding of contemporary cultures and the human condition.

The student majoring in History will be expected to demonstrate an understanding of the development of human society and culture through the study of the past, specifically the history of Europe (from the Renaissance through the 20th century) and the United States (from its beginnings through the 20th century). To accomplish this, the student will identify and describe the major individuals, groups, institutions, ideas and events that have helped to shape political, social and economic developments over time; identify and describe major historical eras or periods that have led to the present; and identify and describe the principle of cause and effect and relate historical examples. In addition, students majoring in History will apply the procedures used by historians to find and document sources, collect evidence and draw conclusions in completing original research. Students will write and speak effectively about historical issues.

### ***Minor in History***

A minor in History (18 credits) should include HIST 110-111 or HIST 120-121 or HIST 125-126 plus any four additional history courses.

### **Major in International Studies**

The major in International Studies provides the student with broad knowledge of world affairs through a curriculum drawn in large measure from history and political science. Students gain a full recognition and understanding of the multitudinous forces which shape the contemporary world, including nationalism, wars, political and economic ideologies, globalization, geographic factors, cultural differentials and modern technology.

Students majoring in International Studies are expected to conduct research regarding contemporary global issues, including the formulation of research questions and the ability to locate source materials. Students should also understand the role of credible sources in the field of world politics. They should understand the role of the United States in world affairs and have insight into the lives, cultures, economics and politics of other regions of the world. It is expected that students will be able

to communicate effectively in writing and orally concerning global and contemporary issues, results of research, and analyses. In addition, International Studies students will have basic reading skills in a foreign language.

In order to further strengthen the student's knowledge, a study abroad experience is encouraged; over half of International Studies students spend a semester or more studying in a foreign country.

### ***Minor in International Studies***

A minor in International Studies (18 credits) should include HIST 110 and 111 or PS 130 and 131 plus four additional courses from the following: PS 213, PS 218, PS 219, PS 221, PS 222, PS 295, PS 318, PS 319, PS 328, PS 330, PS 331, PS 332, PS 338; HIST 125, HIST 126, HIST 211, HIST 213, HIST 214, HIST 215, HIST 219, HIST 220, HIST 226, HIST 295, HIST 335, HIST 338, HIST 339, and GEOG 217.

### **Course Descriptions**

**GEOG 134** **3 cr.**

#### **(S) World Regional Geography**

Introduces the major concepts and skills of geography. A regional approach stresses the five themes of geography including location, place, human environment interaction, movement and region.

**GEOG 217** **3 cr.**

#### **(D,S) Cultural Geography**

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 110-111** **6 cr.**

#### **(CH) History of the United States**

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** **6 cr.**

#### **(CH) Europe, 1500 to the Present**

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 125** 3 cr.  
**(CH,D) Colonial Latin America**  
 An introduction to colonial Latin American history: Amerindian civilizations; the Spanish and Portuguese colonial period, with emphasis on the themes of conquest, colonialism, race, class and gender.
- HIST 126** 3 cr.  
**(CH,D) Modern Latin America**  
 An introduction to modern Latin American history: the Latin American republics, with emphasis on the themes of nation building, dictatorship, cultural identity, revolutionary movements, and inter-American relations.
- HIST 130-131** 6 cr.  
**(CH,D) World History I & II**  
 The courses examine the history of human experience from a global perspective with particular attention to political, economical, and social changes. World History I begins with human origins and proceeds through ancient civilizations to about 1500 A.D.; World History II begins about 1500 and comes to the present.
- HIST 140** 3 cr.  
**(W) The Craft of the Historian**  
 Introduction to the craft of the historian including the techniques of historical study, research and writing as well as historiography. Students will be given various exercises dealing with both primary and secondary sources to enable them to think historically through writing exercises based on historical questions.
- HIST 211** 3 cr.  
**The Third World: Empire to Independence**  
 A study of the developing nations with the developed nations in the contemporary world.
- HIST 212** 3 cr.  
**(D) Rebels, Rogues, and Reformers**  
 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** 3 cr.  
**(CH,D,W) Gender and Family in Latin America**  
 (Prerequisite: One of the following – HIST 125, HIST 126, PS 219, SPAN 314, PHIL 242)  
 Examines the role of gender and family in Latin America from 1521 to present. Themes of gender roles, marriage, family and licit and illicit sexuality will be highlighted. Individual units will examine machismo, marianism, relations of power and women in the workplace. Distinctions will be made according to race and class.
- HIST 214** 3 cr.  
**(CH,D) History of Contemporary World Politics**  
 Deals directly with the history of the political, economic, and social issues that are current in international affairs including the future possibilities of world order and the crises of foreign-policy making.
- HIST 215** 3 cr.  
**(CH,D,W) Church and Society in Latin America**  
 (Prerequisite: One of the following – HIST 125, HIST 126, PS 219, SPAN 314, PHIL 242)  
 Examines the historic role of the Catholic Church in Latin America. Major themes include the conversion of New World peoples to Catholicism, syncretism, church and state, and liberation theology. Other units include indigenous religions and beliefs, Protestantism and Judaism in Latin America.
- HIST 216** 3 cr.  
**(CH,D) Race in American History**  
 The course studies the role of race in American history from the colonial era to the present, focusing on the experience of African-Americans with consideration given to other racial and ethnic groups. Topics include: slavery; "Jim Crow" laws; the Ku Klux Klan; black migration of the 20th century; African-American community life; and the civil rights struggle.
- HIST 217** 3 cr.  
**(CH) History of American Catholicism**  
 A survey of the significant events, trends, and individuals reflecting the Catholic experience in America from the earliest colonial settlements to the post-Vatican II era.
- HIST 218** 3 cr.  
**The World at War, 1939-45**  
 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.

History Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR	HIST 110–111	United States History	3	3
MAJOR	HIST 120–121	Europe: 1500 to Present	3	3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE QUAN	QUAN ELECT <sup>1</sup>	Quantitative Reasoning		3
GE PHIL–T/RS	PHIL 210–T/RS 121	Introduction to Philosophy–Theology I	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
Second Year				
MAJOR	HIST 140	Craft of the Historian	3	
MAJOR	HIST ELECT	History Electives	3	6
COGNATE	COGNATE ELECT <sup>1</sup>	Cognate Electives	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Electives	3	3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
Third Year				
MAJOR	HIST ELECT	History Electives	6	3
COGNATE	COGNATE ELECT <sup>1</sup>	Cognate Electives	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT	Free Electives	3	3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
			18	18
Fourth Year				
MAJOR	HIST 490–HIST ELECT	History Seminar–History Elective	3	3
COGNATE	COGNATE ELECT <sup>1</sup>	Cognate Electives	6	6
GE ELECT	FREE ELECT	Free Electives	6	6
			15	15
TOTAL: 130 CREDITS				
<sup>1</sup> Students may use cognate electives to develop a second major.				

**HIST 219** 3 cr.  
**(CH,D) Modern World History**  
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 220** 3 cr.  
**(CH) War and Modern Society**  
(Formerly H/PS 215) 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.

**HIST 221** 3 cr.  
**(CH,D) The American West**  
A study of acquisition, settlement, and development of the Trans-Mississippi West, including the mining, cattleman's and farmer's frontiers; Indian removal, and Manifest Destiny in Texas and Oregon.

**HIST 223** 3 cr.  
**(CH) Irish History**  
A survey of key political, social, and economic changes in Irish life since the coming of Christianity. Topics include: society and the Church; the English connection; famine and emigration; Irish nationalism; independence and "The Troubles."

**HIST 224** 3 cr.  
**(CH,D) Ethnic and Racial Minorities in Northeastern Pennsylvania**  
Film-seminar approach to the study of various ethnic groupings in Northeastern Pennsylvania. Seeks to achieve better understanding of the immigrant's problems and accomplishments through use of documentary and feature films.

**HIST 225** 3 cr.  
**Imperial Russia**  
From the crystallization of political forms in the ninth century through the Kievan State, Mongolian Invasion, rise of Muscovy to the Eurasian

## International Studies Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	HIST 110–111	United States History	3	3
COGNATE	PS 130–131	American National Government	3	3
COGNATE	LANG 101–102 or 211–212	Elementary OR Intermediate	3	3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE QUAN	QUAN ELECT <sup>1</sup>	Quantitative-Reasoning Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			<b>16</b>	<b>16</b>
<b>Second Year</b>				
MAJOR	HIST 120–121	Europe: 1500 to Present	3	3
MAJOR	PS 212	International Relations	3	
MAJOR	HIST or PS ELECT <sup>1</sup>	History or Political Sci. Elective		3
MAJOR	GEOG 134	World Regional Geography		3
COGNATE	LANG	Intermediate or Advanced	3	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE ELECT	FREE ELECT	Free Elective	3	
GE PHED	PHED ELECT	Physical Education	1	1
			<b>16</b>	<b>16</b>
<b>Third Year</b>				
MAJOR	HIST or PS ELECT <sup>1</sup>	History or Political Sci. Electives	3	3
GE S/BH	ECO 153–154	Prin. of Micro–Macro Econ.	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT	Free Electives	3	3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
			<b>18</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR	IS 390–ELECT	Seminar–Elective	3	3
MAJOR	HIST or PS ELECT <sup>1</sup>	History or Political Sci. Electives	3	3
COGNATE	COGNATE ELECT	Cognate Electives	3	3
GE ELECT	FREE ELECT	Free Electives	3	6
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
			<b>15</b>	<b>15</b>
<b>TOTAL: 130 CREDITS</b>				

<sup>1</sup> Major electives to be selected from PS 213, 217, 218, 219, 221, 222, 295, 318, 319, 323, 328, 330, 331, 332, 333, 338; HIST 125, 126, 211, 213, 214, 215, 219, 220, 226, 295, 335, 338, 339; GEOG 217. HIST 140 or PS 240 recommended.

Empire from the 17th to the end of the 19th century.

### HIST 226 3 cr.

#### Russian from Revolution to Revolution

An examination of 20th-century Russia and the Soviet Union, beginning with the reign of Tsar Nicholas II and culminating with the breakup of the USSR and its aftermath. Analysis of the pre-revolutionary Russia, the Bolshevik Revolution, Lenin and Stalin, World War II, the Cold War, the fall of communism and Russia's place in world affairs.

### HIST 227 3 cr.

#### (D) The Civilization of Islam

An introduction to the history of Islamic civilization from the career of the Prophet Muhammed (c. 632 AD) to the eve of European colonization and imperialism.

### HIST 228-229 6 cr.

#### Ancient History

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 6 cr. Medieval History

The civilization of medieval Christendom from the fall of the Roman Empire to the beginning of the 14th 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 3 cr. (CH) England, 1485 to 1714

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 3 cr. (CH) England, 1714 to Present

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 236 3 cr.

**Modern Germany: Unification and Empire**  
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 3 cr.

**Modern Germany: The Twentieth Century**  
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 3 cr. (CH,D) History of American Women: From Colonization to Mid-Nineteenth Century

A study of American women from the colonial era to the mid-19th century. Changes in the family, the workforce, women's participation in politics and reform movements, and Native-American and African-American women.

### HIST 239 3 cr. (CH,D) History of American Women: From Mid-Nineteenth Century to the Present

A study of American women since the mid-19th 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.

### HIST 240 3 cr. (D) Modern Italy

This course will examine major developments in Italian history from the Napoleonic invasion until current crises of the Republic. Important themes for discussion will be the unification movement, the liberal state, Fascism and anti-Fascist resistance, the postwar Republic, cultural and social change, and economic development.

### HIST 241 3 cr. Law in the Western Tradition

A survey of ideas about law in Western civilization from antiquity until the Civil War. Emphasis on the legal systems, such as the Hebrew, the Athenian, the Roman, the German, and the Catholic, that influenced the modern ideas about the law.

### HIST 295 3 cr. (CH) Britain: Past and Present

(Prerequisite: any 100 level History course)  
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 296 3 cr. (D) Italian History and Heritage

Combines with a travel experience to introduce the student to Italy's cultural heritage and the history of the current Italian Republic. Students will visit sites of historic, artistic and religious significance as well as important places of the contemporary Italian republic.

### HIST 310 3 cr. Colonial America, 1607-1763

(Prerequisite: HIST 110) 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 3 cr. American Revolution, 1763-1789

(Prerequisite: HIST 110) 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** 3 cr.  
**The Early National Period of American History, 1789-1824**  
 (Prerequisite: HIST 110) 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** 3 cr.  
**The Age of Andrew Jackson, 1824-1850**  
 (Prerequisite: HIST 110) Politics and society in the Jacksonian Era, slavery and the antislavery crusade, American expansion in the 1840s; the Mexican War; the emergence of the slavery issue.
- HIST 314** 3 cr.  
**Civil War and Reconstruction, 1850-1877**  
 (Prerequisite: HIST 110) Crisis Decade, disintegration of national bonds; The War: resources, leadership, strategy, politics, monetary policy, diplomacy; Reconstruction: realistic alternatives, presidential and congressional phases, effects in the North and South.
- HIST 315** 3 cr.  
**America and the World, 1877-1929**  
 (Prerequisite: HIST 111) A study of American society from the end of Reconstruction through the "Roaring Twenties." Topics include the emergence of the U.S. as a world power; Populism and Progressivism; women's rights, the Spanish-American War and the First World War; immigration and Prohibition; race riots and cultural conflict.
- HIST 316** 3 cr.  
**(CH) From Depression to Cold War: 1929-1960**  
 A study of American society from the Great Depression to the election of 1960. The course will focus on the New Deal; American entry into World War II; the origins of the Cold War; and America in the age of "consensus."
- HIST 317** 3 cr.  
**History of United States Immigration**  
 (Prerequisites: HIST 110 and 111) A study of immigration to the United States with emphasis on the period from the Revolution to the restrictive legislation of the 20th century. Motives and characteristics of immigration. Experiences of newcomers.
- HIST 319-320** 6 cr.  
**Byzantine Civilization**  
 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.
- HIST 321-322** 6 cr.  
**(CH) American Ideas and Culture**  
 (Prerequisites: HIST 110 for HIST 321; HIST 111 for HIST 322) 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 1920s; the intellectual and cultural response to the Depression; post-World War II developments.
- HIST 323** 3 cr.  
**The Renaissance**  
 A study of culture in Italy from the 14th to the 16th centuries. Humanism, art, historiography and politics will be emphasized.
- HIST 324** 3 cr.  
**The Reformation**  
 The history of Europe during the era of religious revivalism (16th century). The course will focus on the magisterial Protestant reformers, the Catholic Counter-Reformation and dynastic politics.
- HIST 325** 3 cr.  
**French Revolution to 1815**  
 (Prerequisite: HIST 120) Historical antecedents; the philosophies; 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.
- HIST 326** 3 cr.  
**Europe in the Age of Absolutism**  
 (Recommended for Background: HIST 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** 3 cr.  
**(CH,D,W) The African Experience in Latin America 1500-1900**  
 (Prerequisite: One of the following – HIST 125, HIST 126, PS 219, SPAN 314, PHIL 242)  
 Examines the experiences of Africans in the colonies and former colonies of Latin America and the Caribbean with emphasis on Spanish America and Portuguese Brazil. Units will highlight slavery, the response of slaves to subjugation; the role of free Africans and men and women of color, intermarriage, religion and music.



### HIST 330 3 cr. Europe, 1815-1914

(Prerequisite: HIST 121) A study of 19th-century Europe concentrating on The Congress of Vienna and its aftermath, the Age of Nationalism and Realism, European Dynamism and the non-European world, and the Age of Modernity and Anxiety.

### HIST 331 3 cr. (CH) Recent U.S. History: 1960 to the Present

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.

### HIST 333-334 6 cr. Twentieth-Century Europe

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 3 cr. World War II, Cold War and Detente

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 3 cr. History of American Law

(Prerequisites: HIST 110-HIST 111) 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.

### HIST 337 3 cr. English Constitutional and Legal History

Anglo-Saxon basis; Norman political institutions; Magna Carta; beginnings of common law; jury system; Tudor absolutism; struggle for sovereignty; rise of House of Commons; democratic reforms; extension of administrative law.

### HIST 338-339 6 cr. American Diplomatic History

(Prerequisites: HIST 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 20th century; World War I; attempts to preclude further war; World War II; Cold War; Contemporary problems.

### HIST 340 3 cr. History of Urban America

(Prerequisites: HIST 110-111) The evolution of cities in the United States from the founding of colonial settlements to the end of the 20th century. The nature of cities and urban life, the process and impact of urban growth, and the problems facing contemporary cities will all be considered.

### HIST 382-383 3 cr. Guided Independent Study

Designed for academically successful students. Working under the direction of a faculty member, the student will explore a topic in history through a planned program of reading, research and writing.

### HIST 390 3-6 cr. History Internship

A practical work experience which exposes the student to the nature of historical investigation, analysis, and/or writing in a museum, historical site, or public agency. Supervision by faculty and agencies.

### HIST 490 3 cr. (W) Seminar in History

(Restricted to senior History majors or students with a Latin-American Studies concentration.) An analysis of selected topics in history. Extensive readings. Historical research and writing stressed.

### IS 390 3 cr. (W) Seminar in International Studies

Required for International Studies majors. Other advanced undergraduates may take this course with permission of the professor. This course may be used for either History or Political Science credit.

## ► INDIVIDUALIZED MAJOR

### Board Members

James P. Buchanan, Ph.D.  
Josephine Dunn, Ph.D.  
Kathleen G. Dwyer, Ph.D.  
Paul Fahey, Ph.D.  
David O. Friedrichs, M.A.  
Richard Klonoski, Ph.D.

### Overview

The Individualized Major (IM) program provides University of Scranton students the opportunity to design interdisciplinary or multidisciplinary programs of study not presently available within the established University structure. Students may create their own unique programs of study, including specific learning outcome objectives, upgrade existing concentrations into majors, and use an IM major as a second major to explore interdisciplinary or multidisciplinary extensions of an established major. Students are not guaranteed an IM major program of study. Approval of all IM major program proposals is predicated on availability of faculty mentors and on an academically sound IM proposal.

### The IM Proposal

#### *Eligibility*

A student must have a minimum GPA of 3.00 to be eligible to submit an IM proposal.

#### *Timeline for Preparation and Approval*

An IM must be declared and approved by the Individualized Program Board and the CAS Dean no later than the second semester of the sophomore year or four full semesters before graduation (e.g., for students matriculating with advanced standing). Normally an IM cannot be declared before the second semester of matriculation.

- An IM proposal must be submitted within the first six weeks of a semester to be considered by the committee during that semester.
- The student is responsible for preparing the IM proposal.
- The proposal requires the written endorsement of both mentors who agree to continue to provide support to the student as he/she progresses through the major.

### *Faculty Mentorship*

An IM requires the mentorship of two faculty members. The primary mentor will be a full-time member in the department or major that provides the most of the credits in the IM. The co-mentor will be a full-time faculty member from a different department or major that also provides credits in the IM. Both mentors must endorse the IM proposal, approve the capstone integrative project proposal and grade the project. The mentor will act as the official academic advisor, but the student's course schedule requires the signature of both mentors. No faculty member can be a mentor or co-mentor for more than two IM majors at any given time.

At the completion of every semester, the mentors and student will prepare and file a report to the Individualized Major Program Board. This report will evaluate progress within the major and will include a one or two page reflection from the student with regards to the integrative accomplishments of the previous semester (e.g., integrative methodologies, knowledge and insights across disciplines). Progress will be evaluated both in terms of completing courses and maintaining a C average in major and required courses.

### *Content*

The IM proposal consists of a narrative, title and brief catalog-style description of the proposed major program, and a list of courses along with a timetable for taking the courses. In the narrative, a student should discuss:

- How the IM will meet his/her academic and *learning* goals and outcomes.
- How the student and mentors will assess whether the student's academic and *learning* goals and outcomes have been accomplished.
- How the chosen list of courses will adequately comprise the proposed IM.
- How the chosen title is related to the course list and accurately reflects the course content of the IM.

The IM title should succinctly and accurately reflect the curriculum content of the IM. If it is necessary to use the name of a major department/program in the title, written permission from the chair of the department is required. The catalog-style description is limited to 50 words.

### **Curricular Requirements**

The minimum number of credits in an IM is 36. The typical IM will have a core of no less than 15 to 18 credits coming from one academic department/major in the College of Arts and Sciences, and at least half the credits of the major must be from CAS departments/majors. No more than half of the credits for an IM can be from a single existing major program of study. The IM requires the completion of a 3- to 6-credit integrative capstone project which should synthesize the disciplines represented in the IM and reflect the nature of the IM.

Details about the Individualized Major, including curriculum requirements, selection of mentors, proposal outline, mentor form and other aspects related to the program, are available from the dean of the College of Arts and Sciences.

## **■ THE DEPARTMENT OF LATIN AMERICAN STUDIES AND WOMEN'S STUDIES (LA/W/S)**

### *Associate Faculty, Women's Studies*

Sharon M. Meagher, Ph.D.,  
*Director of Women's Studies and Chair*  
 Marzia Caporale, Ph.D.  
 Jones DeRitter, Jones, Ph.D.  
 Josephine Dunn, Ph.D.  
 Marian Farrell, Ph.D.  
 Mary Anne Foley, Ph.D.  
 Michael Friedman, Ph.D.  
 Christina Gschwandtner, Ph.D.  
 Jean Harris, Ph.D.  
 Jan Kelly, Ph.D.  
 Linda Ledford-Miller, Ph.D.  
 Susan Méndez, Ph.D.  
 Darlene Miller-Lanning, Ph.D.  
 Lee Penyak, Ph.D.  
 Virginia Picchietti, Ph.D.  
 Susan Poulson, Ph.D.  
 Meghan Rich, Ph.D.  
 Ana Rojas, Ph.D.  
 Ileana Szymanski, Ph.D.  
 Ann Marie Toloczko, Ph.D.  
 Jamie Trnka, Ph.D.

Gretchen Van Dyke, Ph.D.  
 Stephen Whittaker, Ph.D.  
 Habib Zanzana, Ph.D.

### *Associate Faculty, Latin American Studies*

Lee Penyak, Ph.D.,  
*Director of Latin American Studies*  
 Michael Allison, Ph.D.  
 Robert Kocis, Ph.D.  
 Linda Ledford-Miller, Ph.D.  
 Susan Méndez, Ph.D.  
 Kevin Nordberg, Ph.D.  
 Robert Parsons, Ph.D.  
 Janice Voltzow, Ph.D.

### *Affiliate Faculty, Latin American Studies*

Jamie Trnka, Ph.D.

## **Overview**

The Department of Latin American Studies and Women's Studies houses the two largest interdisciplinary programs at the University of Scranton. While each program functions autonomously, both share a common administrative structure and a commitment to providing extra- and co-curricular programming to supplement their curricular offerings, and both are organized around the interdisciplinary and multi-disciplinary study of social, political, and cultural issues. The governance structure of the department is intended to foster these goals and to insure our commitment to multiple forms of faculty involvement in the teaching, research, and service activities of the department.

The Department currently offers two concentrations, which are the equivalent of multi-disciplinary minors, one in Latin American Studies, and one in Women's Studies. Most courses for the concentrations are cross-listed with other departments and may be counted towards completion of a concentration as well as other requirements that the course might fulfill (e.g., GE, major, minor, or cognate).

***Concentration in Latin American  
Studies: please see page 90***

***Concentration in Women's Studies:  
please see page 93***

## Course Descriptions

**WOMN 380-81**

3 cr.

### Women's Studies Internship

(Prerequisites PHIL 218, SOC 215 or permission of Women's Studies Committee) Designed to broaden the educational experience of students by providing practical experience for them in various non-profit and other organizations that deal primarily with women's issues or women clients. Students will ordinarily be expected to write a reflection paper. Supervision by faculty members and agency supervisor.

## ► MATHEMATICS

### Faculty

Jakub S. Jasinski, Ph.D., *Chair*

Maureen T. Carroll, Ph.D.

Steven T. Dougherty, Ph.D.

Anthony P. Ferzola, Ph.D.

Jennifer Franko, Ph.D.

John J. Levko, S.J., Ph.D.

Kenneth G. Monks, Ph.D.

Jerry R. Muir Jr., Ph.D.

Stacey Muir, Ph.D.

Masood Otarod, Sc.D.

Krzysztof Plotka, Ph.D.

Thomas A. Shimkus, Ph.D.

Zhongcheng Xiong, Ph.D.

### Overview

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 with 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.

### *Minor in Mathematics*

The Mathematics minor must include MATH 114, 221, 222, and 351 and two additional electives chosen from Mathematics courses numbered over 300 or PHYS 350.

## Biomathematics

The Biomathematics major leads to employment or graduate study ranging from biostatistics through public health to medicine. The major contains four tracks: Epidemiology, Molecular Biology, Physiology, or Population Biology. Students interested in medical school should alter the standard schedule so that General Biochemistry can be elected in the third year. This may be done by attending summer sessions, by using AP credits, or – when approved by an academic advisor – by shifting General and Analytical Chemistry to the first year and Organic Chemistry to the second year.

## Course Descriptions

**MATH 005**

3 cr.

### Algebra

A study of algebra including factoring, exponents, radicals, graphing, and linear and quadratic equations. Course is recommended for students who need MATH 106 but received a score below 10 on the DAT part of the Math Placement Test. Credits count only as free elective.

**MATH 101**

3 cr.

### (Q) Mathematics Discovery

Topics exploring various aspects of mathematical reasoning and modeling are selected to bring the excitement of contemporary mathematical thinking to the nonspecialist. Examples of topics covered in the past include fractal geometry, chaos theory, number theory, and non-Euclidean geometry. Not open to students with credit for or enrolled in any Mathematics course numbered above 101.

**MATH 102**

3 cr.

### (Q) Fundamentals of Numerical Mathematics

(Prerequisite: Not open to students with credit for, or enrolled in, MATH 103 or any mathematics course numbered above 105) A study of the fundamental elementary concepts underlying numbers and number systems and their applications. Topics covered include logic, sets, functions, the natural numbers, integers, rational numbers, real numbers, estimation, number theory, patterns, counting, and probability, in addition to other topics chosen by the instructor.

**MATH 103** 4 cr.**(Q) Pre-Calculus Mathematics**

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

**MATH 105** 3 cr.**(Q) Fundamentals of Geometric Mathematics**

(Prerequisite: Not open to students with credit for, or enrolled in, any other mathematics course numbered above 102) A study of the fundamental concepts underlying geometric mathematics and its applications. Topics include logic; sets; functions and relations; classical geometry; measurement; transformations; and analytic geometry and its relationship to algebra and functions, in addition to other topics chosen by the instructor.

**MATH 106** 3 cr.**(Q) Quantitative Methods I**

(Prerequisite: Math Placement DAT score of 10 or higher or chairperson's permission) 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.

**MATH 107** 3 cr.**(Q) Quantitative Methods II**

(Prerequisite: MATH 106, Math Placement PT score of 12 or higher, or chairperson's permission) 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** 3 cr.**Quantitative Methods III**

(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 114** 4 cr.**(Q) Calculus I**

(Prerequisite: MATH 103 or equivalent) Topics from calculus and analytic geometry including limits, derivatives and their applications, integrals, and the Fundamental Theorem.

**MATH 142** 4 cr.**(Q) Discrete Structures**

A study of symbolic logic, sets, combinatorics, mathematical induction, recursion, graph theory, and trees. Intended for Engineering, Computer Science, and Computer Information Systems majors, but open to other qualified students.

**MATH 184-284-384-484** 1-4 cr.**Special Topics**

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

**MATH 204** 3 cr.**(Q) Special Topics of Statistics**

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.

**MATH 221** 4 cr.**Calculus II**

(Prerequisite: MATH 114) Topics from calculus and analytic geometry including applications of the definite integral, calculus of transcendental functions, methods of integration, improper integrals, sequences and series.

**MATH 222** 4 cr.**Calculus III**

(Prerequisite MATH 221) Topics from calculus and analytic geometry including parametric equations, vectors, space analytic geometry, partial derivatives and multiple integrals.

**MATH 299** 4 cr.**(Q,W) Introduction to Mathematical Proof**

(Prerequisite: MATH 221 or permission of the instructor). A writing-intensive introduction to the construction, analysis, and methods of mathematical proof. Topics include propositional and predicate logic, sets, relations, functions, recursion, mathematical induction, and counting arguments with the emphasis on writing and analyzing mathematical proofs about these topics.

**MATH 310** 4 cr.**Applied Probability and Mathematical Statistics**

(Prerequisite: MATH 221) Basic concepts of probability theory, random variables, distribution functions, multivariable distributions, sampling theory, estimation, confidence intervals, hypothesis testing, linear models and analysis of variance.

- MATH 320** 3 cr.  
**Chaos and Fractals**  
 (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 325** 3 cr.  
**(W) History and Philosophy of Mathematics**  
 (Prerequisites: MATH 221 and either MATH 142 or a MATH course above 298) A survey of major developments in mathematics from ancient through modern times. In addition to the mathematics, this course focuses on the context in which these results were discovered as well as the lives of the mathematicians. Topic may include development of numeral systems, Euclidean and non-Euclidean geometry, algebra, calculus, number theory, real analysis, logic and set theory. Offered fall of odd-numbered years only.
- MATH 330** 3 cr.  
**Actuarial Mathematics**  
 (Prerequisite: MATH 221) Theory of interest, accumulation and discount, present value, future value, annuities, perpetuities, amortizations, sinking funds, and yield rates.
- MATH 341** 4 cr.  
**Differential Equations**  
 (Prerequisite: MATH 222) Treatment of ordinary differential equations with applications. Topics include: first-order equations, first-order systems, linear and non-linear systems, numerical methods, and Laplace transforms. Computer-aided solutions will be used when appropriate.
- MATH 345** 3 cr.  
**Geometry**  
 (Prerequisite: MATH 299) Euclidean, non-Euclidean, and projective geometry. Transformations and invariants. Offered in the fall of even-numbered years only.
- MATH 346** 3 cr.  
**Number Theory**  
 (Prerequisite: MATH 299 or permission of instructor) 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, and the Mobius Inversion Formula.
- MATH 351** 3 cr.  
**Linear Algebra**  
 (Prerequisite: MATH 221) Vector spaces, matrices, determinants, linear transformations, eigenvalues, eigenvectors, inner products, and orthogonality.
- MATH 360** 3 cr.  
**Coding Theory**  
 (Prerequisite: MATH 351) A study of algebraic coding theory. Topics include: linear codes, encoding and decoding, hamming, perfect, BCH cyclic and MDS codes, and applications to information theory.
- MATH 361** 3 cr.  
**Numerical Analysis**  
 (Prerequisites: MATH 222, MATH 351) Introductory numerical methods. Topics include: root finding, matrix factorizations, numerical linear algebra, polynomial interpolation, numerical integration, numerical solution of differential equations. Appropriate computation tools will be used.
- MATH 410** 3 cr.  
**Introduction to Stochastic Processes**  
 (Prerequisites: MATH 310, MATH 351) An introduction to stochastic processes studying Markov chains, stationary distributions, birth and death processes, pure jump processes, second order continuity, integration and differentiation, and stochastic differential equations.
- MATH 446** 3 cr.  
**Real Analysis I**  
 (Prerequisites: MATH 222, MATH 299) Topics include: the algebra and topology of the real numbers, functions, sequences of numbers, limits, continuity, absolute and uniform continuity, and differentiation.
- MATH 447** 3 cr.  
**Real Analysis II**  
 (Prerequisite: MATH 446) Selections from: integration theory, infinite series, sequences and infinite series of functions, and related topics.



Mathematics Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR (GE QUAN)	MATH 114-221	Calculus I-II	4	4
COGNATE	CMPS 134	Computer Science I	3	
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Philosophy-Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			17	17
Second Year				
MAJOR	MATH 222-299	Calculus III-Intro. to Math. Proof	4	4
MAJOR	MATH 351	Linear Algebra		3
COGNATE (GE NSCI)	PHYS 140-141	Elements of Physics I-II	4	4
GE S/BH	S/BH ELECT	Social/Behavioral Electives	3	3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
COGNATE	COGNATE ELECT <sup>2</sup>	Cognate Elective	3	
			17	17
Third Year				
MAJOR	MATH 446-ELECT	Real Analysis I-Elective	3	3
MAJOR	MATH 448-ELECT	Modern Algebra I-Elective	3	3
COGNATE	COGNATE ELECT <sup>2</sup>	Cognate Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT	Free Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
Fourth Year				
MAJOR	MATH ELECT <sup>1</sup>	Mathematics Electives	9	6
COGNATE	COGNATE ELECT <sup>2</sup>	Cognate Electives	3	3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE ELECT	FREE ELECT	Free Electives	3	3
			15	15
TOTAL: 130 CREDITS				

<sup>1</sup> 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 one course from each of the following three sets: (1) Analysis Set: MATH 447, MATH 460, MATH 461; (2) Algebra/Geometry Set: MATH 345, MATH 346, MATH 449; (3) Applied Set: MATH 310, MATH 341, MATH 360, MATH 361. Most Mathematics electives are offered every other year. Check with the department chair for the current schedule.

<sup>2</sup> 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.

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. Mathematics majors are required to take the Math Major Field Test in order to graduate.

MATH 448 Modern Algebra I (Prerequisites: MATH 299, MATH 351) Fundamental properties of groups, rings, polynomials, and homomorphisms.	3 cr.	MATH 460 Topology (Prerequisite: MATH 299) Topological spaces: connectedness, compactness, separation axioms, and metric spaces.	3 cr.
MATH 449 Modern Algebra II (Prerequisite: MATH 448) Further study of algebraic structures.	3 cr.	MATH 461 Complex Variables (Prerequisite: MATH 299 or permission of instructor) The theory of complex variables: the calculus of functions of complex variables, transformations, conformal mappings, residues and poles.	3 cr.

**Biomathematics Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	MATH 114–221	Analysis I–II	4	4
MAJOR	BIOL 141–142	General Biology I–II	4.5	4.5
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Phys. Ed.	1	0.5
			<b>15.5</b>	<b>15</b>
<b>Second Year</b>				
MAJOR	MATH 222–341	Analysis III–Differential Equations	4	4
MAJOR	BIOL ELECT <sup>1</sup> –BIOL 379	Track Electives–Biostatistics	5	3
COGNATE	CHEM 112–113	General & Analytical Chemistry	4.5	4.5
GE T/RS	T/RS 121–122	Theology I–II	3	3
GE PHIL	PHIL 210	Ethics		3
GE PHED	PHED ELECT	Physical Education	1	0.5
			<b>17.5</b>	<b>18</b>
<b>Third Year</b>				
MAJOR	MATH 310–351	App. Prob. & Math. Stats–Linear Algebra	4	3
COGNATE	CHEM 232–233	Organic Chemistry I–II	4.5	4.5
COGNATE	PHYS 140–141	Elements of Physics I–II	4	4
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT	Free Elective		3
GE PHED	PHED ELECT	Physical Education	0.5	0.5
			<b>16</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR	BIOL ELECT <sup>1</sup>	Track Elective	3–5	3–5
MAJOR	MATH 463	Topics in Biomathematics		3
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Electives	3	3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
GE ELECT	FREE ELECT	Free Elective	3	3
			<b>15–17</b>	<b>15–17</b>

**TOTAL: 130–134 CREDITS**

<sup>1</sup> *Biology electives must all come from one track. In the fall of the second year students must take the following 5-credit courses: Epidemiology Track: BIOL 371; Molecular Biology Track: BIOL 361; Physiology Track: BIOL 349; Population Biology Track: BIOL 371. The remaining two courses may be selected from the following in the fourth year: Epidemiology Track: BIOL 250, 260 or 344; Molecular Biology Track: BIOL 260 or 362; Physiology Track: BIOL 245, 345, 347, 348, 445 or 446. Population Biology Track: BIOL 370, 375 or 472.*

**MATH 462****3 cr.****Vector Calculus**

(Prerequisites: MATH 222, MATH 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.

**MATH 463****3 cr.****Topics in Biomathematics**

(Prerequisites: MATH 341, MATH 351) A study of discrete and continuous mathematical models in biology. Topics include: population dynamics of single species and interacting species, infectious diseases, population genetics, and cell populations with tumor modeling.

**MATH 493–494****6 cr.****Undergraduate Mathematics Research**

(Prerequisite: MATH 299) An introduction to mathematical research. Students will be required to investigate, present and write up the result of an undergraduate-level mathematical research project. Students will gain experience in researching the mathematical literature, investigating a mathematical problem, and learning how to write a mathematical paper. Students will be required to present their results in both oral and written form.

## ► MEDIA AND INFORMATION TECHNOLOGY

Benjamin J. Bishop, Ph.D., *Director,*  
*Computing Sciences Department*

### Overview

During the lifetime of the current college students, the means of personal and corporate communication have changed dramatically. Computers are as common as microwave ovens and Internet access is as prevalent as cable TV. Cell phones and mp3 players are common possessions of many adults and will only become more widespread in the coming years. The ability to create content for these new media is vital now and will be in the future.

The Media and Information Technology program is our response to this need. This relatively new program combines coursework from several academic departments to provide a unique opportunity for students interested in this field of study. Our course work draws primarily from the departments of Communication, Computing Sciences and Physics/Electrical Engineering. But major electives are also available in Marketing and writing. Because our cognate requirements are very flexible, students can tailor their programs to meet their personal interests.

If the recent past is an indication of the future, the precise technology used today will be outdated in a few years. Therefore, course requirements are distributed to address theoretical concepts and practical skills. Our goal is to produce graduates who are not only qualified for today's marketplace, but who will also have the background to continue the life-long learning that will be necessary to grow professionally in this field.

In addition to courses in the major, the student will develop a content area in another discipline and will be required to produce a major project in this area. This culminating project will demonstrate practical experience as well as theoretical knowledge.

Media and Information Technology students tend to focus their studies on either Web development or digital video production. Students are free to pursue other interdisciplinary interests such as online advertising or database journalism.

### *Major Electives (see department pages for course descriptions)*

ART 112	Color and Design
ART 114	Three-Dimensional Design
CMPS 202	Web Development
COMM 310	Mass Communication Law
COMM 318	Multimedia Presentations
COMM 324	Computer-assisted Newswriting
MKT 370	Interactive Marketing (prerequisite: MKT 351)
MIT 310	E-Research: Information-seeking Skills and Strategies
MIT 315	Database Management for Web Applications
MIT 322	Two-Dimensional Computer Animation Techniques
MIT 324	3D Computer-generated Animation/Content
MIT 481	Internship in Information Technology
PHYS 103	Seeing the Light
PHYS 108	New York Times Physics
PHYS 113	Science of Photography
WRTG 211	Technical and Business Writing
WRTG 218	Writing the Web

### Course Descriptions

#### MIT 310 3 cr. **E-Research: Information-seeking Skills and Strategies**

This course concentrates on the use of the Internet for research in a variety of fields, emphasizing online research techniques and effective online search strategies, both of which will be valuable for careers in an e-world. Topics include organization of information; evaluation and selection of databases; evaluation of information from web resources; types of online information resources (e.g. government documents, statistical sources; consumer, medical, and business information; online communities, etc.); online periodical databases; use of search engines; copyright and fair use issues; and citing electronic sources. Students will develop lifelong learning skills for locating and evaluating information. Hands-on experience will be emphasized.

#### MIT 315 3 cr. **Database Management for Web Applications**

(Prerequisites: CMPS 136 or CMPS 144 and CMPS 202 or permission of instructor) This course covers the fundamentals of relational database systems in the context of how databases may be employed in Web applications. Topics include high-level data modeling; relational database design, creation, and data manipulation

**Media and Information Technology Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	CMPS 134–136 <sup>1</sup>	Computer Sci I–Computer Prog II	3	3
MAJOR	PHYS 104 <sup>2</sup>	Intro. to Consumer Technology		3
COGNATE	ELECT	Cognate Elective		3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computer & Info Literacy	3	
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE HUM	HUMN ELECT	Humanities Elective	3	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			<b>16</b>	<b>16</b>
<b>Second Year</b>				
MAJOR	COMM 329	Graphics		3
COGNATE	COGNATE ELECT	Cognate Electives	3	3
GE QUAN	MATH 204 <sup>3</sup>	Special Topics of Statistics	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			<b>16</b>	<b>16</b>
<b>Third Year</b>				
MAJOR	COMM 317	Digital AV	3	
MAJOR	PHYS 204–CMPS 311 <sup>4</sup>	Information Tech–Networks	3	3
MAJOR	MIT ELECT	Media & Info. Tech. Electives	6	6
COGNATE	COGNATE ELECT	Cognate Electives	3	6
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE NCSI	NCSI ELECT	Natural Science Elective		3
			<b>18</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR	MIT 490	Information Technology Project	3	
MAJOR	PHIL–T/RS <sup>5</sup>	Computers & Ethics or equivalent		3
MAJOR	MIT ELECT	Media & Info. Tech. Elective	3	
COGNATE	COGNATE ELECT	Cognate Electives	3	6
GE ELECT	FREE ELECT	Free Electives	6	6
			<b>15</b>	<b>15</b>

**TOTAL: 130 CREDITS**

*To most effectively use the skills developed in the Media and Information Technology major, a content area is needed. Therefore, each student will complete either: (a) another academic major; or (b) an academic minor (or concentration) and take a course in Statistics<sup>3</sup> (Quantitative Reasoning Area).*

<sup>1</sup> Or CMPS 144<sup>2</sup> Also GE NSCI requirement<sup>3</sup> MATH 204 or any other statistics course that fits into GE QUAN. If the cognate is a second major in the sciences, any GE QUAN is acceptable.<sup>4</sup> Also GE Science elective.<sup>5</sup> PHIL 214 Computers and Ethics or equivalent course in Philosophy or Theology/Religious Studies area.

using SQL; interactive-websites design and implementation. It uses an appropriate database package such as Oracle and PostgreSQL.

### MIT 322 3 cr. Two-Dimensional Computer Animation Techniques

(Prerequisites: CMPS 134 or CMPS 202 or permission of instructor) A course in the creation of computer animation, with an emphasis on Web-based implementation. This course introduces

techniques for computer animation such as key-framing, motion capture, layers, guides, tweening. The techniques will be implemented using the industry-standard software, Flash. The course also includes an overview of story-telling, storyboarding and scene composition. A major project will be required. (Also listed as ART 322.)

**MIT 324** 3 cr.  
**3D Computer-generated Animation/Content**  
 A course that addresses three-dimensional graphic content creation and manipulation. Students develop 3D content using a number of industry-standard software packages. Topics include mode/texture development, animation, construction of 3D environments, rendering and advanced topics. (Also listed as ART 324.)

**MIT 481** 3-6 cr.  
**Information Technology Internship**  
 This is an extensive job experience in media and information technology that carries academic credit. Prior approval is required. Course can be taken more than once.

**MIT 490** 3 cr.  
**(W) Information Technology Project**  
 (Seniors only, departmental permission required). In this course, students prepare and present Information Technology projects to be evaluated by the instructor and their fellow students.

## ► MILITARY SCIENCE/ ARMY RESERVE OFFICER TRAINING CORPS (ROTC)

LTC Robert Haines, *Program Director*

### Overview

The University of Scranton's Military Science Department, also known as the Royal Warrior Battalion, was named the top officer-producing program in the Second Brigade and was documented in the top 15% of 272 programs in nation for 2005. It was also selected as "Best Unit" for 1999-2000 in the Eastern ROTC Region, and the department established itself in the top 10% of all 270 ROTC programs in 1998.

The Royal Warrior Battalion has a flexible ROTC program that can be tailored to most students' needs, and classes are offered on campus. Two- and four-year programs are available, both of which can lead to a commission as an officer in the United States Army (for qualified students). Most students take one course per semester of the basic course program (freshman and sophomore

years), and one course per semester of the advanced courses (junior and senior years).

The Royal Warrior Battalion enjoys outstanding results in awarding scholarships. In 2007, 126 students were enrolled in the Royal Warrior Battalion, with 96 scholarship recipients.

### *Advanced ROTC Course*

Juniors, seniors and graduate students qualify for entry into the Advanced ROTC course 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 freshman and sophomore years. This allows them to participate in adventure training, and to learn about the opportunities and responsibilities of being an Army officer without incurring any obligation.
2. **Summer programs:** Students may also qualify through a paid, four-week Leadership Training Course (LTC) summer training session held in Fort Knox, Kentucky, which provides 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 ROTC program.

### *Two-Year Program*

Available to qualified full-time students (who must have 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 graduate students.

### *Four-Year Program*

Consists of attending the freshman and sophomore courses; students can begin as late as the fall semester of their sophomore year if approved by the department chair. Enrollment in the first four courses of Military Science is accomplished in the same manner as

any other college course and carries no military obligation for non-scholarship students. Application to enroll in the advanced Military Science courses should be made while the student is enrolled in Military Science 202.

Each contracted student is required to complete the Leadership Development Assessment Course (LDAC), a paid, five-week training course held during the summer months between a student's junior and senior year at Fort Lewis, near Seattle, Washington. Transportation, food, lodging, and medical and dental care are provided at no cost to the student.

### ***Scholarships***

There are significant scholarship opportunities for ROTC students. Army ROTC scholarships are full-tuition scholarships. Additionally, scholarships include \$1,200 for books and a \$3,000-\$5,000 stipend. The monthly stipend amount, paid from August to May, is \$300 for freshman and up to \$500 for seniors. Freshmen and sophomores can apply for two-, three- and four-year scholarships throughout the academic year. Historically, most University of Scranton students win scholarships by their junior year. Winners of full, high school level, ROTC scholarships are provided free room and board by The University of Scranton.

### ***Transcript Credit***

Up to 15 Military Science credits can be counted on the transcript. Additionally, Physical Fitness Training (PHED 138) can count for the 3 required Physical Education credits and nurses receive 3 credits toward senior-year clinicals for the Army Nurse Summer Training Program. Candidates for an Army commission through Military Science are required by regulation to complete academic courses in the areas of communications skills, military history, foreign language and computer literacy. Generally, these requirements will be met by satisfying the University's general-education requirements. Contact the Professor of Military Science for specific requirements.

### ***Minor in Leadership***

American Military Leadership emphasizes total competence in one's field, coupled with an absolute respect for ethics. It is based on the knowledge of people, history, and current management practices. The Military Science

Department offers a minor in Leadership that capitalizes on the classroom instruction offered in the courses listed below provided by several University departments. The minor also offers unique field experiences for students to practice leadership skills in demanding but safe and controlled training activities. The minor is open to all University students in the advanced military science courses.

A minor in Leadership requires 18 credits, at least six of which must be approved electives outside of the Military Science department. The student must take MS 301, MS 302, MS 401 and MS 402, plus courses from the list of approved electives. They must also complete a University internship approved by the instructor of record, the Professor of Military Science. The student may choose two electives from the following approved courses:

CJ 237	MS 201, 202
GEOG 134	MS 480
HIST 214	MS 481
HIST 216	PHED 138
HIST 218	PS 130, 131
HIST 219	PS 213
HIST 220	PS 227
HIST 223	PS 231
HIST 239	PS 232
INTD 103	PS 327
MGT 351	PS 329
MGT 352	PSYC 220
MGT 471	PSYC 236
MGT 490	PSYC 284
MS 101, 102	S/CJ 234

The student must receive a grade of C or better in each course in order for it to count towards the minor, and the student must have an average of 3.0 in the courses counting toward the minor.

## **Course Descriptions**

### **MS 101-102**

2 cr.

#### **Concepts of Leadership I-II**

Instruction is designed to provide basic understanding of military knowledge while concentrating on leadership skills and civic responsibilities important to all citizens. Students may elect to participate in activities that produce expertise in rappelling, orienteering, first aid, swimming and marksmanship.



**MS 111-112** 0 cr.  
**Leadership Applications Laboratory**  
 Freshmen and sophomores are encouraged to participate in this elective. Hands-on instruction is designed to reinforce classroom training on leadership.

**MS 131-132** 0 cr.  
**Advanced Leadership Applications Laboratory**  
 Advanced-course junior/senior students are required to attend. Students plan, resource and conduct training under the supervision of Army ROTC faculty and staff members. Emphasis is on reinforcement of classroom leadership training and military instruction to prepare juniors for situations they will experience at the advanced summer camp.

**MS 201-202** 4 cr.  
**Dynamics of Leadership I-II**  
 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 and military weapons.

**MS 301-302** 3 cr.  
**Military Leadership I-II**  
 (Prerequisite: MS 201-202 or equivalent) This course continues to develop each student's leadership qualities and teaches students how to plan, resource and execute effective training in preparation for attendance at the Leadership Development Assessment Course prior to their senior year. (MS 301 is 2 credits; MS 302 is 1 credit.)

**MS 401-402** 3 cr.  
**Advanced Military Leadership**  
 Taught by the Professor of Military Science, this course continues to develop the student's leadership skills. Emphasis is on operations of a military staff, briefing techniques, effective writing, army training systems, and the logistical and administrative support of military operations. (MS 401 is 2 credits; MS 402 is 1 credit.)

**MS 480** 2 cr.  
**Internship in Military Science: Leadership Development Assessment Course**  
 (Prerequisites: MS 301, MS 302, contracted status as a cadet) This internship is a paid five-week experience of training and evaluation conducted at Fort Lewis, Washington with ROTC cadets from all across the country. It gives the student the opportunity to practice the leadership theory acquired in the classroom.

**MS 481** 1 cr.  
**Internship in Military Science: Cadet Troop Leading**  
 (Prerequisites: MS 301, MS 302, contracted status as a cadet) This internship is a paid three-week experience of leadership training and mentoring. The intern leads and supervises soldiers in the planning and execution of the unit's scheduled training as an understudy to a military officer in the U.S. Army.

**PHED 138** 1 cr.  
**Physical Fitness Training**  
 Stretching, strengthening exercises, and an aerobic workout, supervised by Army ROTC faculty. This course counts toward the 3-credit PHED requirement during the junior and senior years. This course is open to all students.

## ► NEUROSCIENCE

### Faculty

#### *Primary*

J. Timothy Cannon, Ph.D., *Program Director*  
 George R. Gomez, Ph.D.  
 Gary G. Kwiecinski, Ph.D.  
 Robert F. Waldeck, Ph.D.

#### *Secondary*

Paul F. Fahey, Ph.D.  
 Timothy Daniel Foley, Ph.D.  
 Christie P. Karpiak, Ph.D.  
 Jerry R. Muir Jr., Ph.D.

### Overview

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.

**Major in Neuroscience**

44 to 47 credits. Majors must take two electives from both biology and psychology as well as 3 credits of NEUR 493. Psychology electives must be drawn from PSYC 220, 221, 222, 225, 230, 234, 235, or, with permission of the director, PSYC 284 or 384. Biology electives must be drawn from those intended for biology majors. With permission of the director, NEUR 384 may be used to fulfill one psychology or biology elective requirement.

**Cognate in Neuroscience**

31 to 37 credits. Students should consider their projected graduate program when choosing cognate electives from the areas of chemistry, mathematics, physics, and computer science.

**Course Descriptions****NEUR 110 0.5 cr.****Neuroscience Lab Rotations**

Through directed readings and laboratory visits, this course will expose students to neuroscience-related research currently under way at The University of Scranton. Various faculty members will demonstrate research activities in their labs while assigning readings and discussing current/future research plans. Graded pass/fail.

**NEUR 111 1 cr.****Neuroscience Research Literature**

Guided by program faculty, students will read and discuss current ground-breaking research in the field. Graded pass/fail.

**NEUR 231 3-4.5 cr.****(E) Behavioral Neuroscience**

(Prerequisite: PSYC 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; lab offered fall only. (Also listed as PSYC 231.)

**NEUR 330L 2 cr.****(W) Neuroscience Research Methods Lab**

(Prerequisite: BIOL 348 or BIOL 358 or NEURO/PSYC 231) This lab will expose students to an array of research technologies, strategies and data analysis techniques related to the field of neuroscience. Primary literature relevant to laboratory exercises will be read and incorporated into lab reports and proposals.

**NEUR 339 3 cr.****Psychopharmacology**

(Formerly PSYC 384) (Prerequisites: PSYC 110; grade of C or higher in NEURO/PSYC 231)

This course surveys the field of psychopharmacology with particular attention being paid to functional neuroanatomy, the important role of behavioral science, and the neuropharmacology of normal/abnormal behaviors. Numerous research strategies are examined, including dose response functions, therapeutic indices, routes of administration, and pharmacological/behavioral models of clinical conditions. (Also listed as PSYC 339.)

**NEUR 348 3 cr.****Functional Neuroanatomy**

(Prerequisite: BIOL 245, or, for Neuroscience majors, NEURO/PSYC 231) Study of the organization and function of the neuron, neural circuits, and the major sensory and motor components of the central nervous system; bioelectric phenomena, synaptic transmission; the neural basis for higher functions such as cognition, memory, and learning. Three hours lecture. (Also listed as BIOL 348.)

**NEUR 358 3 cr.****Cellular and Molecular Neurobiology**

(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. Three hours lecture. (Also listed as BIOL 358.)

**NEUR 384 3-6 cr.****Special Topics in Neuroscience**

(Formerly NEUR 170; prerequisites: BIOL 141-142, NEURO/PSYC 231) Course topics are developed by individual faculty to provide in-depth coverage of specific areas in neuroscience. Some courses have required or elective laboratory components. Course titles and descriptions will be provided in advance of registration.

Neuroscience Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR (GE NSCI)	BIOL 141-142	Gen. Biology I-II	4.5	4.5
MAJOR	NEUR 110-111	Neuro. Labs-Neuro. Research Lit.	0.5	1
COGNATE	CHEM 112-113	Gen. Analytical Chem. I-II	4.5	4.5
COGNATE (GE QUAN)	MATH 114	Analysis I		4
MAJOR (GE S/BH)	PSYC 110	Fundamentals of Psychology	3	
GE WRTG	WRTG 107	Composition		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE T/RS	T/RS 121	Theology 121	3	
GE PHED	PHED ELECT	Physical Education	1	
			17.5	17
Second Year				
MAJOR	ELECT	Major Elective		3
MAJOR	NEUR 231	Behavioral Neuroscience	4.5	
MAJOR	PSYC 210-330	Psych. Stats-Res Methods in Beh. Sci.	3	3
MAJOR	NEUR 330L <sup>1</sup>	Research Methods in Neuroscience Lab		2
GE SPCH	COMM 100	Public Speaking		3
COGNATE ELECT	COGNATE ELECT	Cognate Electives	3-4.5	3-4.5
GE PHIL-T/RS	PHIL 120-T/RS 122	Intro. to Philosophy-Theology II	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
			16.5-18	17-18.5
Third Year				
MAJOR	BIOL 358	Cell & Molecular Neurobiology	3	
MAJOR	MAJOR ELECT	Major Electives	6-8	3-4
COGNATE ELECT	COGNATE ELECT	Cognate Electives	3	3-4
GE PHIL	PHIL 210	Ethics		3
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Elective		3
GE PHED	PHED ELECT	Physical Education	2	
			17-19	15-17
Fourth Year				
MAJOR	NEUR 493	Undergrad. Research in Neuroscience	3	
COGNATE ELECT	COGNATE ELECT	Cognate Electives	6-8	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHIL-T/RS	PHIL-T/RS ELECT	Philosophy or T/RS Elective		3
GE ELECT	FREE ELECT	Free Electives	3	9
			15-17	15
TOTAL: 130-139 CREDITS				
<sup>1</sup> NEUR 330L fulfills one of the writing-intensive requirements of the general education program.				

**NEUR 444** 3 cr.  
**Sensory Biology**  
(Prerequisites: BIOL 245 and completion of or concurrent enrollment in PHYS 121/141) The course applies multidisciplinary approaches to the study of senses: physics of stimuli, anatomy of receptor organs, neurophysiology of receptor cells, anatomy and central processing, animal behavior and artificial sensor design. The course focuses on terrestrial vertebrates with occasional discussions on aquatic sensory systems. Three hours lecture. (Also listed as BIOL 444.)

**NEUR 493-494** 3-6 cr.  
**Undergraduate Research in Neuroscience**  
(Formerly NEUR 160-161; prerequisites: BIOL 141-142, PSYC 231, PSYC 330, and permission of instructor) Individual study and research on a specific topic relevant to neuroscience under the supervision of a faculty member. It is strongly recommended that this research be initiated during the junior year, and it is expected that the research will extend over a two-semester period.

## ► PHILOSOPHY

### Faculty

Kevin M. Nordberg, Ph.D., *Chair*  
 David W. Black, Ph.D.  
 Timothy K. Casey, Ph.D.  
 Peter Folan, S.J., M.A.  
 Christina Gschwandtner, Ph.D.  
 Daniel Haggerty, Ph.D.  
 Richard J. Klonoski, Ph.D.  
 Ronald McKinney, S.J., Ph.D.  
 Sharon M. Meagher, Ph.D.  
 J. Patrick Mohr, S.J., Ph.D.  
 Ann A. Pang-White, Ph.D.  
 William V. Rowe, Ph.D.  
 Ileana Szymanski, Ph.D.  
 Patrick Tully, Ph.D.

### Overview

The basic objectives of the Philosophy Department may be stated as follows:

1. To inspire the student to confront the philosophical problems implicit in the experience of self, others and the universe, together with the question of their relations to ultimate transcendence (God and immortality);
2. To develop in the student 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; and
4. Finally, to help the student to formulate for himself or herself a philosophy of life or worldview consistent with the objectives of liberal education at a Catholic and Jesuit university.

For the Bachelor of Arts degree in Philosophy, the major must take 24 credits (eight courses) in Philosophy in addition to the 6 credits required of all students. These 24 credits must include a logic course and at least two courses on the 300 or 400 level. Majors should take logic before the senior year.

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

### *Minor in Philosophy*

A minor in Philosophy consists of 18 credits – the 6 credits required of all students and 12 additional credits. Seven distinct philosophy minors are available: the traditional open

minor, Ethical Issues of Professional Life, Philosophy and Commercial Life, Pre-Law, History of Philosophy, Philosophy and Religious Life, and Philosophy and Science. Course listings for specific minors are available on the Philosophy Department Web page or in the Philosophy Department office.

### Course Descriptions

*PHIL 120: Introduction to Philosophy is a prerequisite for PHIL 210: Ethics. PHIL 210 is a prerequisite for all other philosophy courses.*

#### PHIL 120 3 cr.

##### Introduction to Philosophy

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 3 cr.

##### Ethics

(Prerequisite: PHIL 120) An examination of moral issues through close readings of important historical texts such as the writings of Plato, Aristotle, Augustine, Aquinas, Kant or Mill. Themes will include happiness, virtue, the nature of justice, free choice, conscience, natural law and obligation, God and morality.

#### PHIL 211 3 cr.

##### (P) Business Ethics

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 3 cr.

##### (P) Medical Ethics

Considering nine ethical methodologies, this course views health care holistically in terms of human biological and psychological needs to show that ethical action must intend to satisfy them. Ethical principles are applied to such issues as professional communication, sexuality, procreation, experimentation, bodily modification, and death. Recommended for health care students.

#### PHIL 213 3 cr.

##### (P) Environmental Ethics

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** 3 cr.  
**(P) Computers and Ethics**  
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 database security, program warranties and programmer responsibility, artificial intelligence, the interface between human and computer.

**PHIL 215** 3 cr.  
**(P) Logic**  
An introduction to logic as the science of argument including the nature of arguments in ordinary language, deduction and induction, truth and validity, definition, informal fallacies, categorical propositions and syllogisms, disjunctive and hypothetical syllogisms, enthymemes, and dilemmas.

**PHIL 218** 3 cr.  
**(P,D) Feminism: Theory and Practice**  
What is feminism? What is the relationship between feminist theory and practice? This course focuses on these and related philosophical questions. Special attention will be paid to the interrelationship of gender, class and race. This course also fulfills a requirement in the Women's Studies Concentration.

**PHIL 220** 3 cr.  
**(P) Ancient Philosophy**  
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** 3 cr.  
**(P) Medieval Philosophy**  
A survey of philosophy in the European Middle Ages, including the connections between medieval philosophy and its classical and Christian sources; questions concerning nature/grace, reason/faith, theology/philosophy, and the nature and ethos of scholasticism.

**PHIL 222** 3 cr.  
**(P) Modern Philosophy I**  
Machiavelli and the break with the Ancients. Modern political thought and social contract. Hobbes with an appeal to the passions. Locke and theoretician of capitalism. Rousseau and the crisis of modern political thought. Foundations of modern epistemology. Descartes and the search for absolute certainty. Hume and empiricism.

**PHIL 223** 3 cr.  
**(P) Modern Philosophy II**  
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** 3 cr.  
**(P) Foundations of Twentieth-Century Philosophy**  
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** 3 cr.  
**(P,D) Asian Philosophy**  
This course will introduce students to the various systems of Asian philosophy including Hinduism, Buddhism, Confucianism, Taoism and Shinto with special emphasis on the metaphysics, ethics and political philosophy of these systems.

**PHIL 226** 3 cr.  
**(P,D) Chinese Philosophy**  
An introduction to the classical Chinese understanding. The course examines Daoist teachings and vision, the thought of Confucius and Buddhism.

**PHIL 227** 3 cr.  
**(P) Political Philosophy**  
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 229** 3 cr.  
**(P,D) Philosophy of Religion**  
An investigation of the main topics in philosophers' reflections on religion: arguments for the existence of God; meaningful statements about God; assessment of religious experience; notions of miracle, revelation, and immortality; the problem of evil; relations between religious faith and reason; religion and ethics. Readings from classical and contemporary authors.

**PHIL 231** 3 cr.  
**(P,D) Philosophy of Women**  
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 read-

## Philosophy Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR (GE PHIL)	PHIL 120–210	Introduction to Philosophy–Ethics	3	3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE QUAN	QUAN ELECT	Quantitative Elective	3	
GE NSCI–S/BH	NSCI ELECT–S/BH ELECT	Nat. Sci. Elective–Soc/Beh. Elective	3	3
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			<b>16</b>	<b>16</b>
<b>Second Year</b>				
MAJOR (GE PHIL)	PHIL 200 or 300 level	Philosophy Electives	3	3
GE T/RS	T/RS 121–122	Theology I–II	3	3
GE HUMN	LANG ELECT <sup>1</sup>	Humanities Electives	3	3
GE S/BH–NSCI	S/BH ELECT–NSCI ELECT	Soc./Beh. Elective–Nat. Sci. Elective	3	3
GE ELECT	NSCI ELECT	Natural Science Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			<b>16</b>	<b>16</b>
<b>Third Year</b>				
MAJOR	PHIL 200 or 300 level	Philosophy Electives	3	6
COGNATE	COGNATE ELECT <sup>2</sup>	Cognate Electives	9	9
GE ELECT	FREE ELECT	Free Electives	3	3
			<b>15</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR	PHIL 300 or 400 level	Philosophy Electives	6	3
COGNATE	COGNATE ELECT <sup>2</sup>	Cognate Electives	9	9
GE ELECT	FREE ELECT	Free Electives	3	3
			<b>18</b>	<b>15</b>

**TOTAL: 130 CREDITS**

<sup>1</sup> Foreign language is recommended by department.

<sup>2</sup> In the Cognate area of 24 hours, the department requires that 12 credits be focused in one field. It should be noted that 6 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.

ings, to be addressed philosophically, on women in art, anthropology, literature, politics, theology, psychology, etc.

### PHIL 234 3 cr. (P) Existentialism

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 238 3 cr. (P) Wealth and the Human Good

What is wealth? Is wealth the key to happiness? Is it possible for individual human beings and human society to flourish without wealth? What does it mean to say that the measure of success in contemporary consumer society is wealth? These and other questions related to life in modern capitalist commercial society will be addressed in the course.

### PHIL 240 3 cr. (P,W) Logic and Written Discourse

PHIL 240 is to equip students with an understanding of the conditions that constitute good reasoning, and also the skill to construct good arguments in writing. It covers the following four areas: the nature of logical arguments, deduction (e.g., syllogism, propositional logic), induction (e.g., analogical reasoning, causal inference), and fallacies.

### PHIL 242 3 cr. (P,D) Latin American Thought

This course is a survey of the texts and ideas that help to define Latin America from pre-Conquest to the present day. There will be a special focus on the hermeneutical issue of encountering and understanding the other and the theme of philosophy being shaped by its cultural context.

### PHIL 306 3 cr. (P) Philosophy of Education

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.

**PHIL 310** 3 cr.

**(P) Epistemology**

An introduction to the theory of knowledge ranging from ancient to contemporary philosophy. Topics include sensation, perception, memory, recollection, reason, truth, science, technology, language, and the body. The unifying theme of the course is the historical importance of imagination and the central role it plays in knowing.

**PHIL 311** 3 cr.

**(P) Metaphysics**

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** 3 cr.

**(P) Modern Philosophy III**

A study of 19th-century European philosophers such as Hegel, Nietzsche, Kierkegaard and Marx. We will consider the place of philosophy in history and society, the theme of conflict in life and thought, and the simultaneous spread and decay of humanism in Europe.

**PHIL 313** 3 cr.

**(P) Philosophy and Friendship**

An historical survey of primary texts which discuss friendship. Readings in the course include authors of the ancient, medieval, modern and contemporary periods in the history of philosophy. Some of these authors are, Xenophon, Plato, Aristotle, Cicero, Augustine, de Montaigne, Bacon, Kant, Emerson, Nietzsche, Gray, Arendt and Sartre.

**PHIL 314** 3 cr.

**(P,D,W) Philosophy and the City**

This course explores philosophical issues connected to urban and public policy. Students will analyze the relationship between philosophy and public life and will develop a deeper understanding of their own relation to the city and their roles as citizens.

**PHIL 315** 3 cr.

**(P) Twentieth-Century Political Philosophy**

This course is a survey of recent social and political theory dealing with issues such as human rights, ethnicity in the nation-state, bio-environmental and security challenges to political sov-

eignty, and the implications of globalization for technology, the function of media and the role of the market.

**PHIL 316** 3 cr.

**(P,W) American Perspectives on Health-Care Ethics**

This course will consider basic ethical issues in the practice and distribution of health care in the United States. Topics covered will include the physician-patient relationship, clinical issues such as transplants or end-of-life concerns, the nature of professionalism, just distribution, ethics in health-care institutions, and biomedical research. Recommended for those interested in the health-care professions.

**PHIL 319** 3 cr.

**(P) Philosophy of Law**

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** 3 cr.

**(P) Aesthetics**

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. (May be used for Art History minor.)

**PHIL 321** 3 cr.

**(P) Great Books in Philosophy**

This course consists of a careful examination of an important text in the history of philosophy. Attention will also be paid to the selected text's historical significance as well as to its relevance to contemporary philosophical debates. The text examined may vary from semester to semester, and may be drawn from such authors as Plato, Aristotle, Cicero, Augustine, Aquinas, Hume, Kant, Mill, Kierkegaard, Nietzsche, Moore, Ross, Ayer, Stevenson, Rawls, Smart, Williams, Finnis, Grisez, and MacIntyre. This course may be repeated by students as the text changes from semester to semester.

**PHIL 325** 3 cr.

**(P) Literature and Ethics**

This course examines the "old quarrel between philosophy and literature," the dispute between Plato and Ancient Athenian poets regarding the best and truest source of moral knowledge, and examines the impact of this quarrel on contemporary moral theory and practice.

**PHIL 326** 3 cr.  
**(P,D) Advanced Topics in Feminist Philosophy**  
 (Prerequisite: PHIL 218, other Women's Studies courses, or permission of instructor.) This course will explore a special topic in feminist philosophy. Course may be repeated as topics vary. Possible topics might include: feminist aesthetics, issues of equality, theories of the body. This course is cross-listed with Women's Studies.

**PHIL 327** 3 cr.  
**Readings in the Later Plato**  
 A survey and contextualization of the dialogues usually said to be "Later" in Plato's intellectual development will precede a textually based examination of those dialogues in which Plato's dialectic turns on the "concept" of difference. Thætetus, Sophist, and Parmenides will be emphasized.

**PHIL 328** 3 cr.  
**(P) Philosophy of Literature**  
 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 329** 3 cr.  
**(P) Advanced Topics in Biomedical Ethics**  
 (Prerequisites: PHIL 120 and PHIL 210 and one of the following: PHIL 212, or PHIL 316, or science/allied health major, or permission of instructor) This course will focus narrowly upon an issue (or a set of related issues) in biomedical research which generates significant moral concern. Topics will vary, but may include embryo-destructive research; cloning and donor siblings; genetic testing and eugenics; genetic enhancement; and the human/non-human production of chimeras. Typically the course will also consider the nature and purpose of biomedical research and medicine.

**PHIL 331** 3 cr.  
**(P) Feminist Philosophy of Science**  
 A feminist critique of both the alleged value-free character of modern science and the positivist philosophy of science supporting this view. The course thus focuses on feminist arguments for the contextual, i.e., social, political and economic, nature of science and the resulting need to rethink such key concepts as objectivity, evidence and truth in light of androcentrism and gender bias. Consideration is also given to critical

responses from feminist and nonfeminist defenders of more traditional accounts of science.

**PHIL 333** 3 cr.  
**(P) The Seven Deadly Sins**  
 A conceptual and moral-psychological analysis of pride, envy, greed, anger, lust, gluttony and sloth. The works of such philosophers from the history of philosophy as Aristotle, Aquinas, and Spinoza will be considered as well as contemporary thinkers in philosophy, theology, psychology, and sociology.

**PHIL 335** 3 cr.  
**(P, W) Philosophy of Interpretation**  
 This course explores twentieth century theory of interpretation or hermeneutics. It deals with the interpretation of texts and with methods of understanding that allow for the emergence of meaning. It examines the philosophies of such thinkers as Heidegger, Gadamer, Derrida, Ricoeur, and Kearney.

**PHIL 336** 3 cr.  
**(P) Religion After God**  
 This course considers the question of the possibility of religious experience and the idea of God as it is explored in contemporary phenomenology and hermeneutics, in the wake of the "death of God" and the "demise of metaphysics." It studies the thought of such thinkers as Ricoeur, Heidegger, Levinas, Marion, Chretien, and Henry.

**PHIL 339** 3 cr.  
**(P) Philosophy of the Person**  
 This course will investigate the nature of the person and conditions for personhood. Such concepts as human being, soul, self, ego, consciousness, substance, mind, rationality, intentionality, sentience and reciprocity will be examined. Questions about self-same personal identity, divine personhood and the personhood of animals will be addressed.

**PHIL 340** 3 cr.  
**(P,D) Philosophy and Judaism**  
 A study of several Jewish thinkers who lived and wrote in the context of two "endings": the end of European Jewry in the Holocaust and the end of the Jewish Diaspora through the creation of Israel.

**PHIL 410** 3 cr.  
**(P) Philosophy of Culture**  
 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** 3 cr.  
**(P) Thomas Aquinas: Philosophy and Controversy**

PHIL 411 is a contextual study of Thomas Aquinas' philosophy, a great thinker in the 13th century. Selections from his metaphysics, ethics, and anthropology will be examined. His dispute with the Averroists on the status of the intellect, the condemnation of some propositions of his in 1277, and his later canonization in 1325 will also be discussed.

**PHIL 412** 3 cr.  
**(P) Art and Metaphysics**

The course utilizes the work of Martin Heidegger as well as several contemporary American novels to explore the philosophical problem of nihilism as it manifests itself today in the relationship between modern technology and art. Special attention is given to modern architecture.

**PHIL 418** 3 cr.  
**(P) Phenomenology**

An introduction to this 20th-century European movement through selected works of Husserl, Heidegger, Sartre, and Merleau-Ponty. Topics include the nature of the self, lived experience, history, social reality, sense perception, technology and science, space and time, the lived body, and the theory of intentionality.

**PHIL 420** 3 cr.  
**(P) Philosophy of Rhetoric**

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** 3 cr.  
**Postmodern Philosophy**

An examination of the transition from modernist culture and thought to postmodernist culture and thought. Derrida's method of deconstruction will serve as the paradigm example of postmodernism. Recommended for those interested especially in literature and fine arts.

**PHIL 430** 3 cr.  
**(P) Philosophy of the Social and Behavioral Sciences**

The goal of the course is to encourage students to think philosophically about issues raised in

social scientific studies, especially regarding the following: (1) the problem of cross-cultural understanding and interpretation, (2) the difficulties of research design and methodology, and (3) the relationship between social science, ethics, and policy making.

**PHIL 431** 3 cr.  
**(P) Philosophy of Science**

An introduction to the history and philosophy of science. Selections from Darwin's *The Origins of Species* (1859) and *The Descent of Man* (1871) and Popper, Feyerabend, Hanson, Stace, Quine, Frank, Rescher, Hempel, and Baier.

**PHIL 434** 3 cr.  
**(P) Issues in Philosophy and Theology**

This course will investigate certain modern and contemporary problems in the relationship between philosophy and theology. In particular, it will examine the ways in which philosophical discussions (both specific arguments and general positions) influence theological discussions, as evidence of the suggestion that philosophy “gives voice” to theology.

## ► PHYSICS

### Faculty

Christine A. Zakzewski, Ph.D., *Chair*  
 W. Andrew Berger, Ph.D.  
 Joseph W. Connolly, Ph.D.  
 Declan Mulhall, Ph.D.  
 Jeremy Sepinsky, Ph.D.  
 Robert A. Spalletta, Ph.D.  
 Argyrios C. Varonides, Ph.D.

### Overview

The Department of Physics and Electrical Engineering offers majors in Physics and Biophysics, as well as the Electrical Engineering, Computer 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 study by the Office of Institutional Research at Franklin and Marshall College shows that over 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 has regularly produced students admitted to medical school.

### **Minor in Physics**

21 credits, including PHYS 140, 141, 270 (all with labs), 352, ENGR 252, and at least one of PHYS 473, 372 and/or 371.

### **Major in 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.

### **Course Descriptions**

#### **PHYS 100 3 cr.**

##### **(E) History of Science and Technology**

The evolution of scientific enquiry in human history. Focus on key concepts and laws of nature that have enabled humans to develop modern technological societies. A major theme will be that science arises from traditions that are spiritual as well as technical, with the spiritual tradition being explored from the perspective of the life and traditions of the Catholic Church.

#### **PHYS 101 3 cr.**

##### **(E) The Solar System**

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 antiquity to the modern age.

#### **PHYS 102 3 cr.**

##### **(E) Earth Science**

Selected topics from geology and meteorology, weather forecasting, ground and surface water, mountain building, volcanoes, earthquakes, plate tectonics, and oceanography.

#### **PHYS 103 3 cr.**

##### **(E) Seeing the Light**

The physics of light and vision. Includes topics such as biophysics of the human eye, the visual system, color vision, binocular vision, and the wave nature of light.

#### **PHYS 104 3 cr.**

##### **(E) Introduction to Consumer Technology**

Every day we listen to the radio or compact-disc recordings, watch TV, use photocopiers and fax machines without really knowing how they work. Designed to provide the scientific background to understand the operation of common communication systems and electronic equipment.

#### **PHYS 105 3 cr.**

##### **(E) Man and the Evolutionary Universe**

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 modern times, focusing on man and the evolving universe, in a historical and modern perspective. The role and the involvement of the Church in scientific thinking will be stressed as well.

#### **PHYS 106 3 cr.**

##### **(E) Energy and the Environment**

Focus on various aspects of man's use of energy and changes in the environment that accompany that use. Sources of energy; the nature of the present energy and environmental crises and possible solutions; energy requirements of the future; conservation; and alternate energy sources.

#### **PHYS 107 3 cr.**

##### **(E) "Hands-On" Physics**

An introduction to the scientific method with an emphasis on physical reality. A series of experiments and discussions illustrate various physical phenomena allowing the participation in the assessment of important social, political, and scientific issues.

#### **PHYS 108 3 cr.**

##### **(W,E) New York Times Physics**

Every day we are bombarded with information regarding the impact of technology on our lives. Using *The New York Times*, students will explore the scientific and technological concepts of our modern world. Topics will vary weekly.

#### **PHYS 109 3 cr.**

##### **(E) The Conscious Universe**

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** 3 cr.**Meteorology**

Focus on the basic physical and chemical phenomena involved in the determination of climate and weather, enabling the student to comprehend weather events, patterns, and forecasting. Topics include: atmosphere composition and structure, moisture and precipitation, cloud formation, pressure and wind, cyclones, circulation of atmosphere, air masses and fronts, and forecasting.

**PHYS 112** 3 cr.**Natural and Manmade Disasters**

This introductory-level science course for non-science majors covers earthquakes, tsunamis, floods, volcanoes, landslides, fire, comet/meteor impacts and nuclear accidents. The conditions necessary for the disasters, the forces that are unleashed, and civilization's role in them are examined. (Not for major elective credit in Physics, Biophysics or EE).

**PHYS 113** 3 cr.**(E) The Science of Light and Photography**

An introductory-level science course intended for non-science majors covers the basic science of light and its application in the technology of photography. Topics range from a historical overview of early photographic methods to modern digital cameras. The scientific principles of light waves and rays, the optics of lenses, the process involved in picture taking and the formation and development of the image. Topics include the nature of light, laws of optics, development of black and white and color images, and digital electronics for photographic capture and display. Not for major elective credit in Physics, Biophysics or EE.

**PHYS 114** 3 cr.**Solar Electricity**

The history, physics and engineering of obtaining energy from the sun, with special attention to environmental impact of Photovoltaic (PV) technology. Topics include: environmental protection, economic growth, job creation, diversity of supply, rapid deployment, technology transfer and innovation with a free, abundant and inexhaustible fuel source. Not for major elective credit in Physics, Biophysics or Electrical Engineering.

**PHYS 120-121** 8 cr.**(E) General Physics**

(Prerequisites: MATH 103 or 114) General college course for pre-medical, pre-dental, biology, biochemistry and physical therapy majors. Mechanics, heat, electricity and magnetism, sound and light. Three hours lecture and two hours laboratory.

**PHYS 140-141** 8 cr.**(E) Elements of Physics**

(Co-requisite: MATH 114-221) Calculus-based introduction to the elements of physics. Topics covered: mechanics, heat, sound, light and electricity and magnetism. Required of Physics, Electrical Engineering, Mathematics, Computer Science and Chemistry majors. Three hours lecture and two hours laboratory.

**PHYS 201** 3 cr.**(E) Stellar Evolution**

An introduction to astrophysics for non-science students. Topics include the sun, stars and the universe, including evolution, birth, lifetimes and deaths; remnants of stars and exotic entities such as neutron stars, quasars, and black holes; galaxies and galaxy formations; the expanding universe; red shifts and cosmological principles; and grand unified theories.

**PHYS 204** 3 cr.**(E) Information Technology**

Lectures and demonstrations are designed to describe and explain the basics of information technology and engineering for students outside the technical disciplines. Data representation, graphics and visual information, data compression, data transmission and network technology.

**PHYS 270** 4 cr.**Elements of Modern Physics**

(Prerequisites: PHYS 141, 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. Lab fulfills a writing intensive requirement (W).

**PHYS 350** 3 cr.**Applied and Engineering Mathematics**

(Prerequisites: MATH 222, PHYS 141) An applied course featuring first and second-order differential equations with constant coefficients; Fourier series, Fourier transforms, and Laplace Transforms; Partial differential equations and boundary value problems; special functions including Bessel functions and Legendre polynomials. MAPLE software is utilized. Three hours lecture. (Also listed as ENGR 350.)

## Physics Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	PHYS 140–141	Elements of Physics I–II	4	4
COGNATE	MATH 103 <sup>1</sup> –114 or 114–221	Pre-Calc. Math–Analysis I OR Analysis I–II	4	4
COGNATE	CMPS 134	Computer Science I		3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			<b>15</b>	<b>18</b>
<b>Second Year</b>				
MAJOR	PHYS 270–352	Modern Physics–Stat. & Engr. Thermodyn.	4	3
COGNATE	ENGR 253–254	Intro. to CAD–3-D CAD	1	1
COGNATE	MATH 221–222 or 222–341	Analysis II–III OR Analysis III–Diff. Equations	4	4
GE S/BH	S/BH ELECT	Social/Behavioral Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE T/RS–PHIL	T/RS 121–PHIL 210	Theology I–Ethics	3	3
			<b>18</b>	<b>17</b>
<b>Third Year</b>				
MAJOR	PHYS 447–448	Electromagnetics I–II	3	4
MAJOR	PHYS 371–372	Mechanics–Atomic & Laser Phys.	3	3
MAJOR	PHYS 350	Applied & Engineering Math	3	
COGNATE/MAJOR	MATH 341 or ELECT	Differential Equations OR Elective	3-4	
GE T/RS	T/RS 122	Theology II		3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			<b>16-17</b>	<b>17</b>
<b>Fourth Year</b>				
MAJOR	PHYS 493	Physics Research	3	3
MAJOR	PHYS/EE	Physics/EE Electives		3
MAJOR	PHYS ELECT	Physics Elective	3	3
COGNATE	COGNATE ELECT	Cognate Elective	3	
GE ELECT	FREE ELECT	Free Electives	6	6
			<b>15</b>	<b>15</b>

**TOTAL: 131-132 CREDITS**

<sup>1</sup> Physics majors starting with MATH 103 due to placement test results take one less Physics elective.

### PHYS 351

3 cr.

#### Mathematical Physics II

An advanced course that includes the following mathematical approaches and applications: functions of complex variables, infinite series in the complex plane, theory of residues, conformational mapping, Fourier and Laplace transforms, advanced partial differential equations, boundary value problems, and Green's functions.

### PHYS 352

3 cr.

**Statistical and Engineering Thermodynamics** (Prerequisite: PHYS 270) Derivation of Thermodynamics from probability theory and atomic physics; Laws of Thermodynamics; Maxwell relations; chemical potential and phase changes; refrigerators and heat pumps; theory of gasses and theory of solids. Special topics dependent upon interests of majors represented. Three hours lecture. (Also listed as ENGR 352.)

### PHYS 371

3 cr.

#### Advanced Mechanics

(Pre- or co-requisite: MATH 341) Comprehensive course in Newtonian dynamics, variational principles, Lagrange's and Hamilton's equations; theory of small oscillations and specialized nonlinear differential equations in mechanical systems.

### PHYS 372

3 cr.

#### Quantum Mechanics

(Pre-requisites: PHYS 270 or Math 222) Intensive and quantitative treatment of quantum mechanics. Wave function; solutions of the Schrödinger equation in one-dimension; formalism of quantum mechanics; statistical interpretation; problems in three-dimensions; angular momentum; spin; identical particle systems; quantum statistics; time-independent perturbation theory; two-level systems; emission and absorption. Three hours lecture.



Biophysics Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR (GE NSCI)	PHYS 140–141	Elements of Physics	4	4
MAJOR	BIOL 141–142	General Biology	4.5	4.5
COGNATE (GE QUAN)	MATH 103–114 or 114–221	Pre-Calc. Math–Calculus I OR Calculus I–II	4	4
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE FSEM	INTD 100	Freshman Seminar	1	
			16.5	18.5
Second Year				
MAJOR	PHYS 270–352	Modern–Statistical Physics	4	3
MAJOR	CHEM 112–113	General Analytical Chemistry I–II	4.5	4.5
COGNATE	EE 241	Circuit Analysis		4
COGNATE	CMPS 134	Computer Science I	3	
COGNATE	MATH 221–222 or 222–341	Calculus II–III OR Calc. III–Diff. Equations	4	4
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
			18.5	18.5
Third Year				
MAJOR	PHYS/BIOL/CHEM ELECT	Physics, Biology or Chemistry Elective	3	
MAJOR	CHEM 232–233	Organic Chemistry I–II	4.5	4.5
GE T/RS	T/RS 122	Theology II	3	
GE PHIL	PHIL 210	Ethics	3	
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE S/BH	S/BH ELECT	Social/Behavioral Electives	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHED	PHED ELECT	Physical Education	1	1
			17.5	14.5
Fourth Year				
MAJOR	PHYS/BIOL/CHEM ELECT	Physics, Biology or Chemistry Electives	6	6
GE HUMN	HUMN ELECT	Humanities Electives	6	3
GE ELECT	FREE ELECT	Free Electives	3	6
			15	15
TOTAL: 134 CREDITS				
PHYS 100–114 are courses designed for non-science majors. They require no background in science or math.				

**PHYS 447** 3 cr.  
**Electromagnetics I**  
(Prerequisite: PHYS 270; pre- or co-requisite: PHYS 350) Analytic treatment of electrical and magnetic theory; vector calculus of electrostatic fields; dielectric materials; vector calculus of magnetic fields. Three hours lecture. (Also listed as EE 447.)

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

**PHYS 448L** 1 cr.  
**Electromagnetics Design Laboratory**  
(Co-requisite: PHYS 448) Laboratory designed to emphasis and reinforce the experimental basis

of electromagnetism. Multi-week projects require the student to perform experiments that measure fundamental electrical constants, the electrical and magnetic properties of matter, and the properties of electromagnetic waves. Two hours laboratory. (Also listed as EE 448L.)

**PHYS 460** 3 cr.  
**Non-linear Systems and Chaos**  
Non-linear systems in mechanics and electronics are studied. Limit cycles, chaotic attractors, hysteresis, stability and phase space are defined and applied to complex systems. Classical oscillators, e.g., Duffing oscillator, the van der Pol oscillator and the Lorenz equations, will be solved through various approximation methods. Chaos, bifurcations, routes to chaos, chaotic maps, correspondence between maps and Poincare sections of physical systems will be studied.

**PHYS 473 3 cr.****Optics**

(Prerequisites: PHYS 270, MATH 341 or PHYS 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. Three hours lecture.

**PHYS 474 3 cr.****Acoustics**

(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 wave guides and filters are studied along with the fundamentals of transducers. Acoustical issues in hearing are covered, time permitting.

**PHYS 493-494 6 cr.****Undergraduate Physics Research I-II**

(Prerequisite: Permission of the instructor) Students choose a research project sponsored by a member of the department and approved by the instructor and chairperson. Students gain experience with research literature, techniques and equipment. Weekly seminars are given on quantum mechanics, mathematics tools, and topics related to ongoing research projects. A written report is required.

Graduates have career options in fields as varied as government, nonprofit management, international affairs, campaigns, special and public interest lobbying, journalism, law and teaching. With its mix of theoretical and empirical approaches to studying politics, the field of political science prepares women and men for fulfilling careers, lifelong learning, and active and effective citizenship.

The Bachelor of Science program in Political Science imparts to students an understanding of:

1. The scope and purpose of governments in civil society;
2. The origins, goals, and limitations of democratic governments;
3. The structure and functions of the institutions of American governments;
4. The similarities and differences in the structures and functions of the governments of other countries;
5. The nature of the relationships among the many governments in the international community; and
6. The rights and responsibilities of citizens in a variety of governmental systems and as members of the global community.

The Political Science Department offers courses in the major subfields of political science: political institutions, political theory, international relations, comparative politics, public policy, and quantitative methods. In addition to the major in Political Science, the department offers a track in Public Administration and Public Affairs and a minor in Political Science.

Students in the major must take PS 130, 131, 212, 217, 240, and either 313 or 314. The remaining 21 Political Science credits required for the major are selected by the student.

### ***Public Administration and Public Affairs Track***

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

Students in this track complete the courses required for the Political Science major as well

## **► POLITICAL SCIENCE**

**Faculty**

Jean Wahl Harris, Ph.D., *Chair*

Michael E. Allison, Ph.D.

Leonard W. Champney, Ph.D.

Robert A. Kocis, Ph.D.

William J. Parente, Ph.D.

Gretchen Van Dyke, Ph.D.

**Overview**

Political science explores how governments are structured and how they resolve societal conflicts and provide for the public good. Political science also explores the roles that people can play in their governments and the actions people take to influence public policy to serve them and their communities.

as PS 135: State and Local Government, PS 232: Public Administration, and PS 480: Political Science Internship. For their remaining Political Science electives, students choose four courses from the following: PS 216, 227, 230, 231, 319, 322, 325, 327, 329.

Students in this track would complete their cognate in one of two ways. For option one students complete HIST 110-111, HIST 120-121, ECO 153, ECO 154, ACC 253, ACC 254. Option two entails completing a minor, concentration, or another special program in consultation with Dr. Champney or Dr. Harris, the track advisors.

### Minor in Political Science

To minor in Political Science, a student must take a minimum of 18 credits in Political Science, including PS 130-131: American National Government I-II.

## Course Descriptions

**IS 390** 3 cr.

### (W) Seminar in International Studies

Required for International Studies majors. Other advanced undergraduates may take this course with permission of the professor. This course can count for either Political Science credit or History credit.

**PS 130** 3 cr.

### (S) American National Government I

Addresses key principles of American government: democracy, constitutionalism, separation of powers, and federalism. It also covers political parties, voting, public opinion, interest groups and the media.

**PS 131** 3 cr.

### (S) American National Government II

Addresses structures and functions of the branches of government: Congress, the presidency, bureaucracy, and the courts. It also covers civil rights and civil liberties, and an overview of domestic and foreign policies.

**PS 135** 3 cr.

### (S) State and Local Government

The structures, scope, processes, and politics of state and local governments are analyzed. Also considered: the constitutional position of state and local governments; the changing relationships among federal, state and local governments; and policy areas of interest to students in the class (educational policy, criminal justice policy, etc.).

**PS 212** 3 cr.

### International Relations

This course examines the prominent tenets of international relations 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.

**PS 213** 3 cr.

### (D) Modern Africa

An introduction to the politics of major African states with emphasis on ethnic, racial, and religious tensions as well as the geopolitics of the region.

**PS 216** 3 cr.

### (D,S) Women's Rights and Status

This course examines public policies that impact the legal, political, economic, and social status of women in the U.S. A historical exploration of women's rights will be the foundation for the examination of women's rights and status today. The future prospects of women's rights and status will also be discussed.

**PS 217** 3 cr.

### Comparative Government

Political institutions of Germany, France, Britain, and selected Third World nations are analyzed with focus on elections, parties, interest groups and foreign policies.

**PS 218** 3 cr.

### East European Politics

This course examines the history and politics of East Europe from Poland to the Balkans and from Germany to the Ukraine during the 20th century. Special attention is given to ethnic politics before and after the communist period and the economics of the new privatization and its problems.

**PS 219** 3 cr.

### (S,D) Survey of Latin American Politics

An overview of the political cultures and political dynamics of Latin America. A series of representative nations is examined to provide a general overview of the region. Topics include historical figures and events, the processes of democratization and modernization, and issues in contemporary politics.

**PS 220** 3 cr.

### (S,D) Ideologies

A study of the three major political ideologies that shaped the 20th century (communism, fascism, and liberalism) and of those that may

shape the twenty-first: feminism, racism, egalitarianism, environmentalism, libertarianism, and communitarianism.

**PS 221 3 cr.**

**Politics of Southeast Asia**

Domestic politics of Southeast Asia and international politics affecting the region. The ASEAN nations (Thailand, Indonesia, Malaysia, Philippines, Singapore, and Brunei) and Myanmar, the region's only socialist country, along with the three communist states of Indochina: Vietnam, Laos, and Cambodia are considered; spheres of influence and capitalism versus state socialism as a lever of economic development are also discussed.

**PS 222 3 cr.**

**Politics in Russia**

This course considers 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 and Stalin and the Bolshevik experiment are also examined.

**PS 227 3 cr.**

**(D,S) Women, Authority and Power**

This course studies the historical and current paradox of women and U.S. public policy decision making. It examines the role of women in pressure politics, their integration into positions of political authority, and the future prospects for the political power and authority of women.

**PS 230 3 cr.**

**(S) Environmental Laws and Regulations**

Consideration of the variety of statutory laws legislated by Congress, as well as the variety of administrative rules and regulations promulgated by the executive branch. Policy areas include air pollution, water pollution, solid and toxic waste disposal, management of public lands, and the regulation of nuclear power. Course also includes a brief introduction to international cooperation and conflict.

**PS 231 3 cr.**

**(S) Environmental Policy Process**

The role of legislative, executive, and judicial institutions in shaping the content of environment policy. Discussion of the processes by which such policies are formulated and implemented, including consideration of the impact of federalism.

**PS 232 3 cr.**

**Public Administration**

A study of the structures, scope and processes of American public bureaucracies. The growth of the executive branches of governments, the role of public bureaucracies in our democratic government, and the experiences of American public bureaucrats are analyzed.

**PS 240 3 cr.**

**(Q,W) Research Methods in Political Science**

Consideration of both qualitative and quantitative research methods in the study of Political Science. Topics include: primary source material, legal research, analysis of aggregate data, analysis of survey data and use of focus groups. Special consideration is given to survey research and public opinion polling. Course also introduces principles of univariate, bivariate and multivariate statistical techniques.

**PS 280 3 cr.**

**Pre-Law Internship**

**PS 295 3 cr.**

**(S,D) Contemporary Mexican Culture and Language**

An intersession travel course to Guadalajara, Mexico, for 3 credits in Humanities (foreign language area, intermediate and/or advanced level), 3 credits in the social sciences (political science), and cultural diversity credit. The course is team-taught by University of Scranton faculty from the Departments of Foreign Languages and Political Science with assistance from Mexican faculty at UNIVA. (Also listed as SPAN 295.)

**PS 310 3 cr.**

**Judicial Politics**

(Prerequisites: PS 131 or PS 135, or instructor permission) Role of the federal and state court systems in our constitutional democracy, with an emphasis on their policy-making functions. Consideration of the factors shaping the judicial philosophies and political orientations of federal and state justices and judges.

**PS 311-312 6 cr.**

**Constitutional Law**

An examination, by means of case law, of the demands of liberty and the demands of democracy within the American Constitution. Topics include federalism, the separation and division of powers, social issues tied to industrialization and urbanization, commercial and property rights, and the rights of the poor and the oppressed as they arise in our legal framework.

Political Science Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
MAJOR	PS 130–131	American National Government	3	3
COGNATE	HIST 110–111	U.S. History	3	3
GE ELECT	ELECT	Free Elective		3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE T/RS–PHIL	T/RS 121–PHIL 120	Theology I–Intro. to Philosophy	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
<b>Second Year</b>				
MAJOR	PS 212–217	Internat’l Relations–Comparative Gov’t	3	3
MAJOR	PS 240	Research Methods	3	
COGNATE	HIST 120–121	Europe: 1500 to Present	3	3
GE ELECT	FREE ELECT <sup>1</sup>	Free Elective		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
<b>Third Year</b>				
MAJOR	PS 313 or 314–PS ELECT <sup>2</sup>	Political Ideas–Political Science Elective	3	3
MAJOR	PS ELECT	Political Science Electives	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
GE ELECT	FREE ELECT <sup>1</sup>	Free Electives	6	9
			18	18
<b>Fourth Year</b>				
MAJOR	PS ELECT	Political Science Electives	6	6
GE ELECT	FREE ELECT <sup>1</sup>	Free Electives	9	9
			15	15
TOTAL: 130 CREDITS				

<sup>1</sup> The department recommends a modern foreign language. The departmental advisor should be consulted.  
<sup>2</sup> Political Science majors are required to take either PS 313: Classical Political Ideas or PS 314: Modern Political Ideas. Both are recommended.

**PS 313** 3 cr.  
**(D) Classical Political Ideas**  
An examination of philosophical questions about politics (including the nature of law, morals, justice, and authority; and the role of ideas in political and social life) in classical texts from East and West, from Lao Tzu and Plato to the beginnings of modernity and Machiavelli.

**PS 314** 3 cr.  
**(D) Modern Political Ideas**  
An examination of philosophical questions and politics (including the nature of law, morals, justice, and authority; and the role of ideas in political and social life) in modern texts from East and West, from the beginnings of modernity with Machiavelli to Marx and Mao.

**PS 315** 3 cr.  
**Contemporary Political Thought**  
A study, based on primary materials, of the current state of the controversies in contemporary political thinking. A wide range of perspectives, from far left to far right, will be analyzed and critically examined. Minimally, the works of John Rawls, Robert Nozick, C.B. MacPherson, Isaiah Berlin, and Leo Strauss will be included.

**PS 316** 3 cr.  
**Jurisprudence**  
An examination of the differences between “the law” and “the laws”; the nature of legal systems; the nature and grounds of political, moral and legal obligations, and the controversy between the traditions of Natural Law and Positive Law.

- PS 317** 3 cr.  
**Parties, Elections, and Interest Groups**  
 Discussion of the historical development and current status of political parties and interest groups in the United States. Emphasis on the functions performed by political parties in our system vs. their functions in other systems, such as parliamentary democracies. Emphasis also on factors shaping the creation, maintenance, and political power of organized interest groups.
- PS 318** 3 cr.  
**(W) U.S. Foreign Policy: Cold War and Aftermath**  
 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.
- PS 319** 3 cr.  
**(W) U.S. Foreign Policy Process**  
 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.
- PS 322** 3 cr.  
**Public Personnel**  
 (Prerequisites: At least two of PS 130, 131, 135, 231, 232 or permission of instructor) An examination of public-personnel administration and management. Theories of organization, personnel management, civil-service history, current issues in personnel administration and management are considered.
- PS 323** 3 cr.  
**(S,D) Central America**  
 This course provides an overview of contemporary Central American politics. Special attention is given to the revolutionary upheavals in Nicaragua, El Salvador and Guatemala. The course also explores current challenges to the region's economic and political development such as crime, free trade and relations with the United States.
- PS 325** 3 cr.  
**Politics of the Budgetary Process**  
 (Prerequisites: At least two of PS 130, 131, 135, 231, 232 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.
- PS 326** 3 cr.  
**Theories of Political Economy**  
 An examination of the works of the great thinkers in the tradition of the political economy, and an extensive study of the historical evolution of theories of value, the creation of value and the increase of productive abilities.
- PS 327** 3 cr.  
**U.S. Congress**  
 Reading and discussion of selected Federalist Papers in order to appreciate the founders' views on human nature, the nature of government, democracy, and legislatures. An examination of the structure and function of the contemporary United States Congress, including the impact of political parties and interest groups on the business of Congress. Theories of representation are also considered.
- PS 328** 3 cr.  
**(D) Modern China**  
 Study of modern Chinese politics in the 19th and 20th centuries. Problems of modernization, Westernization, and communism in the People's Republic of China.
- PS 329** 3 cr.  
**The American Presidency**  
 This course focuses 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.
- PS 330** 3 cr.  
**Western Europe in World Affairs**  
 This seminar provides an historical, political, and analytical foundation for understanding the profound political and economic changes facing Europeans today. This involves studying the two world wars, the formation of Cold-War alliances and security systems, the European integration movement, the foreign policies of major European states, and organization of post-Cold War Europe.
- PS 331** 3 cr.  
**(W) The European Union**  
 (Enrollment only by permission from the professor.) Provides an in-depth study of the European Union and its 25 member states in order to prepare students for an intercollegiate simulation of the EU, which is held in Washington, D.C., each December. Students examine the EU's



theoretical and historical foundations, its institutions and policy procedures, and the ongoing challenges for European integration.

**PS 332** 3 cr.

**(D) Modern Japan**

This course examines 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; the question, "Is Japan a democracy?"; and the economic miracle of the present.

**PS 333** 3 cr.

**United States-Latin American Relations**

An introduction to the political, economic, and security relations between Latin America and the United States from the beginning of the 19th century through the present day. Present day topics include regional trade arrangements, democracy promotion, drug trafficking, immigration and the impact of 9/11.

**PS 338** 3 cr.

**Politics of Islam**

The political ideology of Islam; efforts 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.

**PS 384** 3 cr.

**Special Topics in Political Science**

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.

**PS 480** 3-6 cr.

**Political Science Internship I**

Permission of faculty advisor and department chair required for internship registration.

**PS 481** 3-6 cr.

**Political Science Internship II**

Permission of faculty advisor and department chair required for internship registration.

## **PSYCHOLOGY**

### **Faculty**

James P. Buchanan, Ph.D., *Chair*

Brad A. Alford, Ph.D.

Bryan R. Burnham, Ph.D.

J. Timothy Cannon, Ph.D.

Thomas P. Hogan, Ph.D.

Christie Pugh Karpiak, Ph.D.

Barry X. Kuhle, Ph.D.

Jessica M. Nolan, Ph.D.

John C. Norcross, Ph.D.

Carole S. Slotterback, Ph.D.

### **Overview**

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 career 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 in psychology has placed us in the top 10% of comparable institutions nationally.

Psychology majors are required to take PSYC 110, 210, 330 with lab, 390 (fall, junior year), and 490-491 (senior year). Students also take a minimum of five 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 four additional course requirements in the major. Completion of any combination of two optional laboratory courses and advanced topics seminars will constitute an elective Psychology course. Students are encouraged to take PSYC 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 business minor and recommended courses in Psychology. Interdisciplinary programs, such as the Human Development Concentration,

and dual majors with a number of other departments are also available. Students should consult their advisor and the *Psychology Handbook* for recommended courses, both major and cognate, tailored to their interests.

To avoid duplication of course content, Psychology majors may not register for the following courses: HS 242: Counseling Theories, HS 293: Research methods in Human Services, and HS 323: Psychiatric Rehabilitation. Students who wish to declare a minor or a second major in Human Services should consult their advisors and the chair of Human Services with regard to the above course restrictions.

### ***Minor in Psychology***

18 credits, consisting of PSYC 110, PSYC 210, PSYC 330 lecture, and one course from three of the following four groups: Physiological Processes (230, 231), Learning Processes (234, 235), Social-Development Processes (220, 221), and Individual Processes (224, 225). An equivalent statistics course and/or an equivalent methods course may be substituted for PSYC 210: Statistics and/or PSYC 330: Research Methods. Contact the Department Chair for a list of these courses. Any substituted course must then be replaced with a 3-credit Psychology course.

## **Course Descriptions**

### **PSYC 105 3 cr.**

#### **(E) Brain and Human Nature**

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 PSYC 231/NEUR 231 not open to Psychology majors or minors.)

### **PSYC 106 3 cr.**

#### **(E) Drugs and Behavior**

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 PSYC 339/NEUR 339; not open to Psychology majors or minors.)

### **PSYC 110 3 cr.**

#### **(S) Fundamentals of Psychology**

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 studies and preparation of short article reviews.

### **PSYC 110L 0.5 cr.**

#### **Demonstrations for Fundamentals of Psychology**

This lab is offered only in the fall semester and is restricted to and required only for students who enter the University as freshman Psychology majors and who are enrolled in the Psychology majors' fall section of PSYC 110. It is team taught by the psychology faculty and will entail exercises, simulations and applications. Graded pass/fail.

### **PSYC 210 3 cr.**

#### **(Q) Statistics in the Behavioral Sciences**

Basic statistics in the behavioral sciences, including organization and display of data; measures of central tendency; variability; correlation and regression; one- and two-sample t-tests; confidence intervals, one-way and two-way analysis of variance, chi-square; and consideration of effect size, power, and null hypothesis testing including types of errors. Introduction to the computerized statistical-analysis package SPSS-PC.

### **PSYC 220 3 cr.**

#### **(S) Social Psychology**

(Prerequisite: PSYC 110) Social determinants of behavior from a psychological perspective. Topics include liking, love, conformity, persuasion, attitude change, and person perception.

### **PSYC 221 3 cr.**

#### **(S) Childhood and Adolescence**

(Prerequisite: PSYC 110) Survey of psychological research dealing with the development and behavior of children. The physical, cognitive and social aspects of development, from infancy to adolescence, are considered.

### **PSYC 222 3 cr.**

#### **(S) Adulthood and Aging**

(Prerequisite: PSYC 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.

**PSYC 223** 3 cr.  
**Adolescence**  
(Formerly PSYC 284) (Prerequisite: PSYC 110)  
This course provides a survey of psychological research dealing with adolescence and considers the physical, cognitive, and social aspects of adolescence. Topics include adolescent egocentrism, importance of peers, family and school, as well as problem behaviors/emotional problems. Fall, odd years.

**PSYC 224** 3 cr.  
**(S) Personality**  
(Prerequisite: PSYC 110) A survey and critical evaluation of personality and its implications for assessment, psychotherapy, and research.

**PSYC 225** 3 cr.  
**(S) Abnormal Psychology**  
(Prerequisite: PSYC 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.

**PSYC 230** 3-4 cr.  
**Sensation and Perception**  
(Prerequisite: PSYC 110) Concerns the study of sensory mechanisms and perceptual phenomena. Optional lab entails supervised individual experimentation. Lecture, 3 credits; optional 1-credit laboratory, PSYC 230L. Lab fee; lab offered only in spring.

**PSYC 231** 3-4.5 cr.  
**(E) Behavioral Neuroscience**  
(Prerequisite: PSYC 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, PSYC 231L. Lab fee; lab offered fall only. (Also listed as NEUR 231.)

**PSYC 234** 3-4 cr.  
**(S) Cognitive Psychology**  
(Prerequisite: PSYC 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. Lecture, 3 credits; optional 1-credit laboratory, PSYC 234L. Lab fee; lab offered once a year.

**PSYC 235** 3-4.5 cr.  
**Conditioning and Learning**  
(Prerequisite: PSYC 110) Concerns the experimental study of both classical and instrumental conditioning. Optional lab involves supervised animal and human experimentation. Lecture, 3 credits; optional 1-credit laboratory, PSYC 235L. Lab fee; spring only.

**PSYC 236** 3 cr.  
**Industrial/Organizational Psychology**  
(Prerequisite: PSYC 110) The psychological study of people at work. Topics include personnel selection and training, motivation, leadership, the physical work environment, and computer applications. Spring, odd years.

**PSYC 237** 3 cr.  
**(D,S) Psychology of Women**  
(Prerequisite: PSYC 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, even years.

**PSYC 238** 3 cr.  
**Exercise and Sport Psychology**  
(Prerequisite: PSYC 110) The course covers cognitive-behavioral principles of motivation, goal setting, reinforcement, emotional regulation, attention control, imagery, and positive thinking and the psychological benefits of exercise and exercise adherence. Areas of application in sport include preparation for competition, group and team dynamics, leadership, aggression in sport, and character development and sportsmanship.

**PSYC 239** 3 cr.  
**Environmental and Conservation Psychology**  
(Prerequisite: PSYC 110) Provides an overview of psychological theories and methods used to study the human-nature relationship and the specific approaches used to address modern environmental problems. This is a service learning course. Students will spend a minimum of 25 hours applying course concepts/tools to assist local environmental agencies. Spring, even years.

**PSYC 310** 3 cr.  
**Multivariate Statistics**  
(Prerequisite: a grade of B or higher in PSYC 210 or equivalent course) Introduction to commonly used multivariate statistical methods including partial correlation, multiple regression, and factor analysis. Emphasis on analysis of actual data sets with SPSS, comparing alternative

solution methods and their interpretation. Not regularly scheduled.

**PSYC 325** 3 cr.

**Abnormal Child Psychology**

(Prerequisites: PSYC 110, PSYC 225) This course considers 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. Spring, odd years.

**PSYC 330** 5 cr.

**Research Methods in the Behavioral Sciences**

(Prerequisites: PSYC 110; a grade of C or higher in PSYC 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. PSYC 330L lab also includes supervised research and scientific writing. Lecture, 3 credits; lab, 2 credits. Lab fee; lab offered only in spring. The laboratory is writing-intensive (W).

**PSYC 334/HD 334** 3 cr.

**Couple and Family Therapy**

(Prerequisites: PSYC 110, PSYC 225) An introduction to the theory, research, and practice of couples-counseling and family therapy. Topics include family dysfunctions, assessment methods, treatment approaches, innovative techniques, and research findings. Not regularly scheduled.

**PSYC 335** 3-4 cr.

**(W) Psychological Testing**

(Prerequisites: PSYC 110; a grade of C or higher in PSYC 210) Provides a thorough grounding in principles of testing and a review of the major types of assessment, including intellectual, personality and interest. Lecture, 3 credits; optional 1-credit laboratory, PSYC 335L. Lab fee; lab offered fall only.

**PSYC 339** 3 cr.

**Psychopharmacology**

(Formerly PSYC 384) (Prerequisites: PSYC 110; grade of C or higher in PSYC 231) This course surveys the field of psychopharmacology with particular attention being paid to functional neuroanatomy, the important role of behavioral science, and the neuropharmacology of normal/abnormal behaviors. Numerous research strategies are examined, including dose response functions, therapeutic indices, routes of administration, and pharmacological/behavioral models of

clinical conditions. (Also listed as NEUR 339.) Even years.

**PSYC 360** 3 cr.

**(W) Clinical Psychology**

(Prerequisites: PSYC 110; a grade of C or higher in PSYC 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.

**PSYC 361** 3 cr.

**Cognitive Behavior Therapy**

(Formerly PSYC 384) (Prerequisites: PSYC 110; a grade of C or higher in PSYC 225) Reviews and examines treatments derived from the theories of psychologist Albert Ellis and psychiatrist Aaron T. Beck. Ellis' approach is rational emotive behavior therapy, and Beck has used the term cognitive therapy, or the more general "cognitive behavior therapy." This course provides an overview of theory, empirical support and future directions. Not regularly scheduled.

**PSYC 362** 3 cr.

**Child Clinical Psychology**

(Prerequisites: PSYC 110, PSYC 221, PSYC 225) This course is a survey of approaches to psychotherapy with preschool through early adolescent children with common emotional, behavioral and developmental problems. Theory, assessment, formulation and therapeutic techniques are addressed, and evidence-based approaches are highlighted. Even years.

**PSYC 363** 3 cr.

**Behavior Modification**

(Formerly PSYC 284) (Prerequisites: PSYC 110 and PSYC 235) Examines applications of social-learning principles in clinical, educational, and other applied settings. Topics include behavioral assessment, operant principles, self-management, response maintenance and ethical-legal issues raised by behavior modification. Students may be required to complete a self-management project during the course. Not regularly scheduled.

**PSYC 390** 1 cr.

**Career Development in Psychology**

(Prerequisites: junior standing; Psychology major) This seminar entails studying, discussing, and applying information on academic planning, career development, and graduate school. Course requirements include attendance at several academically-related department events or psychologically related university presentations. Fall only.

Psychology Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
MAJOR	PSYC 110 <sup>5</sup> –ELECT	Fund. of Psyc. <sup>5</sup> –Psyc. Elective	3.5	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE QUAN	MATH <sup>1</sup>	Mathematics Elective <sup>1</sup>		3
GE S/BH	SOC 110 <sup>2</sup>	Introduction to Sociology	3	
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHIL	PHIL 120–210	Introduction to Philosophy–Ethics	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16.5	16
Second Year				
MAJOR	PSYC 210–330/330L	Statistics–Research Methods	3	5
MAJOR	PSYC ELECT	Psychology Electives	3	3
GE ELECT	FREE ELECT	Free Electives	3	
GE NSCI	NSCI ELECT <sup>3</sup>	Natural Science Electives <sup>3</sup>	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Elective		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE PHED	PHED ELECT	Physical Education	1	1
			16	15
Third Year				
MAJOR	PSYC 390	Career Development in Psychology	1	
MAJOR	PSYC ELECT	Psychology Electives	6	9
GE ELECT	FREE ELECT	Free Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE T/RS	T/RS 121–122	Theology I–II	3	3
			16	18
Fourth Year				
MAJOR	PSYC 490–491	Hist. & Lit. of Psych. I–II	1.5	1.5
MAJOR	PSYC ELECT	Psychology Elective	3	
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
GE ELECT	FREE ELECT	Free Electives	9	15
			16.5	16.5
TOTAL: 130.5 CREDITS				

<sup>1</sup> MATH 103, 106 or 114

<sup>2</sup> The department strongly recommends SOC 110 Introduction to Sociology.

<sup>3</sup> One 3- or 4-credit NSCI Biology course and one additional 3- or 4-credit NSCI Biology, Chemistry or Physics course.

<sup>4</sup> No more than 15 credits of Psychology electives may be placed in the free elective area.

<sup>5</sup> Entering fall-semester freshmen enrolled in the majors only PSYC 110 section must also enroll in PSYC 110L. PSYC 110L is required only for entering fall-semester freshmen.

**PSYC 480** 3 cr.  
**Field Experience in Clinical Settings**  
(Prerequisites: Psychology major; junior or senior standing with priority given to seniors; a grade of C or higher in PSYC 225 and PSYC 360; permission of instructor. Prerequisite or co-requisite: PSYC 335) 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 site and 1.5 hours a week in a seminar throughout the semester. The professor provides classroom instruction, and the on-site supervisor provides clinical supervision. Graded Satisfactory/Unsatisfactory.

**PSYC 481** 3 cr.  
**Field Experience in Personnel Psychology**  
(Prerequisites: junior or senior standing; a grade of B or higher in PSYC 236 and 335; MGT 361; permission of 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. Graded Satisfactory/Unsatisfactory. Offered as a reader.

**PSYC 490** 1.5 cr.  
**History and Literature of Psychology I**  
(Prerequisites: senior standing; Psychology major or minor) This lecture and discussion course will examine the history of modern psychology from

pre-Socratic philosophers to contemporary perspectives. Emphasis will be placed on the influential works of various schools of thought that have shaped the emergence of psychology. Fall only.

**PSYC 491** 1.5 cr.

**(W) History and Literature of Psychology II**

(Prerequisite: senior standing; a grade of C or higher in PSYC 490) This seminar, designed for students with a major or minor in Psychology, will entail critical reading, analysis, and discussion of selections from the seminal literature in psychology, including selected works of William James, Sigmund Freud, and B.F. Skinner. Individual professors will choose additional readings on the basis of their interests and student preferences. Spring only.

**PSYC 492** 1-2 cr.

**Advanced Topics Seminar**

Seminar course featuring selected advanced topics in psychology. Restricted to junior and senior majors by permission of the instructor. The specific topic, scheduling format and course prerequisites will vary by instructor. The topics, with specific prerequisites, will be listed each semester and can be obtained for the academic year from the department chairperson. Not regularly scheduled.

**PSYC 493-494** 3-6 cr.

**Undergraduate Research**

(Prerequisites: junior or senior standing; PSYC 330; a grade of B or higher in PSYC 330 lecture and the Psychology course most relevant to research topics; permission of instructor) 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.

## ► SOCIOLOGY

### Faculty

Harry R. Dammer, Ph.D., *Chair*  
 Thomas E. Baker, M.S.  
 Joseph F. Cimini, J.D.  
 David O. Friedrichs, M.A.  
 Michael Jenkins, Ph.D. candidate  
 Meghan Ashlin Rich, Ph.D.  
 James C. Roberts, Ph.D.  
 Loreen Wolfer, Ph.D.

### Overview

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. The courses are designed to help the student interested in 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, 231 and 232 in their electives; for Social Work, SOC 234, 115, 116, 118 and 224; for Medical Services/Administration, SOC 216, GERO 212, 216, 218 and 230; for Human Resources/Administration, SOC 226, 227 and 228.

The Department of Sociology/Criminal Justice also administers the Criminal Justice major.

### *Minor in Sociology*

18 credits, including SOC 110, SOC 218 and S/CJ 212. Two electives at the 100 and 200 level (one of these must be at the 200 level) are required, as is one elective at the 300 level.

## Course Descriptions

### *Sociology*

**SOC 110** 3 cr.

**(S) Introduction to Sociology**

Fundamental principles in the field of sociology. Stratification, ethnicity, deviance; basic institutions of society; social change and demographic trends.

**SOC 112** 3 cr.

**(S) Social Problems**

Application of sociological principles to major issues in contemporary society.



**SOC 115** 3 cr.  
**Introduction to Social Work**  
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 132** 3 cr.  
**Introduction to Archaeology**  
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** 3 cr.  
**(D,W) Marriage and the Family**  
An historical, comparative, and analytical study of marriage and family institutions. Problems of courtship, mate selection and marriage adjustment in modern society.

**SOC 211** 3 cr.  
**Methods of Social Research**  
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** 3 cr.  
**Religion and Society**  
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 213** 3 cr.  
**Collective Behavior and Social Movements**  
This course will examine collective behavior which includes protest demonstrations, riots, mass or diffuse phenomena such as fads and crazes, social movements, and revolution, with a decided emphasis on social and political movements. This course is recommended for those interested in sociology, political science, history, or other social sciences.

**SOC 214** 3 cr.  
**Sociology of Sport**  
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** 3 cr.  
**Medical Sociology**  
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 218** 3 cr.  
**Sociological Theory**  
An examination of the major theoretical developments in sociological theory from the classical period of Marx, Weber, and Durkheim to contemporary schools such as structural-functionalism, conflict theory, exchange theory, and symbolic interaction.

**SOC 219** 3 cr.  
**Community Organization**  
A general introduction to the process of community organization, as a field of both social work and 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 220** 3 cr.  
**(S,D) Social Stratification**  
This course will investigate the varying levels of inequality in our society, based on the intersections of race, class, and gender. An assessment of various social inequality issues and institutional realms, such as politics and the economy, will be made from a sociological perspective.

**SOC 224** 3 cr.  
**(S,D) Race and Ethnic Relations**  
An introduction to the sociology of race and ethnicity, this course focuses on the historical construction and continued significance of these categories over time. Various racial and ethnic group experiences will be studied in terms of their treatment by dominant social institutions and their access to social, cultural, and political power in the United States.

**SOC 226** 3 cr.  
**Sociology of Work and Professions**  
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** 3 cr.  
**Business and Society**  
 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 also shows how the business sector impacts on society and on the globalization of the economy.
- SOC 228** 3 cr.  
**Social Psychology**  
 Study of individual behavior as affected by cultural and social stimuli. Emphasis on the analysis of human conduct in social settings.
- SOC 229** 3 cr.  
**Crisis in Population**  
 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 234** 3 cr.  
**(S,D) Cultural Anthropology**  
 Cultural and social organization among primitive or preliterate societies: marriage, property, religion, magic and tribal control. Significance of the study of primitive cultures for understanding of urban industrial civilizations.
- SOC 235** 3 cr.  
**Peoples of East Asia**  
 The anthropology of the East Asian culture area, focusing particularly on China and Japan. Topics include basic social institutions, world views, culture and personality, and the problem of modernization.
- SOC 284** 3 cr.  
**Special Topics in Sociology**  
 (Prerequisite: Consent of the chair and the instructor) 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.
- SOC 315** 3 cr.  
**Feminism and Social Change**  
 This course examines the relationship between feminism and social change, studying feminist movements and how feminist ideologies, strategies, and individuals influenced social movements. It also explores outcomes of women's movements, the mobilization of counter-movements, and the consequences of feminism for society for various organizational and professional roles and for individual women.
- SOC 317** 3 cr.  
**(D,W) Family Issues and Social Policy**  
 This *service-learning course* examines family problems of work and poverty, separation and divorce, family violence, and elder care, addressing each in terms of describing the social problem and why it exists and the program/policies designed to address it. Students are offered solutions and are helped to apply multicultural interpretations.
- SOC 323** 3 cr.  
**(D) Great American Cities**  
 A sociological exploration of selected major U.S. cities will review a variety of cultures and examine that matrix of ideas, creeds, religions, races, ethnicities, attitudes, habits, artifacts and institutions – social, educational, artistic, political and economic – which condition the way the people in each city live.
- SOC 328** 3 cr.  
**Child Welfare**  
 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 330** 3 cr.  
**Social Policy and Aging**  
 Review of major legislation affecting older adults, including the Social Security Act, Older Americans Act, Medicare, and various local, state, and national programs for the aged.
- SOC 331** 3 cr.  
**Urban Sociology**  
 Urban ecology and culture as the dominant form of community life in contemporary society; their characteristics, peculiarities, and problems.
- SOC 382-383** 3 cr.  
**Independent Study in Sociology**  
 (Prerequisite: Consent of the chair and instructor) Designed for advanced students who are capable of independent study. A program of planned research under the guidance of a faculty member.
- SOC 480-481** 3 cr.  
**Internship in Social Work**  
 (Prerequisite: junior or senior standing; permission of instructor) Supervised experiential learning designed to broaden the educational experience of

Sociology Curriculum

	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
MAJOR	SOC 110	Intro. to Sociology	3	
MAJOR	SOC ELECT	Sociology Elective (100 or 200 level)		6
COGNATE	PSYC 110	Fundamentals of Psychology	3	
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy-Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
<b>Second Year</b>				
MAJOR	SOC 218	Sociological Theory	3	
MAJOR	S/CJ 212	Research Methods in the Social Sciences	3	
MAJOR	SOC ELECT	Sociology Elective (200 level)		3
COGNATE	CHS 241	Case Management & Interviewing		3
COGNATE	COGNATE ELECT <sup>1,3</sup>	Social/Behavioral Science Elective	3	
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE QUAN	S/CJ 215	Statistics for the Social Sciences		3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
<b>Third Year</b>				
MAJOR	SOC ELECT	Sociology Electives (200 or 300 level)	3	3
COGNATE	COGNATE ELECT <sup>1,3</sup>	Social/Behavioral Science Electives	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE PHIL-T/RS	PHIL-T/RS ELECT	Philosophy or T/RS Elective	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	FREE ELECT	Free Electives	6	6
			18	18
<b>Fourth Year</b>				
MAJOR	SOC ELECT	Sociology Elective (300 level)	3	
MAJOR	SOC 480 or ELECT <sup>2</sup>	Internship or Elective		3
COGNATE	COGNATE ELECT <sup>1,3</sup>	Social/Behavioral Science Electives	3	3
GE ELECT	FREE ELECT	Free Electives	9	9
			15	15

TOTAL: 130 CREDITS

<sup>1</sup> In the cognate Social Science electives, the department recommends a mix of Human Services, Criminal Justice, Political Science and Psychology electives, especially PSYC 224: Personality.

<sup>2</sup> Department recommendation: The social-work internship may be taken in either the junior or senior year, or both (not to exceed a maximum of 6 credits of internship).

<sup>3</sup> Students in the five-year College of Arts and Sciences M.B.A. program should take the series of 1-credit M.B.A. prep courses here. Students considering this CAS/MBA program must take MATH 108 and any prerequisites before the last semester of the senior year.

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.

*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 Community-Based Corrections
- S/CJ 224 Sociology of Deviance
- S/CJ 225 White Collar Crime
- S/CJ 226 Comparative Justice Systems
- S/CJ 227 Organized Crime Patterns
- S/CJ 232 Public Safety Administration
- S/CJ 234 Criminal Justice Management
- S/CJ 314 The Bill of Rights and Criminal Justice
- S/CJ 316 Principles of Evidence

- S/CJ 317 Trial, Jury and Counsel  
 S/CJ 318 Civil Liability  
 S/CJ 324 Victimology

## Gerontology

### GERO 110 3 cr. (S) Introduction to Gerontology

A multidisciplinary examination of the cognitive and affective aspects of aging. The course covers 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 adequate benefits and services for the elderly. *Students who have taken HADM 110 are not eligible to take GERO 110.*

### GERO 216 3 cr. Aging and the Community

Consideration of selected community strategies effecting desired changes in the development and implementation of social services and programs for the elderly: legislative action, inter-agency relationships, the citizen role. *Students who have taken HADM 216 are not eligible to take GERO 216.*

### GERO 218 3 cr. Health and Aging

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. *Students who have taken HADM 218 are not eligible to take GERO 218.*

### GERO 220 3 cr. Crime and Aging

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 232 3 cr. Aging and Death

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. *Students who have taken HADM 232 are not eligible to take GERO 232.*

### GERO 284 3 cr.

#### Special Topics in Gerontology

(Prerequisite: Permission of the chair and the instructor) 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.

### GERO 382-383 3 cr.

#### Independent Study in Gerontology

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 the chairperson of the department and the instructor directing the study.

### GERO 480-481 3 cr.

#### Internship in Gerontology

(Prerequisite: junior or senior standing; permission of instructor) Supervised experiential learning in one or more organizations that serve older adults. Supervision by a faculty member and agency supervision required.

## ► THEOLOGY/ RELIGIOUS STUDIES

### Faculty

Charles R. Pinches, Ph.D., *Chair*  
 I. Michael Bellafiore, S.J., S.T.L.  
 James Brian Benestad, Ph.D.  
 William T. Cohen, M.Div.  
 Daniel K. Darko, Ph.D.  
 Mary Anne Foley, C.N.D., Ph.D.  
 Brigid C. Frein, Ph.D.  
 Maria Poggi Johnson, Ph.D.  
 Christian S. Krokus, M.A.  
 Nathan S. Lefler, Ph.D.  
 Susan F. Mathews, Ph.D.  
 Cyrus Olsen, Ph.D.  
 Eric A. Plumer, Ph.D.  
 Thomas F. Sable, S.J., Ph.D.  
 Marc B. Shapiro, Ph.D.  
 John C. Sivalon, Ph.D.

### Overview

As "faith seeking understanding," theology plays an essential role in the quest for God, wisdom, and human fulfillment. Catholic education recognizes that theology addresses certain basic human questions in ways that speak

to the heart and mind as no other discipline can. Theology approaches such questions not in isolation, but as a partner in a living exchange between the Church and the diverse traditions of the world. Theology/Religious Studies courses seek to form conscience and character, helping our students address contemporary questions of good and evil, freedom and truth, life and death. In addition to courses with a primarily Christian focus, the department offers courses in non-Christian religious traditions. The General Education requirement of 6 Theology credits for all students is fulfilled by T/RS 121-122, a two-semester introductory sequence. These courses must be completed before students take upper-division courses in Theology.

### ***Major in Theology/Religious Studies***

The Bachelor of Arts degree in Theology/Religious Studies requires 30 credits in the major (including the two introductory courses), allowing for a second major and/or minor or concentration in many fields. Theology majors must take at least four courses at the 300 or 400 level, including at least one semester of the Theology Capstone Seminar, T/RS 490. To ensure a well-rounded background in the discipline, each major must take at least one course from each of the following categories:

- Old Testament:* T/RS 210Z, 310, 311Z, 312, 313Z, 440Z
- New Testament:* T/RS 314Z, 315Z, 316Z, 317, 318Z, 441
- History:* T/RS 213, 215Z, 217, 218, 223Z, 319, 320, 321, 322, 323Z
- Doctrine:* T/RS 220, 222, 224, 328Z, 330Z, 331Z
- Moral Theology:* T/RS 230, 231, 232, 236, 333Z, 334Z, 335Z, 337Z

### ***Theology/Religious Studies Minor***

The minor in Theology/Religious Studies requires 18 credits: T/RS 121 and 122 plus four more courses. In choosing courses for a minor, students may concentrate in one area of theology or they may select courses from several areas.

## **Course Descriptions**

### **HEBR 101-102 6 cr.**

#### **(CF) Biblical Hebrew**

(HEBR 101 is a prerequisite for HEBR 102)

A systematic introduction to the fundamentals of Biblical Hebrew grammar and to certain aspects of ancient Semitic language and culture.

### **T/RS 121 3 cr.**

#### **(P) Theology I: Introduction to the Bible**

A survey of central texts and themes of the Bible. Its purpose is to develop biblical literacy as well as skills in interpreting various literary forms and key theological concepts.

### **T/RS 122 3 cr.**

#### **(P) Theology II: Introduction to Christian Theology**

(Prerequisite: T/RS 121) A survey of key Christian themes: creation, Christ's incarnation and redemption, the Church and sacraments, Christian personhood, and the practice of prayer, virtue, and hope for the future.

### **T/RS 210Z 3 cr.**

#### **(P,D) Jews, Christians, and the Bible**

(Formerly T/RS 207) A survey of ancient and modern ways of reading the Bible. The focus will be on a group of central biblical figures whose stories will be examined in the context of ancient Israelite history and society. The biblical stories will then be compared with later elaborations by Jewish and Christian interpreters.

### **T/RS 212 3 cr.**

#### **(P) Saints and Holiness**

An inquiry into the nature of Christian sanctity by an examination of the lives and accomplishments of traditional saints and of contemporary persons who respond to the Gospel message.

### **T/RS 213 3 cr.**

#### **(P) American Catholic Thought**

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 214C 3 cr.**

#### **(P,W) Inside the Catholic Tradition**

(Formerly T/RS 184C) This introduction to Catholic Tradition will study its scope, depth, and ongoing development, reception, and characteristics. Topics covered include Faith and Revelation, the intercommunion of Scripture and Tradition, the role of Magisterium, and the development of doctrine. Selected readings are

taken from important conciliar texts and theologians.

**T/RS 215Z 3 cr.**

**(P) The History of Christian Theology**

(Formerly T/RS 210) 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 216 3 cr.**

**(P,D) Judaism in Modern Times**

(Formerly T/RS 216Z) This course is a detailed study of the history of modern Judaism (1700 to present) in all of its aspects, including Messianism, Hasidism, Jewish Emancipation, new Jewish religious movements, Zionism, Holocaust, and the rise of the State of Israel.

**T/RS 217 3 cr.**

**(P,D) The Holocaust in Context: History and Theology**

An exploration of the Holocaust through the perspective of the history of anti-Semitism. The course will examine the historical aspects of the Holocaust as well as the moral and theological issues raised by it.

**T/RS 218 3 cr.**

**(P,D) Women in Christianity**

(Formerly T/RS 315 and T/RS 218Z) 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 219Z 3 cr.**

**(P,D) The Religions of the World**

(Formerly T/RS 314) 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 220 3 cr.**

**(P) The Sacramental Imagination**

A basic course which explores the significance of the sacraments for the Church and for the development of the Christian imagination.

**T/RS 221 3 cr.**

**(P) Prayer**

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

**T/RS 222 3 cr.**

**(P) Introduction to Christian Worship**

This course explores how Christian worship and theology inform one another. Particular attention will be given to the liturgical roots of Christian theology.

**T/RS 223Z 3 cr.**

**Introduction to the Theology of the Byzantine Churches**

(Formerly T/RS 225) The Byzantine theological tradition develops special emphases 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 224 3 cr.**

**(P) Introduction to Eastern Liturgies**

(Formerly T/RS 226 and T/RS 224Z) 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 225Z 3 cr.**

**(P) A Theology of Marriage**

(Formerly T/RS 240) This course will introduce students to the theology of marriage. It will focus on the distinctiveness of Christian marriage, its sacramentality, marriage as a vocation and covenant, love and friendship in marriage, sex, singleness, family and children. Questions of the state of the institution of marriage in contemporary culture will also be discussed.

**T/RS 226 3 cr.**

**(P) Faith and Healing: God and Contemporary Medicine**

(Formerly T/RS 313 and T/RS 226Z) This course will consider the history of Western medicine in the light of a range of Christian notions such as that life is a gift from God, that the body is good, that illness is a (limited) evil, that health is a responsibility. In this light, the idea that medicine is a calling and healing an art will be considered.

**T/RS 227Z 3 cr.**

**(P) Biomedical Ethics**

(Formerly T/RS 330) This course will present theological reflections on the 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.



Theology/Religious Studies Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
MAJOR (GE T/RS)	T/RS 121-122	Theology I-II	3	3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE QUAN	MATH ELECT	Quantitative Reasoning Elective		3
GE S/BH	S/BH ELECT	Social/Behavioral Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
<b>Second Year</b>				
MAJOR	T/RS ELECT	Theology Electives	3	3
COGNATE	COGNATE ELECT	Cognate Electives	3	
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Elective		3
GE PHIL	PHIL 210-ELECT	Ethics-Phil. Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
<b>Third Year</b>				
MAJOR	T/RS ELECT	Theology Electives	3	6
COGNATE	COGNATE ELECT	Cognate Electives	9	9
GE ELECT	FREE ELECT	Free Electives	3	3
			15	18
<b>Fourth Year</b>				
MAJOR	T/RS 490	Topics in Theological Investigation		3
MAJOR	T/RS ELECT	Theology Electives	6	
COGNATE	COGNATE ELECT	Cognate Electives	9	9
GE ELECT	FREE ELECT	Free Electives	3	3
			18	15
TOTAL: 130 CREDITS				

**T/RS 228** 3 cr.  
**(P) Parables in Pop Culture**  
(Formerly T/RS 214 and T/RS 228Z) This course is designed to help students attend to and interpret the narratives of popular culture from the perspective of Christian faith. We will discuss Jesus' use of parables, engage the theological tradition of "finding God in all things," and analyze a variety of artistic productions (movies, television and music) that represent dominant themes of contemporary culture.

**T/RS 230** 3 cr.  
**(P) Moral Theology**  
A study of the Catholic moral tradition, its origins, development, key principles and debates. Areas of inquiry include human freedom, happiness, virtue, conscience, divine grace, natural law and the relation between morality and doctrine.

**T/RS 231** 3 cr.  
**(P) God and the Good Society**  
This course will work to provide a theological assessment of various political, moral, economic and social arrangements that have or might apply in human societies. Attention will be given to different descriptions of the Church's right relation to the nation state, as well as of social justice, foreign relations, and/or legal systems.

**T/RS 232** 3 cr.  
**Catholic Social Thought**  
An in-depth study of the Catholic perspective on the common good. Readings will be chosen from Augustine, Aquinas, papal social encyclicals and other contemporary sources. Areas of inquiry include the dignity of the human person, natural law and rights, the dialogue with political philosophy, social justice, law and public policy, and the role of the family.

- T/RS 233** 3 cr.  
**(P,W) Suffering**  
 This course examines the way in which Christians and Jews narrate their suffering in the context of God's purposes. Traditional formulations of "the problem of evil" will be critiqued, and the concept of redemptive suffering will be explored.
- T/RS 234** 3 cr.  
**(P,D) 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** 3 cr.  
**(P) 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** 3 cr.  
**(P) Prophets and Profits: The Economy in the Christian Life**  
 An inquiry into the witness of the Church with regard to questions of wealth, business, economics and formulation of public policy. Biblical sources, Church tradition, and contemporary narratives will be employed to assess the common good.
- T/RS 240Z** 3 cr.  
**(P,W) Scrolls and Scriptures**  
 This course will study the Dead Sea Scrolls. Questions regarding how the scrolls advance understanding of Judaism and Christianity in antiquity will be considered, as well as their relevance to biblical studies today.
- T/RS 241** 3 cr.  
**(P) Early Biblical Heroes and Villains**  
 (Prerequisites: T/RS 121, T/RS 122) This course will be a theological study of some of the historical books of the Old Testament, especially Joshua, Judges, and the four books concerning kings. Major figures and narratives, like those of King David and the prophet Elijah, will be the main focus.
- T/RS 242** 3 cr.  
**(P) Women in the Bible**  
 This course surveys the variety of perspectives on women found in the Bible.
- T/RS 250** 3 cr.  
**(P,D) Latin American Liberation Theology and Beyond**  
 The objective of the course is to explore the development of theology within Latin America after the Second Vatican Council (1962-65). Special attention is given the theological, social and political settings of Catholicism in Latin America.
- T/RS 295** 3 cr.  
**(P,D) Christianity in Africa**  
 This travel course takes students to Uganda in East Africa. It covers the life and story of Ugandan Christianity since 1877, including the Uganda martyrs, the relationship between Anglicans and Catholics, and the role of Christian churches in Uganda culture, especially related to education, justice and medicine.
- T/RS 310** 3 cr.  
**(P) The Heart of the Old Testament**  
 (Formerly T/RS 309 and T/RS 310Z) 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 311Z** 3 cr.  
**(P) Job and the Psalter**  
 (Formerly T/RS 306) 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 312** 3 cr.  
**(P) The Great Prophets**  
 (Formerly T/RS 308 and T/RS 312Z) 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 313Z** 3 cr.  
**(P,W) Faith and Justice in the Prophetic Tradition**  
 (Formerly T/RS 208) The goals of contemporary Jesuit education are the service of faith and the promotion of justice. This course will examine the roots of these ideals in the writings of the OT prophets, with special attention to Isaiah.
- T/RS 314Z** 3 cr.  
**(P) Jesus in the Four Gospels**  
 (Formerly T/RS 206) A study of the historical, literary and theological significance of Jesus' life and teaching as presented in the four canonical Gospels.

**T/RS 315Z** 3 cr.  
**(P,W) John's Gospel and Letters**  
 (Formerly T/RS 304) A close look at the Fourth Gospel and the Epistles of John with an emphasis on their literary, historical, and theological characteristics.

**T/RS 316Z** 3 cr.  
**(P,W) Passion and Resurrection Narratives**  
 (Formerly T/RS 307) 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 317** 3 cr.  
**(P) Pauline Letters**  
 (Formerly T/RS 204 and T/RS 317Z) 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 318Z** 3 cr.  
**(P) The Apocalypse of St. John**  
 (Formerly T/RS 305) 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 319** 3 cr.  
**(P,D,W) Judaism in the Time of Jesus**  
 (Formerly T/RS 335 and T/RS 319Z) 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 320** 3 cr.  
**(P) Early Christian Writers**  
 (Formerly T/RS 215 and T/RS 320Z) This course is designed to provide an introduction to the main figures, theological currents and ideas of the formative period of the history of Christian theology by a close reading of selected texts from the major authors of the first six centuries of the Church.

**T/RS 321** 3 cr.  
**(P) Development of Christian Thought to 1100**  
 (Formerly T/RS 218 and T/RS 321Z) A survey of the principal theological, spiritual and institutional developments in the first millennium of the Church's life.

**T/RS 322** 3 cr.  
**(P) Development of Christian Thought 1100 to 1800**  
 (Formerly T/RS 219 and T/RS 322Z) Survey of the principal theological, spiritual, and institutional developments in the Church in the medieval, reformation, and early modern periods.

**T/RS 323Z** 3 cr.  
**(P) Protestant Traditions**  
 (Formerly T/RS 228) This course will examine both historical and contemporary representatives of selected Protestant traditions, focusing on their characteristic understandings of (1) scripture, tradition and knowledge of God; (2) grace, faith and works; and (3) the Church and the Christian life.

**T/RS 324Z** 3 cr.  
**Jesuit Spirit**  
 (Formerly T/RS 312) 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 325** 3 cr.  
**(P) Heaven and Hell**  
 (Formerly T/RS 223 and T/RS 325Z) Besides studying the origins of the Christian belief in the afterlife, the course will also focus on Catholic and Protestant formulations of the doctrines of salvation and damnation as well as literary responses to the notions of heaven and hell.

**T/RS 326Z** 3 cr.  
**(P) Belief and Unbelief**  
 (Formerly T/RS 327) A multidisciplinary inquiry into the nature of Faith in the Catholic tradition with special attention to the challenges of modernity.

**T/RS 327Z** 3 cr.  
**Spiritual Classics**  
 (Formerly T/RS 324) A study of influential Christian texts that reveal profound spiritual reflection about the soul and its relation to God. Readings will be drawn from such works as St. Augustine's *Confessions* and St. Teresa of Avila's *Life of Teresa of Jesus*.

**T/RS 328Z** 3 cr.  
**(P) The Christian Church**  
 (Formerly T/RS 318) A brief survey of various expressions of the Church's nature and mission throughout its history, from the New Testament through Vatican II. Some contemporary

approaches to ecclesiology will be explored, touching on questions regarding what is the true church and its rightful global mission.

**T/RS 330Z 3 cr.**

**(P) Christ in Tradition and Culture**

(Formerly T/RS 227) 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 331Z 3 cr.**

**(P,W) God and the Earth**

(Formerly T/RS 316) 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 333Z 3 cr.**

**(P) Friendship and the Christian Life**

(Formerly T/RS 321) This course will explore friendship as a central practice of the Christian life, especially the moral and spiritual life, and examine virtues such as fidelity, forgiveness, and love which are essential for sustaining and nurturing friendships.

**T/RS 334Z 3 cr.**

**(P,D) The Church and Contemporary Social Issues**

(Formerly T/RS 326) 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 335Z 3 cr.**

**(P) Virtue, Vice and Christian Ethics**

This course will consider virtues and vices from the perspective of the Christian vision, comparing them to other popular visions in the ancient and/or modern world. Other related topics to be treated include human freedom, action, happiness, sin, and moral truth.

**T/RS 336Z 3 cr.**

**(P,D) The Jewish Way of Life**

(Formerly T/RS 333) 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 337 3 cr.**

**(P,D,W) Jewish Approaches to Ethics**

A survey of Jewish approaches to ethics and ethical problems with comparisons to other religious traditions and the writing of secular ethicists.

**T/RS 338Z 3 cr.**

**(P,D,W) Psychology and Spirituality**

(Formerly T/RS 439; prerequisite: PSYC 110) This course explores selected Christian and Buddhist traditions of spirituality as understood by their practitioners and from the perspective of representative theorists or schools of Western psychology. The course concludes by assessing positive and negative aspects of these psychological approaches to understanding and evaluating spiritual experience.

**T/RS 339Z 3 cr.**

**Eastern Christian Spirituality**

(Formerly T/RS 325) A study of the meaning of the spiritual life for Eastern Christian writers with a particular emphasis upon St. Athanasius, Gregory of Nyssa and Gregory Palamas. Themes such as prayer, image of and likeness with God, discernment of spirits, hesychasm and icons will be discussed.

**T/RS 440Z 3 cr.**

**Introduction to Old Testament**

(Formerly T/RS 400) 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.

**T/RS 441 3 cr.**

**Inside the New Testament**

An introduction to the primary methods and problems of New Testament interpretation focusing on the contents, historical background and theological import of major passages. Among the specific topics studied will be from and redaction criticism along with recent critical approaches to the text such as structuralist exegesis, narrative and feminist criticisms.

**T/RS 445 3 cr.**

**Pastoral Theology**

This course is based on the assumption that when done properly, all theology is pastoral. Throughout the course, students will "read" both the liturgy and classical theological texts in a pastoral way, as well as reflect theologically on

their own pastoral experience. It will be conducted in seminar format.

**T/RS 480** 1-3 cr.

**Internship**

(Prerequisite: junior standing, 15 credits of Theology/Religious Studies) Theology majors and minors can receive credits for a variety of ministerial experiences. Approval must be obtained beforehand from supervising faculty member and chairperson. Internship credits can be placed in the cognate or free area; they do not count toward the 30 credits needed for a Theology major or the 18 credits needed for a Theology minor.

**T/RS 490** 3 cr.

**Theology Capstone Seminar**

(Prerequisite: 12 credits of Theology/Religious Studies). A capstone seminar required for Theology majors, recommended for minors and available to other qualified students with permission of instructor. Topics will vary from semester to semester depending on student interest and faculty expertise. The use of primary sources and research appropriate to the specific topic will be emphasized. Students may take more than one semester of this course.

## ► WORLD LANGUAGES AND CULTURES

### Faculty

Linda Ledford-Miller, Ph.D., *Chair*

Marzia Caporale, Ph.D.

Marie Karam, M.A., *Director of Language Learning Center*

Robert A. Parsons, Ph.D.

Virginia A. Picchietti, Ph.D.

Jamie H. Trnka, Ph.D.

Joseph P. Wilson, Ph.D.

Habib K. Zanzana, Ph.D.

### Mission Statement

The mission of the Department of World Languages and Cultures is to prepare students to become proficient in a language, a literature, and a culture other than English and American so that they may lead empowered and productive lives as global citizens. Foreign language students, especially majors and minors, employ their enhanced cultural awareness, intercultural sensitivity, and global

perspective, in order to meet the innumerable challenges of an ever increasingly interrelated and interdependent world.

The Department of World Languages and Cultures at The University of Scranton adheres to the Ignatian principle that foreign language education is a vital part of the student's intellectual formation. Foreign language acquisition is a vital part of the liberal arts education that is at the core of Jesuit education. Proficiency in foreign languages allows students to understand better the world in which they live; to comprehend better the intellectual and cultural traditions of others; to serve more fully their fellows. The faculty work to develop in their students an informed sense of moral and ethical responsibility, in keeping with the Jesuit mission of *cura animae* and *cura personalis*. Academic and professional growth is nurtured through close contact with faculty and staff; a sense of service is fostered through multiple opportunities to work and interact with the local community; and a sense of international responsibility is created by prolonged interaction with international scholars here at the University, as well as study abroad in other countries. The faculty adheres to the highest standards of professional and scholarly responsibility in all their dealings with students, other faculty, other departments, and the University community.

### Overview

The program of the Department of World Languages and Cultures 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 Languages 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 (or 30 credits if beginning at the 300-level), and the elementary level if it is classical. Foreign 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 department.

The department urges students to study abroad during their junior year. In addition, it strongly recommends that students returning from the foreign study experience take at least one course per semester in their major language during the senior year. All returning students are required to take at least one upper-division 300- or 400-level course in their major language at The University of Scranton. Courses taken abroad in the target language may count toward majors and minors.

## Minors in Language

**French, German, Greek, Italian, Latin, Spanish:** 18 credits at the elementary level or above. Placement in a previously studied language will be determined by placement testing in the Language Learning Center.

**Portuguese:** 15 credits consisting of PORT 110, PORT 210, and two advanced Portuguese courses.

Minors in **Arabic, Chinese, Japanese and Russian** are sometimes possible, depending upon the availability of courses in these languages or through study abroad. **Arabic, Chinese and Japanese:** 18 credits at the elementary level or higher. **Russian:** 16 credits consisting of RUSS 110, RUSS 210 and 6 additional credits.

Students who minor in **two languages** must complete 12 credits in each language beginning at the intermediate level or higher.

*Elementary courses in any language are not normally open to students who have studied two or more years of the same language in high school. Native speakers of a language normally begin above the 311-312 level. Any deviation from these policies must be approved by the Department of World Languages and Cultures.*

## Major in 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 a business enterprise.

In order to bridge the communication gap between multinational businesses 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.

## Course Descriptions – Modern Languages

*Students may not take the elementary level of their native language. Modern languages are taught in the target language, with the exception of non-Western languages in which students must first learn a new alphabet and sound system.*

### American Sign Language

ASL 101-102

6 cr.

#### (CF) American Sign Language

Introduces the fundamentals of ASL, including its history and recognition as a language. Development of expressive and receptive conversational skills. Students will gain insight into deaf culture through the study of ASL in the classroom and by interacting with ASL users. (ASL 101 is normally the prerequisite to 102.)



**Arabic****ARAB 101-102 6 cr.**  
**(CF) Beginning Arabic\***

Designed for non-Arabic-speaking students, this course studies modern standard Arabic and aims to enable students to use and properly pronounce simple Arabic words and to listen, speak, read and write simple sentences. This course also offers a preliminary approach to Arabic grammar. (ARAB 101 is normally the prerequisite to 102.)

**ARAB 211-212 6 cr.**  
**(CF,D) Intermediate Arabic\***

(Prerequisites: ARAB 101-102 or equivalent, as determined by instructor) *Completion of ARAB 212 satisfies one semester of the cultural diversity requirements.* A continuation of elementary Arabic. Students will acquire more vocabulary and grammar and engage in more speaking, reading and writing. (ARAB 211 or its equivalent is normally the prerequisite to 212.)

**ARAB 311-312 6 cr.**  
**(CF,D) Advanced Arabic\***

(Prerequisites: ARAB 211-212 or equivalent, as determined by instructor) Advanced grammar, reading, conversation and composition in standard Arabic. This third-year course emphasizes the development of listening, speaking, reading and writing skills in interactive settings. (ARAB 311 or its equivalent is normally the prerequisite to 312.)

**Chinese****CNS 101-102 6 cr.**  
**(CF) Beginning Chinese\***

A learner-based, performance-based and task-based approach to Chinese, this course focuses on the development of the students' ability to comprehend and communicate in the Chinese language. It provides training in the skills of listening, speaking, reading, and writing. Introduces aspects of Chinese culture. (CNS 101 is normally the prerequisite to 102.)

**CNS 211-212 6 cr.**  
**(CF) Intermediate Chinese\***

(Prerequisites: CNS 101-102 or equivalent, as determined by instructor) Emphasizes development of the full range of language skills – reading, listening comprehension, the use of grammatical structures, and oral and written communication. Class will be conducted almost entirely in Chinese. (CNS 211 or its equivalent is normally the prerequisite to 212.)

**CNS 311-312 6 cr.****(CF,D) Advanced Chinese\***

(Prerequisites: CNS 211-212 or equivalent, as determined by instructor) *Completion of CNS 312 satisfies one semester of the cultural diversity requirements.* An integrated, learner-focused course that develops reading, writing, listening and speaking along with cultural competency. Conducted only in Chinese. (CNS 311 or its equivalent is normally the prerequisite to 312.)

**French and Francophone Cultural Studies****FREN 101-102 6 cr.****(CF) Beginning French\***

Designed to impart a good basic foundation in comprehending, speaking, reading, and writing the French language. Designed primarily for students with little or no background in the French language. (FRN 101 is normally the prerequisite to 102.) Taught in French.

**FREN 203 3 cr.****French Cultural Heritage**

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.

**FREN 211-212 6 cr.****(CF,D) Intermediate French\***

(Prerequisites: FREN 101-102 or equivalent, as determined by placement exam) *Completion of FREN 212 satisfies one semester of the cultural diversity requirements.* Designed to give greater scope and depth to the student's knowledge of the French language and Francophone culture. Taught in French. (FREN 211 or its equivalent is normally the prerequisite to 212.)

**FREN 311 3 cr.****(CF,D) French Conversation\***

(Prerequisites: FREN 211-212 or equivalent, as determined by placement exam) Intensive French conversation, emphasizing cross-cultural comparisons and development of self-expression in French. Taught in French.

**FREN 312 3 cr.****(CF,W) French Composition\***

(Prerequisites: FREN 211-212 or equivalent, as determined by placement exam) An intensive course in writing in French, stressing grammar, writing analysis and composition. Taught in French.

**FREN 315 3 cr.****(D) Survey of French Culture and Civilization**

(Prerequisites: FREN 311-312 or equivalent) A review of the geography, history, art and other

components of the heritage of continental France, from antiquity to the present. Taught in French.

**FREN 316 3 cr.**  
**(D) Survey of Francophone Culture and Civilization**

(Prerequisites: FREN 311-312 or equivalent)

A historical view of the cultural contribution and heritage of French-speaking peoples living outside continental France. Taught in French.

**FREN 319 3 cr.**  
**Business French\***

(Prerequisites: FREN 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. Taught in French.

**FREN 320 3 cr.**

**(CL,W) Introduction to French Literature**

(Prerequisites: FREN 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. Taught in French.

**FREN 323E/323F 6 cr.**

**(D,W) Topics in French and Francophone Cinema**

The course offers an in-depth exploration through cinema of issues in Francophone culture such as gender, women's rights, and post-colonial identity. FREN 323E is taught in English and cannot count toward the major or minor. FREN 323F may count toward the major or minor by arrangement with the professor.

**FREN 325E/325F 6 cr.**

**(D,W) French-Francophone Politics and Society**

The course addresses the historical, social and cultural aspect of France's imperialistic expansion, with particular emphasis on French relations, past and present, with the African colonies. FREN 325E is taught in English and cannot count towards the major or minor. FREN 325F can count towards the major or minor by arrangement with the professor.

**FREN 430 3 cr.**

**Women Writers of the Francophone World**

(Prerequisites: FREN 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 Women's Studies Concentration section.*) Taught in French.

**FREN 431 3 cr.**

**(D,W) Literature of the Twentieth and Twenty-First Centuries**

This course provides an overview of different literary genres and literary currents through in-depth reading and analysis of exemplary texts written in French in the twentieth and twenty-first centuries.

**FREN 432 3 cr.**

**French Short Story**

(Prerequisites: FREN 311-312 or equivalent)

Principal practitioners of the short story in French, including contemporary authors.

**FREN 433 3 cr.**

**Twentieth-Century French Drama**

(Prerequisites: FREN 311-312 or equivalent)

The development of dramatic forms from the *Théâtre Libre* to the present.

**FREN 435 3 cr.**

**The French Theater**

(Prerequisites: FREN 311-312 or equivalent) An inquiry into the various forms of the French theater through a study of significant representative works from different periods.

**FREN 437 3 cr.**

**Francophone Literature**

This course provides an overview of different forms of literary expression throughout the Francophone world, from Africa to Haiti to Quebec. Emphasis will be on main literary currents, ideology, political climates, and linguistic traditions in each country.

**FREN 439 3 cr.**

**The Craft of Translation**

(Prerequisites: FREN 311-312 or equivalent)

A study of the techniques of translation with emphasis on accurate terminology and proper syntax when translating newspaper articles, legal documents, medical records, business records and correspondence, essays, poems, songs, and short fiction.

\* Includes activities inside and/or outside the classroom that involve Language Learning Center (language lab) resources.

World Languages and Cultures Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
MAJOR (GE HUMN)	LANG <sup>1</sup> 211–212 or 311–312	Intermediate or Conversation/Composition	3	3
COGNATE	LANG 101–102 or 211–212	Second Modern or Classical Language	3	3
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE QUAN	QUAN ELECT <sup>†</sup>	Quantitative Reasoning Elective		3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			16	16
<b>Second Year</b>				
MAJOR	LANG 311–312 <sup>1</sup>	Adv. Conversation/ Comp	3	3
COGNATE	LANG 211–212 or 311–312	Second Modern or Classical Language	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE NSCI	NSCI ELECT <sup>†</sup>	Natural Science Electives	3	3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
<b>Third Year</b>				
MAJOR	LANG ELECT <sup>2</sup>	Advanced Lang. Electives	6	6
COGNATE	COGNATE ELECT <sup>†</sup>	Cognate Electives	3	6
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
GE S/BH	S/BH ELECT	Social/Behavioral Electives	3	3
GE ELECT	FREE ELECT	Free Electives	3	3
			18	18
<b>Fourth Year</b>				
MAJOR	LANG ELECT	Advanced Lang. Electives	6	6
COGNATE	COGNATE ELECT	Cognate Electives	3	3
GE ELECT	FREE ELECT	Free Electives	6	6
			15	15
TOTAL: 130 CREDITS				

<sup>1</sup> Students who begin language at the Advanced (311) level will take 6 fewer credits in the major and 6 more credits in the cognate or free elective area in either the junior or senior year. In their second year, they will choose advanced language electives.

<sup>2</sup> Spanish majors will take SPAN 320-321 and three of the following four courses: SPAN 313, 314, 330, 331.

<b>FREN 482-483</b> <b>Guided Independent Study</b> (Prerequisites: FREN 311-312 or equivalent; junior or senior standing) Tutorial content deter- mined by mentor.	<b>3 cr.</b>	<i>the cultural diversity requirements.</i> Reading from modern authors of moderate difficulty. Oral and written exercise. Systematic review of German grammar. (GERM 211 or its equivalent is nor- mally the prerequisite to 212.) Taught in German.
<b>Germán</b>		
<b>GERM 101-102</b> <b>(CF) Beginning German*</b> A complete course in the fundamentals of the German language. Emphasis on reading of graded texts, with written, oral and aural exercises. Designed for students with little or no back- ground in the German language. (GERM 101 is normally the prerequisite to 102.) Taught in German.	<b>6 cr.</b>	<b>GERM 295</b> <b>(D) German Culture and Language</b> Interession course to German, Austria and Swit- zerland. Credits may be used in Free Area and Cultural Diversity but not for German major or minor. Comparison of German and American cultures. Study of history, music, political sci- ence, language and modern attitudes. Team- taught by University faculty from several aca- demic departments.
<b>GERM 211-212</b> <b>(CF,D) German Cultural Geographies*</b> (Prerequisites: GERM 101-102 or equivalent) <i>Completion of GERM 212 satisfies one semester of</i>	<b>6 cr.</b>	

\* Includes activities inside and/or outside the classroom that involve Language Learning Center (language lab) resources.

**International Language–Business Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR (GE HUMN)	LANG <sup>1</sup> 211–212 or 311–312	Inter. or Conversation/Composition	3	3
COGNATE	LANG 101–102 or 211–212	Second Language	3	3
GE SPCH–WRTG	COMM 100–WRTG 107	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE QUAN ELECT	MATH 106 or 107	Quantitative Methods I or II		3
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			<b>16</b>	<b>16</b>
<b>Second Year</b>				
MAJOR	LANG 311–312 <sup>1</sup>	Conversation/Composition	3	3
MAJOR	ACC 253	Financial Accounting	3	
COGNATE	LANG 211–212 or 311–312	Second Modern or Classical Lang.	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE S/BH	S/BH ELECT	Eco 153–154	3	3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			<b>16</b>	<b>16</b>
<b>Third Year</b>				
MAJOR	LANG 321–322 <sup>2</sup>	Advanced Stylistics	3	3
MAJOR	LANG ELECT	Advanced Language Electives	3	3
MAJOR	MGT 351	Principles of Management I		3
MAJOR	ECO/IB 351	Environment of Intern'l Bus.		3
MAJOR	FIN 351	Intro. to Finance	3	
GE ELECT	FREE ELECT <sup>3</sup>	Free Electives	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE PHIL or T/RS	PHIL or T/RS ELECT <sup>4</sup>	Philosophy or T/RS Elective	3	
			<b>18</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR	LANG 319	Business Language		3
MAJOR	LANG ELECT	Advanced Language Electives	6	3
MAJOR	MKT 351	Intro. to Marketing	3	
MAJOR	INT ELECT	One of MGT 475, MKT 475, ECO 375, FIN 475, IB 476, IB 477	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	FREE ELECT <sup>3</sup>	Free Electives	3	6
			<b>15</b>	<b>15</b>

**TOTAL: 130 CREDITS**

<sup>1</sup> Students who begin their major language level at the 311 level take 6 fewer credits in the major and 6 more credits in the cognate or free area. In their second year, they will choose advanced language electives.

<sup>2</sup> Students whose first language is Spanish will take SPAN 320–321, and three of the following four courses: SPAN 313, 314, 330 and 331 in their advanced language electives area.

<sup>3</sup> PS 212, PS 240 and ACC 254 are recommended GE electives.

<sup>4</sup> A course focusing on the ethics of business is recommended.

**GERM 311–312** **6 cr.**  
**(CF,W) Advanced German Composition and Conversation\***

(Prerequisites: GERM 211–212 or equivalent)  
 Selected texts in prose and poetry. Advanced practice in conversation and composition. Survey of German grammar. Taught in German.

**GERM 313–314** **6 cr.**  
**(CL,D) Survey of German Literature and Culture**

(Prerequisites: GERM 311–312 or equivalent) A survey of German literature from the 11th century to the contemporary period, with special emphasis on the main intellectual currents as well as the social and political developments. Taught in German.

\* Includes activities inside and/or outside the classroom that involve Language Learning Center (language lab) resources.

**GERM 319 3 cr.****Business German\***

(Prerequisites: GERM 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. Taught in German.

**GERM 482-483 Variable Credit  
Independent Study**

(Prerequisites: GERM 311-312 or equivalent; junior or senior standing) Tutorial content determined by mentor.

***Hispanic Studies (formerly Spanish)*****SPAN 101-102 6 cr.****(CF) Beginning Spanish\***

Fundamentals of grammar, pronunciation, conversation; suitable readings and written exercises. Designed primarily for students with little or no background in the Spanish language. (SPAN 101 is normally the prerequisite to 102.) Taught in Spanish.

**SPAN 211-212 6 cr.****(CF,D) Intermediate Spanish\***

(Prerequisites: SPAN 101-102 or equivalent, as determined by placement exam) *Completion of SPAN 212 satisfies one semester of the cultural diversity requirements.* Grammatical review, written and oral composition with selected cultural readings of intermediate difficulty. (SPAN 211 or its equivalent is normally the prerequisite to 212.) Taught in Spanish.

**SPAN 295 6 cr.****(CF,D,S) Contemporary Mexican Culture and Language\***

(Prerequisite: SPAN 211 or higher) An intersession travel course to Guadalajara, Mexico; 3 credits in Humanities (foreign language area), 3 credits in the social sciences (political science area), and cultural diversity credit. Team taught by University faculty from the departments of Foreign Languages and Political Science with assistance from Mexican faculty at UNIVA. (Also listed as PS 295.)

**SPAN 296 3 cr.****(CL,D) Topics in the Culture, Civilization, and Literature of Latin America**

Travel course: develops understanding of the culture, literature and civilization of Latin America. Taught in English. Students desiring credit in Spanish must do all readings and writing in Spanish and meet with professor for discussions in Spanish.

**SPAN 310 3 cr.****Medical Spanish\***

(Prerequisites: SPAN 311 or equivalent)

Designed for the student who plans to work in any area of health care, this course focuses on the needs and problems of Spanish-speaking patients. Students learn specialized vocabulary and improved communicative ability through conversation and composition and develop an increased awareness of health issues often of particular concern to Hispanics. Taught in Spanish.

**SPAN 311 3 cr.****(CF,D) Spanish Conversation\***

(Prerequisites: SPAN 211-212 or equivalent, as determined by placement exam) Reading-based conversation stressing development of self-expression in Spanish. Taught in Spanish.

**SPAN 312 3 cr.****(CF,W) Spanish Composition\***

(Prerequisite: SPAN 311 or equivalent) Intensive writing practice stressing grammar, writing analysis, and composition. Taught in Spanish.

**SPAN 313 3 cr.****(CF,D) Spanish Culture and Civilization\***

(Prerequisites: SPAN 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. Taught in Spanish.

**SPAN 314 3 cr.****(D,W) Latin-American Culture and Civilization\***

(Prerequisites: SPAN 311-312 or equivalent)

The course examines the diverse cultural, historical, linguistic, religious, and political features of Latin America. Taught in Spanish.

**SPAN 319 3 cr.****Business Spanish\***

(Prerequisites: SPAN 311-312 or equivalent)

Overview of the spoken and written language of the Spanish business world. Formalities and con-

\* Includes activities inside and/or outside the classroom that involve Language Learning Center (language lab) resources.

ventions 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. Taught in Spanish.

**SPAN 320** 3 cr.

**(CL) Introduction to Hispanic Literature**

(Prerequisites: SPAN 311-312 or equivalent) An introduction to the principal genres of literature (poetry, short story, essay, drama and novel) through analysis of representative works in the Hispanic tradition. Required prerequisite for all upper-division literature courses. Taught in Spanish.

**SPAN 321** 3 cr.

**(W) Advanced Conversation and Stylistics\***

(Prerequisites: SPAN 311-312 or equivalent) Designed to achieve more sophisticated use of Spanish, both orally 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). Taught in Spanish.

**SPAN 330** 3 cr.

**(CL) History of Spanish Literature**

(Prerequisite: SPAN 320) Study of Spanish literature from *Cantar de Mio Cid* to 20th century, with emphasis on main literary currents in each century. Taught in Spanish.

**SPAN 331** 3 cr.

**(CL,D) Survey of Spanish-American Literature**

(Prerequisite: SPAN 320) A survey of Spanish-American literature from the 16th century to the present, with representative readings from each of the principal cultural areas. Taught in Spanish.

**SPAN 335** 3 cr.

**(D) Service and the Hispanic Community**

(Prerequisites: SPAN 311-312 or equivalent) Focus on Hispanic cultures and traditions, the immigrant experience and cultural displacement. Each student, with assistance from local social service agencies, Collegiate Volunteers and the course professor, develops and carries out a service project to the local Hispanic community involving 40 to 45 hours of service work. Taught in Spanish.

**SPAN 413** 3 cr.

**Topics in Hispanic Prose**

(Prerequisites: SPAN 320) Prose fiction of Spain and/or Spanish America. Topics may focus on an author, a period, a movement, a country or region, or a theme. Content may vary and the course may, therefore, be repeated for credit with consent of department chair. Taught in Spanish.

**SPAN 421** 3 cr.

**Twentieth-Century Spanish Drama**

(Prerequisite: SPAN 320) Peninsular drama of the 20th century including dramatic forms after Buero Vallejo and new directions of Spanish theatre in the post-Franco era. Taught in Spanish.

**SPAN 422** 3 cr.

**Spanish-American Drama**

(Prerequisite: SPAN 320) Spanish-American drama from the late 19th century to the present, with emphasis on contemporary trends. Taught in Spanish.

**SPAN 430** 3 cr.

**(CL,D) Hispanic Women Writers**

(Prerequisite: SPAN 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. (*See Women's Studies Concentration section.*) Taught in Spanish.

**SPAN 433** 3 cr.

**Hispanic Lyric Poetry**

(Prerequisite: SPAN 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. Taught in Spanish.

**SPAN 434** 3 cr.

**Hispanic Film and Society**

(Prerequisites: SPAN 311-312 or equivalent) An in-depth exploration of cultural issues as portrayed in a variety of classical and modern films from Spain and/or Latin America by directors such as Luis Buñuel, Carlos Saura, Pedro Almodóvar, Guillermo del Toro, and Marfa Luisa Bemberg. Examination and comparison of source texts where available.

\* Includes activities inside and/or outside the classroom that involve Language Learning Center (language lab) resources.



**SPAN 439 3 cr.****The Craft of Translation**

A study of the techniques of translation with emphasis on accurate terminology and proper syntax when translating newspaper articles, legal documents, medical records, business records and correspondence, essays, poems, songs, and short fiction. Taught in Spanish.

**SPAN 482-483 Variable Credit**  
**Guided Independent Study**

(Prerequisites: SPAN 311-312 or equivalent; junior or senior standing) A tutorial program with content determined by mentor. Taught in Spanish.

**Italian**

*(Additional course work is available by arranging independent and/or foreign study)*

**ITAL 101-102 6 cr.****(CF) Beginning Italian\***

Introduction to the Italian language. Designed for beginners. (ITAL 101 is normally the prerequisite to 102.) Taught in Italian.

**ITAL 211-212 6 cr.****(CF,D) Intermediate Italian\***

(Prerequisites: ITAL 101-102 or equivalent) *Completion of ITAL 212 satisfies one semester of the cultural diversity requirements.* Grammatical review, written and oral composition with selected cultural readings of intermediate difficulty. (ITAL 211 or its equivalent is normally the prerequisite to 212.) Taught in Italian.

**ITAL 221E/221F 3 cr.****(CL,D,W) Italian Women's Writing**

This course addresses women's voices and experiences in 20th-century Italian prose, poetry, theater and film. Not all the artists subscribe to a feminist ideology, but their works share an interest in issues concerning women. Students examine the styles, themes and historical contexts of the primary works. ITAL 221E is taught in English and cannot count toward the major or minor; ITAL 221F is taught in Italian and may count toward the major or minor by arrangement with the professor.

**ITAL 223E/223F 3 cr.****(D,W) Italian Cinema**

A study of films by some of Italy's major directors. Focus on theme, style, and the impact of historical and cultural events on the films. Films with subtitles. ITAL 223E, taught in English, cannot count toward the major or minor; ITAL

223F includes work in Italian and may count toward the major or minor by arrangement with the professor.

**ITAL 295 3 cr.****(D) Intensive Italian Abroad**

An intensive course of several hours daily at an institution in Italy.

**ITAL 311-312 6 cr.****(CF,D,W) Advanced Italian Composition and Conversation\***

(Prerequisite: ITAL 211-212 or equivalent) *Completion of ITAL 312 satisfies one semester of the writing-intensive requirements.* An intensive course in Italian composition and conversation with emphasis on detailed study of advanced grammatical and stylistic usage of the Italian language. Taught in Italian.

**ITAL 313 3 cr.****(CL) Survey of Italian Literature I**

(Prerequisite: ITAL 311-312 or equivalent) This course, conducted in Italian, introduces students to 19th- and 20th-century Italian literature and to significant literary movements and figures from these periods. Taught in Italian.

**ITAL 314 3 cr.****(CL) Survey of Italian Literature II**

(Prerequisites: ITAL 311-312 or equivalent) This course, conducted in Italian, introduces students to Italian literature from the medieval period to the 18th century. It focuses on significant literary movements and figures from these periods. Taught in Italian.

**ITAL 315 3 cr.****(D) Italian Culture and Society**

An examination of Italian culture and society from the Renaissance to today. The course traces the development of Italian culture and society through primary texts, including essays, plays, short stories, films, opera and contemporary music, and sculpture and painting.

**ITAL 413 3 cr.****(CL,D,W) Topics in Italian Studies**

(Prerequisites: ITAL 311-312 or equivalent) This course will examine the development of Italian theater from the Renaissance to the present day through a study of significant representative texts from different periods. Students will perform close readings of the texts; analyze them in relation to their historical contexts; analyze their dramatic structure; and determine how Italian theater evolved over time. Taught in Ital-

\* Includes activities inside and/or outside the classroom that involve Language Learning Center (language lab) resources.

ian. This course may fulfill the requirements of the Italian minor and major and in the Italian Studies Concentration.

**ITAL 439 3 cr.**  
**(CL,D,W) The Craft of Translation**

(Prerequisites: ITAL 311-312 or equivalent.) In this course, students will undertake a series of translation and interpretation exercises and activities from Italian to English. Focus will be on the application of grammatical structures as well as on the interpretive qualities of transposing from one idiom to another. Taught in Italian. This course may fulfill the requirements of the Italian minor and major and in the Italian Studies Concentration.

**Japanese**

*(Additional course work is available by arranging independent and/or foreign study)*

**JPN 101-102 6 cr.**  
**(CF) Beginning Japanese\***

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. (JPN 101 is normally the prerequisite to 102.)

**JPN 211-212 3 cr.**  
**Intermediate Japanese\***

(Prerequisites: JPN 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. (JPN 211 or its equivalent is normally the prerequisite to 212.)

**Portuguese**

*(Additional course work is available by arranging independent and/or foreign study)*

*These courses meet the cognate language requirement and may serve as the basis for a 15-credit minor in Portuguese.*

**PORT 110 4.5 cr.**  
**(CF) Intensive Beginning Portuguese\***

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, Portugal, and other Lusophone countries. Meets

four days a week. Offered fall only, even years. Taught in Portuguese.

**PORT 210 4.5 cr.**

**(CF,D) Intensive Intermediate Portuguese\***  
(Prerequisite: PORT 110 or equivalent) A continuation of elementary Portuguese. Students will refine, through oral and written activities, literary and other readings, and video, the skills learned in PORT 110. Cultural knowledge of the Lusophone world will also be further developed. Meets four days a week. Offered spring only, odd years. Taught in Portuguese.

**Russian**

*(Additional course work is available by arranging independent and/or foreign study)*

**RUSS 110 5 cr.**

**(CF) Intensive Beginning Russian\***  
Primary emphasis on developing the skills of understanding, speaking, reading and writing Great Russian, with thorough study of the Cyrillic alphabet. Meets five days a week. Offered fall only, even years.

**RUSS 210 5 cr.**

**(CF) Intensive Intermediate Russian\***  
(Prerequisite: RUSS 110 or equivalent) Continues development of the four major skills: listening, speaking, reading, and writing. Builds on grammatical concepts learned in RUSS 110 and provides a solid foundation for the student interested in visiting Russia and/or in reading the Russian classics, contemporary literature and newspapers. Meets five days a week. Offered spring only, odd years.

**RUSS 295 6 cr.**

**Contemporary Russian Culture and Language**  
(Prerequisite: RUSS 210 or equivalent) A summer travel course to St. Petersburg, Russia. An examination of the development of Russian history, art, literature, language and culture.

\* Includes activities inside and/or outside the classroom that involve Language Learning Center (language lab) resources.

**Spanish** (see *Hispanic Studies*)**Course Descriptions –  
Classical Languages****Greek****GRK 111-112** 6 cr.**(CF) Beginning Greek**

An intensive course in the fundamentals of Classical Greek grammar, with readings from both Attic and Koine (New Testament) Greek texts in GRK 112. Offered in notation with Hebrew.

**GRK 205** 3 cr.**(D) Legacy of Greece and Rome**

Survey of the artistic and cultural treasures of classical Greece and Rome, with a focus on their enduring legacy in our own civilization.

**GRK 211-212** 6 cr.**Intermediate Greek**

(Prerequisites: GRK 111-112 or equivalent) Review of fundamentals. Readings from Xenophon, Euripides, and the New Testament.

**GRK 213** 3 cr.**(CL,D,W) Classical Greek Literature and Mythology**

This course examines the role that mythology played in Greek literature, and examines the changing attitudes of the Greeks towards the Olympian gods from Homer to the fourth century B.C. All readings and lectures in English.

**GRK 220** 3 cr.**Ancient Civilization: Greece**

The political, constitutional, and cultural history of Greece from the earliest times to the death of Alexander the Great. All readings and lectures in English.

**GRK 311-312** 3-6 cr.**Readings in Greek Literature**

(Prerequisites: GRK 211-212 or equivalent) Selections from Greek writers to suit students' special interests.

**GRK 482-483** Variable Credit**Guided Independent Study**

(Prerequisites: GRK 211-212 or equivalent; junior or senior standing) Tutorial content determined by mentor.

**Hebrew****HEBR 101-102** 6 cr.**(CF) Biblical Hebrew**

(HEBR 101 is a prerequisite for HEBR 102)

A systematic introduction to the fundamentals of Biblical Hebrew grammar and to certain aspects of ancient Semitic language and culture. Offered in rotation with Greek. (Also counts towards T/RS major)

**Latin****LAT 111-112** 6 cr.**(CF) Beginning Latin**

An intensive course in the fundamentals of Latin reading and composition.

**LAT 205** 3 cr.**History of Latin Literature**

A survey of Roman and post-Roman Latin literature. Taught in English.

**LAT 211-212** 6 cr.**(CF) Intermediate Latin**

(Prerequisites: LAT 111-112 or equivalent) Review of fundamentals. Reading of selections from Caesar, Cicero and Virgil.

**LAT 213** 3 cr.**(CL,D,W) Classical Roman Literature and Mythology**

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.

**LAT 220** 3 cr.**Ancient Civilization: Rome**

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.

**LAT 311-312** 3-6 cr.**Readings in Latin Literature**

(Prerequisites: LAT 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.

**LAT 482-483** Variable Credit**Guided Independent Study**

(Prerequisites: LAT 211-212; junior or senior standing) A tutorial program with content determined by mentor.

**Course Descriptions – Literature****LIT 105 3 cr.  
(CL,D) Introduction to World Literature in Translation**

This course introduces students to significant works in English translation of world literature, while introducing the genres of narrative (fiction and non-fiction), poetry, and drama, and the critical terminology needed to discuss them. Taught in English. Readings may vary.

**LIT 205 3 cr.  
(CL,D,W) Modern Latin-American Literature in Translation**

A survey in English of modern and contemporary Latin American writers.

**LIT 207 3 cr.  
(CL,D,W) Literature of American Minorities**  
Examination of racial and ethnic groups from the settlement of America until the present. Examination of the historical context and current situation of Native Americans, African-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.**LIT 208 3 cr.  
(CL,D) French Masterpieces in English Translation**

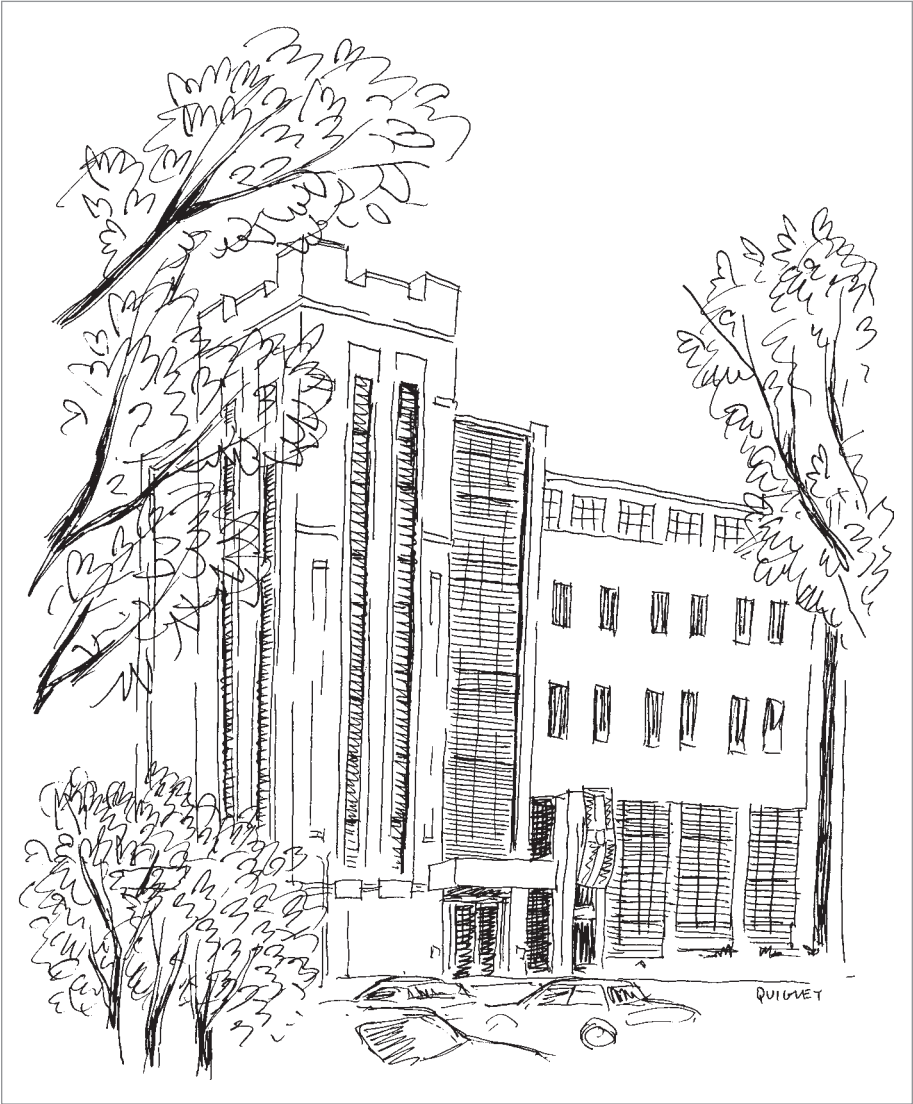
The study of selected major works from the leading French writers of the 19th and 20th centuries who have made an important contribution to the development of Western civilization. Such authors as Stendhal, Flaubert, Gide, Proust, Camus and Malraux will be discussed. Taught in English.

**LIT 209 3 cr.  
(CL,D) Masterworks of Russian and Slavic Literature**

A survey of major literary achievements of Slavic peoples, including Dostoyevsky and Tolstoy. No knowledge of Slavic languages is required. All readings and lectures are in English.

**LIT 413 3 cr.  
(CL,D) Topics in American Minority Literature**

This course examines a particular minority group in American society through texts written by and about that group. Representative groups include, for example, Native Americans, African Americans, Asian Americans, Hispanic Americans and women. This course may be repeated for credit when content varies. Taught in English.



*Brennan Hall*

# THE KANIA SCHOOL OF MANAGEMENT



The Kania School of Management will be a top-tier, master's-level business school that attracts students from across the globe and transforms them into responsible business leaders in the Jesuit tradition. It will be the major academic resource for business and economic development in Northeastern Pennsylvania.



## Accreditation

The Kania School of Management is accredited by The Association to Advance Collegiate Schools of Business (AACSB International) on both the undergraduate and graduate levels.

## Mission Statement

The mission of The Arthur J. Kania School of Management is to provide a Jesuit-inspired business education, within a culture of excellence, that prepares women and men for success. To achieve this mission, the Kania School of Management of The University of Scranton is committed to:

- Instilling intellectual curiosity and a desire for lifelong learning.
- Disseminating and creating knowledge.
- Facilitating student development of business skills and independent thinking.
- Fostering a comprehension of, and sensitivity to, international issues and social justice.
- Modeling personal integrity and ethical decision making.
- Providing and promoting opportunities for service to others.

## Departmental Programs

Eight programs are available in the Kania School of Management: Accounting, Business Administration, Electronic Commerce, Finance, International Business, Management, Marketing, and Operations Management. In addition, a B.S. in Economics is jointly offered with the College of Arts and Sciences. These programs prepare the student for a career in business or for graduate study. In addition to the requirements of the major and the business core, students in the Kania School of Management will complete the same general education core as students in the other undergraduate colleges. At least 50% of the major and business core credits must be earned 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. The Kania School of Management is a member of the SAP University Alliance. This program enhances the value of the curriculum by placing the latest information technology in the classroom to give

the next generation of business leaders a real-world advantage. The school has a fully operational SAP R/3 system for instructional use. Members of the faculty have been specifically trained by SAP America and are integrating Enterprise Resource Planning systems in appropriate classes.

## Graduation Requirements

In order to graduate in a business major, in addition to the 2.00 minimum grade-point average (GPA) overall, the student must have earned a minimum 2.00 GPA in both the major and business core course work.

The student must also complete the requirements outlined in the Kania School of Management Professional Development Passport Program. For information about the Passport program, please contact the Kania Professional Development Center, 300 Brennan Hall, or e-mail Assistant Dean Paul Perhach at perhachp1@scranton.edu.

## Minors

A minor in general Business is available to non-business students with the exception of students majoring in Chemistry-Business, Electronics-Business and Economics (SOM only). It consists of 21 credits:

ECO 101	Current Economic Issues
ACC 253	Financial Accounting
ECO 351	Environment of International Business
FIN 351	Introduction to Finance
MGT 351	Principles of Management
MKT 351	Principles of Marketing
OIM 471	Business Information Management

The last five must be taken after the other courses, and may be taken no earlier than the junior year. Minors in Accounting, Accounting Information Systems, Economics, Electronic Commerce, Finance, Management of People and Teams, Management of Structures and Systems, and Operations Management are described under those respective programs.

## Business Cognate

Non-Business students with special needs may pursue a personal cognate in Business, but may not take more than 25% 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\* (6 credits)

MATH 107 (Quantitative Methods II)

MATH 108 (Quantitative Methods III)

### Option II\* (8 credits)

MATH 114 (Analysis I)

MATH 221 (Analysis II)

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

## Business Leadership Program

Robert L. McKeage, Ph.D., *Director*

See page 81.

## ACCOUNTING

### Faculty

Robyn Lawrence, Ph.D., *Chair*

Brian W. Carpenter, Ph.D.

Ronald J. Grambo, Ph.D.

Roxanne T. Johnson, Ph.D.

Daniel P. Mahoney, Ph.D.

### Overview

In today's ever-expanding world of international commerce, it pays to be fluent in the language of business. Indeed, accounting is defined as "the language of business." Today's accounting professionals are in great demand, and new and exciting niches, including fraud examination/forensic accounting and accounting information systems, are developing within the profession. In short, there has never been a better – or more exciting – time to consider a career in accounting.

The Accounting Department at The University of Scranton strives for continuous improvement so that the program responds to the changing needs and demands of the global business world. Program options include a

four-year accounting degree, a five-year combined Bachelor of Science/Master of Business Administration degree, a minor in accounting and a minor in accounting information systems. Within the four-year program, students may opt to complete either the General Accounting track, the Forensic Accounting track or the Accounting Information Systems track.

The success of the University's accounting graduates is demonstrated by their job placements. Alumni are employed by Big Four, regional and local public accounting firms and by many notable firms in private industry, as well as by governmental and not-for-profit organizations. Qualified students have opportunities for on-the-job training through internships.

### Four-Year Accounting Degree

Within the four-year accounting program, students have the option of completing one of three tracks: General Accounting, Forensic Accounting or Accounting Information Systems.

The General Accounting track provides a solid foundation in business and accounting for students interested in accounting careers in private industry and nonprofit organizations, in pursuing graduate studies (e.g., law), or in preparation for running their own businesses. This program is appropriate for students interested in professional certifications such as Certified Management Accountant and/or Certified Internal Auditor.

The Forensic Accounting track was developed in response to the demand for accounting professionals with specialized knowledge in the areas of fraud examination and litigation support. This track includes course work in fraud examination, criminology and financial statement analysis. This program is appropriate for the student interested in becoming a Certified Fraud Examiner.

The Accounting Information Systems track prepares students to take advantage of the expanding variety of opportunities available to professionals with a strong and integrated knowledge of accounting (the "language of business") and the evolving information technologies needed to implement and manage accounting information systems (AIS).

\* 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.

Opportunities exist in the corporate, public accounting and non-profit sectors for accounting professionals who can assist their organizations or clients in assessing the opportunities and risks associated with specific information-technology deployments. Students in this track are encouraged to pursue professional certifications such as the Certified Information Systems Security Professional (CISSP), the Certified Information Systems Auditor (CISA) and the Certified Internal Auditor (CIA).

To receive a degree in accounting, the student must earn at least a “C” in each of the two accounting principles courses (ACC 251-252 or equivalent).

### ***Combined Bachelor of Science/ Master of Business Administration Degree Program***

The Accounting Department offers interested and qualified students the opportunity to earn both a Bachelor of Science degree in accounting and a Master of Business Administration degree. While this program may benefit any student interested in the accounting discipline, the program was developed in response to the adoption by most states of a 150-credit-hour educational requirement to become a Certified Public Accountant. With judicious course scheduling, most students can complete the program within five academic years.

Students interested in this B.S./M.B.A. degree program should apply to the College of Graduate and Continuing Education as prescribed by the *College of Graduate and Continuing Education Catalog* as early as December of their junior year at The University of Scranton. Criteria for acceptance into the combined program include the student's previous academic performance, GMAT score, letters of recommendation and statement of purpose. Students must adhere to requirements as listed in the *College of Graduate and Continuing Education Catalog*.

### ***Minor in Accounting***

The Accounting minor provides students of any major with an understanding of the language of business, thus serving to expand their career possibilities. The minor also serves as an excellent foundation for students who might later pursue a graduate business degree or law degree.

The minor consists of four required courses (ACC 251-252 or ACC 253-254, ACC 361 and ACC 363), plus two elective courses (any 300- or 400-level accounting courses). Therefore, business students (and other students who are required to take two semesters of sophomore-level accounting) can complete the minor by taking four additional accounting courses beyond the two accounting courses that are required of their major. Other students can complete the minor by taking no more than six accounting courses. Interested students should contact their advisors in the KSOM Advising Center.

### ***Minor in Accounting Information Systems***

The Accounting Information Systems minor provides students of any major with an understanding of basic accounting and an opportunity to acquire related information-technology knowledge and skills. The minor serves to expand students' career opportunities in areas such as accounting, business, government, non-profit management and law enforcement.

The minor consists of 18 credits: ACC 251-252 or ACC 253-254, ACC 372, ACC 474, and two additional AIS-related courses from the following: ACC 373, ACC 374 (requires EC 251), ACC 375, ACC 476 (requires ACC 374) or ACC 479. (If credit has been received for OIM 471, the student may substitute another for AIS-related course for ACC 474 in this minor.) Therefore, business students (and other students who are required to take two semesters of sophomore-level accounting courses) can complete the minor by taking four additional AIS-related courses.

## **Course Descriptions**

**ACC 251** **3 cr.**  
**Financial Accounting I**  
(For accounting, AIS, EMT and finance majors) A survey of accounting principles, concepts and procedures. Topics covered include financial statements, the information-processing cycle, cash, receivables, inventory costing methods, plant and equipment, intangibles, and current liabilities.

**ACC 252** **3 cr.**  
**Financial Accounting II**  
(Continuation of ACC 251 for accounting, AIS, EMT and finance majors; prerequisite: ACC 251)

**Accounting – General Accounting Track Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
GE S/BH	ECO 153–154	Prin. of Micro–Macro Economics	3	3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	3	3
GE C/IL	C/IL 104	Computing & Information Literacy		3
GE QUAN	MATH ELECT <sup>1</sup>	Math Option (two courses)	3–4	3–4
GE HUMN	HUMN ELECT <sup>2</sup>	Humanities Elective	3	
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar/Physical Education	1	1
			<b>16–17</b>	<b>16–17</b>
<b>Second Year</b>				
BUS CORE	ACC 251–252	Financial Accounting I–II	3	3
BUS CORE	STAT 251–252	Statistics for Business I–II	3	3
BUS CORE	MGT 251	Legal Environment of Business		3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT <sup>3</sup>	Free Elective	3	
			<b>18</b>	<b>18</b>
<b>Third Year</b>				
MAJOR	ACC 361–362	Intermediate Accounting I–II	3	3
MAJOR	ACC 363–461	Federal Taxes–Cost Accounting	3	3
BUS CORE	MGT 351–352	Principles of Management I–II	3	3
BUS CORE	FIN 351–MKT 351	Intro. to Finance–Principles of Marketing	3	3
BUS CORE	OIM 351–352	Intro. to Mgt. Science–Intro. to Oper. Mgt.	3	3
BUS CORE	ECO/IB 351	Environment of Int'l Business		3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
			<b>18</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR	ACC 460–ELECT <sup>4</sup>	Adv. Accounting–Major Elective	3	3
MAJOR	ACC 364	Auditing	3	
BUS CORE	ACC 474–MGT 455	Acctg. Info. Syst.–Bus. Policy & Strategy	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	FREE ELECT <sup>2</sup>	Free Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			<b>13</b>	<b>13</b>

**TOTAL: 130–132 CREDITS**<sup>1</sup> See note on Math Options on page 227.<sup>2</sup> If EDUC 113 is required in the first semester, it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.<sup>3</sup> If a third math course is required, it replaces this GE elective.<sup>4</sup> Major electives are ACC 365, 470, 472, 473, 474, 475 and 480. Students who plan to sit for the CPA examination in New York under the 120-hour option (until August 2009) 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.

A study of long-term liabilities, owners' equity of corporations and partnerships, the cash-flow statement, and cost analysis and accumulation.

### ACC 253 3 cr. Financial Accounting

(For non-accounting, non-AIS, non-EMT and non-finance majors) A survey of the accounting cycle, basic financial statements, theory and techniques of income, asset, and liability recognition.

### ACC 254 3 cr. Managerial Accounting

(Continuation of ACC 253 for non-accounting, non-AIS, non-EMT and non-finance majors; prerequisite: ACC 253) This course examines accounting information primarily from the perspective of a user within the organization. Topics covered include cost allocation, product costing, budgeting, profit planning, and performance evaluation.

Accounting – Forensic Accounting Track Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
First Year				
GE S/BH	ECO 153–154	Prin. of Micro–Macro Economics	3	3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	3	3
GE C/IL	C/IL 104	Computing & Information Literacy		3
GE QUAN	MATH ELECT <sup>1</sup>	Math Option (two courses)	3–4	3–4
GE HUMN	HUMN ELECT <sup>2</sup>	Humanities Elective	3	
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar/Physical Education	1	1
			16–17	16–17
Second Year				
BUS CORE	ACC 251–252	Financial Accounting I–II	3	3
BUS CORE	STAT 251–252	Statistics for Business I–II	3	3
BUS CORE	MGT 251	Legal Environment of Business		3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	S/CJ 213	Criminology	3	
			18	18
Third Year				
MAJOR	ACC 361–362	Intermediate Accounting I–II	3	3
MAJOR	ACC 363–461	Federal Taxes–Cost Accounting	3	3
BUS CORE	MGT 351–352	Principles of Management I–II	3	3
BUS CORE	FIN 351–MKT 351	Intro. to Finance–Principles of Marketing	3	3
BUS CORE	OIM 351–352	Intro. to Mgt. Science–Intro. to Oper. Mgt.	3	3
BUS CORE	ECO/IB 351	Environment of Int’l Business		3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
			18	18
Fourth Year				
MAJOR	ACC 460–370	Adv. Accounting–Fraud Examination	3	3
MAJOR	ACC 364–384	Auditing–Fin. Statement Analysis	3	3
BUS CORE	ACC 474–MGT 455	Acctg. Info. Syst.–Bus. Policy & Strategy	3	3
GE ELECT	S/CJ 225	White Collar Crime	3	
GE ELECT	FREE ELECT	Free Elective <sup>2</sup>	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHED	PHED ELECT	Physical Education	1	1
			16	13
TOTAL: 133–135 CREDITS				

<sup>1</sup> See note on Math Options on page 227.  
<sup>2</sup> If EDUC 113 is required in the first semester, it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

ACC 361	3 cr.	organizations relevant to liabilities and owners' equity accounts will be emphasized.
<b>Intermediate Accounting I</b>		
(Prerequisite: junior standing, ACC 252) A comprehensive study of contemporary accounting theory, concepts and procedures and their application to the asset classifications on the balance sheet. Current pronouncements of the various accounting organizations relevant to assets will be emphasized.		
ACC 362	3 cr.	
<b>Intermediate Accounting II</b>		
(Prerequisite: ACC 361) Application of contemporary accounting theory to liabilities and stockholder's equity classifications of the balance sheet. Current pronouncements of accounting		
ACC 363	3 cr.	
<b>Federal Taxes</b>		
(Prerequisites: ACC 252 or 254, junior standing) 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 372	3 cr.	
<b>Accounting for Electronic Business</b>		
(Formerly AIS 372) (Prerequisites: ACC 252 or ACC 254, junior standing) This course will introduce students to the role of accounting in		

**Accounting – Accounting Information Systems Track Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
GE S/BH	ECO 153–154	Prin. of Micro–Macro Economics	3	3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	3	3
GE C/IL	C/IL 104	Computing & Information Literacy		3
GE QUAN	MATH ELECT <sup>1</sup>	Math Option (two courses)	3–4	3–4
GE HUMN	HUMN ELECT <sup>2</sup>	Humanities Elective	3	
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			<b>16–17</b>	<b>16–17</b>
<b>Second Year</b>				
BUS CORE	ACC 251–252	Financial Accounting I–II	3	3
BUS CORE	STAT 251–252	Statistics for Business I–II	3	3
BUS CORE	MGT 251	Legal Environment of Business		3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	EC 251	Intro. to Electronic Business	3	
			<b>18</b>	<b>18</b>
<b>Third Year</b>				
MAJOR	ACC 361–362	Intermediate Accounting I–II	3	3
MAJOR	ACC 374	Database Mgmt. Systems for Elec. Bus.	3	
MAJOR	ACC 461	Cost Accounting		3
BUS CORE	ACC 474	Accounting Information Systems	3	
BUS CORE	MGT 351–352	Principles of Management I–II	3	3
BUS CORE	FIN 351–MKT 351	Intro. to Finance–Principles of Marketing	3	3
BUS CORE	OIM 351–OIM 352	Intro. to Mgt. Science–Intro. to Oper. Mgt.	3	3
BUS CORE	ECO/IB 351	Environment of International Business		3
			<b>18</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR	ACC 363	Federal Taxes	3	
MAJOR	ACC 364	Auditing	3	
MAJOR	ACC 372	Accounting for Electronic Business	3	
MAJOR	ACC 460	Advanced Accounting	3	
MAJOR	ACC 477	Adv. Auditing Issues: Info. Sys. Auditing		3
BUS CORE	MGT 455	Business Policy & Strategy		3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE ELECT	FREE ELECT <sup>3</sup>	Free Elective		3
GE PHED	PHED ELECT	Physical Education	1	1
			<b>13</b>	<b>16</b>

**TOTAL: 133–135 CREDITS**<sup>1</sup> See note on Math Options on page 227.<sup>2</sup> If EDUC 113 is required in the first semester, it is taken in place of a humanities elective and is counted as a GE free elective. The GE free elective in the fourth year must then be taken as a humanities elective.<sup>3</sup> If a third math course is required, it replaces this GE elective.

today's global business environment. Students will examine how technology has impacted the techniques of accounting and reporting. Computerized models of accounting will be used to explore the tools available to compile data for management decision and reporting. Both Internet business and traditional business transactions will be evaluated. (Also listed as EC 372.)

**ACC 373** **3 cr.**  
**Object Oriented Applications in Business and Accounting**  
 (Formerly AIS 373) (Prerequisites: ACC 252 or ACC 254, C/IL 104) This course is an introduction to the design and analysis of computer systems utilizing an object-oriented approach. Topics include: major methodologies, methods and techniques for analysis and design, concepts and techniques for development projects, CASE



tool support development work, and approaches to planning for systems implementation, evaluation, and maintenance.

**ACC 374** 3 cr.

**Database Management Systems for Electronic Business**

(Formerly AIS 362) (Prerequisites: ACC 252 or ACC 254, EC 251) This course deals with the use of database management systems to support electronic business. Topics include: data modeling; database design and normalization; structured query language (SQL); database application development; integration of Web server and database server; distributed databases; data warehousing; and data mining. (Also listed as EC 362.)

**ACC 375** 3 cr.

**Enterprise Accounting and Control**

(Formerly AIS 367) (Prerequisites: ACC 252 or ACC 254, junior standing) This course examines how accounting principles, methods, and techniques are harnessed to meet the reporting needs of an organization in an integrated management and information technology environment. It is designed to demonstrate the integration of both financial and managerial accounting procedures with the core business processes and organizational elements of an enterprise.

**ACC 364** 3 cr.

**Auditing Theory**

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

**ACC 365** 3 cr.

**Federal Taxation of Corporations and Partnerships**

(Prerequisite: ACC 252) An introduction to the taxation of C and S corporations and partnerships, including analysis of the tax consequences of their formation, operation, and liquidation.

**ACC 370** 3 cr.

**Fraud Examination**

(Prerequisite: ACC 252, 254, or 210) This course provides the student with an understanding of the various forms of fraud that take place within and outside of the organization. The student is exposed to the control and investigative techniques essential to the prevention and detection of these frauds.

**ACC 460** 3 cr.

**Advanced Accounting I**

(Prerequisite: ACC 362) The theories and promulgated standards of accounting related to multiple business units, including accounting for business combinations, consolidated financial statements, minority interest, and branch accounting. Also covered is governmental and nonprofit accounting.

**ACC 461** 3 cr.

**Cost Accounting**

(Prerequisites: ACC 252; junior standing) 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** 3 cr.

**Advanced Managerial Accounting**

(Prerequisite: ACC 461) Accounting techniques as control devices in business with emphasis on the use of accounting data in business decisions. Topics to include budgeting and profit planning, cost-volume-profit analysis and direct costing.

**ACC 463** 3 cr.

**Financial Statement Analysis**

(Prerequisite: ACC 362) This course provides the student with the skills necessary for thoroughly and accurately assessing an organization's liquidity, solvency and profitability positions. In developing an understanding of the various analytical measures that are used for this purpose, significant use is made of real-life companies.

**ACC 470** 3 cr.

**Law for Accountants**

(Prerequisite: MGT 251) A study of the law of contracts, sales, commercial paper, secured transactions, rights of debtors and creditors, and bankruptcy.

**ACC 471** 3 cr.

**Management Auditing**

(Prerequisite: ACC 362) An in-depth examination of the accountant in the manager's position. Includes administrative effectiveness and efficiency as provided through sound internal controls, and design and implementation of monitoring systems within the organization to promote better cost-benefit decisions.

**ACC 472** 3 cr.

**Advanced Accounting II**

(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** 3 cr.

### **Advanced Auditing**

(Prerequisite: ACC 364) An examination of statistical analysis in making audit judgements; internal control and auditing issues relating to EDP systems; risk assessment and testing for certain transaction cycles; and other attestation services and reports.

**ACC 474** 3 cr.

### **Accounting Information Systems**

(Prerequisite: ACC 252) 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/IB 475** 3 cr.

### **International Accounting**

(Prerequisites: ACC 252 or 254, 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, the reporting standards for selected countries, financial statement analysis, and taxation and managerial accounting issues for multinational business entities are examined.

**ACC 476** 3 cr.

### **Electronic Business Information Systems Security and Ethics**

(Formerly AIS 381) (Prerequisite: ACC 474 or OIM 471) This course is designed to provide students with an understanding of the technical, managerial, legal and ethical issues of information security. Topics include: Web server and client security; secure transactions and payments; information security; digital certificates and practices; legal, moral and ethical issues; intellectual property and patents; governmental regulations and policies; and emerging technologies. (Also listed as EC 471.)

**ACC 477** 3 cr.

### **Advanced Auditing Issues: Information Systems Auditing**

(Formerly AIS 473) (Prerequisites: ACC 364 and ACC 474) The objective of this course is to develop competence in information systems auditing (the audit and control of computer-based information systems) by focusing on the

design and implementation of audit approaches in automated settings. Topics include: information systems (IS) audits, IS controls, risk assessment, and computer-assisted audit techniques (CAATS).

**ACC 479** 3 cr.

### **Business Applications of Communication Networks**

(Formerly AIS 483) (Prerequisite: ACC 474) 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. (Also listed as EC 473 and OIM 473.)

## **► BUSINESS ADMINISTRATION**

Len Tischler, Ph.D., *Chair*

*See Management for faculty listing.*

### **Overview**

The Business Administration major is designed to serve the student who wishes to approach the study of business from a broader perspective than would be possible with a traditional functional major. The student's program of study will include a set of advanced electives selected according to a plan of study developed with the assistance of an academic advisor. This major is especially well suited for any student pursuing a degree in the evening.

### **Course Descriptions**

**BUAD 351** 3 cr.

#### **Business Process Overview**

This is the first course in the area of enterprise management. Students will learn to appreciate the integration of a company's core business processes. Students will be exposed to the main business processes that drive an organization, the interactions within and between them, and the effect of integration on the decision-making environment. This course uses an enterprise-wide integrated information-systems software and simulated data for a model company.

**Business Administration Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
GE S/BH	ECO 153–154	Prin. of Micro–Macro Economics	3	3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 104	Computer & Information Literacy		3
GE QUAN	MATH ELECT <sup>1</sup>	Math Option (two courses)	3–4	3–4
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			<b>16–17</b>	<b>16–17</b>
<b>Second Year</b>				
BUS CORE	ACC 253–254	Financial–Managerial Accounting	3	3
BUS CORE	STAT 251–252	Statistics for Business I–II	3	3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
BUS CORE	MGT 251	Legal Environment of Business	3	
GE PHED	PHED ELECT	Physical Education		1
			<b>18</b>	<b>16</b>
<b>Third Year</b>				
BUS CORE	ECO 351	Environment of International Business	3	
BUS CORE	FIN 351–MKT 351	Intro. to Finance–Principles of Marketing	3	3
BUS CORE	MGT 351–352	Principles of Management I–II	3	3
BUS CORE	OIM 351–352	Mgt. Science–Operations Mgt.	3	3
MAJOR <sup>2</sup>	BUS ELECT	Business Electives		6
GE ELECT	FREE ELECT	Free Elective	3	
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
			<b>15</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR <sup>1</sup>	BUS ELECT	Business Electives	6	6
BUS CORE	MGT 455	Business Policy & Strategy		3
BUS CORE	OIM 471	Business Information Management	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	FREE ELECT	Free Electives	3	6
GE PHED	PHED ELECT	Physical Education	1	
			<b>16</b>	<b>15</b>

**TOTAL: 130–132 CREDITS**

<sup>1</sup> See note on Math Options on page 227.

<sup>2</sup> Major courses can be chosen from any of the functional areas once the prerequisites have been satisfied.

**BUAD 470** **Enterprise Information Systems** **3 cr.**  
(Prerequisite: BUAD 351) This course is concerned with the management and operations of information systems in an integrated enterprise. It will examine the integrated business processes of an enterprise. Students will analyze and study enterprise systems software in detail. Students will be exposed to the management of the enterprise systems software. They will learn about business integration through the concepts of business engineering and business workflow.

**BUAD 471** **Configuration and Consulting** **3 cr.**  
(Prerequisite: BUAD 351) Focus is on the implementation of enterprise systems projects and the role of consultants in such implementation. It examines the integrated business processes of an enterprise, and the concepts of developing data models, business objects, and event-process chains. Students develop implementation plans for enterprise systems software. The course will also discuss the configuration procedures in implementing enterprise systems software. The goal of the course is to prepare the students to become consultants in enterprise systems.

## ► ECONOMICS

### Faculty

Satyajit Ghosh, Ph.D., *Chair*  
 Riaz Hussain, Ph.D.  
 Ioannis N. Kallianiotis, Ph.D.  
 Hong V. Nguyen, Ph.D.  
 Iordanis Petsas, Ph.D.  
 Murli Rajan, Ph.D.  
 Edward M. Scahill, Ph.D.  
 Susan Trussler, Ph.D.

### Overview

The major in Economics, which is available both through the Kania School of Management and the College of Arts and Sciences, 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 decision-making positions in the financial sector, industry, commerce, banking, or government service. It also gives a strong preparation for the pursuit of graduate studies in Economics or the law.

### Minor in Economics

18 credits consisting of ECO 153, 154 (or ECO 101, 102), 361, 362, plus two upper level ECO courses (Kania School students may not use ECO 351).

### Course Descriptions

#### ECO 101 3 cr.

##### (S) Current Economic Issues

Intended to provide a foundation in economics for non-business students. This course provides analysis of contemporary economic issues relevant to the U.S. economy and the world. Issues such as economic policy, the federal government, budget, recession, inflation, health care, air and water pollution, and regulation of business are studied. Not a substitute for ECO 153-154 or other upper-level economics courses.

#### ECO 103 3 cr.

##### (S) The Economics of Environmental Issues

This course provides students with a framework for viewing environmental issues as economic issues. 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. Not open to Economics or Business majors or minors.

#### ECO 153 3 cr.

##### (S) Principles of Microeconomics

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.

#### ECO 154 3 cr.

##### (S) Principles of Macroeconomics

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, inflation, and monetary and fiscal policy.

#### ECO/IB 351 3 cr.

##### (D) Environment of International Business

(Prerequisites: ECO 153-154 or ECO 101, 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 3 cr.

##### Intermediate Microeconomics

(Prerequisite: ECO 153) This course centers on the analysis of production and cost theories. The topics studied are pure competition, monopoly, oligopoly, monopolistic competition and factor pricing. Economics majors take the course in their sophomore year; Finance majors in their junior year.

#### ECO 362 3 cr.

##### Intermediate Macroeconomics

(Prerequisite: ECO 154) This course centers on the study of national income accounting, price level fluctuations, issues of unemployment, inflation, full employment, and the impact of monetary and fiscal policy on income level and distribution. Economics majors take the course in their sophomore year; Finance majors in their junior year.

#### ECO 363 3 cr.

##### Applied Econometrics

(Prerequisites: ECO 361, ECO 362, STAT 253) This course deals with the modeling and estima-

Economics Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
GE S/BH	ECO 153-154	Principles of Micro-Macro Economics	3	3
GE WRTG-SPCH	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy-Theology I	3	3
GE C/IL	C/IL 104	Computing & Information Literacy		3
GE QUAN	MATH ELECT <sup>1</sup>	Math Option (two courses)	3-4	3-4
GE HUMN	HUMN ELECT <sup>2</sup>	Humanities Elective	3	
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar-Physical Education	1	1
			16-17	16-17
<b>Second Year</b>				
MAJOR	ECO 361-362	Intermediate Micro-Macro Econ.	3	3
COGNATE <sup>3</sup>	STAT 253	Statistics for Economics		3
COGNATE <sup>3</sup>	ACC 253	Financial Accounting	3	
COGNATE <sup>3</sup>	COGNATE ELECT	Cognate Elective		3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humn. Electives (HIST 110-111 recomm.)	3	3
GE ELECT	FREE ELECT <sup>4</sup>	Free Elective	3	
			18	18
<b>Third Year</b>				
MAJOR	ECO/IB 375	International Economics	3	
MAJOR	ECO 363	Applied Econometrics		3
MAJOR	ECO ELECT	Economics Elective	3	
COGNATE <sup>3</sup>	ECO/IB 351	Environment of Internat'l Business	3	
COGNATE <sup>3</sup>	FIN 351-ELECT	Intro. to Fin.-Cognate Electives	3	6
COGNATE <sup>3</sup>	COGNATE ELECT	Cognate Elective	3	
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE ELECT	FREE ELECT	Free Elective		3
			15	15
<b>Fourth Year</b>				
MAJOR	ECO 460	Monetary & Fin. Economics	3	
MAJOR	ECO 490-ECO 471	Economics Seminar-Advanced Macro.	3	3
COGNATE <sup>3</sup>	COGNATE ELECT	Cognate Electives	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	FREE ELECT	Free Electives	6	6
GE PHED	PHED ELECT	Physical Education	1	1
			16	16

TOTAL: 130-132 CREDITS

<sup>1</sup> See note on Math Options on page 227.

<sup>2</sup> If EDUC 113 is required in the first semester, it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

<sup>3</sup> Economics majors may apply up to 6 cognate credits toward a math minor. Students taking the sequence open to math majors are strongly urged to complete the calculus sequence by taking MATH 222, particularly if they plan on pursuing graduate studies. Economics majors registered in the Kania School of Management will apply 9 of their elective cognate credits to one of the following areas (exceptions require the permission of the KSOM Dean): Accounting, Finance, International Business, Management, Marketing, Operations Management. The remaining cognate credits may be applied to the social sciences or from the other business areas (but note that no more than 30 credits altogether can be taken in business subjects, exclusive of Economics courses). Care must be taken to observe prerequisites.

<sup>4</sup> If a third math course is required, it replaces this GE elective.

tion of relationships as applied to economics. The topics covered include single-equation structural modeling and time-series modeling; estimation methods and problems; testing of economic hypotheses; and forecasting. The emphasis of the course is on applications involving the use of actual data.

ECO 364 3 cr.  
**Labor Economics and Labor Regulations**  
(Prerequisites: ECO 153-154) Analysis of labor supply and demand; measurement and theory of unemployment; occupational choice; wage differentials; labor-market issues and policies; labor legislation.

**ECO 365 3 cr.****Mathematical Economics**

(Prerequisites: ECO 361, ECO 362, STAT 253, MATH 107, MATH 108 or permission of the instructor) This course studies the methodology of modern economic analysis. Emphasis is placed on developing the rigorous theoretical foundations of micro and macroeconomics using tools of calculus and linear algebra. Topics such as comparative static analysis, general equilibrium analysis, consumer and firm behavior, intertemporal decision making, decision-making under uncertainty, theory of growth and rational-expectation hypothesis are covered.

**ECO/IB 375 3 cr.****International Economics**

(Prerequisites: ECO 153-154 or ECO 351 or permission of the instructor) This course explains the rationale for international trade and gains from trade and discusses various trade policies. Topics covered in the course include: comparative advantage, free trade and trade restrictions (tariffs, quotas, etc.), the trade policy of the United States, exchange rates and their determinants, balance-of-payments analysis and the significance of multinational corporations.

**ECO 410 3 cr.****Economic Concepts and Applications**

This course provides an introduction to fundamental economic concepts as well as a review of techniques and materials (print, audiovisual, 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. This course may not be substituted for ECO 101, ECO 153 or ECO 154.

**ECO 460 3 cr.****Monetary and Financial Economics**

(Prerequisite: ECO 154, FIN 351) 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 topics that occupy the subject matter of money and financial markets.

**ECO 465 3 cr.****Development Economics**

(Prerequisites: ECO 153-154) This course introduces students to contemporary development economics. Topics include: the concept and measurement of economic development, the problems and prospects of the less developed countries, and the alternative theories and processes of economic development.

**ECO 470 3 cr.****Law and Economics**

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

**ECO 471 3 cr.****Advanced Macroeconomics**

(Prerequisites: ECO 362, 460, 363 or permission of the instructor) This course centers on the study of recent advances in macroeconomic analysis. Topics include empirical macroeconomic analysis, open-economy macroeconomics, the role of expectations, economic policy and economic growth.

**ECO 490 3 cr.****Economics Seminar**

Advanced study of a special area in economics. Topics and prerequisites vary.

**The following courses are offered infrequently:**

- ECO 102 Fundamentals of Economic Analysis
- ECO 200 (S) Economic Security and Personal Finance
- ECO 366 Economic Geography
- ECO 461 Managerial Economics
- ECO 462 Urban and Regional Economics
- ECO 463 Public Finance and Taxation
- ECO 464 Environmental Economics and Policy

Please contact the department chair for course schedules and detailed descriptions.



## ► ELECTRONIC COMMERCE

Nabil A. Tamimi, Ph.D., *Chair, Operations Management Department*  
*See Operations Management for faculty listing.*

### Overview

Electronic commerce is an emerging business environment that provides common business services, multimedia content publishing and secure interactive web sites by integrating back-end and front-end applications. The necessary electronic commerce infrastructure is provided by integrating information and telecommunication technologies, the Internet and the World Wide Web, and business models that incorporate security, privacy, and legal issues. Electronic commerce lets companies reach new markets, operate around the clock, shorten the product-development cycle, enhance customer service, reduce or eliminate inventory related costs, and create enterprise links – all at lower costs. The phenomenal growth in online commerce increases the demand for people with skills in areas such as electronic commerce infrastructure, new business initiatives, law and security, electronic payment, financial services, and interactive marketing. The program below develops the knowledge and skills necessary for linked organizations in the new millennium.

### Minor in Electronic Commerce

To minor in Electronic Commerce the student must take a minimum of 18 credits. Three courses are required: C/IL 104 (or equivalent), EC 251, and OIM 471 and any three of the following: EC 362, 370, 371, 372, 461, 462, 470, 471, 472, 473; OIM 353, 363, 470.

### Course Descriptions

**EC 251** 3 cr.  
**Introduction to Electronic Business**  
 (Prerequisite: C/IL 104) This course explores how the Internet has revolutionized the buying and selling of goods and services in the marketplace. Topics include: Internet business models, electronic commerce infrastructure, designing online storefronts, payment acceptance and security issues, and the legal and ethical challenges of electronic commerce. Students will also gain

hands-on experience in creating a web site using an HTML authoring tool.

**EC 361** 3 cr.  
**Electronic Business Communication Networks**  
 (Prerequisite: EC 251 or equivalent) The course is designed to provide students with networking and telecommunications fundamentals necessary to develop enterprise networks to conduct business on the Internet. Topics include: network fundamentals and technologies, wireless networks and the Internet, network security, management, and trends. Discussion is focused on business applications within and among organizations. Hands-on experience and case studies will be used to illustrate concepts.

**EC 362** 3 cr.  
**Database Management Systems for Electronic Business**  
 (Prerequisite: EC 251 or equivalent) This course deals with the use of database management systems to support electronic business. Topics include: data modeling; database design and normalization; structured query language (SQL); database application development; integration of web server and database server; distributed databases; data warehousing; and data mining. (Also listed as AIS 362.)

**EC 370** 3 cr.  
**Interactive Marketing**  
 (Prerequisites: MKT 351, junior standing) This course examines the integration of evolving interactive technologies in the design and implementation of marketing programs. The use of information technology infrastructure to support the execution of conception, pricing, promotion and distribution of ideas, goods and services has the potential of making the marketing process more efficient and productive. (Also listed as MKT 370.)

**EC 371** 3 cr.  
**Investments**  
 (Prerequisites: FIN 351, junior standing) This course provides students with an overview of the fundamentals of investing. Topic coverage will include debt, equity and derivatives markets. Internet resources will be used to develop security valuation models.

**EC 372** 3 cr.  
**Accounting for Electronic Business**  
 (Prerequisites: ACC 252 or ACC 254, junior standing) Introduces students to the role accounting is playing in today's business environment and how technology has impacted the

## Electronic Commerce Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
GE S/BH	ECO 153–154	Prin. of Micro–Macro Economics	3	3
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	3	3
GE C/IL	C/IL 104	Computer & Information Literacy		3
GE QUAN	MATH ELECT <sup>1</sup>	Math Option (two courses)	3–4	3–4
GE HUMN	HUMN ELECT <sup>2</sup>	Humanities Elective	3	
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			<b>16–17</b>	<b>16–17</b>
<b>Second Year</b>				
BUS CORE	ACC 253–254	Financial–Managerial Accounting	3	3
BUS CORE	STAT 251–252	Statistics for Business I–II	3	3
BUS CORE	MGT 251	Legal Environment of Business		3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
MAJOR	EC 251	Introduction to Electronic Commerce	3	
BUS CORE	OIM 471	Business Information Management		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT <sup>3</sup>	Free Elective	3	
			<b>18</b>	<b>18</b>
<b>Third Year</b>				
MAJOR	EC 362	Database Mgt. for Electronic Business	3	
MAJOR	EC ELECT	EC Electives	3	3
BUS CORE	MGT 351–352	Principles of Management I–II	3	3
BUS CORE	MKT 351–FIN 351	Principles of 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/IB 351	Environment of Intl. Business	3	
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
			<b>18</b>	<b>15</b>
<b>Fourth Year</b>				
MAJOR	EC 461	Internet Applications Development	3	
MAJOR	EC 473	Bus. Appl. of Comm. Networks		3
MAJOR	EC ELECT	Electronic Commerce Electives		6
BUS CORE	MGT 455	Business Policy & Strategy	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE ELECT	FREE ELECT	Free Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			<b>16</b>	<b>16</b>

**TOTAL: 133–135 CREDITS**

<sup>1</sup> See note on Math Options on page 227.

<sup>2</sup> If EDUC 113 is required in the first semester, it is taken in place of a humanities elective and is counted as a GE free elective. The GE free elective in the fourth year must be taken as a humanities elective.

<sup>3</sup> If a third math course is required, it replaces this GE elective.

techniques of accounting and reporting. Computerized models of accounting are used to explore the software tools available for decisions and reporting. Internet business and traditional business transactions will be evaluated. Students will see the effects of control features built into software systems. (Also listed as AIS 372.)

**EC 461** **Internet Applications Development** 3 cr.  
(Prerequisite: EC 362 or permission of instructor)  
An introduction to existing and evolving Internet

technologies needed for web site development and management. Client and server-side scripts will be utilized to explore their role in interacting with customers, customizing web pages, processing forms, maintaining state, and connecting to databases. Course delivery will be primarily conducted through hands-on assignments and projects.

**EC 462** **Projects in Electronic Business** 3 cr.  
(Prerequisite: EC 461 or permission of instructor)  
In this course, students will integrate their

knowledge and skill in business and technology to acquire the big picture of electronic business. The purpose of this course is to synthesize knowledge acquired in different courses to develop a secure working electronic commerce site. Students will work in a team-oriented environment under the guidance of the instructor.

**EC 470** **3 cr.**  
**Supply Chain Management**

(Prerequisite: OIM 352 or permission of instructor) Many companies view Supply Chain Management as the core of their business strategy. Students will learn how principles of Supply Chain Management integrate into the management of the enterprise and the business processes. Students will examine the use of information technologies in Supply Chain Management. Computer software will be used to gain hands-on experience. (EC 470 and OIM 366 are jointly offered.)

**EC 471** **3 cr.**  
**Information Systems Security**

(Prerequisite: OIM 471 or permission of instructor) The course provides students with a basic understanding of the technical, managerial, legal and ethical issues of information security. Topics include cryptographic systems, IP concepts and behavior, Internet and systems threat assessment, secure transactions and payments, antivirus tools, password management and cracking, and system auditing. Students will largely utilize Microsoft Windows platforms, but other operating systems will be discussed. (Also listed as AIS 381.)

**EC 472** **3 cr.**  
**Electronic Business and Entrepreneurship**

(Prerequisite: senior standing or permission of instructor) The course examines the issues related to the starting of new technology-based businesses. It focuses on entrepreneurial traits, idea generation, entry strategies, marketing plans and development of business plans. Venture capital and other forms of financing will also be covered. In addition there will be a discussion on legal and intellectual properties issues. (Also listed as OIM 472.)

**EC 473** **3 cr.**  
**Business Applications of Communication Networks**

(Prerequisite: OIM 471 or permission of instructor) Use of computer and telecommunication networks to achieve organizational goals. Topics include data communications; planning and design of communication networks; data integ-

rity, independence and security; client-server computing; global communication; the Internet; applications of telecommunication networks and current issues and future trends. (Also listed as AIS 483 and OIM 473.)

## ► **FINANCE**

### **Faculty**

Satyajit Ghosh, Ph.D., *Chair*  
 Riaz Hussain, Ph.D.  
 Ioannis N. Kallianiotis, Ph.D.  
 Hong V. Nguyen, Ph.D.  
 Iordanis Petsas, Ph.D.  
 Murli Rajan, Ph.D.  
 Edward M. Scahill, Ph.D.  
 Susan Trussler, Ph.D.

### **Overview**

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

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

### **Minor in Finance**

18 credits consisting of ECO 153, 154, 351, FIN 351 and two upper level Finance courses (from FIN 361, 362, 470, 471, 472, 475.)

## **Course Descriptions**

**FIN 351** **3 cr.**  
**Introduction to Finance**

(Prerequisites: junior standing, ECO 153-154 or 101, ACC 252 or 253, or permission of the instructor) This course introduces students to the field of finance. 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.

## Finance Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
GE S/BH	ECO 153–154	Prin. of Micro–Macro Economics	3	3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	3	3
GE C/IL	C/IL 104	Computing & Information Literacy		3
GE QUAN	MATH ELECT <sup>1</sup>	Math Option (two courses)	3–4	3–4
GE HUMN	HUMN ELECT <sup>2</sup>	Humanities Elective	3	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			<b>16–17</b>	<b>16–17</b>
<b>Second Year</b>				
BUS CORE	ACC 251–252	Financial Accounting I–II	3	3
BUS CORE	STAT 251–252	Statistics for Business I–II	3	3
BUS CORE	MGT 251	Legal Environment of Business		3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT <sup>3</sup>	Free Elective	3	
			<b>18</b>	<b>18</b>
<b>Third Year</b>				
MAJOR	ECO 361–362	Intermediate Micro–Macro Economics	3	3
MAJOR	FIN 361	Working Capital Management		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–Principles of Marketing	3	3
BUS CORE	OIM 351–OIM 352	Intro. to Mgt. Science–Intro. to Oper. Mgt.	3	3
BUS CORE	ECO/IB 351	Environment of Intl. Business	3	
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
			<b>18</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR	ECO 460	Monetary & Financial Economics	3	
MAJOR	FIN 470	Capital Investment & Structure	3	
MAJOR	FIN ELECT	Finance Electives		6
BUS CORE	OIM 471	Business Information Management		3
BUS CORE	MGT 455	Business Policy & Strategy		3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	FREE ELECT	Free Electives	6	
GE PHED	PHED ELECT	Physical Education	1	1
			<b>13</b>	<b>16</b>
<b>TOTAL: 133–135 CREDITS</b>				

<sup>1</sup> See note on Math Options on page 227.

<sup>2</sup> If EDUC 113 is required in the first semester, it is taken in place of a humanities elective and is counted as a GE free elective.

<sup>3</sup> One GE free elective in the fourth year must then be taken as a humanities elective.

<sup>3</sup> If a third math course is required, it replaces this GE elective.

### FIN 361

3 cr.

#### Working Capital Management

(Prerequisite: FIN 351) This course provides 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

3 cr.

#### Investments

(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**

3 cr.

**Capital Investment and Structure**

(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, dividend theories, mergers and acquisitions, and bankruptcy.

**FIN 471**

3 cr.

**Derivative Securities**

(Prerequisite: FIN 362) This course looks at the nature of derivative securities, focusing on options. It develops pricing models for options, emphasizing the Black-Scholes model. The use of options in various investment strategies is discussed in terms of risk and return. Students use real-time data to implement these strategies.

**FIN 472**

3 cr.

**Portfolio Management**

(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**

3 cr.

**Financial Institutions**

(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**

3 cr.

**International Finance**

(Prerequisites: ECO 351, FIN 351) This course deals with the environment of international financial management, exchange-rate determination, foreign-exchange risk-management, multinational working-capital management, international financial markets and instruments, foreign-investment analysis, and management of ongoing operations. It also exposes students to a wide range of issues, concepts, and techniques pertaining to international finance.

## ► INTERNATIONAL BUSINESS

Susan Trussler, Ph.D., *Program Director*

### Overview

The major in International Business is an interdisciplinary program designed for those Business students who seek an understanding of the complex world within which multinational corporations, national and international agencies, and individuals interact. In the 21st 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 United States.

### Course Descriptions

**ECO/IB 351**

3 cr.

**(D) Environment of International Business**

(Prerequisites: ECO 153-154, junior standing)

This course introduces the student to the field of international business, including 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/IB 375**

3 cr.

**International Economics**

(Prerequisites: ECO 153-154 or ECO 351 or permission of the instructor)

This course explains the rationale for international trade and gains from trade and discusses various trade policies. Topics covered in the course include: comparative advantage, free trade and trade restrictions (tariffs, quotas, etc.), the trade policy of the United States, exchange rates and their determinants, balance-of-payments analysis, and the significance of multinational corporations.

## International Business Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
GE S/BH	ECO 153–154	Principles of Micro–Macro Economics	3	3
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE PHIL	PHIL 120 <sup>2</sup>	Introduction to Philosophy		3
GE C/IL	C/IL 104	Computing & Information Literacy	3	
GE QUAN	MATH ELECT <sup>1</sup>	Math Option (two courses)	3–4	3–4
GE HUMN	HUMN ELECT	Foreign Language Electives	3	3
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			<b>16–17</b>	<b>16–17</b>
<b>Second Year</b>				
BUS CORE	ACC 253–254	Financial–Managerial Accounting	3	3
BUS CORE	STAT 251–252	Statistics for Business I–II	3	3
BUS CORE	MGT 251	Legal Environment of Business	3	
GE PHIL	PHIL 210	Ethics		3
GE T/RS	T/RS 121–122	Theology I–II	3	3
GE NSCI	NSCI ELECT <sup>3</sup>	Natural Science Electives	3	3
GE ELECT	LANG ELECT <sup>5</sup>	Foreign Language Electives	3	3
			<b>18</b>	<b>18</b>
<b>Third Year</b>				
MAJOR	IB ELECT <sup>4</sup>	Advanced IB Electives		6
BUS CORE	MGT 351–352	Principles of Management I–II	3	3
BUS CORE	MKT 351–FIN 351	Principles of Marketing–Intro. to Finance	3	3
BUS CORE	OIM 351–OIM 352	Intro. to Mgt. Sci.–Intro. to Oper. Mgt.	3	3
BUS CORE	ECO/IB 351	Environment of Int'l. Business	3	
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
GE HUMN	HUMN ELECT	Regional/Global Electives	3	3
			<b>18</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR	IB ELECT <sup>4</sup>	Advanced IB Electives	6	6
BUS CORE	MGT 455	Business Policy & Strategy	3	
BUS CORE	OIM 471	Business Information Management		3
GE ELECT	ELECT <sup>6</sup>	Regional/Global Electives	3	3
GE ELECT	FREE ELECT <sup>3,5</sup>	Free Electives	(3)	(3)
GE PHED	PHED ELECT	Physical Education	1	1
			<b>13 (16)</b>	<b>13 (16)</b>

**TOTAL: 130–132 (136–138) CREDITS<sup>5</sup>**

<sup>1</sup> See note on Math Options on page 227.

<sup>2</sup> If EDUC 113 is required, it is taken in place of PHIL 120. C/IL 104 is then moved to the spring of the first year. PHIL 120 will be taken in the second year.

<sup>3</sup> If a third math course is required, GE electives are moved from the fourth to the second year. The NSCI sequence is moved to the fourth year.

<sup>4</sup> Four of the five functional international business courses and two electives from IB 476, 477, 478, 490, ECO 366, 465 or the fifth functional IB course.

<sup>5</sup> For students requiring EDUC 113 and a third math course, 6 additional credits are needed to complete the foreign-language requirement.

<sup>6</sup> Global Studies electives include GEOG 134 (recommended), PHYS 102, PS 212, PS 213, T/RS 219Z. Regional Studies electives are courses that focus on specific countries or regions of the world (not U.S.), including culture courses taught in a foreign language.

### ACC/IB 475

**3 cr.**

#### International Accounting

(Prerequisites: ACC 252 or 254, 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, the reporting standards for selected countries, financial statement analysis, and taxation and managerial accounting

issues for multinational business entities are examined.

### FIN/IB 475

**3 cr.**

#### International Finance Management

(Prerequisites: ECO 351, FIN 351) This 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, 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.

### **MGT/IB 475 3 cr.**

#### **International Management**

(Prerequisites: ECO 351, MGT 351) Focuses on functional strategies of multinational corporations (MNCs), structure and control systems of MNCs, and comparative management. Specific MNC strategies to be covered include entry, sourcing, marketing, finance, human resources and public affairs. Study of structure and control systems includes corporate structure and headquarters-subsidiary relationships. Study of comparative management systems focuses on nature of management systems and practices in different cultures.

### **MKT/IB 475 3 cr.**

#### **International Marketing**

(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 socioeconomic, political and cultural lines. Different types of international market barricades and the corresponding market-entry strategies will be analyzed. Additional readings from international publications will be required.

### **IB 476 3 cr.**

#### **U.S.-East Asia Trade and Investment**

(Prerequisite: ECO 351) This course describes and analyzes trade and investment flows between the U.S. and Japan, China, Korea and Taiwan. Topics covered in the course include: economic trends in these countries, U.S. trade and investment with them, U.S. trade deficit, trade policies of the U.S. and these countries, analysis of Japan's Keiretsu, Korea's Chaebol, China's MFN status and Taiwan's environmental problems.

### **IB 477 3 cr.**

#### **European Business**

(Prerequisite: ECO/IB 351) This course introduces the student to the European business environment, focusing on the implications for international business operations and competitiveness. This includes the study of rapidly changing business environments in Central and Eastern Europe (CEE) as well as the nations of the European Union (EU). The elimination of barriers to trade,

and the response of companies inside and outside the EU to the threats and opportunities of the Single Market are examined.

### **IB 478 3 cr.**

#### **Business in China**

(Prerequisite: ECO/IB 351) This course introduces the student to the dynamic business environment in the People's Republic of China, focusing on the implications for international business operations and competitiveness.

### **IB 495 3 cr.**

#### **European Business Experience**

(Prerequisites: MGT 351, MKT 351, ECO/IB 351) Students will have an opportunity to participate in lecture-discussion sessions with top-level executives from various multinational corporations, local business firms and government agencies in a number of different countries in Europe. Participants will gain a basic understanding of the issues prominent in international business today. Course involves travel to Europe. (Also listed as MGT 495 and MKT 495.)

## **► MANAGEMENT**

### **Faculty**

Len Tischler, Ph.D., *Chair*  
 Gerald Biberman, Ph.D.  
 Alan L. Brumagim, Ph.D.  
 Cynthia W. Cann, Ph.D.  
 Satya P. Chattopadhyay, Ph.D.  
 Jafor Chowdhury, Ph.D.  
 Irene Goll, Ph.D.  
 Robert L. McKeage, Ph.D.  
 Abhijit Roy, Ph.D.  
 Delia A. Sumrall, D.B.A.  
 John M. Zych, D.B.A.

### **Overview**

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 cope successfully 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, team and communication skills. Students working with their faculty and advisors can choose from a variety of courses to design a program of study that will prepare them to enter a variety of positions in private industry and other organizations.

### ***Tracks for Majors in Management***

Management majors may choose either of two tracks if they wish.

*Management of Structures and Systems:* This track focuses on the skills a successful manager needs to plan, organize, maintain and improve an organization's structures and systems. In addition to the required Business core courses, each student will take MGT 460, 461, 462 and any three other upper-level management electives.

*Management of People and Teams:* This track focuses on the skills a successful manager needs to meet the management challenges of people and teams in today's workplace. In addition to the required Business core courses, each student will take at least three of the following four courses: MGT 361, 362, 471 or 474. In addition, the student will take other upper-level Management electives to complete 18 credit hours of electives in Management.

### ***Minors in Management***

A minor in Management requires MGT 351, MGT 352, and four upper-level electives in Management (not including MGT 455). A student may choose to focus these electives in one of the tracks above.

## **Course Descriptions**

### **MGT 251 3 cr.** **Legal Environment of Business**

The nature, sources, formation, and applications of law. Judicial function, 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. Tort, criminal and insurance law, property rights for both personal and real property. Business organization, principle of agency, partnership and corporation.

### **MGT 351 3 cr.**

#### **Principles of Management I**

(Prerequisite: junior standing) Survey course examines key aspects of organizations and their management – dynamic environments, 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 planning, organizing, controlling and directing, to the knowledge and skills involved in managing and working with a diverse workforce.

### **MGT 352 3 cr.**

#### **Principles of Management II**

(Prerequisite: MGT 351) Survey course examines the individual in the work setting, working with a variety of people inside and outside the organization. This course deals with such issues as motivation, leadership and communication diversity at the work place, and with individual effectiveness, interpersonal relations, and group skills.

### **MGT 361 3 cr.**

#### **Human Resources Management**

(Prerequisite: MGT 351) Course explains the functions of a human resources division or department – including job descriptions, labor demographics, recruitment and hiring, turnover and mobility, interviewing, aptitude and other employee testing, performance evaluation, disciplinary procedures, employee health and safety, wage and hour administration, government regulations; and the handling of absenteeism, alcoholism, and drug addiction.

### **MGT 362 3 cr.**

#### **Employee-Management Relations**

(Prerequisite: MGT 351) This examines employee-management practices in contemporary society, 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 3 cr.**

#### **Business Policy and Strategy**

(Prerequisites: senior standing, 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

Management Curriculum				
	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
GE S/BH	ECO 153–154	Prin. of Micro–Macro Economics	3	3
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	3	3
GE C/IL	C/IL 104	Computing & Information Literacy		3
GE QUAN	MATH ELECT <sup>1</sup>	Math Option (two courses)	3–4	3–4
GE HUMN	HUMN ELECT <sup>2</sup>	Humanities Elective	3	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16–17	16–17
<b>Second Year</b>				
BUS CORE	ACC 253–254	Financial–Managerial Accounting	3	3
BUS CORE	STAT 251–252	Statistics for Business I–II	3	3
BUS CORE	MGT 251	Legal Environment of Business	3	
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT <sup>3</sup>	Free Elective		3
			18	18
<b>Third Year</b>				
MAJOR	MGT ELECT <sup>4</sup>	Management Electives		6
BUS CORE	MGT 351–352	Principles of Management I–II	3	3
BUS CORE	MKT 351–FIN 351	Principles of 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/IB 351	Environment of Intl. Business	3	
GE PHIL–T/RS	PHIL–T/RST ELECT	Philosophy or T/RS Elective	3	
			15	15
<b>Fourth Year</b>				
MAJOR	MGT ELECT <sup>4</sup>	Management Electives	6	6
BUS CORE	MGT 455	Business Policy & Strategy	3	
BUS CORE	OIM 471	Business Information Management		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	FREE ELECT	Free Electives	3	6
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
<b>TOTAL: 130–132 CREDITS</b>				

<sup>1</sup> See note on Math Options on page 227.

<sup>2</sup> If EDUC 113 is required in the first semester, it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

<sup>3</sup> If a third math course is required, it replaces this GE elective.

<sup>4</sup> In consultation with their advisors, Management majors may choose either of the two following tracks: People and Teams (at least three courses from MGT 361, 362, 471, 474) or Structures and Systems (MGT 460, 461, 462). A total of 18 credits must be taken in Management electives.

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** 3 cr.  
**Organization Theory**  
(Prerequisite: 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 tech-

nology and size- influences, conflict, boundary roles, matrix structure, political factors, and sociotechnical systems.

**MGT 461** 3 cr.  
**Managing Through Systems and Quality**  
(Perquisite: MGT 351) Systems theory provides a powerful way to understand work organizations: as interacting, inter-dependent systems. Managing effectively through systems involves working with vision, with empowered, growing people with a customer orientation, with good measures

and analysis, and with a continuous improvement culture. This course will focus on these quality management approaches that form the underpinning of tomorrow's management practices.

**MGT 462** 3 cr.

**Project Management in Organizations**

(Prerequisite: 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. (Also listed as OIM 462.)

**MGT 471** 3 cr.

**Group Dynamics**

(Prerequisite: MGT 351 or permission of instructor) Survey of constructs, research and applications of small group phenomena in an organizational context. Examines 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 473** 3 cr.

**Organizational Social Responsibility**

(Prerequisite: MGT 351 or permission of the instructor) This course introduces students to basic concepts underlying 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 managerial approach is explored in the light of the increasing importance of societal impact on the organization.

**MGT 474** 3 cr.

**(D) Managing a Multicultural Workforce**

This course addresses the skills and knowledge managers must develop to deal with an increasingly culturally diverse workforce. Specific topics to be covered include diversity in ethnicity, nationality, religion, culture, gender, age, sexual orientation and disability. The course will help students interact and work with people different from themselves and to understand their own cultural values, biases and behaviors.

**MGT/IB 475** 3 cr.

**International Management**

(Prerequisites: ECO, MGT 351) Focuses on functional strategies of multinational corporations (MNCs), structure and control-systems of MNCs, and comparative management. Specific MNC strategies to be covered include entry, sourcing, and marketing, finance, human resources and public affairs. Study of structure and control systems includes corporate structure, headquarters-subsidiary relationships. Study of comparative management systems focuses on nature of management systems and practices in different cultures.

**MGT 495** 3 cr.

**European Business Experience**

(Prerequisites: MGT 351, MKT 351, ECO/IB 351) Students will have an opportunity to participate in lecture-discussion sessions with top-level executives from various multinational corporations, local business firms, and government agencies in a number of different countries in Europe. Participants will gain a basic understanding of the issues prominent in international business today. Course involves travel to Europe. (Also listed as IB 495 and MKT 495.)

## MARKETING

### Faculty

Len Tischler, Ph.D., *Chair*  
 Gerald Biberman, Ph.D.  
 Alan L. Brumagim, Ph.D.  
 Cynthia W. Cann, Ph.D.  
 Satya P. Chattopadhyay, Ph.D.  
 Jafor Chowdhury, Ph.D.  
 Irene Goll, Ph.D.  
 Robert L. McKeage, Ph.D.  
 Abhijit Roy, Ph.D.  
 Delia A. Sumrall, D.B.A.  
 John M. Zych, D.B.A.

### Overview

Marketing is "people oriented," focusing on the interaction between the firm and its market (buyers). The marketer explores buyer needs to develop new products and to position them so that buyers see their value. 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 func-

tions: marketing research and the firm's interactions with wholesalers and retailers. The student will develop the quantitative and qualitative skills needed to succeed in a real business environment.

## Course Descriptions

### **MKT 351 3 cr.** **Principles of Marketing**

(Prerequisites: junior standing, ECO 153-154 or ECO 101) This course introduces the student to the field of marketing. An overview of the principles on which the discipline is founded. 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 3 cr.** **Marketing Research**

(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.

### **MKT 362 3 cr.** **Consumer Behavior**

(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 370 3 cr.** **Interactive Marketing**

(Prerequisite: MKT 351) This course examines the integration of evolving interactive technologies in the design and implementation of marketing programs. The use of information technology infrastructure to support the execution of conception, pricing, promotion and distribution of ideas, goods and services has the potential of making the marketing process more efficient and productive. (Also listed as EC 370.)

### **MKT 470 3 cr.** **Marketing Communications**

(Prerequisite: MKT 351; senior standing) 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, per-

suade, and move them to action. Development of copy selection and media and measurement of promotion effectiveness including evaluation of sales force.

### **MKT 471 3 cr.** **Sales Force Management**

(Prerequisites: MGT 352, MKT 351; senior standing) This course develops the concepts and techniques needed to identify and analyze the various decision areas faced by a sales-force manager. Topics include recruiting, selecting and training the sales force; forecasting, budgeting and sales quotas; assigning, motivating and compensating the sales force.

### **MKT 472 3 cr.** **Retailing Management**

(Prerequisites: MGT 352, FIN 351, OIM 351; senior standing) This course focuses on the decision areas facing retail managers, including retailing, structure, merchandising, locations, store layout, promotion, pricing and personnel.

### **MKT 474 3 cr.** **Personal Selling**

(Prerequisites: MKT 351, MKT 361, MKT 362) This course focuses on the direct selling process: how it fits into the marketing function, the ability to communicate a product's features, advantages and benefits, and the principles of effective selling. Students practice making oral and written sales presentations. Students also learn what a career in sales entails.

### **MKT/IB 475 3 cr.** **(D) International Marketing**

(Prerequisites: MKT 351, ECO 351) Analysis of marketing strategies of multinational corporations with emphasis on the internal environment of country markets. Discussions include comparisons of different regional markets along socio-economic, political and cultural lines; different types of international market barricades and corresponding market-entry strategies.

### **MKT 476 3 cr.** **Marketing Strategy**

(Prerequisite: MKT 351; senior standing) 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.

## Marketing Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
GE S/BH	ECO 153–154	Prin. of Micro–Macro Economics	3	3
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	3	3
GE C/IL	C/IL 104	Computing & Information Literacy		3
GE QUAN	MATH ELECT <sup>1</sup>	Math Option (two courses)	3–4	3–4
GE HUMN	HUMN ELECT <sup>2</sup>	Humanities Elective	3	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			<b>16–17</b>	<b>16–17</b>
<b>Second Year</b>				
BUS CORE	ACC 253–254	Financial–Managerial Accounting	3	3
BUS CORE	STAT 251–252	Statistics for Business I–II	3	3
BUS CORE	MGT 251	Legal Environment of Business	3	
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT <sup>3</sup>	Free Elective		3
			<b>18</b>	<b>18</b>
<b>Third Year</b>				
MAJOR	MKT 361	Marketing Research		3
MAJOR	MKT 362	Consumer Behavior		3
BUS CORE	MKT 351–FIN 351	Principles of Marketing–Intro. to Finance	3	3
BUS CORE	MGT 351–352	Principles of Management I–II	3	3
BUS CORE	OIM 351–OIM 352	Intro. Mgt. Science–Intro. Oper. Mgt.	3	3
BUS CORE	ECO/IB 351	Environment of Intl. Business	3	
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
			<b>15</b>	<b>15</b>
<b>Fourth Year</b>				
MAJOR	MKT 470–476	Mkt. Communications–Mkt Strategy	3	3
MAJOR	MKT ELECT	Marketing Electives	3	3
BUS CORE	MGT 455	Business Policy & Strategy	3	
BUS CORE	OIM 471	Business–Information Management		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	FREE ELECT	Free Electives	3	6
GE PHED	PHED ELECT	Physical Education	1	1
			<b>16</b>	<b>16</b>

**TOTAL: 130–132 CREDITS**

<sup>1</sup> See note on Math Options on page 227.

<sup>2</sup> If EDUC 113 is required in the first semester, it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

<sup>3</sup> If a third math course is required, it replaces this GE elective.

### MKT 495

3 cr.

#### European Business Experience

(Prerequisites: MGT 351, MKT 351, ECO/IB 351) Students will have an opportunity to participate in lecture-discussion sessions with top-level executives from various multinational corporations, local business firms, and government agencies in a number of different countries in Europe. Participants will gain a basic understanding of the issues prominent in international business today. Course involves travel to Europe. (Also listed as IB 495 and MGT 495.)



# ► OPERATIONS MANAGEMENT

## Faculty

Nabil A. Tamimi, Ph.D., *Chair*  
 S. Kingsley Gnanendran, Ph.D.  
 Deborah J. Gougeon, Ph.D.  
 Satyanarayana V. Prattipati, Ph.D.  
 Rose Sebastianelli, Ph.D.  
 Ling Xue, Ph.D.

## Overview

Operations Management is primarily concerned with the effective management of production and operations systems in manufacturing and service organizations. Career opportunities include:

*Manufacturing* – V.P. Manufacturing, Production Manager, Materials Manager, Inventory Analyst, Warehouse Manager, Plant Manager, Quality Control Manager, Production Planning Analyst, Purchasing Manager, Shipping Specialist

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

## Minor in Operations Management

A student must take a minimum of 18 credits: four business core courses – STAT 252 and OIM 351, 352 and 471 – and two electives from OIM and EC courses.

## Course Descriptions

STAT 251 3 cr.

### (Q) Statistics for Business I

(Prerequisites: C/IL 104 and one of the following: MATH 106, 107, 108 or permission of instructor) Detailed coverage of descriptive statistics. An introduction to the elements of probability theory and decision theory, and index numbers. The major discrete and continuous probability distributions are covered with an emphasis on business applications. Data analysis will be done using appropriate software.

STAT 252 3 cr.

### (Q) Statistics for Business II

(Prerequisite: STAT 251) A survey of inferential statistical methods covering sampling distributions, interval estimation, hypothesis testing,

goodness-of-fit tests, analysis of variance, regression and correlation analysis, and non-parametric statistics. Data analysis will be done using appropriate software.

STAT 253 3 cr.

### Statistics for Economics

(Prerequisites: C/IL 104 and one of the following: MATH 106, 107, 108 or permission of instructor) 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. Data analysis will be done using appropriate software.

OIM 351 3 cr.

### Introduction to Management Science

(Prerequisite: STAT 251) A survey of quantitative techniques used to analyze and solve business problems. Topics include linear programming methods, waiting line models, project scheduling, and simulation. Emphasis is placed on model building and analysis using spreadsheet software.

OIM 352 3 cr.

### Introduction to Operations Management

(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 353 3 cr.

### Business Process Overview

(Prerequisite: C/IL 104) This is the first course in the area of enterprise management. Students will learn to appreciate the integration of a company's core business processes. Students will be exposed to the main business processes that drive an organization, the interactions within and between them, and the effect of integration on the decision-making environment. This course uses an enterprise-wide integrated information-systems software and simulated data for a model company.

OIM 363 3 cr.

### Quality Management

(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

## Operations Management Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
GE S/BH	ECO 153–154	Prin. of Micro–Macro Economics	3	3
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	3	3
GE C/IL	C/IL 104	Computing & Information Literacy		3
GE QUAN	MATH ELECT <sup>1</sup>	Math Option (two courses)	3–4	3–4
GE HUMN	HUMN ELECT <sup>2</sup>	Humanities Elective	3	
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar–Physical Education	1	1
			<b>16–17</b>	<b>16–17</b>
<b>Second Year</b>				
BUS CORE	ACC 253–254	Financial–Managerial Accounting	3	3
BUS CORE	STAT 251–252	Statistics for Business I–II	3	3
BUS CORE	MGT 251	Legal Environment of Business		3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT <sup>3</sup>	Free Elective	3	
			<b>18</b>	<b>18</b>
<b>Third Year</b>				
MAJOR	OIM ELECT	Oper. & Info. Mgt. Elective	3	
MAJOR	OIM 363	Total Quality Management	3	
BUS CORE	MGT 351–352	Principles of Management I–II	3	3
BUS CORE	MKT 351–FIN 351	Principles of 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/IB 351	Environment of Int'l Business		3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
			<b>15</b>	<b>15</b>
<b>Fourth Year</b>				
MAJOR	OIM 470	Production Planning & Control	3	
MAJOR	OIM 366	Supply Chain Management		3
MAJOR	OIM ELECT	Oper. & Info. Mgt. Electives	3	3
BUS CORE	MGT 455	Business Policy & Strategy	3	
BUS CORE	OIM 471	Business Information Management		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	FREE ELECT	Free Electives	3	6
GE PHED	PHED ELECT	Physical Education	1	1
			<b>16</b>	<b>16</b>

**TOTAL: 130-132 CREDITS**

<sup>1</sup> See note on Math Options on page 227.

<sup>2</sup> If EDUC 113 is required in the first semester, it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

<sup>3</sup> If a third math course is required, it replaces this GE elective.

empowerment, quality-improvement tools, cross-functional teams, leadership for quality, statistical-process control, process capability, Taguchi methods, ISO 9000 standards, and the role of inspection in quality management.

### OIM 366

3 cr.

#### Supply Chain Management

(Prerequisite: OIM 352 or permission of instructor) Many companies view Supply Chain Management as the core of their business strategy. Students will learn how principles of Supply Chain Management integrate into the manage-

ment of the enterprise and the business processes. Students will examine the use of information technologies in Supply Chain Management. Computer software will be used to gain hands-on experience. (Also listed as EC 470.)

### OIM 462

3 cr.

#### Project Management in Organizations

(Prerequisite: 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 under-

standing 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. (Also listed as MGT 462.)

**OIM 470** 3 cr.

**Production Planning and Control**

(Prerequisite: OIM 352) This course is concerned with the study of production planning and control activities in an enterprise resource-planning context. Topics include forecasting, aggregate planning, capacity planning, master production scheduling, material requirements planning, production activity control, purchasing, inventory models, and Just-in-Time Systems. The interactions between operations and the other functional areas of the business will be emphasized.

**OIM 471** 3 cr.

**Business Information Management**

(Prerequisite: C/IL 104) 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 472** 3 cr.

**Electronic Business and Entrepreneurship**

(Prerequisite: senior standing or permission of instructor) The course examines the issues related to the starting of new technology-based businesses. It focuses on entrepreneurial traits, idea generation, entry strategies, marketing plans and development of business plans. Venture capital and other forms of financing will also be covered. In addition there will be a discussion on legal and intellectual properties issues. (Also listed as EC 472.)

**OIM 473** 3 cr.

**Business Applications of Communication Networks**

(Prerequisite: OIM 471 or permission of instructor) Students explore the 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. (Also listed as AIS 483 and EC 473.)

## THE PANUSKA COLLEGE OF PROFESSIONAL STUDIES



The J.A. Panuska College of Professional Studies houses academic undergraduate and graduate programs that allow for a community of learning where students receive exemplary preparation for the profession of their choice, and a solid education in the liberal arts and sciences. The Panuska College's academic programs are committed to service learning through theory and practice and utilizing reflection through action. All students in the College's academic programs perform community service through coursework and projects as a requirement for graduation. In addition, the academic programs increase and widen the Ignatian mission through service learning and dedication to being "women and men" for others. The College is set apart by its commitment to service, devotion to the Ignatian qualities of care for one another and concern for those less fortunate as demonstrated in the Leahy Community Health and Family Center. All of the PCPS programs are accredited by the appropriate professional organizations.

Community Health Education Curriculum

	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
MAJOR	NURS 100	Family Health	3	
COGNATE	BIOL 110–111	Struct. & Funct. of the Human Body	4	4
COGNATE ELECT	COGNATE ELECTIVES	Cognate Electives	3-4.5	3-4.5
GE S/BH	CHS 111(S) or PSY 110 (S)	Intro Human Adjust or Fund of Psych	3	
GE SPCH-WRTG	COMM 100 - WRTG 107	Public Speaking - Composition	3	3
GE C/IL	C/IL 102	Computer Literacy		3
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE FSEM	INTD 100P <sup>1</sup>	Freshman Seminar	1	
			17-18.5	16-17.5
<b>Second Year</b>				
MAJOR	CHS 112 <sup>1</sup>			
	or HADM 112 <sup>1</sup>	Human-Service System or Health Systems	3	
MAJOR	EXSC 230 (D)	Health Promotion/Disease Prevention		
		Health Disparities		3
MAJOR	CHED 210	Intro Community Health Education	3	
COGNATE	NUTR 101 or NUTR 220	Intro to Nutr/Nutr Health Pro	3	
GE PHIL/T/RS	PHIL 120-T/RS 121	Ethics – Theology I	3	3
COGNATE ELECT	COGNATE ELECTIVES	Cognate Elective	3	3
GE QUAN	ELECT	Quantitative Elective		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHED	PHED ELECT			1
			18	16
<b>Third Year</b>				
MAJOR	CHS 335 or HADM 314	Administration in Human Services		
		or Health Policy		3
MAJOR	CHS 341 <sup>1</sup>	Group Dynamics or Cultural Diversity		
	or HADM 315 <sup>1</sup>	and Health Administration		3
MAJOR	CHED 320	Program Planning, Implementation		
		and Evaluation		3
MAJOR	CHED 310	Foundations of Health Education		
		Theory, Research and Practice	3	
COGNATE ELECT	COGNATE ELECTIVES	Cognate Electives	6	3
GE T/RS	T/RS 122	Theology II		3
GE S/BH	S/BH ELECT	S/BH Elective	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE FREE	FREE ELECT		3	
			18	18
<b>Fourth Year</b>				
MAJOR	CHED410	Health Education Communication		
		Methods and Techniques	3	
MAJOR	CHED 480	Internship in Health Education		6
MAJOR	EXSC 413 (W)	Worksite Health Promotion		3
COGNATE	EXSC 435 (D) <sup>1</sup>	Exercise, Nutrition and Women's Health	3	
GE PHIL	PHIL 316	American Perspectives in Medical Ethics		3
GE FREE	FREE ELECTIVE	Free Elective	9	
GE PHED	PHED ELECT/PHED 112	Physical Education	1	1
			16	13
			TOTAL:132-135	

<sup>1</sup> Includes service-learning component

## ■ COMMUNITY HEALTH EDUCATION

### Faculty

David A. Hair, M.Ed., M.S., *Chair*

Debra L. Fetherman, Ph.D., *Program Director*

Aukje Kluge Lamonica, Ph.D. candidate

*See Exercise Science and Sport for faculty listing.*

### Overview

The Health Education Profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. The World Health Organization defines “health” as a state of complete physical, mental and social well-being and not merely the absence of disease or disability. The American Journal of Health Promotion defines “optimal health” as a balance of physical, emotional, social, spiritual and intellectual health.

Health educators use the “science and art” of health promotion to help individuals and communities change their lifestyle behaviors in an attempt to move toward “optimal” health regardless of individual disease or disability. Lifestyle change is facilitated through strategies to increase awareness, change behavior and develop supportive environments so individuals and communities can adopt and maintain healthy practices.

The Community Health Education (CHED) major is multidisciplinary in nature and rooted in the Jesuit liberal arts tradition. The CHED major enables students to develop key areas of responsibility and competencies that professionally prepare them to be community health educators without the restrictions of a traditional functional/disciplinary major. Students can utilize cognate, general and free electives in a concentrated area pertaining to general health topics or Nutrition or pursue a minor in various areas of interest (i.e., Counseling and Human Services, Human Development, Psychology, and Spanish). Electives can also be used in preparation for graduate health professional programs in Physical Therapy, Physician Assistant and Public Health.

Students will be educated to embody the spirit of “men and women for others,” and encouraged to address issues of social justice and sustainability. Students will develop creative and interpersonal skills to be adept writ-

ers, good listeners and speakers. Emphasis will be placed on building skills to work with diverse populations and understanding cultural sensitivity.

Students will be required to complete internship and service learning experiences in a variety of settings. Based upon the internship or service learning site, students may be required to submit a Pennsylvania Child Abuse History Clearance and a Pennsylvania State Police Criminal Record Check to the CHED program. Students whose primary residence is out of state may also be required to submit an FBI background check. Copies of these clearances will be provided to sites upon request.

Students will earn a bachelor's degree which is generally a minimum requirement for an entry-level health educator position. Some states require health educators to be certified health education specialists and others may prefer to hire those who are certified. The Certified Health Education Specialist (CHES) designation is offered by the National Commission of Health Education Credentialing. Students may qualify to take the certification exam after earning a degree in health education.

A comprehensive list of courses that qualify for electives will be provided to students by the academic advisor. Consult individual departments for specific course descriptions.

### Course Descriptions

**CHED 210** 3 cr.

#### **Introduction to Community Health Education**

(Prerequisite: Community Health Education major or Permission of Instructor) This course will introduce students to the field of community health education including community health organizations, epidemiology, professionals in the field, overview of the nation's health, populations, settings and environmental health. Introduce the responsibilities, competencies, and skills of the community health education entry-level professional.

**CHED 310** 3 cr.

#### **Health Education: Theory, Research and Practice**

(Prerequisite: CHED 210) This course is designed to provide students with the underlying context and philosophy of health education practice. An overview of health education theory and health behavior theory will be emphasized.



Students will explore the use of behavior change theory in practical applications. A synthesis of health education research will be presented.

### **CHED 320** **3 cr.** **Planning, Implementing and Evaluating Health Education Programs**

(Prerequisite: CHED 310 and CHED major)

This course will introduce students to planning models in community health education. Survey methods for assessment, strategies for implementation and approaches for designing program evaluation will be emphasized. Intervention mapping will be utilized during case study analysis.

### **CHED 410** **3 cr.** **Health Education Communication Methods and Techniques**

(Prerequisite: CHED 320 and senior status)

This course will introduce students to health communication including communication strategies, models, and theories to enhance delivery of health education programs in different settings. A variety of communication methods will be presented. Students will demonstrate these methods in community settings and in the classroom.

### **CHED 480** **6 cr.** **Internship in Health Education**

(Prerequisite: Senior CHED majors only, all core CHED courses completed, Internship Coordinator approval, accumulative GPA of 2.5, First Aid & CPR certification as required by internship site.) The 240-hour supervised internship is designed to provide an opportunity for students to use the concepts, techniques and theories learned in the classroom in professional community health education settings. Students are assigned tasks that enable them to develop competencies and increase their skills as entry-level health educators.

Kevin Willkerson, Ph.D.

Paul Datti, Ph.D. candidate

Amy Banner, Ph.D. candidate

## **Overview**

The Counseling and Human Services curriculum (CHS) is designed to develop in students the values, knowledge and skills necessary to work with people in a variety of settings and situations. The B.S. in Counseling and Human Services program is fully accredited by the Council for Standards in Human Services Education (CSHSE). All students graduating with a degree in CHS are eligible to apply for the Certified Human Services Professional credential upon graduation through the National Organization for Human Services (NOHS).

### ***Mission Statement***

The Counseling and Human Services (CHS) undergraduate program at The University of Scranton seeks to train counseling and human service professionals who are self-reflective practitioners, competent care-givers, and community leaders.

The Counseling and Human Services program and the department are committed to the enhancement of human development across the lifespan. Through the interplay of counseling, skill development, social work systems, rehabilitation services, field work experiences, and internships, the program prepares students for work in a variety of settings (agency, school, etc.) as counseling and human service professionals who situate their work within cultural, family, and community (local, regional, national, and global) contexts.

## **Major Requirements and Sequence of Courses**

The Counseling and Human Services program leads to a Bachelor of Science degree that consists of a 131 credit curriculum including 50 credits from CHS major courses and cognate courses. The sequence of courses focuses on understanding normal and abnormal human behavior and adjustment across the lifespan. There is an additional focus on skills development and transforming theory into practice. Core requirements in the major emphasize values, knowledge and skills necessary for all fields of human services. In addition, a variety of electives allow students to

## **► COUNSELING AND HUMAN SERVICES**

### **Faculty**

Lee Ann M. Eschbach, Ed.D., *Chair*  
 Elizabeth J. Jacob, Ph.D., *Interim Program Director*

Lori Ann Bruch, Ed.D.  
 Pornthip Chalungsooth, Ed.D.  
 Rebecca Spirito Dalgin, Ph.D.  
 Oliver J. Morgan, Ph.D.  
 Ann Marie Toloczko, Ph.D.

develop competence in assisting specific populations. Students in the major are required to complete 6 credits of internship experience totaling 350 hours.

The CHS major is committed to training culturally competent counseling and human services professionals and rooted in the Jesuit liberal arts tradition. In addition to the University of Scranton's requirements for graduation, students pursuing the CHS degree must maintain a minimum of C (2.0) in all major and cognate courses. All full time students must complete a minimum of 80 hours of service learning as a requirement toward graduation from the College of Professional Studies. Generally, full time students complete a minimum of 10 hours of service learning during each fall and spring semester. College of Graduate and Continuing Education students will meet the service learning requirement by completing major courses that have a service learning component.

The program allies itself to the commitment of the College of Professional Studies' mission to train students through a balance of theory and practice and community service learning experiences that are vital components of the CHS curriculum. 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 service positions in private or public settings. Additionally, CHS majors are also prepared for graduate study in counseling, human services, law, psychology, social work, and other related social or behavioral science professions.

## Curriculum Programs

The Counseling and Human Services curriculum also provides additional opportunities for CHS majors and minors:

### *I. Concentration in Rehabilitation Services*

The Counseling and Human Services curriculum has expanded to offer a concentration in rehabilitation services to enhance the knowledge and practice for work with persons with disabilities in response to an increasing need for baccalaureate-level professionals in rehabilitation services. Through a concentra-

tion in rehabilitation services, students will be prepared to work in state and local agencies that are responsible for the vocational, mental-health, job-development and coaching and related needs of persons with disabilities. Students can also pursue an emphasis on persons with addiction and substance-abuse disabilities. This concentration is for Counseling and Human Services majors.

### *II. Combined Baccalaureate/Master's Degree Program*

Undergraduate Human Services majors with outstanding academic records may be eligible for early admission to the Community, Rehabilitation, or School Counseling graduate programs through the Combined Baccalaureate/Master's Degree Program. Each graduate program is nationally accredited, and the Department of Counseling and Human Services is recognized regionally and nationally in Counselor Education.

### *Program Policies*

Interested students must commit to this program no later than the end of their junior year of academic study, adhere to the time frame for application as outlined in The College of Graduate and Continuing Education Catalog, and meet specific admissions criteria.

Please refer to the catalog sections on Special Programs or The Graduate School and to the Graduate School Catalog for the specifics of the program. Such a program allows for the counting of up to 12 credits of graduate work toward the baccalaureate degree. A student who has achieved an overall Grade Point Average\* provided below may apply for early admission to a participating master's degree program.

- 3.5 After 64 semester hours;
- 3.4 After 80 semester hours;
- 3.3 After 96 semester hours
- or 3.2 after 112 semester hours

### *III. International Collaboration with Universidad Iberoamericana*

The Department of Counseling and Human Services has developed a collaborative international Graduate program in Community Counseling (Orientacion Psicologia) with El Departamento de Psicologia at Universidad Iberoamericana in Mexico City. The collaboration between the two Jesuit sister universi-

Counseling and Human Services Curriculum

	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
MAJOR	CHS 111	Intro. to Human Adjustment	3	
MAJOR	CHS 112	Human Service Systems <sup>1</sup>		3
COGNATE(GE S/BH)	PSYC 110	Fundamentals of Psychology		3
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
<b>Second Year</b>				
MAJOR	CHS 241	Case Management & Interviewing <sup>1</sup>	3	
MAJOR	CHS 242	Counseling Theories		3
MAJOR	CHS 293	Research Methods		3
MAJOR	CHS ELECT	Counseling & Human Services Elective		3
COGNATE(GE S/BH)	PSYC 221	Childhood & Adolescence	3	
COGNATE	PSYC 222	Adulthood & Aging		3
GE QUAN	PSYC 210 or EDUC 120	Statistics for the Behavioral Sciences	3	
GE PHIL–T/RS	PHIL 210–T/RS122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
			15	18
<b>Third Year</b>				
MAJOR	CHS 333	Multiculturalism in CHS <sup>1</sup>	3	
MAJOR	CHS 335	Administration in Human Services	3	
MAJOR	CHS 340	Career Seminar	1	
MAJOR	CHS 341	Group Counseling <sup>1</sup>	3	
MAJOR	CHS 380	Internship in Counseling & HS		3
MAJOR	CHS ELECT	Counseling & Human Services Electives	3	3
COGNATE	S/BH ELECT	Social/Behavioral Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE PHED	PHED ELECT	Physical Education	1	1
			17	16
<b>Fourth Year</b>				
MAJOR	CHS 441	Crisis Intervention <sup>1</sup>	3	
MAJOR	CHS ELECT	Counseling & Human Services Electives		6
MAJOR	CHS 481	Advanced Internship in CHS	3	
COGNATE	S/BH ELECT	Social/Behavioral Science Electives	3	3
GE ELECT	FREE ELECT	Free Electives	6	6
GE HUMN	HUMN ELECT	Humanities Elective		3
			15	18

TOTAL: 131 CREDITS

<sup>1</sup> Includes service-learning component.

ties began in 1997. The collaborative Masters program in Community Counseling at the University of Scranton will train culturally competent bilingual counseling professionals to work with Spanish speaking individuals and families in the United States. The University of Scranton and the Department of Counseling and Human Services have been intimately involved and supportive of this collaborative global project. There are unique opportunities available for undergraduate majors to participate in this international collaboration.

#### ***IV. Minor in Counseling and Human Services***

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

#### ***Fit for the Profession of Counseling and Human Services***

The Department of Counseling and Human Services is committed to training culturally competent and self-aware human service practitioners and professionals. The education of professional human services professionals demands evaluation of one's values, beliefs, attitudes and behavior patterns. In many ways the deepest challenge students will encounter is the combined task of self-assessment, self-correction and self-direction in collaboration with others and across many areas of life: academic, clinical, professional and personal.

In order to address student strengths and growing edges, the CHS department and program have developed a fit for the profession document to assess personal and professional competencies. The document outlines a separate student retention policy and procedures to provide students with direct feedback relative to their progress in the program. It is our hope and expectation that each undergraduate student who joins the Department will succeed in these tasks. The document is available in the Program Manual and on the CHS department and program Web sites.

### **Counseling and Human Services Honor Society**

#### ***Tau Upsilon Alpha (Epsilon Chapter)***

The Department of Counseling and Human Services successfully began its first National Honor Society for the B.S. program. The founding members were inducted during our inaugural induction in May 2008. The Tau Upsilon Alpha (TUA) National Honor Society is sponsored by the National Organization for Human Services and the EPSILON Chapter is available to recognize academic excellence of undergraduate Counseling and Human Services students.

*The Epsilon Chapter of TUA supports the mission of NOHS "to honor academic excellence; to foster life long learning, leadership and development; and to promote excellence in service to humanity."*

Please contact the faculty moderator for TUA for information and the criteria for membership.

### **Counseling and Human Services Association**

Students are required to join the undergraduate Counseling and Human Services Association that is comprised of CHS majors. The Association elects officers annually, meets monthly, participates in community service, and sponsors fund raising activities and educational initiatives across the campus and within the local community. The Department of Counseling and Human Services has a listserve that you can sign-on to receive all pertinent information relative to the CHSA and other department announcements.

### **Statement of Reasonable Accommodations for Students**

Students are encouraged to make an appointment with the course instructor to review any course related concerns, needs, and/or the possibility of a reasonable accommodation.

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant documentation. Students should contact Mary Ellen Pichiarello (Extension 4039) or Jim Muniz (Extension 4218) to schedule an appointment.

## Counseling and Human Services Concentration in Rehabilitation Services Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	CHS 111	Intro. to Human Adjustment	3	
MAJOR	CHS 112	Human Service Systems <sup>1</sup>		3
COGNATE(GE S/BH)	PSYC 110	Fundamentals of Psychology		3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Philosophy-Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
GE PHED	PHED ELECT	Physical Education		1
			<u>16</u>	<u>16</u>
<b>Second Year</b>				
MAJOR	CHS 241	Case Management & Interviewing <sup>1</sup>	3	
MAJOR	CHS 242	Counseling Theories		3
MAJOR	CHS 293	Research Methods		3
COGNATE(GE S/BH)	PSYC 221	Childhood & Adolescence	3	
COGNATE	PSYC 222	Adulthood & Aging		3
GE QUAN	PSYC 210 or EDUC 120	Statistics for the Behavioral Sciences	3	
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
			<u>15</u>	<u>18</u>
<b>Third Year</b>				
MAJOR	CHS 333	Multiculturalism in CHS <sup>1</sup>	3	
MAJOR	CHS 335	Administration in Human Services		3
MAJOR	CHS 340	Career Seminar	1	
MAJOR	CHS 341	Group Counseling <sup>1</sup>	3	
MAJOR	CHS 342	Foundations of Rehabilitation	3	
MAJOR	CHS 343	Med. & Psychosoc. Aspects of Disability	3	
MAJOR	CHS 344	Vocational Evaluation		3
MAJOR	CHS 380	Internship in Counseling & HS		3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE ELECT	FREE ELECT	Free Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			<u>17</u>	<u>16</u>
<b>Fourth Year</b>				
MAJOR	CHS 440	Job Development	3	
MAJOR	CHS 441	Crisis Intervention <sup>1</sup>	3	
MAJOR	CHS 480	Advanced Internship in Rehab Services	3	
MAJOR	CHS ELECT	Counseling & Human Services Electives	3	6
COGNATE	S/BH ELECT	Social/Behavioral Electives	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	FREE ELECT	Free Electives		6
			<u>15</u>	<u>18</u>
<b>TOTAL: 131 CREDITS</b>				

<sup>1</sup> Includes service-learning component.

## Course Descriptions

### CHS 111 3 cr.

#### (S) Introduction to Human Adjustment

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.

### CHS 112 3 cr.

#### Human-Services Systems

Examines the human-services 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. *Includes service-learning component.*

### CHS 241 3 cr.

#### (D) Case Management and Interviewing

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. *Includes service-learning component.*

### CHS 242 3 cr.

#### Counseling Theories

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.

### CHS 284 3 cr.

#### Special Topics

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.

### CHS 293 3 cr.

#### (W) Research Methods in Counseling and Human Services

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.

### CHS 322 3 cr.

#### Cognitive Disabilities

Etiology, assessment, diagnosis, treatment and prevention of cognitive disabilities are presented. This course examines both student and societal beliefs concerning persons with cognitive disabilities. The implications of living with cognitive disabilities will be explored and the impact of disability culture as a means to facilitate the empowerment of children and adults with cognitive disabilities will be presented.

### CHS 323 3 cr.

#### Psychiatric Rehabilitation

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.

### CHS 325 3 cr.

#### Psychosocial Aspects of Disordered Eating

Designed to introduce students to the clinical descriptions of disordered eating and eating disorders along with knowledge of their complex nature. This course will explore: biopsychosocial factors, medical and psychosocial consequences, and possible treatment modalities including prevention.

### CHS 330 3 cr.

#### Introduction to Art Therapy

Provides a broad overview of the field of art therapy. The work of art therapists will be discussed along with the history, theory, practice, populations and applications of the field. The course will be presented through lectures, readings and hand-on experiential work.

### CHS 331 3 cr.

#### Health and Behavior

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.

### CHS 333 3 cr.

#### (D) Multiculturalism in Counseling and Human Services

Focuses on current social and cultural issues in human services and related fields. Human development in a multicultural society will be exam-



ined and the basic objectives and dimensions of multicultural intervention will be defined. Student self-awareness of values, attitudes, and beliefs will be emphasized. *Includes service-learning component.*

### **CHS 334 3 cr.**

#### **Marital and Family Counseling**

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.)

### **CHS 335 3 cr.**

#### **Administration in Human Services**

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.

### **CHS 337 3 cr.**

#### **(W, D) Counseling Girls and Women**

This course is designed to explore the topic of counseling girls and women in a sociocultural, historical, and multicultural context. Through the examination of the history of women (e.g., social construction of gender, identity) from a self-in-relation foundation, and feminist counseling and its role in de-pathologizing the importance of relationships to girls and women will be explored.

### **CHS 338 3 cr.**

#### **Poverty, Homelessness and Social Justice**

Focuses on developing an understanding of the social, historical and political dimensions of poverty and homelessness in the U.S. and explores the implications for distributive justice. Students assess the effectiveness of the social policies and programs created to combat poverty and homelessness, and participate in course-required service learning and social action projects.

### **CHS 339 3 cr.**

#### **Counseling Boys and Men**

(Prerequisites: CHS 111, CHS 241) Focuses on the development of boys and men and the social construction of masculinity within social and historical perspective. The impact of culture on development and the needs of boys and men that result receive special attention. The role of the counselor in working with boys and men will be explored.

### **CHS 340 1 cr.**

#### **Career Seminar**

(Majors only; prerequisite for CHS 380)

Designed to introduce the student in the Counseling and 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.

### **CHS 341 3cr.**

#### **Group Dynamics**

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. *Includes service-learning component.*

### **CHS 342 3 cr.**

#### **Foundations of Rehabilitation**

Students will develop sensitivity, appreciation and understanding of what it means to have a disability. Topics covered will include federal, state and community mandates, independent-living concepts, and the basic principles of rehabilitation. A comprehensive review will occur of the variety of rehabilitation programs. Ethical decision-making will be integrated into the course and students will learn to practice with cultural sensitivity. Site visits to rehabilitation agencies and applied experiences will be provided.

### **CHS 343 3 cr.**

#### **Medical and Psychosocial Aspects of Disabilities**

Students will acquire knowledge and understanding of the medical, functional and psychosocial aspects of a wide array of disabilities. The emphasis will be holistic and person-centered. Curriculum components include learning medical terminology, the use of medical information and discussion of psychosocial aspects of disability. Students will have the opportunity to interact with persons with disabilities.

### **CHS 344 3 cr.**

#### **Vocational Evaluation**

This course focuses on the theme of assessment and employment of individuals with disabilities. Students will discover the impact of the Rehabilitation Act Amendments of 1998 and the ADA on employment concerns of persons with disabilities. Students will compile and utilize assessment information such as prior records, test results, work samples and situational assessment.

**CHS 380** 3 cr.  
**Internship in Counseling and Human Services**  
 (Prerequisite: CHS 340) The internship is a significant clinical and educational experience. It provides both a supervised practical experience in the student's field and an opportunity to integrate knowledge and skills. Students will spend a minimum of 150 hours in the field placement. Prerequisite for CHS 481.

**CHS 421** 3 cr.  
**Addictions**  
 An integrated biophysical model of addiction and recovery is described. Approaches to assessment, treatment and relapse prevention are covered.

**CHS 422** 3 cr.  
**Substance-Abuse Education**  
 Design, implementation, and evaluation of substance-abuse education and prevention programs.

**CHS 423** 3 cr.  
**Issues in Substance Abuse**  
 Legal and health consequences of substance abuse are examined. Special attention is given to the role of family dynamics, recovery process, dual disorders and ethics in the counseling process.

**CHS 439** 3 cr.  
**Spirituality in Counseling and Human Services**  
 This course will assist students in understanding various models of spirituality and their potential integration into the counseling process. Critical reflection on a variety of diverse spiritual perspectives and their implications for human services practice is encouraged. Current research in the area of spirituality and counseling is examined.

**CHS 440** 3 cr.  
**Job Development**  
 An awareness of the changing world of work will be the backdrop for job analysis, labor-market surveys; vocational adjustment, job development and job placement. Students will be exposed to both traditional and current models of employment for individuals with disabilities. Coordination of services with collaborating agencies (e.g., social, financial and vocational) will be included. Rehabilitation technology and adapted computer applications will be emphasized.

**CHS 441** 3 cr.  
**Crisis Intervention**  
 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. *Includes service-learning component.*

**CHS 480** 3 cr.  
**Internship in Rehabilitation Services**  
 (Prerequisite: CHS 380) The internship is specifically designed for students in the Rehabilitation Services concentration. Students will spend a minimum of 200 hours in their field placement. The internship provides a practical experience in the rehabilitation field and an opportunity to integrate course knowledge.

**CHS 481** 3 cr.  
**Advanced Internship in Counseling and Human Services**  
 (Prerequisite: CHS 380) This advanced internship in Counseling and Human Services involves 200 hours in a community agency or organization. This course is required.

## ► EDUCATION

### Faculty

Bonnie Alco, Ph.D.  
 Dona Bauman, Ph.D.  
 Arthur Chambers, M.Ed.  
 Barbara Cozza, Ph.D.  
 Darryl DeMarzio, Ph.D.  
 Patricia A. Gross, Ed.D.  
 Tata J. Mbugua, Ph.D.  
 Kathleen K. Montgomery, D.Ed.  
 Rui Niu, Ph.D.  
 Maria Orechkina, Ph.D.  
 Vanessa Silla-Zaleski, Ed.D.  
 Derry L. Stufft, Ed.D.  
 Kathleen B. Wasserman, Ph.D.  
 Gloria T. Wenzel, Ph.D.

### Mission

The Education Department 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 areas 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.

## Programs

The Education Department offers degrees in Early and Primary Education, Middle Level Education, and Secondary Education, each leading to state teacher certification. Secondary Education Concentrations include:

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

Dual majors or the equivalent of a dual major are part of all secondary programs at the University.

## Accreditation

The department's programs are accredited by the Pennsylvania Department of Education (PDE). The University's Professional Education Unit is also accredited by the National Council for Accreditation of Teacher Education (NCATE). Accreditation and interstate agreements between Pennsylvania and selected states assure that courses taken will be considered for certification in most states. Praxis Series I & II tests are required for Pennsylvania Teacher Certification.

## Clearances

In order to enter Pennsylvania schools or be placed at any field experience site that would place students in direct contact with children, including any and all University of Scranton clinics or tutoring sessions, all students must have a Criminal History Clearance (Act 34), Child Abuse Clearance (Act 151) and FBI Fingerprint Clearance (Act 114) on file with the Education Department. Any citation on the Act 34, Act 151, or Act 114 will prevent students from participating in field and student teaching, or admission into Teacher Education Programs. In no case will a student be provided with placement information previous to the instructor's acknowledgement of current clearances.

## Semi-Annual Review of Student Dispositions

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 professional behaviors as outlined in The Education Student Handbook (available from the Education Department Web site). Students whose professional behaviors are unsatisfactory are subject to departmental probation and may be recommended to the dean of the college for dismissal from the Education program. The department's probation policy and other information are presented in the Education Student Handbook.

## Service Learning

The Panuska College of Professional Studies embraces a service learning experience to better prepare its students for professional careers that are service oriented. Education majors are required to perform 10 hours of community service per academic year. The service learning hours for senior education majors are performed as part of the students' professional development during their senior student teaching experience. Secondary education majors perform 20 hours of service in their freshman year and have no service requirements for the sophomore year.

## E-portfolio

Students are encouraged to maintain artifacts of their professional experiences as they progress through their teacher training. Upon completion of the student teaching experience, students are required to submit an e-portfolio that documents their professional experiences.

## Advising

Freshman and sophomore students will confer with their academic advisors in order to plan the sequence of courses that will be taken for each term. Entering freshmen will be given the new program requirements prior to orientation. All the courses mentioned below will be a part of the new programs.

## Title II

Federal regulations in the Higher Education Act of 1998 require that departments of teacher education report their students' performance on the Praxis Series examinations. An analysis of the results from the most recent academic year is available from the chair of the Education Department.

## Teacher Candidacy Screening

Students are accepted to the University as Education majors, but progress beyond 48 credits may occur only upon application for Teacher Candidate status. Acceptance into Teacher Candidacy permits the student to engage in junior-level Education course work.

The following outline presents criteria for the teacher certification candidacy programs.

1. Verification of at least 48 semester hours in order to meet PDE chapter 354.23 regulations.
2. Verification of at least 3.0 GPA in Education, teaching area, and overall, with verification of "C" or above in education and teaching areas taken by the time of application.
3. Clearances: Criminal History Clearance (Act 34), Child Abuse Clearances (Act 151), and FBI Finger print Clearance Act (Act 114) indicating, "no record". Any citation on the Act 34, Act 151 or Act 114 may result in removal from field, student teaching or Education Program.
4. Passing scores on the PRAXIS Series I examinations. (PSST Reading, Writing, Mathematics)

*Further criteria for teacher candidacy to each program is shown below. More information is provided by the field director at scheduled meetings each semester.*

## Teacher Candidacy Requirements: Early and Primary

EDUC 140	Introduction to Early Childhood Education
EDUC 222	Educational Psychology
WRTG 107	Composition (or WRTG 105-106)
ENLT	Elective
MATH	6 credits of college-level mathematics at the 102 or higher level

- Completed recommendations from two (preferably full-time) instructors in the education department with whom you have taken courses.
- Satisfactory completion of a candidacy interview process as designed and implemented by the education department.
- Complete a statement of intent.

## Teacher Candidacy Requirements: Middle Level

EDUC 143	Adolescent Physical and Social Development
EDUC 223	Educational Psychology
WRTG 107	Composition (or WRTG 105-106)
ENLT 140	English Inquiry (or ENLT 12X Lit Elective)
MATH	6 credits of college-level mathematics at the 102 or higher level as defined by area of concentration.

- Completed recommendations from two (preferably full-time) instructors in the education department with whom you have taken courses.
- Satisfactory completion of a candidacy interview process as designed and implemented by the education department.
- Complete a statement of intent.

## Teacher Candidacy Requirements: Secondary Education

### All Secondary Education Programs

EDUC 141	History and Philosophy of Education
EDUC 222	Educational Psychology
WRTG 107	Composition (or WRTG 105-106)
ENLT	Elective

- 6 semester credit hours of college-level mathematics that must include EDUC 120: Applied Statistics or another approved statistics course and 3 semester credit hours of non-remedial mathematics at the 102 or higher level.
- Completed recommendations from instructors in the following courses:

EDUC 141	History and Philosophy of Education
EDUC 222	Educational Psychology
EDUC 280	Field Experience II

***Individual Secondary Education Programs***

*Biology*

- MATH 114     Calculus I  
3 credit statistics elective
- Completed recommendations from instructors in the following courses:  
BIOL 141-141L or BIOL 142-142L  
Any other science course

*Chemistry*

- MATH 114     Calculus I  
MATH 221     Calculus II
- Completed recommendations from instructors in the following courses:  
CHEM 112-112L or CHEM 113-113L  
Any other science course

*Citizenship with History*

- 3-credit statistics elective  
3-credit non-remedial, college-level mathematics course at the 102 level or higher
- Completed recommendations from instructors in the following courses:  
HIST 120 or HIST 121  
One other History, Political Science or Sociology course

*Citizenship with Political Science*

- PS 240     Research Methods in Political Science  
3-credit non-remedial, college-level mathematics course at the 102 level or higher
- Completed recommendations from instructors in the following courses:  
HIST 120 or HIST 121  
One other History, Political Science or Sociology course

*Communication*

- ENLT 140     English Inquiry  
(or another ENLT course at the 120 level or higher)  
A 3-credit course in college-level English or American Literature

- Completed recommendations from instructors in the following courses:  
Any two Communication courses

*English*

- ENLT 140     English Inquiry  
(or another ENLT course at the 120 level or higher)  
3-credit course in college-level English or American Literature
- Completed recommendations from instructors in the following courses:  
ENLT 140     English Inquiry  
Any two other English courses

*General Science*

- MATH 114     Calculus I  
3-credit statistics elective
- Completed recommendations from instructors in the following courses:  
BIOL 140 or BIOL 141  
CHEM 112 or CHEM 113  
One lab course

*Latin*

- Completed recommendations from instructors in the following courses:  
Two language courses

*Mathematics*

- MATH 114     Calculus I  
MATH 221     Calculus II
- Completed recommendations from instructors in the following courses:  
MATH 114     Calculus I  
MATH 142     Discrete Structures  
MATH 221     Calculus II

*Modern Language*

- Completed recommendations from instructors in the following courses:  
Two language courses

*Physics*

- MATH 114     Calculus I  
MATH 221     Calculus II
- Completed recommendations from instructors in the following courses:  
PHYS 140-140L or PHYS 141-141L  
Any other science

## Course Descriptions

*The Education Department ordinarily does not permit students to take courses concurrently with the student-teaching sequence. Students seeking deviations from this policy must complete a form requiring the approvals of the advisor, the appropriate program director, the department chairperson, and the dean. Student teaching requires application, which must be submitted to the appropriate advisor and approved by the program director, prior to registration for the student teaching semester. Completed Act 34 forms, Child Abuse History Clearance forms and FBI fingerprint clearances indicating "no record" are required previous to receiving a field assignment. Students must comply with field and student teaching application deadlines.*

### EDUC 113 3 cr. Reading-Research

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.

### EDUC 120 3 cr. (Q,W) Applied Statistics

(Prerequisite: WRTG 107) This course is designed to enable students to use statistics to solve problems and to communicate clearly the procedures employed and the results obtained. Students will be required to perform statistical computations and to write as a means of learning the course material. Topics covered include hypothesis testing, correlation, t-test and Chi-square test.

### EDUC 131 3 cr. (D) Experiencing Cultural Diversity through Children's Literature

A course designed to introduce students to the diversity of cultures represented in children's literature as a way to identify and differentiate the variety of cultures that they may encounter as teachers.

### EDUC 140 3 cr. Introduction to Early Childhood Education

This course is an introductory overview of the theory, research, and practice of early childhood education with particular focus on the value of and strategies for creating a community of learners in the early childhood classroom. Consider-

ation will be given to the educational process from birth to age 9.

### EDUC 141 3 cr. History and Philosophy of Education

This course is designed to examine the historical and philosophical roots of the education enterprise. Emphasis is on an examination of the historical, social, and philosophical characteristics of the public school system in the United States, the role of education in contemporary society, and current issues related to education.

### EDUC 142 3 cr. Exceptional Lives

A general overview of the field of special education, including historical background, philosophy, history, and legislation. A survey of mental, physical and emotional disabilities and giftedness. An overview of remedial and preventative educational practices with an emphasis on future directions.

### EDUC 143 3 cr. Adolescent Physical and Social Development

This course will increase the student's knowledge and awareness of human growth and development with an emphasis placed on the uniqueness of the adolescent years. It will provide the pre-service middle school teacher with knowledge of the historical background and current theories related to physical and social development in adolescents.

### EDUC 221 3 cr. Middle Level Cognitive Development

This course explores the cognitive development of middle level students. It enables students to make explicit connections with middle level content areas, cognitive development, literacy, special education, and English Language Learning. This course stresses individual research, reflective inquiry, and the creation of each educator's individual philosophy of middle level education.

### EDUC 222 3 cr. (W) Educational Psychology

This course examines the psychological basis of teaching strategies, classroom environment, learning, motivation, behavior, reinforcement, developmental theory and assessment. This course includes an overview of the diagnostic categories of special needs students as well as cognitive skill development to ensure achievement of students with disabilities.



**EDUC 223 3 cr.****Educational Psychology**

This course examines the psychological basis of teaching strategies, classroom environment, learning, motivation, behavior, reinforcement, developmental theory and assessment for students, grades 4-8. It includes an overview of the diagnostic categories of special needs students as well as cognitive skill development to ensure achievement of students with disabilities.

**EDUC 224 3 cr.****Integrating the Arts, Motor Development & Health for PreK-4**

(Prerequisite: EDUC 140) This course integrates concepts of fundamental elements and principles of art forms with an articulation of priorities for high quality, meaningful physical activity and physical education experiences that help children, Preschool to Grade 4.

**EDUC 225 3 cr.****Planning for Differentiated Instruction**

(Prerequisite: EDUC 142; pre- or co-requisite: EDUC 222) This course prepares pre-service teachers for using research-based tools and strategies to plan for differentiated instruction which ensures learning for all students. Attention will be paid to both short and long term planning using strategies and assessments aligned with Pennsylvania Department of Education and national standards.

**EDUC 225L 1 cr.****Planning for Differentiated Instruction Laboratory Course**

(Co-requisite: EDUC 225) Students will observe in ECE/Eled/Sped classrooms and identify ways in which teachers meet the needs of diversified learners. Students will develop a differentiated tutoring plan for individual students. Application to the field director and completed clearances are required.

**EDUC 226 3 cr.****Secondary, Transitional and Vocational Services**

The role of the special-education teacher in designing and implementing transitional and vocational services for the disabled student. Emphasis is placed upon the role of the special-education professional as an advocate for the disabled in accessing school, community, state, and federal resources.

**EDUC 240 3 cr.****Literacy Foundations for Preschool Level**

(Prerequisite: EDUC 140) This introductory course to language and literacy development in children, birth through age five is based on the-

ory and research. The course not only explores the characteristics of early language and literacy development within different social and cultural environments but also explores early childhood language arts instructional strategies.

**EDUC 241 3 cr.****Foundations of Reading, K-1**

This basic course in reading provides an introduction to emergent reading at the kindergarten/first grade level. Knowledge, skills, techniques and methods essential for effective reading instruction across phonemic-awareness, phonics, vocabulary, fluency and comprehension are examined. A demanding service-learning piece is incorporated into the course.

**EDUC 242 3 cr.****Math for PreK-1**

(Prerequisite: EDUC 140) This course will help teachers analyze and become knowledgeable of the range and sequence of mathematical concepts, content and skills related to Pk-1 school mathematical topics and learning outcomes. Teaching techniques will emphasize problem solving, discovery learning, hands-on math manipulatives, and real life experiences for young learners.

**EDUC 245 3 cr.****Interdisciplinary Assessment**

(Prerequisite: EDUC 142) This course focuses on strategies, methods, and instruments for assessing all students in grades 4 through 8. Theory to best practice linkages will be stressed for this student population.

**EDUC 250 3 cr.****Early Development and Intervention**

(Prerequisites: EDUC 140, EDUC 222) This course focuses on typical and atypical development (ages birth to 9): cognitive, motor, social-emotional, self-help, and language. A twenty hour field experience in the PreK-4 special education environment will allow students the opportunity to design interventions for children who are demonstrating a developmental delay.

**EDUC 252 3 cr.****Assessment in Early Childhood Education**

(Prerequisites: EDUC 140, EDUC 250, Required Clearances) This course will focus on observational and informal strategies, methods, and instruments for assessing the early learner's development in the cognitive, psychomotor, and affective domains. A field component of 20 hours of observation and exploration is part of the course expectations.

- EDUC 256** 3 cr.  
**Family and Community Relations**  
 (Prerequisite: EDUC 140) This course informs the PreK-4 teacher about family systems and the role of families in children's development, and about strategies for becoming cross-culturally competent in their work with young children and their families.
- EDUC 257** 3 cr.  
**Family Collaboration and Diversity**  
 (Prerequisite: EDUC 140) This course prepares the PreK-4 teacher to apply their understanding of children and families diversity, to know and understand strategies to partner with families, and to articulate strategies that link families to community resources.
- EDUC 267** 3 cr.  
**Learning Disabilities**  
 This course provides an introduction to learning disabilities. Definitions, current theories, etiological bases, and educational management of students with learning disabilities and/or hyperactivity and attention deficit will be emphasized.
- EDUC 280** 1 cr.  
**Field Experience II**  
 (Prerequisites: EDUC 121 and 180; pre- or co-requisite: EDUC 222) The course is closely associated with EDUC 222. Projects will be assigned to be carried out in basic education schools and other agencies through observation, assisted instruction and oral/written reports. Application to field director, state police clearances, child abuse clearances and a record of FBI fingerprint clearances are required.
- EDUC 310** 1-3 cr.  
**Special Topics in Education**  
 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 in accord with student need.
- EDUC 312** 3 cr.  
**The Secondary School Mathematics Curriculum**  
 (Co-requisite: 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** 3 cr.  
**General Methods and Planning**  
 (Prerequisite: EDUC 222; pre- or co-requisite for EDUC 380) Methodology for setting direction in the classroom, creating a learning situation, developing the content, reinforcing and evaluating will be covered. Students will be involved with developing plans for teaching.
- EDUC 314** 3 cr.  
**Specific Subject Methods**  
 (Prerequisite: EDUC 313) Utilizing knowledge of planning and teaching, students are 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. *Includes service-learning component.*
- EDUC 315L** 1 cr.  
**Early Childhood Methods Laboratory Course**  
 (Co-requisites: EDUC 354 and 356) Students will be placed in early childhood sites. An emphasis is placed on designing and implementing lesson plans that are consistent with evidence-based research. Application to the field director and completed clearances are required.
- EDUC 316L** 1 cr.  
**Elementary Methods Laboratory Course**  
 (Co-requisites: EDUC 348 and 349) Students will be placed in basic education schools. An emphasis is placed on designing and implementing lesson plans that are consistent with evidence-based research. Application to the field director and completed clearances are required.
- EDUC 317L** 1 cr.  
**Designing Curriculum for Low Incidence Disabilities Laboratory Course**  
 (Co-requisite: EDUC 367) Students will be placed in a low incidence field site where they will conduct formal and informal assessments, design programs that are consistent with evidence base research. Applications to the field director and completed clearances are required.
- EDUC 339** 3 cr.  
**Math for Grades 2-4**  
 (Prerequisite: EDUC 242) This course helps teachers analyze and become knowledgeable of the range and sequence of mathematical concepts, content and skills related to Grades 2-4. A variety of teaching techniques explored includes problem solving, an integration of hands-on math manipulatives, interdisciplinary planning, cooperative grouping, and the inductive teaching model.

**EDUC 340 3 cr.****Reading in the Secondary School**

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 342 3 cr.****Educational Media and Technology**

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 4 cr.****Evaluation and Measurement**

This course is an introduction to the practical methods of assessment used in an early learning classroom environment. The knowledge, perspective, and skills presented will support pre-service teachers in becoming intelligent users of educational assessments for all children.

**EDUC 344 4 cr.****Science for PreK-4**

This course is designed to help teachers become knowledgeable of local, state, and national science standards and to incorporate those standards in their teaching of environment and ecology, physical sciences, life sciences, birth sciences, and scientific inquiry for young children in the PreK-4 classroom.

**EDUC 346 4 cr.****Social Studies for PreK-4**

This course is designed to help teachers become knowledgeable of the state and national standards and thematic strands of social studies in the five overarching principles of citizenship, geography, history, economics, and civics/government. This course focuses on developmentally appropriate practice for young learners in the PreK-4 student population.

**EDUC 348 4 cr.****Integrated Methods: Elementary Math/Science**

(Prerequisite: EDUC 225) This course is designed to provide the elementary education major with planning and instructional strategies necessary for exemplary science and mathematics instruction in both distinct and integrated methods of delivery. An analysis of similarities and differences in content and standards within these disciplines will guide the study. *Includes service-learning component.*

**EDUC 349 4 cr.****Integrated Methods: Elementary Language Arts/Social Studies**

(Prerequisite: EDUC 225) This course is designed to provide the elementary education major with planning and instructional strategies necessary for exemplary language arts and social studies instruction in the classroom. Attention will be paid to those strategies that might be used for integrated instruction as well as instruction of each area as separate and distinct disciplines.

**EDUC 350 3 cr.****Designing Curriculum for Special Needs**

This course provides prospective teachers with instructional methods, strategies and adaptations that promote educational success for exceptional learners. Emphasis is on design and implementation of "best-practice" instruction for children with high/low incidence disabilities in the context of current professional standards and national mandates.

**EDUC 351 3 cr.****Methods across the Integrated Curriculum, PreK-1**

(Pre- or Co-requisites: EDUC 344, EDUC 346, Required Clearances) Best practices in pedagogy for PreK-1 classrooms, including developmentally appropriate practices, play, authentic performance, and technology, informs part of this course. Another part of the course allows students to engage in 60-hours of instructor-supervised practical experience in a PreK-1 classroom.

**EDUC 354 4 cr.****Integrated Methods: Early Childhood Education Math/Science/Health**

(Prerequisite: EDUC 250; pre- or co-requisites: EDUC 245 and 256) This course provides instructional strategies necessary for instructional sequences which integrate science, health and mathematics content and experiences for young learners.

**EDUC 356 4 cr.****Integrated Methods: Early Childhood Education Social Studies/Language/Expressive Arts**

(Prerequisite: EDUC 250; pre- or co-requisites: EDUC 245 and 256) This course provides instructional strategies necessary for instructional sequences which integrate language arts, expressive arts and social studies content and experiences for young learners. *Includes service-learning component.*

## Early and Primary Education Curriculum

*(Pending final approval from Pennsylvania Department of Education)*

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 140	Introduction to Early Childhood Education	3	
MAJOR	EDUC 142	Exceptional Lives	3	
MAJOR	(W) EDUC 222	Educational Psychology		3
GE QUAN	(Q) MATH 102	Fundamentals of Numerical Math	3	
GE ELECT	MATH 105	Fundamentals of Geometric Math		3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition–Public Speaking	3	3
GE S/BH	(S) PSYC 110	Fundamentals of Psychology	3	
GE T/RS	T/RS 121	Theology I		3
GE HUMN	(CH) HIST 110 OR 111	History of the United States		3
GE FSEM	FRESHMAN SEMINAR	Freshman Seminar	1	
GE PHED	PHED 135 and PHED 119, 129, or 143	Dance or Wellness (one dance and wellness required)	1	
GE PHED	PHED 135 and PHED 119, 129, or 143	Dance or Wellness (one dance and wellness required)	1	
GE C/IL	C/IL 102/102L	Computer Literacy		3
			<b>18</b>	<b>18</b>
<b>Second Year</b>				
MAJOR	EDUC 250	Early Development and Intervention	3	
MAJOR	EDUC 240	Literacy Foundations for Preschool Level	3	
MAJOR	EDUC 241	Foundations of Reading, K-1		3
MAJOR	EDUC 256	Family & Community Relations	3	
MAJOR	EDUC 252	Assessment in Early Childhood Education		3
MAJOR	EDUC 242	Math for PreK-1	3	
MAJOR	EDUC 224	Integr Arts, Motor Dev & Health, PreK-4		3
MAJOR	EDUC 257	Family Collaboration & Diversity		3
GE S/BH	(S) PS 130 or 131 or 135	National or State & Local Government		3
GE HUMN	(CL) ENLT requirement	ENLT 100 level	3	
GE T/RS	T/RS 122	Theology II	3	
GE NSCI	(E) NSCI ELECT	Natural Science		3
			<b>18</b>	<b>18</b>
<b>Third Year</b>				
MAJOR	EDUC 359	Introduction to ELL		3
MAJOR	EDUC 358	Reading to Learn with Tradebooks & Texts, Primary Grades 2-4	3	
MAJOR	EDUC 346	Social Studies for PreK-4	3	
MAJOR	EDUC 344	Science for PreK-4		3
MAJOR	EDUC 339	Math for Grades 2-4	3	
MAJOR	EDUC 351	Methods Across the Integrated Curriculum, PreK-1	3	
MAJOR	EDUC 357	Methods Across the Integrated Curriculum, Primary Grades 2-4		3
MAJOR	EDUC 343	Evaluation & Measurement		3
GE PHIL	(P) PHIL 120	Intro to Philosophy	3	
GE NSCI	(E) PHYS SCI ELECT	Physical Science	3	
GE PHIL	PHIL 210	Ethics		3
GE PHED	PHED elective	Any activity PHED		1
			<b>18</b>	<b>16</b>
<b>Fourth Year</b>				
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	ECO 410	Economic Concepts & Applications	3	
GE HUMN	HUMN ELECT	Humanities Elective (Literature or Arts)	3	
GE T/RS-PHIL	T/RS-PHIL ELECT	Theology or Philosophy Elective	3	
GE ELECT	GEOG 134	World Regional Geography	3	
GE ELECT	GE ELECT	GE Elective	3	
MAJOR	EDUC 445	Professional Practice Seminar, PreK-4		3
MAJOR	EDUC 456-459	PreK-4 Student Teaching		10
			<b>18</b>	<b>13</b>
<b>TOTAL: 137 CREDITS</b>				

# **Middle Level Education (English/Language Arts & Reading)** **Curriculum**

*(Pending final approval from Pennsylvania Department of Education)*

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 143	Adolescent Physical & Social Development	3	
COGNATE	(S) GEOG 134	World Regional Geography	3	
MAJOR	(S,W) EDUC 223	Educational Psychology, Gr 4-8		3
COGNATE	(Q) MATH 102	Fundamentals of Numerical Math	3	
COGNATE	MATH 105	Fundamentals of Geometric Math		3
GE WRTG	WRTG 107	Composition	3	
GE SPCH	COMM 100	Public Speaking		3
COGNATE	(E) BIOL 102	Organisms, Environment, and Evolution	3	
GE T/RS	(P) T/RS 121	Theology I		3
COGNATE	(CH) HIST 110 OR 111	History of the United States		3
GE FSEM	FRESHMAN SEMINAR	Freshman Seminar	1	
GE PHED	PHED elective	Any activity PHED	1	
GE C/IL	C/IL 102/102L	Computer Literacy		3
			<b>18</b>	<b>18</b>
<b>Second Year</b>				
MAJOR	EDUC 221	Middle Level Cognitive Development	3	
MAJOR	EDUC 245	Interdisciplinary Assessment		3
MAJOR	(CL) ENLT 140	English Inquiry	3	
COGNATE	ENLT 200 Level or 300 Level	British Literature		3
COGNATE	ENLT 200 Level or 300 Level	American Literature		3
COGNATE	MATH 204	Special Topics in Statistics	3	
COGNATE	(S) PS 130	American National Government I	3	
COGNATE	(CL) ENLT 12X	ENLT 12X	3	
GE T/RS	(P) T/RS 122	Theology II		3
COGNATE	(E) CHEM 100	Elements of Chemistry		3
GE PHED	PHED elective	Any activity PHED		1
GE PHED	PHED elective	Any activity PHED	1	
			<b>16</b>	<b>16</b>
<b>Third Year</b>				
MAJOR	EDUC 348	Math/Science Methods		3
MAJOR	EDUC 349	Social Studies/Literacy Methods	3	
MAJOR	(D) EDUC 359	Introduction to English Language Learning	3	
MAJOR	(D) EDUC 364	Inclusionary Practices		3
MAJOR	EDUC 361	Reading to Learn with Tradebooks & Texts	3	
MAJOR	EDUC 360	Assessment for Middle School Curriculum	3	
COGNATE	MATH 106 or 107	MATH 106 or 107		3
COGNATE	(W) WRTG 310	Strategies for Teaching Writing		3
GE PHIL	(P) PHIL 120	Intro to Philosophy	3	
COGNATE	PHYS 102	Earth Science	3	
GE PHIL	(P) PHIL 210	Ethics		3
COGNATE	ENLT Area G Course	English Elective		3
			<b>18</b>	<b>18</b>
<b>Fourth Year</b>				
COGNATE	ENLT 200 Level or 300 Level	British Literature	3	
COGNATE	ECO 410	Economic Concepts & Applications	3	
COGNATE	ENLT 200 Level or 300 Level	American Literature	3	
GE PHIL or T/RS	(P) PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
COGNATE	(CA) THTR 111	Introduction to Acting	3	
COGNATE	PHYS 107	"Hands-On" Physics	3	
MAJOR	EDUC 450	Professional Practice Seminar, Gr 4-8		3
MAJOR	EDUC 452-455	Grades 4-8 Student Teaching		10
			<b>18</b>	<b>13</b>

**TOTAL: 134 CREDITS**

## Middle Level Education (Mathematics) Curriculum

*(Pending final approval from Pennsylvania Department of Education)*

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 143	Adolescent Physical & Social Development	3	
COGNATE	(S) GEOG 134	World Regional Geography	3	
MAJOR	(S,W) EDUC 223	Educational Psychology, Gr 4-8		3
COGNATE	(Q) MATH 102	Fundamentals of Numerical Math	3	
COGNATE	MATH 105	Fundamentals of Geometric Math		3
GE WRTG	WRTG 107	Composition	3	
GE SPCH	COMM 100	Public Speaking		3
COGNATE	(E) BIOL 102	Organisms, Environment, and Evolution	3	
GE T/RS	(P) T/RS 121	Theology I		3
COGNATE	(CH) HIST 110 OR 111	History of the United States		3
GE FSEM	FRESHMAN SEMINAR	Freshman Seminar	1	
GE PHED	PHED ELECT	Any PHED course	1	
GE C/IL	C/IL 102/102L	Computer Literacy		3
			17	18
<b>Second Year</b>				
MAJOR	EDUC 221	Middle Level Cognitive Development		3
MAJOR	EDUC 245	Interdisciplinary Assessment	3	
COGNATE	(CL) ENLT 140	English Inquiry	3	
GE PHED	PHED ELECT	Any PHED course		1
GE PHED	PHED ELECT	Any PHED course	1	
COGNATE	MATH 142	Discrete Structures	4	
COGNATE	(S) PS 130	American National Government I	3	
COGNATE	(CL) ENLT 12X	ENLT 12X		3
GE T/RS	(P) T/RS 122	Theology II		3
COGNATE	(E) CHEM 100	Elements of Chemistry		3
COGNATE	MATH 114	Calculus I	4	
COGNATE	MATH 221	Calculus II		4
			18	17
<b>Third Year</b>				
MAJOR	EDUC 348	Math/Science Methods		3
MAJOR	EDUC 349	Social Studies/Literacy Methods	3	
MAJOR	(D) EDUC 359	Introduction to English Language Learning	3	
MAJOR	(D) EDUC 364	Inclusionary Practices		3
MAJOR	EDUC 361	Reading to Learn with Trade-books & Texts, Gr 4-8	3	
MAJOR	EDUC 360	Assessment for Middle School Curriculum	3	
COGNATE	MATH 204	Special Topics in Statistics	3	
COGNATE	MATH ELECT	Any Math course above 221 that is 3 cr		3
COGNATE	(W) WRTG 310	Strategies for Teaching Writing		3
GE PHIL	(P) PHIL 120	Intro to Philosophy	3	
GE PHIL	(P) PHIL 210	Ethics		3
COGNATE	PHYS 107	"Hands-On" Physics		3
			18	18
<b>Fourth Year</b>				
COGNATE	ECO 410	Economic Concepts & Applications	3	
COGNATE	(E) PHYS 102	Earth Science	3	
GE HUMN	(CA, CH, OR CF) HUMN ELECT	Humanities Elective (Arts, History or Language)	3	
GE PHIL or T/RS	(P) PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
COGNATE	MATH ELECT	Any Math course above 221 that is 3 cr	3	
COGNATE	MATH ELECT	Any Math course above 221 that is 3 cr	3	
MAJOR	EDUC 450	Professional Practice Seminar, Gr 4-8		3
MAJOR	EDUC 452-455	Grades 4-8 Student Teaching		10
			18	13

**TOTAL: 137 CREDITS**



# **Middle Level Education (Science) Curriculum** *(Pending final approval from Pennsylvania Department of Education)*

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 143	Adolescent Physical & Social Development	3	
COGNATE	BIOL 141/141L	(E)General Biology with Labs	4.5	
COGNATE	CHEM 112/112L	(E)General and Analytical Chemistry with Labs	4.5	
MAJOR	(S,W) EDUC 223	Educational Psychology, Gr 4-8		3
COGNATE	(Q) MATH 102	Fundamentals of Numerical Math	3	
GE WRTG	WRTG 107	Composition	3	
GE SPCH	COMM 100	Public Speaking		3
COGNATE	BIOL 142/142L	General Biology with Labs		4.5
GE T/RS	(P)T/RS I21	Theology I		3
COGNATE	CHEM 113/113L	General and Analytical Chemistry with Labs		4.5
GE FSEM	FRESHMAN SEMINAR	Freshman Seminar	1	
			<hr/>	<hr/>
			19	18
<b>Second Year</b>				
MAJOR	EDUC 221	Middle Level Cognitive Development	3	
COGNATE	MATH 204	Special Topics in Statistics	3	
MAJOR	EDUC 245	Interdisciplinary Assessment		3
GE PHIL	(P) PHIL 120	Intro to Philosophy		3
GE T/RS	(P) T/RS 122	Theology II	3	
COGNATE	(Q) MATH 103	Pre-Calculus Mathematics		4
COGNATE	MATH 105	Fundamentals of Geometric Math		3
GE C/IL	C/IL 102/102L	Computer Literacy	3	
COGNATE	(S) PS 130	American National Government I	3	
COGNATE	(CL) ENLT 12X	ENLT 12X	3	
COGNATE	PHYS 102	Earth Science		3
GE PHED	PHED Elective	Any PHED Elective		1
			<hr/>	<hr/>
			18	17
<b>Third Year</b>				
MAJOR	EDUC 348	Math/Science Methods		3
MAJOR	EDUC 349	Social Studies/Literacy Methods	3	
MAJOR	(D) EDUC 359	Introduction to English Language Learning	3	
MAJOR	(D) EDUC 364	Inclusionary Practices		3
MAJOR	EDUC 361	Reading to Learn with Tradebooks & Texts, Gr 4-8	3	
MAJOR	EDUC 360	Assessment for Middle School Curriculum	3	
COGNATE	(W) WRTG 310	Strategies for Teaching Writing		3
COGNATE	PHYS 120/120L	General Physics with Labs	4	
COGNATE	PHYS 121/121L	General Physics with Labs		4
COGNATE	(CL) ENLT 140	English Inquiry		3
GE PHED	PHED elective	Any activity PHED		1
GE PHED	PHED Elective	Any PHED Elective	1	
MAJOR	NSCI 301	Advanced Topics in Science		1
			<hr/>	<hr/>
			17	18
<b>Fourth Year</b>				
GE PHIL	(P) PHIL 210	Ethics	3	
COGNATE	ECO 410	Economic Concepts and Applications	3	
GE HUMN	(C) HUMN ELECT	Humanities Elective (Hist, Lang or Arts)	3	
GE PHIL or T/RS	(P) PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
COGNATE	(S) GEOG 134	World Regional Geography	3	
GE HUMN	(CH) HIST 110 OR 111	History of the United States	3	
MAJOR	EDUC 450	Professional Practice Seminar, Gr 4-8		3
MAJOR	EDUC 452-455	Grades 4-8 Student Teaching		10
			<hr/>	<hr/>
			18	13

**TOTAL: 137 CREDITS**

## Middle Level Education (Social Studies) Curriculum

*(Pending final approval from Pennsylvania Department of Education)*

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 143	Adolescent Physical & Social Development	3	
COGNATE	GEOG 134	World Regional Geography	3	
MAJOR	(S,W) EDUC 223	Educational Psychology, Gr 4-8		3
COGNATE	(Q) MATH 102	Fundamentals of Numerical Math	3	
COGNATE	MATH 105	Fundamentals of Geometric Math		3
GE WRTG	WRTG 107	Composition	3	
GE SPCH	COMM 100	Public Speaking		3
COGNATE	(E) BIOL 102	Organisms, Environment, and Evolution	3	
GE T/RS	(P) T/RS 121	Theology I		3
COGNATE	(CH) HIST 110 OR 111	History of the United States		3
GE FSEM	FRESHMAN SEMINAR	Freshman Seminar	1	
GE PHED	PHED elective	Any activity PHED	1	
GE C/IL	C/IL 102/102L	Computer Literacy		3
			17	18
<b>Second Year</b>				
MAJOR	EDUC 221	Middle Level Cognitive Development	3	
MAJOR	EDUC 245	Interdisciplinary Assessment		3
COGNATE	(CL) ENLT 140	English Inquiry		3
COGNATE	MATH 204	Special Topics in Statistics	3	
COGNATE	(E) PHYS 107	"Hands-On" Physics		3
COGNATE	(CH) HIST 130	World History I	3	
COGNATE	(S) PS 130	American National Government I	3	
COGNATE	(CL) ENLT 12X	ENLT 12X	3	
GE T/RS	(P) T/RS 122	Theology II	3	
COGNATE	HIST 131	World History II		3
COGNATE	PS 131	American National Government II		3
COGNATE	PS 135	State and Local Government		3
			18	18
<b>Third Year</b>				
MAJOR	EDUC 348	Math/Science Methods		3
MAJOR	EDUC 349	Social Studies/Literacy Methods	3	
MAJOR	(D) EDUC 359	Introduction to English Language Learning	3	
MAJOR	(D) EDUC 364	Inclusionary Practices		3
MAJOR	EDUC 361	Reading to Learn with Tradebooks & Texts, Gr 4-8	3	
MAJOR	EDUC 360	Assessment for Middle School Curriculum	3	
COGNATE	MATH 106 OR 107	MATH 106 OR 107		3
COGNATE	(W) WRTG 310	Strategies for Teaching Writing		3
GE PHIL	(P) PHIL 120	Intro to Philosophy	3	
COGNATE	PHYS 102	Earth Science	3	
GE PHIL	(P) PHIL 210	Ethics		3
GE PHED	PHED elective	Any activity PHED		1
			18	16
<b>Fourth Year</b>				
COGNATE	ECO 410	Economic Concepts & Applications	3	
COGNATE	PS 212	International Relations	3	
GE PHIL or T/RS	(P)PHIL or T/RS ELECT	Philosophy or T/RS Elective	3	
COGNATE	CHEM 100	Elements of Chemistry	3	
COGNATE	HIST ELECT	History Elective at 200 level or above	3	
GE PHED	PHED elective	Any activity PHED	1	
MAJOR	EDUC 450	Professional Practice Seminar, Gr 4-8		3
MAJOR	EDUC 452-455	Grades 4-8 Student Teaching		10
			16	13
			<b>TOTAL: 137 CREDITS</b>	

## Secondary Education (Biology) Curriculum<sup>2</sup>

*(Pending promulgation of final regulations from Pennsylvania Department of Education and approval of the Faculty Senate Curriculum Committee)*

	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
MAJOR	EDUC 141	History & Philosophy of Education w/field	3	
COGNATE	BIOL 141–142	General Biology I–II	4.5	4.5
COGNATE	CHEM 112–113	General Chemistry I–II	4.5	4.5
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
			16	18
<b>Second Year</b>				
MAJOR	EDUC 280	Field Experience II	1	
COGNATE	CHEM 232–233	Organic Chemistry	3	3
COGNATE	BIOL 349	Plant Physiology		3
GE QUAN	MATH 114	Calculus I	4	
GE NSCI	PHYS 102	Earth Science		3
GE HUMN	LIT ELECT/ELECT	Literature/Humanities Electives	3	3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
GE S/BH	EDUC 222	Educational Psychology		3
GE ELECT	STAT ELECT	Statistics Elective	3	
GE PHED	PHED ELECT	Physical Education	1	
GE T/RS	T/RS 121	Theology I	3	
			18	18
<b>Third Year</b>				
MAJOR	EDUC 313	General Methods & Planning	3	
MAJOR	EDUC 314	Specific Subject Methods <sup>1</sup>		3
MAJOR	EDUC 371	Literacy Strategies in Secondary School		3
MAJOR	EDUC 380	Field Experience III	1	
COGNATE	BIOL 250/250L	Microbiology	5	
COGNATE	BIOL 370/370L	Animal Behavior		4.5
COGNATE	BIOL 375	Evolution	3	
COGNATE	BIOL 361	Molecular Bio		5
GE T/RS	T/RS 122	Theology II	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	BIOL 273/473	Marine or Estuarine Ecology		3
			18	18.5
<b>Fourth Year<sup>3</sup></b>				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Clsrms. in Sec. Stud. Teaching		2
MAJOR	EDUC 479	Prof. Growth in Sec. Student Teaching <sup>1</sup>		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
COGNATE	BIOL 371	Ecology	3	
GE PHIL	PHIL 210	Ethics	3	
GE NSCI	PHYS 120/120L	General Physics	4	
GE PHIL	PHIL 306	Philosophy of Education	3	
GE PHED	PHED ELECT	Physical Education	2	
			18	13

**TOTAL: 137.5 CREDITS**

<sup>1</sup> Includes service-learning component. Freshman Seminar service commitment is 20 hours, with no service requirement in sophomore year.

<sup>2</sup> For a second major in Biology, an additional 6.5 credits in Biology, CHEM 232L and 233L, PHYS 121 and 121L, and 4 elective credits in Chemistry, Math or Physics are required.

<sup>3</sup> Semesters may be reversed at the discretion of the department.

**Secondary Education (Chemistry) Curriculum<sup>2</sup>***(Pending promulgation of final regulations from Pennsylvania Department of Education and approval of the Faculty Senate Curriculum Committee)*

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 141	History & Philosophy of Education w/field	3	
GE NSCI	CHEM 112–113	General Analytical Chem I–II	4.5	4.5
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE QUAN	MATH 114	Calculus I	4	
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE HUMN	LIT ELECT	Literature Elective		3
GE ELECT	MATH 221	Calculus II		4
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
			<b>18.5</b>	<b>17.5</b>
<b>Second Year</b>				
MAJOR	EDUC 280	Field Experience II		1
COGNATE	CHEM 232–233	Organic Chemistry I–II	4.5	4.5
COGNATE	PHYS 140–141	General Physics I–II	4	4
COGNATE	CHEM 240	Inorganic Chemistry		3
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE T/RS	T/RS 121–122	Theology I–II	3	3
GE S/BH	EDUC 222	Educational Psychology	3	
GE ELECT	MATH 222	Calculus III	4	
			<b>18.5</b>	<b>18.5</b>
<b>Third Year</b>				
MAJOR	EDUC 313	General Methods & Planning	3	
MAJOR	EDUC 314	Specific Subject Methods <sup>1</sup>		3
MAJOR	EDUC 371	Literacy Strategies in Secondary School		3
MAJOR	EDUC 380	Field Experience III	1	
COGNATE	CHEM 362–363	Physical Chemistry I–II	4.5	4.5
COGNATE	CHEM 344	Environmental GeoChem		3
COGNATE	BIOL 141	General Biology	3	
COGNATE	CHEM 370	Instrumental Analysis		5
GE HUMN <sup>1</sup>	HUMN ELECT	Humanities Elective	3	
GE PHIL	PHIL 210	Ethics	3	
GE PHED	PHED ELECT	Physical Education	1	
			<b>18.5</b>	<b>18.5</b>
<b>Fourth Year<sup>3</sup></b>				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Clsrms. in Sec. Stud. Teaching		2
MAJOR	EDUC 479	Prof. Growth in Sec. Student Teaching <sup>1</sup>		3
COGNATE	CHEM 440	Advanced Inorganic	3	
COGNATE	CHEM 350	General Biochemistry I	3	
GE PHIL	PHIL 306	Philosophy of Education	3	
GE HUMN	HUMN ELECT	Humanities Electives	6	
GE ELECT	CHEM 493–494	Undergraduate Research	1.5	1.5
GE PHED	PHED ELECT	Physical Education	2	
			<b>18.5</b>	<b>14.5</b>
<b>TOTAL: 143 CREDITS</b>				

<sup>1</sup> Includes service-learning component. Freshman Seminar service commitment is 20 hours, with no service requirement in sophomore year.<sup>2</sup> For a second major in Chemistry, the following are required: CHEM 330, 390, 391, 440L, 493 and 494.<sup>3</sup> Semesters may be reversed at the discretion of the department.

Secondary Education (Citizenship with History) Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 141	History & Philosophy of Education w/field	3	
COGNATE	HIST 110–111	U.S. History I–II	3	3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE QUAN–STAT	MATH ELECT–STAT ELECT	Mathematics Elective–Statistics Elective	3	3
GE T/RS	T/RS 121	Theology I		3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
GE NSCI	NSCI ELECT	Natural Science Elective		3
GE PHED	PHED ELECT	Physical Education	1	
			17	18
<b>Second Year</b>				
MAJOR–GE-S/BH	EDUC 222–280	Educational Psych.–Field Exp. II	3	1
COGNATE	GEOG 134	World Regional Geography		3
COGNATE	HIST 140	Craft of the Historian	3	
COGNATE	PS 130–131	Am. Nat. Government I–II	3	3
GE HUMN	LIT ELECT	Literature Elective	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE HUMN	HIST 120–121	European History I–II	3	3
GE NSCI	NSCI ELECT	Natural Science Elective		3
GE ELECT	PS 135	State & Local Government	3	
GE PHED	PHED ELECT	Physical Education		1
			18	17
<b>Third Year</b>				
MAJOR	EDUC 313	General Methods & Planning	3	
MAJOR	EDUC 380–314	Field Exp. III–Specific Subj. Methods <sup>1</sup>	1	3
MAJOR	EDUC 371	Literacy Strategies in Secondary School		3
COGNATE	HIST 219	Modern World History	3	
COGNATE	HIST 214	World Politics		3
COGNATE	HIST ELECT	History Elective	3	3
COGNATE	HIST ELECT	Minority History	3	
GE PHIL	PHIL 306	Philosophy of Education		3
GE T/RS	T/RS 122	Theology II		3
GE ELECT	PS 212	International Relations	3	
GE PHED	PHED ELECT	Physical Education	1	
			17	18
<b>Fourth Year<sup>4</sup></b>				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Clsrms. in Sec. Stud. Teaching		2
MAJOR	EDUC 479	Prof. Growth in Sec. Student Teaching <sup>1</sup>		3
COGNATE	PS ELECT	History Electives	6	
GE PHIL	PHIL 210	Ethics	3	
GE HUMN	HUMN ELECT	Humanities Elective <sup>2</sup>	3	
GE ELECT	ECO 410	Economics for Education Majors	3	
GE ELECT	HIST 490 OR 491	Seminar in History <sup>3</sup>	3	
			18	13

TOTAL: 136 CREDITS

<sup>1</sup> Includes service-learning component. Freshman Seminar service commitment is 20 hours, with no service requirement in sophomore year.

<sup>2</sup> Humanities Electives: Students must earn 6 credits in Literature, History or Foreign Language with no more than 3 credits in Art or Music.

<sup>3</sup> Students may substitute a 300- or 400-level course with permission of the History Department Chair.

<sup>4</sup> Semesters may be reversed at the discretion of the department.

## Secondary Education (Citizenship with Political Science) Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 141	History & Philosophy of Education w/field	3	
COGNATE	HIST 110-111	U.S. History I-II	3	3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE QUAN/STAT	MATH ELECT-PS 240	Mathematics Elect-PS Statistics	3	3
GE T/RS	T/RS 121	Theology I		3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
GE NSCI	NSCI ELECT	Natural Science Elective		3
			16	18
<b>Second Year</b>				
MAJOR/GE/ S/BH	EDUC 222-280	Educational Psych.-Field Exp. II	3	1
COGNATE	GEOG 134	World Regional Geography		3
COGNATE	PS ELECT	Political Science Elective	3	
COGNATE	PS 130-131	Am. Nat. Government I-II	3	3
GE HUMN	LIT ELECT	Literature Elective	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE HUMN	HIST 120-121	European History I-II	3	3
GE NSCI	NSCI ELECT	Natural Science Elective		3
GE ELECT	PS 135	State & Local Government	3	
GE PHED	PHED ELECT	Physical Education		1
			18	17
<b>Third Year</b>				
MAJOR	EDUC 313	General Methods & Planning	3	
MAJOR	EDUC 380-314	Field III-Specific Subj. Methods <sup>1</sup>	1	3
MAJOR	EDUC 371	Literacy Strategies in Secondary School		3
COGNATE	PS 313 OR 314	Political Ideas	3	
COGNATE	PS 217	Comparative Politics		3
COGNATE	PS ELECT	PS Electives	3	6
GE PHIL	PHIL 306	Philosophy of Education		3
GE T/RS	T/RS 122	Theology II	3	
GE ELECT	PS 212	International Relations	3	
GE PHED	PHED ELECT	Physical Education	2	
			18	18
<b>Fourth Year<sup>3</sup></b>				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Clsrms. in Sec. Stud. Teaching		2
MAJOR	EDUC 479	Prof. Growth in Sec. Student Teaching <sup>1</sup>		3
COGNATE	PS ELECT	PS Electives	6	
GE PHIL	PHIL 210	Ethics	3	
GE HUMN	HUMN ELECT	Humanities Elective <sup>2</sup>	3	
GE ELECT	ECO 410	Economics for Education Majors	3	
GE PHED	PHED ELECT	Physical Education	1	
			16	13

**TOTAL: 133 CREDITS**

<sup>1</sup> Includes service-learning component. Freshman Seminar service commitment is 20 hours, with no service requirement in sophomore year.

<sup>2</sup> Humanities Electives: Students must earn 6 credits in Literature, History or Foreign Language with no more than 3 credits in Art or Music.

<sup>3</sup> Semesters may be reversed at the discretion of the department.



Secondary Education (Communication) Curriculum<sup>2</sup>

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 141	History & Philosophy of Education w/field	3	
COGNATE	COMM 110 or 130	Interpers. Comm./Hist. of Electronic Media		3
COGNATE	COMM 115	Writing for Communication		3
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE C/IL	C/IL 102	Computing & Information Literacy	3	
GE QUAN	ELECT	Quant. Reasoning Elective		3
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE ELECT	ENLT 140	English Inquiry	3	
GE S/BH	PSYC 110	Fundamentals of Psychology		3
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
GE PHED	PHED ELECT	Physical Education	1	
			17	18
<b>Second Year</b>				
MAJOR	EDUC 222–280	Educational Psychology–Field II	3	1
COGNATE	COMM ELECT	Communication Electives <sup>3</sup>	3	3
COGNATE	ENLT ELECT	British Literature Elective	3	
GE T/RS	T/RS 122	Theology II		3
GE HUMN	ENLT ELECT	American Literature Elective		3
GE ELECT	WRTG 210	Advanced Composition	3	
GE NSCI	PSYC 105	Brain & Human Nature		3
GE QUAN	STAT ELECT	Statistics Electives	3	
GE ELECT	COMM 210	Logical & Rhetorical Analysis	3	
GE HUMN	COMM 215	Intro. to Communication Theory		3
GE PHED	PHED ELECT	Physical Education		1
			18	17
<b>Third Year</b>				
MAJOR	EDUC 313–380	General Methods & Planning–Field III	3	1
MAJOR	EDUC 314	Specific Subject Methods <sup>1</sup>		3
MAJOR	EDUC 371	Literacy Strategies in Secondary School		3
MAJOR	EDUC 359	Intro. to English Language Learning	3	
COGNATE	COMM 316	Communication Ethics	3	
COGNATE	COMM ELECT	Communication Electives <sup>3</sup>	6	3
MAJOR	EDUC 142	Exceptional Lives		3
GE ELECT	ENLT ELECT	Theatre Elective		3
GE NSCI	NSCI ELECT	Natural Science Elective	3	
GE PHED	PHED ELECT	Physical Education		1
			18	17
<b>Fourth Year<sup>4</sup></b>				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Clsrms. in Sec. Stud. Teaching		2
MAJOR	EDUC 479	Prof. Growth in Sec. Student Teaching <sup>1</sup>		3
COGNATE	COMM 415	Communication Senior Seminar	3	
COGNATE	COMM ELECT	Communication Elective	3	
GE PHIL	PHIL 210	Ethics	3	
GE PHIL	PHIL 306	Philosophy of Education	3	
GE ELECT	ENLT 462	Literacy Criticism & Theory	3	
GE HUMN	HUMN ELECT	World Literacy Elective	3	
			18	13

**TOTAL: 136 CREDITS**

<sup>1</sup> Includes service-learning component. Freshman Seminar service commitment is 20 hours, with no service requirement in sophomore year.

<sup>2</sup> The course configuration allows for a minor in English with careful planning. It is the student's responsibility to plan for a minor if one is desired.

<sup>3</sup> The following classes are recommended – but not required – as options for elective choices: COMM 211: Argument and Debate, COMM 214: Small-Group Communication, COMM 228: Intercultural Communication, COMM 224: Newswriting.

<sup>4</sup> Semesters may be reversed at the discretion of the department.

## Secondary Education (English) Curriculum<sup>2</sup>

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 141	History & Philosophy of Education w/field	3	
COGNATE	ENLT 140	English Inquiry	3	
COGNATE	ENLT ELECT	Literature Area Requirement		3
GE WRTG–COGNATE	WRTG 107–ELECT	Composition–Theatre Elective	3	3
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE QUAN	QUAN ELECT	Quant. Reasoning Elective	3	
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
GE PHED	PHED ELECT	Physical Education		1
			<b>16</b>	<b>16</b>
<b>Second Year</b>				
MAJOR	EDUC 222–280	Educational Psychology–Field II	3	1
COGNATE	ENLT ELECT	Literature Area Requirements	6	
COGNATE	ENLT 220 or 341	Shakespeare Elective		3
GE SPCH	COMM 100	Public Speaking		3
GE PHIL	PHIL 210	Ethics	3	
GE ELECT	WRTG 211 or 218	Advanced Writing Elective		3
GE HUMN	HUMN ELECT	Rep. World Literature		3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE PHED	PHED ELECT	Physical Education		1
GE ELECT	STAT ELECT	Statistics Elective	3	
			<b>18</b>	<b>17</b>
<b>Third Year</b>				
MAJOR	EDUC 313	General Methods & Planning	3	
MAJOR	EDUC 314	Specific Subject Methods <sup>1</sup>		3
MAJOR	EDUC 371	Literacy Strategies in Secondary School	3	
MAJOR	EDUC 380	Field Experience III	1	
COGNATE	WRTG 310	Strategies for Teaching Writing	3	
MAJOR	EDUC 359	Intro. to English Language Learning		3
COGNATE	ENLT ELECT	Literature Area Requirements	3	3
GE T/RS	T/RS 122	Theology II	3	
GE HUMN	HUMN ELECT	Literature Area Requirement		3
GE HUMN	HUMN ELECT	Minority Literature Elective		3
GE PHED	PHED ELECT	Physical Education	1	
GE ELECT	EDUC 142	Exceptional Lives		3
			<b>17</b>	<b>18</b>
<b>Fourth Year<sup>4</sup></b>				
MAJOR	EDUC 475	Professional Seminar	3	
MAJOR	EDUC 476	Planning in Secondary Student Teaching	2	
MAJOR	EDUC 477	Instruction in Secondary Student Teaching	3	
MAJOR	EDUC 478	Managing Clsrms. in Sec. Stud. Teaching	2	
MAJOR	EDUC 479	Prof. Growth in Sec. Student Teaching <sup>1</sup>	3	
COGNATE	ENLT ELECT	Theory Intensive Elective <sup>3</sup>		3
COGNATE	ENLT 490 or 491	Senior Seminar		3
GE PHIL	PHIL 306	Philosophy of Education		3
GE ELECT	FREE ELECT	Free Electives		6
			<b>13</b>	<b>15</b>

**TOTAL: 130 CREDITS**

<sup>1</sup> Includes service-learning component. Freshman Seminar service commitment is 20 hours, with no service requirement in sophomore year.

<sup>2</sup> Secondary Education/English majors will complete a second major in English. English majors at The University of Scranton are required to take at least four courses in British literature and at least two in American literature. These appear above as "Area Requirements"; for further details, students should see page 145 and/or consult their English Department advisors.

<sup>3</sup> Students who have not already done so must complete the English Department's Theory Intensive Requirement.

<sup>4</sup> Semesters may be reversed at the discretion of the department.

Secondary Education (General Science) Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 141	History & Philosophy of Education w/field	3	
COGNATE	BIOL 141-42	General Biology I-II	4.5	4.5
GE SPCH	COMM 100	Public Speaking	3	
GE WRTG	WRTG 107	Composition	3	
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE QUAN	MATH 103 or 114	Pre-Calculus Math OR Calculus I		4
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Philosophy-Theology I	3	3
GE HUMN	LIT ELECT	Literature Elective		3
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
			17.5	17.5
<b>Second Year</b>				
MAJOR	EDUC 280	Field Experience II		1
COGNATE	PHYS 120-121	General Physics I-II	4	4
COGNATE	CHEM 112-113	General/Analytical Chemistry I-II	4.5	4.5
COGNATE	STAT ELECT	Statistics Elective	3	
GE PHIL	PHIL 210	Ethics		3
GE T/RS	T/RS 122	Theology II	3	
GE S/BH	EDUC 222-PSYC 110	Educ. Psych.-Fundamentals of Psych.	3	3
GE PHED	PHED ELECT	Physical Education		1
			17.5	16.5
<b>Third Year</b>				
MAJOR	EDUC 313	General Methods & Planning	3	
MAJOR	EDUC 380-314	Field III-Specific Subject Methods <sup>1</sup>	1	3
MAJOR	EDUC 371	Literacy Strategies in Secondary School		3
COGNATE	COGNATE ELECT	Techno. Context-Environmental Context	3	3
GE ELECT	PHIL 431	Philosophy of Science	3	
GE NSCI	PHYS 101-102	Modern Astronomy-Earth Science	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	FREE ELECT	Free Elective		3
GE PHED	PHED ELECT	Physical Education		2
			16	17
<b>Fourth Year<sup>2</sup></b>				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Clsrms. in Sec. Stud. Teaching		2
MAJOR	EDUC 479	Prof. Growth in Sec. Student Teaching <sup>1</sup>		3
COGNATE	COGNATE ELECT	Environmental Context	3	
COGNATE	CHEM 104	Science & Society	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	FREE ELECT	Free Electives	6	
GE PHIL	PHIL 306	Philosophy of Education	3	
			18	13

TOTAL: 133 CREDITS

<sup>1</sup> Includes service-learning component. Freshman Seminar service commitment is 20 hours, with no service requirement in sophomore year.

<sup>2</sup> Semesters may be reversed at the discretion of the department.

## Secondary Education (Latin) Curriculum<sup>2</sup>

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 141	History & Philosophy of Education w/field	3	
COGNATE	LAT 211–212	Intermediate Latin I–II	3	3
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE QUAN	MATH ELECT	Quant. Reasoning Course	3	
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
GE FSEM–PHED	INTD 100–PHED ELECT	Freshman Seminar <sup>1</sup> –Physical Education	1	1
			<b>16</b>	<b>16</b>
<b>Second Year</b>				
MAJOR	EDUC 280	Field Experience II		1
COGNATE	COGNATE ELECT	Latin Electives	6	6
GE PHIL	T/RS 122	Theology II		3
GE HUMN	ENLT ELECT	Literature Elective	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE S/BH	EDUC 222	Educational Psychology	3	
GE PHED	PHED ELECT	Physical Education		1
GE ELECT	STAT ELECT	Statistics Elective	3	
			<b>18</b>	<b>17</b>
<b>Third Year</b>				
MAJOR	EDUC 313	General Methods & Planning	3	
MAJOR	EDUC 380–314	Field III–Specific Subj. Methods <sup>1</sup>	1	3
MAJOR	EDUC 371	Literacy Strategies in Secondary School		3
COGNATE	COGNATE ELECT	Latin Electives	6	6
COGNATE	COGNATE ELECT	Related Electives		3
GE PHIL	PHIL 306	Philosophy of Education		3
GE ELECT	SOC 234	Cultural Anthropology	3	
GE ELECT	FREE ELECT	Free Elective	3	
GE PHED	PHED ELECT	Physical Education	1	
			<b>17</b>	<b>18</b>
<b>Fourth Year<sup>3</sup></b>				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Clsrms. in Sec. Stud. Teaching		2
MAJOR	EDUC 479	Prof. Growth in Sec. Student Teaching <sup>1</sup>		3
COGNATE	COGNATE ELECT	Latin Elective	3	
COGNATE	COGNATE ELECT	Related Elective	3	
GE HUMN	HUMN ELECT	Humanities Elective	6	
GE PHIL	PHIL 210	Ethics	3	
GE ELECT	HUMN ELECT	Latin Elective	3	
			<b>18</b>	<b>13</b>

**TOTAL: 133 CREDITS**

<sup>1</sup> Includes service-learning component. Freshman Seminar service commitment is 20 hours, with no service requirement in sophomore year.

<sup>2</sup> Program results in a second major in Latin.

<sup>3</sup> Semesters may be reversed at the discretion of the department.

Secondary Education (Mathematics) Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 141	History and Phil of Education	3	
GE HUMN	LIT ELECT	Literature Elective	3	
COGNATE	MATH 114	Calculus I	4	
COGNATE	MATH 221	Calculus II		4
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking–Composition	3	3
GE C/IL	C/IL 102	Computing and Information Literacy		3
GE ELECT	CMPS 134	Computer Science I		3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I	3	
FSEM	INTD 100	*Freshman Seminar–Physical Education	1	1
			18	16
<b>Second Year</b>				
MAJOR	EDUC 222-280	Educational Psychology–Field II	3	1
COGNATE	MATH 222-299	Calculus III–Intro Math Proof	4	4
GE PHIL	T/RS 122	Theology II		3
GE HUMN	HUMN ELECT	Humanities Electives	3	
GE NSCI	PHYS 140-141	Elem. of Physics I–II	4	4
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
COGNATE	MATH 351	Linear Algebra		3
GE PHED	PHED ELECT	Physical Education	1	1
			18	16
<b>Third Year</b>				
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380-314	*Field III Specific Subject Methods	1	3
MAJOR	EDUC 371	Literacy Strategies in Secondary School		3
MAJOR	EDUC 312	Secondary Math Curriculum	3	
COGNATE	MATH 310	Applied Statistics and Math Stats	4	
COGNATE	MATH 345 OR MATH 325	Geometry OR History/Phil of Math	3	
COGNATE	MATH 446 OR MATH 448	Real Calculus I OR Mod. Algebra I	3	
COGNATE	MATH 447 OR MATH 449	Real Calculus II OR Mod. Algebra II		3
COGNATE	MATH ELECT	Math Elective (Upper Division)		6
PHIL	PHIL 210	Ethics		3
			17	18
<b>Fourth Year<sup>3</sup></b>				
MAJOR	EDUC 475	Classroom Mgmt.–Secondary		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 345 OR MATH 325	Geometry OR History/Phil of Math	3	
COGNATE	MATH 446 OR MATH 448	Real Calculus OR Mod. Algebra I	3	
COGNATE	MATH ELECT	Math Elective (Upper Division)	3	
GE PHIL	PHIL 306	Philosophy of Education	3	
GE HUMN	ELECT	Humanities Elective	6	
			18	13

TOTAL: 133 CREDITS

<sup>1</sup> Includes service-learning component. Freshman Seminar service commitment is 20 hours, with no service requirement in sophomore year.

<sup>2</sup> Real Calculus I should be taken the fall of the junior year in odd-numbered years; Modern Algebra I should be taken in the fall of the junior year in even-numbered years.

<sup>3</sup> Semesters may be reversed at the discretion of the department.

## Secondary Education (Modern Language) Curriculum<sup>3</sup>

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 141	History and Philosophy of Educ	3	
COGNATE	MLANG 211-212*	Intermediate Modern Language	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computing and Information Literacy		3
GE QUAN	ELECT	Quant. Reasoning Elective	3	
GE HUMN	ENLT ELECT	Literature Elective (English)		3
GE PHIL-T/RS	T/RS-PHIL 120	Theology I–Intro. To Philosophy	3	3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
			16	18
<b>Second Year</b>				
MAJOR	EDUC 222-EDUC 280	Educational Psyc–Field Exp. II	3	1
COGNATE	MLANG 311-312 <sup>2</sup>	Advanced Comp./Conv. I-II	3	3
COGNATE	ELECT	Related Electives		3
GE PHIL-T/RS	T/RS 122-PHIL 210	Theology II–Ethics	3	3
COGNATE	ELECT	Modern-Lang. Elective		3
GE NSCI	NSCI	Natural Science Elective	3	3
GE ELECT	STATS ELECT	Statistics Elective	3	
GE FREE	FREE ELECT	Free Elective	3	
GE PHED	PHED ELECT	Physical Education		1
			17	18
<b>Third Year</b>				
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380	Field III <sup>1</sup>	1	
MAJOR	EDUC 371	Literacy Strategies in Secondary School	3	
COGNATE	MLANG 321-322 <sup>3</sup>	Stylistics I–II	3	3
COGNATE	COGNATE ELECT	Modern Language Electives <sup>6</sup>	3	9
COGNATE	ELECT	Related Electives	3	3
GE PHED	PHED	Physical Education	2	
			18	15
<b>Fourth Year<sup>7</sup></b>				
MAJOR	EDUC 475	Classroom Mgmt. –Secondary		3
MAJOR	EDUC 476	Student Teaching Plan–Secondary		2
MAJOR	EDUC 477	Student Teaching Instr. –Secondary		3
MAJOR	EDUC 478	Student Teaching Mgmt.–Secondary		2
MAJOR	EDUC 479	Student Teaching Pro. Dev.–Secondary <sup>1</sup>		3
MAJOR	EDUC 314 <sup>4</sup>	Specific Subj. Methods	3	
COGNATE	ELECT	Modern Language Elective	3	
PHIL	PHIL 306	Philosophy of Education	3	
GE FREE	FREE ELECT	Free Elective	6	
			15	13

**TOTAL: 130 CREDITS**

<sup>1</sup> Includes service learning component. Freshman Seminar service commitment is 20 hours, with no service requirement in sophomore year.

<sup>2</sup> Spanish, French, German should be selected as a specialization within Modern Language (MLANG). Program results in a second major in the area of modern language chosen.

<sup>3</sup> All Secondary Education MLANG Majors are strongly encouraged to study abroad during Spring of Junior year.

<sup>4</sup> Before enrolling in EDUC 314, students are required to pass a proficiency exam at the intermediate-high level.

<sup>5</sup> Students whose specialization within Modern Language is Spanish are required to take SPAN 320, and SPAN 321 and three of the following: SPAN 313, SPAN 314, SPAN 330, and SPAN 331. In Spanish, there is no Advanced Stylistics II.

<sup>6</sup> Students who begin their major language at the 311 level will take 6 fewer credits in the major and 6 more credits in the cognate or free area. In their second year, they will choose advanced language electives.

<sup>7</sup> Semesters may be reversed at the discretion of the department.



## Secondary Education (Physics) Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EDUC 141	History & Philosophy of Education w/field	3	
COGNATE	PHYS 140–141	Elements of Physics I–II	4	4
COGNATE	MATH 221	Calculus II		4
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3	3
GE C/IL	MATH 114	Calculus I	4	
GE QUAN	C/IL 102	Computing & Information Literacy	3	
GE PHIL	PHIL 120	Intro. to Philosophy		3
GE HUMN	ENLT ELECT	Literature Elective		3
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
			<b>18</b>	<b>17</b>
<b>Second Year</b>				
MAJOR	EDUC 280	Field Experience II		1
COGNATE	MATH 222	Calculus III	4	
COGNATE	PHYS 270	Modern Physics	4	
COGNATE	PHYS 102	Earth Science		3
COGNATE	PHYS 352	Stat. & Eng. Thermodynamics		3
COGNATE	EE 241	Circuits		4
GE ELECT	MATH 341	Differential Equations		3
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 121	Theology I	3	
GE S/BH	PSYC 110–EDUC 222	Fund. of Psych.–Educ. Psych.	3	3
GE PHED	PHED ELECT	Physical Education		1
			<b>17</b>	<b>18</b>
<b>Third Year</b>				
MAJOR	EDUC 313	General Methods & Planning	3	
MAJOR	EDUC 380–314	Field III–Specific Subj. Methods <sup>1</sup>	1	3
MAJOR	EDUC 371	Literacy Strategies in Secondary School		3
COGNATE	PHYS 447–448	Electromagnetics I–II	3	4
GE T/RS	T/RS 122	Theology II	3	
GE ELECT	PHYS 350	Applied & Engineering Math		3
GE NSCI	BIOL 101	General Biology I	3	
GE ELECT	CHEM 100	General Chemistry	3	
GE ELECT	PHYS 372	Atomic/Laser Physics		3
GE PHED	PHED ELECT	Physical Education	1	1
			<b>17</b>	<b>17</b>
<b>Fourth Year<sup>2</sup></b>				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Clsrms. in Sec. Stud. Teaching		2
MAJOR	EDUC 479	Prof. Growth in Sec. Student Teaching <sup>1</sup>		3
COGNATE	PHYS 493/494	Undergraduate Physics Research		3
COGNATE	ENGR 250	Statics	3	
COGNATE	PHYS 371	Advanced Mechanics	3	
GE HUMN	HUMN ELECT	Humanities Electives	9	
GE PHIL	PHIL 306	Philosophy of Education	3	
			<b>18</b>	<b>16</b>
<b>TOTAL: 138 CREDITS</b>				

<sup>1</sup> Includes service-learning component. Freshman Seminar service commitment is 20 hours, with no service requirement in sophomore year.

<sup>2</sup> Semesters may be reversed at the discretion of the department.

- EDUC 357** 3 cr.  
**Methods across the Integrated Curriculum, Primary Grades 2-4**  
 (Pre-or C-requisites: EDUC 344, EDUC 346, Required Clearances) Best practices in pedagogy for Gr 2-4 classrooms, including developmentally appropriate practices, play, authentic performance, and technology, informs part of this course. Another part of the course allows students to engage in 60-hours of instructor-supervised practical experience in a Gr 2-4 classroom.
- EDUC 358** 3 cr.  
**Reading to Learn with Tradebooks & Texts, Primary Grades 2-4**  
 An advanced course in reading. It provides additional instruction in working with older students who have not fully developed reading fundamentals. Independent reading, literature study, comprehension, word analysis, learning with textbooks and the reading/writing connection are all studied in depth.
- EDUC 359** 3 cr.  
**Introduction to English Language Learning**  
 This course introduces pre-service teachers to the challenges they will face when English language learners are members of their classes. The class will address how to successfully accommodate and integrate these students into class activities and how to assist them in their academic and linguistic development. Students will develop a clearer understanding of the challenges these students face in and out of the school setting.
- EDUC 360** 3 cr.  
**Assessment for the Middle School Curriculum**  
 This course emphasizes procedures of assessing middle school students. Considering that student performance is variable and that assessments are planned and modified to meet the varied needs of students, this course will enable students to understand and apply best practices in using validated and reliable assessments that inform classroom practices.
- EDUC 361** 3 cr.  
**Reading to Learn with Trade Books and Texts, Gr. 4-8**  
 This is an advanced course in reading. It provides additional instruction in working with older students who have not fully developed reading fundamentals. Independent reading, literature study, comprehension, word analysis, learning with textbooks and tradebooks, and the reading/writing connection are all studied in depth.
- EDUC 364** 3 cr.  
**(D) Inclusionary Classroom Practices**  
 Emphasis is placed on the special-education teacher as one member of an educational team. Students will receive guidance in supporting the disabled student in a general-education classroom, supporting the general-education teacher in providing instruction for the disabled child, and generally facilitating the acceptance and optimal learning of the disabled student in a general-education environment. *Includes service-learning component.*
- EDUC 365** 3 cr.  
**Professional Seminar**  
 Focuses on the special educator as one team member in a larger professional group which may include administrators, ancillary staff, parents, and other professionals. Students will learn to write IEPs, transitional plans, and school-based grant proposals. Students will receive guidance in constructing a portfolio and in case management.
- EDUC 366** 3 cr.  
**Emotional/Behavioral Disabilities**  
 A study of the problems associated with emotional and behavioral disabilities in the classroom. Emphasis is placed on behavior management and appropriate learning strategies for inclusionary general-education classes, self-contained special-education classes, and residential placements.
- EDUC 367** 3 cr.  
**Designing Curriculum for Low Incidence Disabilities**  
 Emphasis is on the effective design and use of curriculum and materials to educate elementary students with special needs.
- EDUC 368** 3 cr.  
**Designing Curriculum for High Incidence Disabilities**  
 Emphasis is on the effective design and use of curriculum and materials to educate secondary students with special needs.
- EDUC 369** 3 cr.  
**Early Assessment and Intervention**  
 This course focuses on the development of the early learner, birth through age eight, along with appropriate assessment and intervention techniques for children falling under the IDEA.

**EDUC 371** 3 cr.  
**Literacy Strategies in Secondary School**  
 This course is the study of the literacy strategies for speaking, listening, reading, writing, and viewing with emphasis placed on understanding and skills needed by all secondary school students in content areas.

**EDUC 380** 1 cr.  
**Field Experience III**  
 (Prerequisites: EDUC 225 and 280; pre- or co-requisite: EDUC 313) This course is closely associated with the methods courses. An emphasis is placed on studying teaching techniques and involvement in teacher activities in basic-education schools. Application to field director, state police clearances, child abuse clearances and a record of FBI fingerprint clearances are required.

*EDUC 440, 441, 442, 443 and 444 must be scheduled during the same semester. Collectively, they comprise a semester of student teaching.*

**EDUC 440** 3 cr.  
**Professional Practice Seminar**  
 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\*** 1 cr.  
**Planning in Elementary Student Teaching**  
 Preparation of actual teaching plans during elementary student teaching. Application to field director required.

**EDUC 442** 1.5 cr.  
**Instruction in Elementary Student Teaching**  
 Involvement in implementing methods and techniques. Elementary-school student teaching on a full-time basis under the supervision of classroom teachers and University supervisors.

**EDUC 443** 1 cr.  
**Managing Elementary Classrooms in Student Teaching**  
 Involvement in the management of learning situations during elementary student teaching.

**EDUC 444** 1.5 cr.  
**Professional Growth in 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 at and participation in a

weekly seminar to analyze and discuss professional considerations and student-teaching problems. *Includes service-learning component.*

**EDUC 445** 1 cr.  
 (Prerequisite: EDUC 357)  
**Professional Practice Seminar, PreK-4**  
 (Prerequisites: EDUC 351, EDUC 357) In-depth study of the rationale, theories, and techniques for creating situations where learning can take place in the PreK-4 environment and for handling specific individual and group behavior problems in productive ways to meet the needs of all students, including those of children with disabilities.

*EDUC 450, 452, 453, 454 and 455 must be scheduled during the same semester. Collectively, they comprise a semester of student teaching.*

**EDUC 450** 1 cr.  
**Professional Practice Seminar, 4-8**  
 In-depth study of the rationale, theories, and techniques for creating a situation where learning can take place in the 4-8 classroom environment and for handling specific individual and group behavior problems in productive ways to meet the needs of all students, including those of children with disabilities.

**EDUC 456\*** 1 cr.  
**Planning in PreK-4 Student Teaching**  
 Preparation of actual teaching plans during early childhood student teaching. Application to field director required.

**EDUC 457** 1.5 cr.  
**Instruction in PreK-4 Student Teaching**  
 Involvement in implementing methods and techniques. Early childhood student teaching on a full-time basis under the supervision of classroom teachers and University supervisors.

**EDUC 458** 1 cr.  
**Managing Classrooms in PreK-4 Student Teaching**  
 Involvement in the management of learning situations during early childhood student teaching.

**EDUC 459** 1.5 cr.  
**Professional Growth in PreK-4 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 con-

\*Student teaching requires an application due March 1 or October 1 for fall and spring placements, respectively. Current state police clearances, child abuse clearances and a record of FBI fingerprint clearances are required.

siderations and student-teaching problems.  
*Includes service-learning component.*

*EDUC 461, 462, 463 and 464 must be scheduled during the same semester. Collectively, they comprise a semester of student teaching.*

**EDUC 461\* 1 cr.**  
**Planning in Special Education Student Teaching**

Preparation of actual teaching plans during special-education student teaching. Application to field director required.

**EDUC 462 1.5 cr.**  
**Instruction in Special Education Student Teaching**

Involvement in implementing methods and techniques. Special-education student teaching on a full-time basis under the supervision of classroom teachers and University supervisors.

**EDUC 463 1 cr.**  
**Managing Special Education Classrooms in Student Teaching**

Involvement in the management of learning situations during special-education student teaching.

**EDUC 464 1.5 cr.**  
**Professional Growth in Special Education 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 at and participation in a weekly seminar to analyze and discuss professional considerations and student-teaching problems. *Includes service-learning component.*

*EDUC 475, 476, 477, 478 and 479 must be scheduled during the same semester. Collectively, they comprise a semester of student teaching.*

**EDUC 475 3 cr.**  
**Professional Seminar**

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\* 2 cr.**  
**Planning in Secondary Student Teaching**

Preparation of actual teaching plans during secondary student teaching. Application to field director required.

**EDUC 477 3 cr.**  
**Instruction in Secondary Student Teaching**  
Involvement in implementing methods and techniques. Secondary student teaching on a full-time basis under the supervision of classroom teachers and University supervisors.

**EDUC 478 2 cr.**  
**Managing Classrooms in Secondary Student Teaching**  
Involvement in the management of learning situations during secondary student teaching.

**EDUC 479 3 cr.**  
**Professional Growth in Secondary 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. *Includes service-learning component.*

## ► EXERCISE SCIENCE AND SPORT

### Faculty

David A. Hair, M.Ed., M.S., *Chair*  
Ronald W. Deitrick, Ph.D., *Program Director of Exercise Science*  
Virginia M. Corcoran, Ed.D., R.D.  
Paul T. Cutrufello, Ph.D. candidate  
Debra L. Fetherman, Ph.D.  
Stephen L. Klingman, M.S.  
Aukje Kluge Lamonica, Ph.D. candidate  
Georgios A. Stylianides, Ph.D.  
Andrew Stuka, M.S.

### Overview

The Department of Exercise Science and Sport consists of three areas: a major in Exercise Science, a minor in Coaching and physical education activity classes. The department also offers a Nutrition Studies Concentration.

### *Exercise Science Major*

Exercise Science is the study of human movement as related to exercise and physical activity from an applied, primarily life science perspective. It is dedicated to promoting and integrating scientific research and education

*\*Student teaching requires an application due March 1 or October 1 for fall and spring placements, respectively. Current state police clearances, child abuse clearances and a record of FBI fingerprint clearances are required.*

on the effects and benefits of exercise, and to the delivery of physical-activity programs that prevent disease, facilitate rehabilitation, promote health, and enhance human performance. Exercise Science is part of the field of Sports Medicine, which also includes clinical areas of study. The scientific aspects of Sports Medicine include exercise physiology, nutrition and biochemistry of exercise, and biomechanics. Testing of lactic acid metabolism, analysis of muscle fatigue, research on muscle hypertrophy and bone density, measurement of body composition, and benefits of exercise in cardiovascular disease, diabetes, osteoporosis and weight control are a few of the many contributions made by exercise scientists to Sports Medicine.

Few academic program majors offer such diverse opportunities after graduation as Exercise Science. The academically rigorous curriculum prepares graduates with knowledge and experience for employment opportunities in a variety of settings. In the applied health area, careers in corporate and community/hospital-based wellness programs, cardio-pulmonary rehabilitation, and research centers investigating the benefits of exercise in chronic disease states are possibilities. Strength and conditioning specialists for sports teams are also career options.

Exercise Science is an excellent option for students interested in applying to graduate health-profession programs such as osteopathic medicine, physical therapy, physician assistant, and clinical exercise physiology. Additional required course work to meet entry requirements can be chosen as electives. In this regard, students should make their career intentions known early in their program of study. Opportunities for graduate study are available in academic units of medicine, biology, physiology, and exercise science. Although not required, completion of the program provides students with the ability to take different certification exams offered by several professional organizations including the American College of Sports Medicine, and the National Strength and Conditioning Association.

Graduating Exercise Science majors must possess a minimum overall grade point average of 2.75.

Prior to taking any EXSC course numbered above EXSC 229, students must have com-

pleted all major and cognate courses with a minimum grade of "C." Students must also possess a minimum grade point average of 2.50 within the major. Subsequently, in order to progress in EXSC courses, (1.) a minimum grade of "C" must be earned in each major and cognate course and (2.) a minimum grade point average of 2.50 is required within the major.

### ***Coaching Minor***

The 15-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.

PHED 160: Coaching Principles (1 cr.) is a suggested prerequisite for the 3-credit courses.

### ***Physical Education***

The Physical Education program seeks to improve the physical-fitness levels of each student, introduce new activities, or improve and increase students' recreational skills through our offerings of over 30 different courses. Emphasis is placed on instruction in a variety of popular sports and recreational activities, especially those with carry-over value for post-college years.

Every regularly enrolled student must satisfy the 3-credit Physical Education requirement unless excused by the department. It is possible to be excused from Physical Education classes by application to the 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) the student is a veteran. Grading is (S) Satisfactory or (U) Unsatisfactory.

There are a variety of formats for the Physical Education classes: one-half semester for .5 credit, three times per week for 1 credit, two times per week for 1 credit, and one time per week for 1 credit. Students may select from among the following: tennis, yoga, skiing, soccer, racquetball, weight training, aerobics, hapkido, volleyball, running, karate, self-defense for women, advanced life-saving, water-safety instructor, jazz dance, golf, tai chi, badminton, wellness, Latin and swing dance, cardio fitness, beginning/intermediate swimming, fitness swimming, first aid/CPR/AED, karate, wellness, white water rafting and judo.

**Exercise Science Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	EXSC 210	Exercise & Sport Physiology <sup>1</sup>		3
COGNATE	BIOL 110–111	Structure & Function of Human Body	4	4
GE NSCI	CHEM 112–113	General & Analytical Chemistry	4.5	4.5
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102/102L	Computing & Information Literacy		3
GE QUAN	MATH 103 or 114	Pre-Calculus OR Analysis I	4	
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
			<b>16.5</b>	<b>17.5</b>
<b>Second Year</b>				
MAJOR	EXSC 212	Nutrition in Exercise & Sport <sup>1</sup>	3	
MAJOR	EXSC 229	Applied Anatomy & Kinesiology	3	
MAJOR	EXSC 230	Health Prom./Disease Prev. & Health Disp.		3
MAJOR	EXSC 313	Biomechanics of Sport & Exercise		3
MAJOR	PHED 112	First Aid/CPR/AED	1	
MAJOR	PHED ELECT	Physical Education	1	
COGNATE	BIOL 245	General Physiology		4.5
COGNATE	PHYS 120–121	General Physics	4	4
GE PHIL	PHIL 120	Intro. to Philosophy	3	
GE S/BH	PSYC 110	Fundamentals of Psychology		3
			<b>15</b>	<b>17.5</b>
<b>Third Year</b>				
MAJOR	EXSC 240	Prevention & Care of Sports Injuries <sup>1</sup>		3
MAJOR	EXSC 375	Exercise Testing/Programming	3	
MAJOR	EXSC 442	Clinical Exercise Physiology		3
MAJOR	PHED ELECT	Physical Education	1	
COGNATE	EDUC 120 or PSYC 210 or MATH 204	Applied Stats OR Stats in Behavioral Sci. OR Special Topics of Statistics	3	
COGNATE	BIOL or CHEM ELECT	BIOL 250, 348 or 446 or CHEM 232		3
GE PHIL	PHIL 210	Ethics		3
GE T/RS	T/RS 121–122	Theology I–II	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE HUMN	HUMN ELECT	Humanities Elective (Cultural Diversity)		3
GE ELECT	FREE ELECT	Free Elective	3	
			<b>16</b>	<b>18</b>
<b>Fourth Year</b>				
MAJOR	EXSC 350, 360, 412 or 413	Nutr. through Life Cycle OR Essentials of Strength Training & Cond. OR Current Topics in Ex. Sci. & Sports Med. OR Worksite Health Promotion		3
MAJOR	EXSC 435	Exercise, Nutrition & Women's Health <sup>1</sup>	3	
MAJOR	EXSC 440	Adv. Physiology of Sport & Exercise	3	
MAJOR	EXSC 448	Research Methods in Exercise Science		3
MAJOR	PSYC 238	Exercise and Sport Psychology	3	
GE S/BH	S/BH ELECT	Social/Behavioral Elective		3
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT	Free Elective	3	
			<b>15</b>	<b>15</b>

**TOTAL: 130.5 CREDITS**<sup>1</sup> Includes service-learning component



Coaching Minor Curriculum

<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Credits</i>
PHED 112	First Aid/CPR/AED	1
PHED 160	Coaching Principles	1
PHED 161	Sport First Aid	1
PHED 202	Sport Administration	3
PHED 208	Conditioning & Training for Sport	3
PSYC 238	Exercise & Sport Psychology	3
PHED 205	Teaching Sport Skills	3

TOTAL: 15 CREDITS

Nutrition Studies Concentration

The concentration in Nutrition Studies is designed to encourage critical thinking, engage students in dialogue, and increase self-awareness of what their nutritional status may be. It is designed to increase the knowledge base of the depth and implications of nutritional problems and their effects on chronic illnesses. Students in health-related fields such as Exercise Science, Nursing, Physical Therapy, Occupational Therapy and Community Health, as well as students in elementary and secondary education where basic nutrition is being implemented, will all benefit from this course concentration. See page 92 for further details.

Course Descriptions

*Exercise Science*

(E) NUTR 110 3 cr.

**Introduction to Nutrition**

An introduction to the interrelationship among nutrition, food and the environment as they impact health. Emphasis is placed on the multiple factors that influence food intake. The role and function of nutrients in health promotion and wellness throughout the life cycle will be discussed. *Students who have taken NUTR 101 are not eligible to take NUTR 110.*

EXSC 210 3 cr.

**Sport and Exercise Physiology**

(Prerequisite: BIOL 110 or permission of instructor) This course explores the physiological principles and systems underlying sport performance – aerobic and anaerobic energy, oxygen transport, and muscular and cardiovascular systems. Students will learn how to apply the principles to improve human performance. *Includes service-learning component.*

EXSC 212 3 cr.

**Nutrition in Exercise and Sport**

(Prerequisites: EXSC 210 or BIOL 347, CHEM 112-113 or permission of instructor) Role of nutrients in optimizing human performance. Consideration of caloric and nutrient exercise requirements, gender-specific needs, weight loss/eating disorders, and nutritional ergogenic aids. *Includes service-learning component.*

NUTR 220 3 cr.

**Nutrition for the Health Professions**

(Prerequisites: BIOL 110-111, CHEM 110 or 112; pre- or co-requisite: CHEM 111 or 113) Focus on concepts of nutrition, including chemistry, digestion absorption and metabolism of nutrients. Exploration of the role of diet in chronic illness. Basic nutrition concepts applied to the needs of individuals across the life span, families, and communities.

EXSC 229 3 cr.

**Applied Anatomy and Kinesiology**

(Prerequisite: BIO 110-111, EXSC 210) This course is designed to provide the student with basic scientific information and an understanding of human motion within the areas of anatomy and neuromuscular physiology.

EXSC 230 3 cr.

**Health Promotion/Disease Prevention and Health Disparities**

(Prerequisites: EXSC 212 or NUTR 101 or NUTR 110 or NUTR 220 or permission of instructor) This course overviews health promotion/disease prevention in the United States, including health promotion statistics, strategies/resources and health disparities (social justice). Areas highlighted are cultural and behavioral influences on disease, equity in prevention strategies, culturally competent and gender-specific interventions (i.e., people of color, women, the aged, people with disabilities/mental illness).

- EXSC 240** 3 cr.  
**Prevention and Care of Sports Injuries**  
 (Prerequisites: EXSC 229, Exercise Science major) Will cover sports first aid, prevention of and dealing with sports injuries. Helps students 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. *Includes service-learning component.*
- EXSC 313** 3 cr.  
**Biomechanics of Sport and Exercise**  
 (Prerequisites: BIO 110-111, PHYS 120, EXSC 210, EXSC 229) This course introduces the student to the concepts and principles of biomechanics as they relate to sport and exercise.
- EXSC 350** 3 cr.  
**Nutrition through the Life Cycle**  
 (Prerequisite: EXSC 212, NUTR 220 or permission of instructor) This course is based on the common organizational structure used in nutrition that begins with key nutrition concepts then moves to prevalence statistics, physiological principles, and then, nutrition needs and recommendations. The needs addressed begin with preconception and then trace those needs through the aging process and is suitable for a variety of career goals.
- EXSC 360** 3 cr.  
**Essentials of Strength Training and Conditioning**  
 (Prerequisites: EXSC 229, EXSC 313) This course examines the advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness. The course is designed to enhance students' current level of knowledge in preparation for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification.
- EXSC 375** 3 cr.  
**Exercise Testing/Programming for Health and Performance**  
 (Prerequisites: EXSC 210, Exercise Science major or permission of instructor) Provides knowledge related to Graded Exercise Testing and counseling, including purposes, basic exercise ECG, energy costs of exercise, principles of exercise prescription, special populations, and case study.
- EXSC 380** 3 cr.  
**Internship in Exercise Science**  
 (Prerequisites: EXSC 375, Exercise Science major) The application of Exercise Science principles, knowledge and skills in a supervised setting. Depending on career interests, students can select from a variety of interest including sites located outside of the Northeast region.
- EXSC 412** 3 cr.  
**(W) Current Topics in Exercise Science and Sports Medicine**  
 (Prerequisite: EXSC 210 or BIOL 347 or permission of instructor) Current topics in the field affecting health and human performance including ergogenics, exercise benefits in chronic, disease states, clinical exercise physiology, and age/gender issues.
- EXSC 413** 3 cr.  
**(W) Worksite Health Promotion**  
 This course provides an overview of health promotion in the worksite including supporting theories and critical issues such as management support, economic benefits, and worksite health promotion professional standards. Focus is on implementing worksite health promotion programs. Implementation phases include needs assessment/evaluation, effective interventions, program marketing and organizational development.
- EXSC 435** 3 cr.  
**(D) Exercise, Nutrition and Women's Health**  
 This course is designed to address the major aspects of women's health, including historical, epidemiological, clinical, exercise, nutrition, special populations, cultural and psychosocial issues. *Includes service-learning component.*
- EXSC 440** 3 cr.  
**Advanced Physiology of Sport and Exercise**  
 (Prerequisite: Fourth-year standing in Exercise Science) Advanced concepts of human performance as related to sport and exercise including physiological limits, Bioenergetics, fiber type/myoplasticity of skeletal muscle, cardiovascular dynamics and the athletic heart, and pulmonary ventilation and aerobic performance.
- EXSC 442** 3 cr.  
**Clinical Exercise Physiology**  
 (Prerequisite: EXSC 210 or BIOL 347 or permission of instructor) This course covers exercise response and adaptation in a variety of chronic lifestyle diseases and the use of exercise tolerance assessment to improve and optimize quality of life.

**EXSC 448** 3 cr.  
**Research Methods in Exercise Science**  
 (Prerequisites: Fourth-year standing in Exercise Science, EXSC 375) Designed for the student to study and gain experience in research related to the field of Exercise Science. The nature of research, methods for acquiring, analyzing, and publishing/presenting research relevant to Exercise Science.

### *Coaching*

**PHED 112** 1 cr.  
**First Aid/CPR/AED**  
 This course leads to American Red Cross certification in CPR, First Aid, and Automated External Defibrillation (AED). Prepares students to recognize and respond to respiratory, cardiac, and other emergency situations.

**PHED 160** 1 cr.  
**Coaching Principles**  
 Prerequisite course that will assist prospective coaches as they develop a positive coaching philosophy, apply coaching principles and use sport-management skills.

**PHED 202** 3 cr.  
**Sports Administration**  
 Examines the business of coaching, offering practical approaches to the administrative functions of organizing, planning, leading and controlling. Integrates philosophy and principles into practice.

**PHED 203** 1 cr.  
**Sport First Aid**  
 Course is designed to help coaches train athletes properly, prevent injuries whenever possible, and respond quickly and correctly to athletes' injuries.

**PHED 205** 3 cr.  
**Teaching Sports Skills**  
 Students will master the essentials of teaching sports skills and improve their teaching effectiveness. They will learn how to prepare for teaching sports skills, how to introduce, explain, and demonstrate sports skills and use cognitive processes to improve performance.

**PHED 208** 3 cr.  
**Conditioning and Training for Sports**  
 (Formerly PHED 210) 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.

**PSYC 238** 3 cr.  
**Exercise and Sport Psychology**  
 (Prerequisite: PSYC 110) 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 competition such as relaxation, concentration, and attentional skills will be discussed.

## ► HEALTH ADMINISTRATION

### Faculty

Daniel J. West, Ph.D., *Chair*  
 Robert J. Spinelli, D.B.A., *Program Director*  
 Peter C. Olden, Ph.D.  
 Terri Freeman Smith, Ph.D.  
 Steven J. Szydlowski, D.H.A.  
 William G. Wallick, Ph.D.  
 Rita DiLeo, MPH

### Overview

The Health Administration major integrates courses from the field of health and business administration, and is designed to develop in students the values, knowledge and skills needed for management positions in a variety of fields. The curriculum is interdisciplinary, emphasizes knowledge of global health care issues, and includes a minor in business administration. Students are given a broad base of knowledge for securing entry-level positions with public and private agencies, organizations such as hospitals, insurance and managed care companies, pharmaceutical firms, community health and rehabilitation facilities. The curriculum also provides a theoretical foundation for future graduate-level education in various disciplines such as public health, health administration, health policy and planning, gerontology, law school and business administration. The major emphasizes applications to real-world experience by requiring a three credit, 120 hour internship, with a second three-credit elective internship, as well as 10 hours of community service each semester. Opportunities exist for students to identify with and actively participate in the Health Administration profession through an active student association affiliated with the American College of Healthcare Executives

(ACHE). The program also offers a five-year, combined B.S./M.H.A. for qualified students.

Requirements for graduation include a minimum 2.5 GPA in all major courses, as well as a minimum grade of C or better in all cognate courses. A service-learning component is integrated into health administration courses. College of Graduate and Continuing Education students will meet the service-learning requirement by completing major courses that have a service-learning component. The Health Administration program is a full undergraduate member of the Association of University Programs in Health Administration (AUPHA) in Washington, D.C.

### ***Health Administration Concentration in Long-Term Care Administration***

The HADM Concentration in Long-Term Care Administration prepares students for job opportunities in nursing homes, assisted living facilities, adult day care and work with chronically ill populations. Students complete a sequence of 40 credits of Health Administration, 21 credits of Business and 12 credits of Gerontology courses, as well as a 1000 hour HADM internship. Upon successful completion of the curriculum, students will have met the educational requirements of the Pennsylvania State Board of Licensure for Nursing Home Administrators and be eligible to take the state licensure examination for long-term care administrators. The HADM/LTCA track increases credits for the Health Administration degree to 134 credits. A 10-hour-per-semester service learning requirement is integrated into the HADM/LTCA course work.

Students may also earn a second minor in Gerontology by taking SOC 110 and GERO 230. The HADM/LTCA program is accredited by the National Association of Boards of Examiners of Long-Term Care Administrators (NAB) in Washington, D.C.

### ***Minor in Health Administration***

The student must take a minimum of 18 HADM credits. Four courses are required: HADM 111, 112, 211, 312.

## **Course Descriptions**

### **HADM 110 3 cr.** **Introduction to Gerontology**

A multi-disciplinary examination of the cognitive and affective aspects of aging. The course covers 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 adequate benefits and services for the elderly. *Students who have taken GERO 110 are not eligible to take HADM 110.*

### **HADM 112 3 cr.** **Health Systems**

The nature and organization of health systems in the United States and select countries. Knowledge of health services for diverse populations is emphasized. Guest speakers and two site visits to local health care organizations are included. *Includes service-learning component.*

### **HADM 112 3 cr.** **Health Systems**

The nature and organization of health systems in the United States and select countries. Knowledge of health services for diverse populations is emphasized. Guest speakers and two site visits to local health care organizations are included. *Includes service-learning component.*

### **HADM 211 3 cr.** **(W) Health Administration**

(Prerequisite: HADM 111 or 112) This writing-intensive course studies organization theory, behavior and management applied to health-care organizations. Topics include leadership, conflict, organization structure, work groups, coordination, work design, communication, power, politics, change, strategy and performance effectiveness.

### **HADM 212 3 cr.** **Health Administration Law**

The legal and regulatory environment of health care and the administration of health care services. *Includes service-learning component.*

### **HADM 215 3 cr.** **Medical Terminology and Disease Management**

This course introduces participants to medical terminology used in various fields of healthcare. Basic techniques used in building medical terms is covered, using a systems approach to foster understanding of usage of such terms related to body structures and medical conditions. Medical terminology will be reinforced within the con-

## Health Administration Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	HADM 111	Introduction to Health Administration <sup>1</sup>	3	
MAJOR	HADM 112	Health Systems <sup>1</sup>		3
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE C/IL	C/IL 104	Computing & Info. Lit. for Business		3
GE NSCI	NSCI ELECT	Natural Science Elective	3	
GE QUAN	PSYC 210	Psychological Statistics	3	
GE S/BH	EC0 101	Current Economic Issues		3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHED	PHED ELECT	Physical Education	1	
			17	18
<b>Second Year</b>				
MAJOR	HADM 293	Research in Health Administration		3
MAJOR	HADM 211	Health Administration		3
MAJOR	HADM 212	Health Administration Law <sup>1</sup>	3	
COGNATE	ACC 253	Financial Accounting	3	
GE PHIL	PHIL 210–PHIL 212	Ethics–Medical Ethics	3	3
GE T/RS	T/RS 122	Theology II		3
COGNATE	MGT 351	Principles of Management I	3	
COGNATE	ELECT	Electives		3
GE NSCI	NSCI ELECT	Natural Science Elective	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	3
			18	18
<b>Third Year</b>				
MAJOR	HADM 312	Health Finance	3	
MAJOR	HADM	Health Administration Elective	3	3
MAJOR	HADM 340	Career Seminar <sup>1</sup>	1	
MAJOR	HADM 380	Internship in Health Administration		3
COGNATE	FIN 351	Introduction to Finance	3	
COGNATE	MKT 351	Introduction to Marketing		3
COGNATE	ELECT	Elective	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	FREE ELECT	Free Elective		3
GE PHED	PHED ELECT	Physical Education	1	
			14	15
<b>Fourth Year</b>				
MAJOR	HADM 315	Cultural Diversity & Health Admin. <sup>1</sup>	3	
MAJOR	HADM ELECT	Health Administration Elective	3	
MAJOR	HADM 441	Issues in Health Administration <sup>1</sup>		3
COGNATE	ECO/IB 351	Environment of International Business	3	
COGNATE	OIM 471	Business Information Management		3
COGNATE	COGNATE ELECT	Elective		3
GE S/BH	S/BH ELECT	Social/Behavioral Elective	3	
GE ELECT	FREE ELECT	Free Electives	3	6
GE PHED	PHED ELECT	Physical Education	1	
			16	15

**TOTAL: 131 CREDITS**

<sup>1</sup> Includes service-learning component

## Health Administration – Concentration in Long-Term Care Administration Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	HADM 111	Introduction to Health Administration <sup>1</sup>	3	
MAJOR	HADM 112	Health Systems <sup>1</sup>		3
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
GE PHIL–T/RS	PHIL 120–T/RS 121	Intro. to Philosophy–Theology I	3	3
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 104	Computing & Info. Literacy for Business		3
GE NSCI	NSCI ELECT	Elective	3	
GE QUAN	PSYC 210	Psychological Statistics	3	
GE S/BH	GERO 110	Introduction to Gerontology		3
COGNATE	GERO 216	Aging & Community		3
GE PHED	PHED ELECT	Physical Education	1	
			<hr/>	<hr/>
			17	18
<b>Second Year</b>				
MAJOR	HADM 293	Research in Health Administration		3
MAJOR	HADM 211	Health Administration		3
MAJOR	HADM 212	Health Administration Law <sup>1</sup>	3	
MAJOR	HADM 213	Supervising Health Personnel	3	
COGNATE	GERO 218	Health & Aging		3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	3	3
COGNATE	ACC 253	Financial Accounting	3	
COGNATE	FIN 351	Introduction to Finance	3	
GE NSCI	NSCI ELECT	Natural Science Elective	3	
GE S/BH	ECO 101	Current Economic Issues		3
GE COGNATE	GERO 232	Aging & Death		3
			<hr/>	<hr/>
			18	18
<b>Third Year</b>				
MAJOR	HADM 312	Health Finance	3	
MAJOR	HADM 315–ELECT	Cult. Div. & Health Admin. <sup>1</sup> –Free Elective	3	3
MAJOR	HADM 340	Career Seminar <sup>1</sup>	1	
MAJOR	HADM 318	Long-Term Care Administration		3
COGNATE	MGT 351	Principles of Management I	3	
COGNATE	MKT 351	Introduction to Marketing		3
COGNATE	ECO/IB 351	Environment of International Business	3	
GE PHIL	PHIL 212	Medical Ethics	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	FREE ELECT	Free Electives		3
GE PHED	PHED ELECT	Physical Education	1	1
			<hr/>	<hr/>
			17	16
<b>Fourth Year</b>				
MAJOR	HADM 441	Issues in Health Administration <sup>1</sup>		3
MAJOR	HADM 480	Internship in LTC Administration	6	6
COGNATE	OIM 471	Business Information Management		3
GE HUMN	HUMN ELECT	Humanities Electives	6	3
GE ELECT	FREE ELECT	Free Elective	3	
			<hr/>	<hr/>
			15	15

**TOTAL: 134 CREDITS**

<sup>1</sup> Includes service-learning component



cept of disease management, during which participants will become informed as to various ways used to improve the quality of life for patients.

#### **HADM 216 3 cr.**

##### **Aging and the Community**

Consideration of selected community strategies effecting desired changes in the development and implementation of social services and programs for the elderly: legislative action, inter-agency relationships, the citizen role. *Students who have taken GERO 216 are not eligible to take HADM 216.*

#### **HADM 218 3 cr.**

##### **Health and Aging**

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 healthcare providers. Health-care approaches appropriate to the various problems, and relevant resources within the home and community are considered. *Students who have taken GERO 218 are not eligible to take HADM 218.*

#### **HADM 232 3 cr.**

##### **Aging and Death**

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. *Students who have taken GERO 232 are not eligible to take HADM 232.*

#### **HADM 284 3 cr.**

##### **Special Topics**

Selected topics of current interest in health administration offered on a variable basis such as health information technology, managerial epidemiology, international health systems, etc.

#### **HADM 293 3 cr.**

##### **Research in Health Administration**

(Prerequisites: HADM major; PSYC 210) An introduction to research methodology as applied to health administration issues and problems with an emphasis on experimental and quasi-experimental designs.

#### **HADM 312 3 cr.**

##### **Health Finance**

(Prerequisite: ACC 253 or 254 or permission of the instructor) An introduction to financial and accounting concepts for health care providers.

Emphasis is placed on knowledge of third-party reimbursement and budgeting concepts.

#### **HADM 314 3 cr.**

##### **Health Policy**

Public policy in the health-care sector is studied, including the process of policy making. Implications of governmental policies for health-care organizations and administrators are discussed.

#### **HADM 315 3 cr.**

##### **(D) Cultural Diversity and Health Administration**

(Prerequisites: HADM major or minor; HADM 211 or permission of instructor) The principles of management of culturally diverse society as applied to the health care field. Emphasis is placed on the importance of assessing and addressing the health care needs of various cultural groups within a given health care service area. *Includes service-learning component.*

#### **HADM 316 3 cr.**

##### **Health Care Marketing**

Marketing theories, concepts and strategies as applied to the health-care field. Define the marketing process. Students learn the development of a marketing plan.

#### **HADM 318 3 cr.**

##### **Long-Term Care Administration**

An introduction to the management of long-term care facilities. Emphasis is placed on the differences between acute and long-term care, institutional and community-based long-term care services, and special concerns of the long-term care resident. Site visits to long-term care facilities are included.

#### **HADM 330 3 cr.**

##### **Managed Care**

The course provides an overview of managed care, current market trends and market performance issues. Closed and open panels, managed care contracting, disease management, behavioral health services and managed Medicare/Medicaid programs are also covered. Case studies of successful managed care programs are included throughout the course.

#### **HADM 331 3 cr.**

##### **International Health Care**

This course examines international health-care services and systems, global integration, public health, expatriation, global competition, transnational enterprises, conceptual models, comparative management, international strategies, health-care issues and problems, health-care processes and functions in international businesses,

cross-cultural management, intercultural communication, and leadership across cultures.

**HADM 332** 3 cr.  
**Health Information Technology**

This introductory course is designed to provide an overview of the present and future use of health information technology. It is intended for undergraduate students in health care and information technology with an interest in health-related applications.

**HADM 333** 3 cr.  
**Managerial Epidemiology**

(Prerequisite: HADM 111 and/or HADM 112 or equivalent; a course in health statistics is recommended but not required) This course focuses on epidemiological themes, including study design and data analysis, and introduces causal thinking and causal reference leading to measures of occurrence and measures of effect. The student learns how to analyze epidemiological research studies.

**HADM 340** 1 cr.  
**Career Seminar**

A survey of current trends and occupations in health administration, with an emphasis on advanced planning and preparation for the required internship experience. *Includes service-learning component.*

**HADM 380** 12 cr.  
**Internship in Health Administration**

(Prerequisites: HADM 340, 18 HADM credits or approval of program director) A supervised Health Administration work experience within an approved organizational setting. Requires *120 hours in the field* and a minimum of 18 hours of on-campus, faculty-led seminar. Graded Satisfactory or Unsatisfactory. Students must provide their own transportation.

**HADM 390** 12 cr.  
**Career Seminar**

A survey of current trends and occupations in health administration, with an emphasis on advanced planning and preparation for the required internship experience. Includes service-learning component.

**HADM 441** 3 cr.  
**Issues in Health Care Administration**

(Prerequisite: HADM senior) A capstone course in which students demonstrate knowledge attained throughout the HADM curriculum as well as the ability to apply that knowledge in a practical manner through completion of a "mega

case study" utilizing a small administrative group/team approach. *Includes service-learning component.*

**HADM 480** 3 cr.  
**Internship in Long-Term Care Administration**

(Prerequisite: approval of HADM director) A practical internship in a licensed long-term care facility under the supervision of a licensed nursing home administrator. Students spend *520 hours per semester in the field placement* and 15 hours in on-campus seminars. Students must accumulate 1,000 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.

**HADM 481** 3 cr.  
**Internship in Health Administration**

(Prerequisite: HADM 380) A supervised Health Administration work experience of *150 hours within an approved organizational setting*. Graded satisfactory or unsatisfactory. Students must provide their own transportation.

## ► HUMAN RESOURCES STUDIES

### Faculty

Daniel J. West, Ph.D., *Chair*  
William G. Wallick, Ph.D., *Program Director*  
Peter C. Olden, Ph.D.  
Terri Freeman Smith, Ph.D.  
Robert J. Spinelli, D.B.A.  
Steven J. Szydlowski, D.H.A.

### Overview

The Human Resources Studies major integrates knowledge from the human resources field, social and behavioral sciences, business, and the liberal arts. Human Resource professionals work within all industries and are concerned with recruiting, developing, and retaining a productive workplace. The changing nature of work, as influenced by social, economic, technological, and educational forces is explored both nationally and globally. The study of human resource theories and their practical applications in the workplace is an essential part of the program. The faculty is committed to providing the highest quality learning environment to prepare students academically and practically for employment in the human resources field. In addition, students in the HRS major are expected to

Human Resources Studies Curriculum

	Department and Number	Descriptive Title of Course	Fall Cr.	Spr. Cr.
<b>First Year</b>				
MAJOR	HRS 111	Macro Human Resources	3	
MAJOR	HRS 112	Micro Human Resources		3
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE FSEM	INTD 100	Freshman Seminar <sup>1</sup>	1	
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Philosophy–Theology I	3	3
GE SPCH	COMM 100	Public Speaking		3
GE WRTG	WRTG 107	Composition		3
GE C/IL	C/IL 104	Computing & Information Literacy	3	
GE NSCI	NSCI ELECT	Natural Science Elective	3	
QE QUAN	PSYC 210	Statistics in the Behavioral Sciences		3
GE PHED	PHED ELECT	Physical Education	1	1
			17	16
<b>Second Year</b>				
MAJOR	HRS 251	Performance Appraisal <sup>1</sup>		3
MAJOR	HRS 252	Workforce Education & Training <sup>1</sup>	3	
MAJOR	HRS 293	Research Applications in HR		3
COGNATE	ACC 253	Financial Accounting	3	
COGNATE	PSYC 335	Psychological Testing	3	
GE S/BH	ECO 101	Current Economic Issues	3	
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics–Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Elective		3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHED	PHED ELECT	Physical Education	1	
GE ELECT	FREE ELECT	Free Elective		3
			16	18
<b>Third Year</b>				
MAJOR	HRS 340	Compensation & Benefits		3
MAJOR	HRS 351	Recruitment, Selection & Staffing <sup>1</sup>	3	
MAJOR	HRS 353	HR Information Systems	3	
MAJOR	HRS 390	Career Seminar		1
MAJOR	HRS ELECT	HRS Elective	3	
COGNATE	MGT 351	Principles of Management I		3
COGNATE	FIN 351	Introduction to Finance		3
COGNATE	ECO 351	Environment of International Business	3	
COGNATE	MKT 351	Introduction to Marketing		3
COGNATE	COGNATE ELECT	Cognate Elective	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE PHIL-T/RS	PHIL-T/RS	Philosophy–T/RS Elective		3
			18	16
<b>Fourth Year</b>				
MAJOR	HRS 480	Internship	3	
MAJOR	HRS 490	Leadership Seminar <sup>1</sup>		3
MAJOR	HRS ELECT	HRS Elective	3	
COGNATE	OIM 471	Business Information Management	3	
COGNATE	COGNATE ELECT	Cognate Elective	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	FREE ELECT	Free Electives		9
			15	15

TOTAL: 131 CREDITS

<sup>1</sup> Includes service-learning component

actively develop their own knowledge, skills, attitudes, and competencies to prepare themselves for a career in human resources. To that end, students are encouraged to demonstrate academic excellence in all coursework, make meaningful service commitments to their communities, and develop an attitude toward life-long learning. Opportunities for students to identify with and actively participate in the HR profession, such as membership in the student Chapter of the Society for Human Resource Management, are hallmarks of the program.

### ***Bachelor of Science Degree***

- 131 credits with 37 credits from HRS major courses
- Required Business minor
- Required portfolio documenting specific student outcomes
- Overall minimum 2.5 GPA is required in major courses
- Overall minimum 2.0 GPA is required in cognate courses
- Required internship to gain practical work experience
- National and global focus – study abroad is encouraged
- Required 80-hour service learning component
- Combined B.S./M.S. can be earned in a five-year period

### ***Minor in Human Resources Studies***

The student must take a minimum of 18 credits. Five courses are required: HRS 111, 112, 251, 252, and 340 plus one HRS elective.

## **Course Descriptions**

### **HRS 111 3 cr.**

#### **(S) Macro Human Resources**

An introduction to the changing nature of work including trends, theories, concepts, and practices for maintaining an effective workforce.

### **HRS 112 3 cr.**

#### **Micro Human Resources**

An introduction to the major functional areas of the human resources field.

### **HRS 251 3 cr.**

#### **(W) Performance Appraisal**

A review of the performance management process including the design and implementation of job descriptions and of accompanying perfor-

mance appraisal systems. *Includes service-learning component.*

### **HRS 252 3 cr.**

#### **(W) Workforce Education and Training**

A study of the various organizational approaches to developing the skills and competencies of employees including the assessment of need, design, development, implementation, and evaluation of training. *Includes service-learning component.*

### **HRS 284 3 cr.**

#### **Special Topics**

Selected topics in human resources are offered on a variable basis.

### **HRS 293 3 cr.**

#### **Research Applications in Human Resources**

An introduction to research methodology as applied to human resources issues and problems with an emphasis on experimental and quasi-experimental designs.

### **HRS 315 3 cr.**

#### **Diversity**

This course offers the student an opportunity for increased awareness regarding diverse cultures, effects of cultural diversity, the special needs of diverse cultures, workforce issues and multiculturalism. International management culture, strategy and behaviors are examined as well as diversity leadership and globalization.

### **HRS 331 3 cr.**

#### **Globalization and Human Resource Management**

This course examines international human resource management (HRM), global integration, expatriation, global competition, transnational enterprises, conceptual models, comparative management, international strategies, HRM issues and problems, HRM processes and functions in international businesses, cross-cultural management, communication and culture, leadership across cultures, and motivating across cultures.

### **HRS 340 3 cr.**

#### **Compensation and Benefits**

A study of both direct and indirect forms of compensation including legal requirements with a focus on internal and external equity.

### **HRS 351 3 cr.**

#### **(D) Recruitment, Selection, and Staffing**

A study of the techniques, methods, and requirements for identifying, screening, evaluating, and

selecting prospective job candidates. *Includes service-learning component.*

### **HRS 353 3 cr.**

#### **Human Resources Information Systems**

An introduction to the various computer software applications related to the human resources field.

### **HRS 354 3 cr.**

#### **Employee and Labor Relations**

A study of the process of analyzing, developing, implementing and evaluating the workplace relationship between employer and employee (including labor unions) to maintain and retain an effective, productive workforce.

### **HRS 382 3 cr.**

#### **Directed Study**

An independent study experience on a specific human resources-related topic or a research project.

### **HRS 390 1 cr.**

#### **Human Resources Career Seminar**

(Prerequisite: HRS major or minor) A survey of current trends and occupations in Human Resources with an emphasis on advanced planning and preparation for the required internship experience and post-graduation career planning.

### **HRS 441 3 cr.**

#### **People Skills and Strategies**

An in-depth study of leadership skills and strategies needed to deal most effectively with human behavior in organizations.

### **HRS 480 3 cr.**

#### **Human Resources Internship**

(Prerequisites: HRS major or minor; HRS 390) A supervised human resources work experience within an approved organizational setting. Requires at least 120 hours of human resources employment with an additional 18 hours of on-campus, faculty-led seminars and individual meetings.

### **HRS 490 3 cr.**

#### **Human Resources Leadership Seminar**

(Prerequisites: HRS major or minor; HRS 390 and 480) Students will assess and develop their leadership skills and participate in an in-depth case study that integrates previous learning. *Includes service-learning component.*

## **■ NURSING**

### **Faculty**

Patricia Harrington, Ed.D., *Chair*

Barbara Buxton, M.S.

Dona Rinaldi Carpenter, Ed.D.

Mary Jane K. DiMattio, Ph.D.

Marian L. Farrell, Ph.D.

Ann Feeney, M.S.N.

Mary Jane S. Hanson, Ph.D.

Sharon S. Hudacek, Ed.D.

Lisa Ann Lesneski, Ph.D.

Catherine Lovecchio, Ph.D.

Paula Roe-Prior, Ph.D.

Kimberly Subasic, M.S.

Patricia Wright, M.S.N.

Margarete Lieb Zalon, Ph.D.

### **Overview**

The Nursing program reflects a curriculum that is responsive to health-care needs of society. The purpose of the baccalaureate program is to prepare beginning professional nurses, who as generalists possess clinical competence to function in various settings. Education for the role of the nurse includes an emphasis on patient-centered care, preparation to function as members of an interdisciplinary health-care team, the use of evidence in practice, quality improvement and informatics. The graduate is prepared to deliver nursing-care services to individuals, families, communities and populations as well as participate in the advancement of the nursing profession through contributions to practice, education and administration. Maintaining the integrity of the profession and its practice is developed through experiences that emphasize principles of leadership, professional ethics, social justice and health-care advocacy. The baccalaureate program provides a foundation for graduate education 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.

## Nursing Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Spr. Cr.</i>
<b>First Year</b>				
MAJOR	NURS 140	Introduction to Nursing Concepts <sup>1,2</sup>		3
GE NSCI	CHEM 110–111	Introduction to Chemistry	3	3
GE NSCI	BIOL 110–111	Structure & Function of the Human Body	4	4
GE WRTG–SPCH	WRTG 107–COMM 100	Composition–Public Speaking	3	3
GE C/IL	C/IL 102	Computing & Information Literacy		3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			17	17
<b>Second Year</b>				
MAJOR	NURS 250	Physical Assessment/Health Patterns <sup>1</sup>	3	
MAJOR	NURS 251	Fundamentals of Nursing <sup>1</sup>		4
MAJOR	NURS 262	Pharmacology I		1.5
COGNATE	NUTR 220	Nutrition for Health Professions <sup>2</sup>		3
COGNATE	BIOL 210	Introductory Medical Microbiology	3	
GE QUAN	PSYC 210	Psychological Statistics		3
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 121–122	Theology I–II	3	3
GE HUMN	HUMN ELECT	Humanities Electives	6	
GE S/BH	PSYC 225	Abnormal Psychology <sup>3</sup>		3
			18	17.5
<b>Third Year</b>				
MAJOR	NURS 350–371	Nursing Care of the Adult I–II	5.5	5.5
MAJOR	NURS 352	Mental Health Nursing	5.5	
MAJOR	NURS 373	Nursing Care of the Childbearing Family		5
MAJOR	NURS 360–361	Pharmacology II–III	1.5	1.5
GE PHIL	PHIL 212	Medical Ethics <sup>3</sup>	3	
GE PHED	PHED ELECT	Physical Education		1
GE ELECT	FREE ELECT	Free Elective		3
			15.5	16
<b>Fourth Year</b>				
MAJOR	NURS 450	Nursing Care of the Adult III	5.5	
MAJOR	NURS 452	Nursing Care of Children & Adolescents	4.5	
MAJOR	NURS 493	Research in Nursing	3	
MAJOR	NURS 471	Community Health Nursing		3.5
MAJOR	NURS 473	Synth. of Leadership Concepts in Nursing <sup>4</sup>		3
MAJOR	NURS 475	Critical Care Nursing <sup>4</sup>		3
MAJOR	NURS 491	Senior Seminar		1.5
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	
GE ELECT	FREE ELECT	Free Elective		3
			17	17

**TOTAL: 135 CREDITS**

<sup>1</sup> Includes service-learning component

<sup>2</sup> Fall or spring semester

<sup>3</sup> Recommended by the department

<sup>4</sup> ROTC option available



## Accreditation and State Approval

The University of Scranton's Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791. The program has full approval of the Pennsylvania State Board of Nursing.

Applicants and students should be aware that Pennsylvania law prohibits licensure of individuals convicted of felonies related to controlled substances, and may prohibit licensure if there is a conviction for any felonious act. For details, see the admissions materials and the *Student Handbook* of the Department of Nursing. Prior to clinical courses during the second semester of sophomore year, all Nursing majors are required to submit a Pennsylvania Child Abuse History Clearance and a Pennsylvania State Police Criminal Record Check to the Nursing Department. Students whose primary residence is out of state must also submit an FBI background check. These clearances are maintained on file in the Department of Nursing. Copies will be provided to clinical sites upon request.

Upon graduation the student is eligible for admission to the NCLEX (National Council Licensure Examination).

## Academic Requirements

The curriculum is based on a planned progression of courses that develop and build upon knowledge and skills at levels of increasing complexity. 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, BIOL 210, CHEM 110-111, NUTR 220). A minimum grade of C must be attained in the prerequisite Quantitative course, PSYC 210, and in each Nursing course. Students who score less than a 13 on the Math Placement exam must seek individual advising from the Department of Nursing.

A cumulative GPA of 2.5 or higher and a GPA of 2.7 or higher in Nursing courses is required for progression to the junior level. To maximize success in the national licensure examination (NCLEX), senior students are required to complete an NCLEX review course prior to taking the exam.

## *Final Grade for Nursing Courses with Concurrent Clinical Laboratory*

Students must pass both the classroom and laboratory component of nursing courses with clinical laboratories in order to receive credit for both components. The clinical laboratory component of a Nursing course shall be graded on the basis of Credit Satisfactory (CS) or No Credit (NC). If the student's performance in the clinical laboratory of a Nursing course is satisfactory and a grade of C or higher is achieved in the theoretical component of the course, a grade of CS is awarded for the clinical laboratory. If a student's performance in the clinical laboratory of a Nursing course is unsatisfactory, a grade of NC is awarded for the laboratory and an F is recorded for the theoretical component of the course. If a student receives a grade of C-, D+, D or F in the theoretical component of the course, a grade of NC is recorded for the clinical laboratory component. Both lecture and clinical components of a course must be repeated if a grade of C-, D+, D or F is obtained in a Nursing course.

## *Clinical Requirements*

**Service-Learning:** In order to graduate, Nursing majors are required to complete a minimum of 20 hours of community service during freshman and sophomore years, for a total of 40 hours. College of Graduate and Continuing Education students will meet the service-learning requirement by completing major courses that have a service-learning component.

**CPR Certification:** Prior to the second semester of the sophomore year, students enrolled in the Nursing program must present a certificate as evidence of having completed the Cardiopulmonary Resuscitation and AED Basic Life Support course for health-care providers by the American Heart Association or CPR for the Professional Rescuer by the American Red Cross.

**Health Insurance:** Proof of current health insurance coverage is required by clinical agencies. Students must provide copies of health insurance prior to enrolling in clinical courses.

**Criminal Background Checks:** A Pennsylvania criminal background check (Act 169) is required prior to enrollment in Nursing 251 and yearly thereafter. This will include an FBI

background check and Pennsylvania Child Abuse background check. Drug Testing is required by clinical agencies and students will be tested every six months while enrolled in clinical courses.

**Additional Expenses:** In addition to the general University tuition and fees, students majoring in Nursing assume responsibility for the following: uniforms and other required clinical accessories, yearly physical examinations, entrance eye examination, immunizations, comprehensive achievement tests, liability insurance, health insurance and any travel expenses incurred. Students must also provide their own transportation to and from agencies utilized for clinical laboratories and visits. Senior status in the program is defined as completion of at least 100 credits, including cognate and prerequisite courses for NURS 450 and NURS 452.

The Department of Nursing also offers a flexible program for registered nurses and licensed practical nurses interested in returning to school to complete a bachelor's degree in nursing. An accelerated track is offered for students interested in pursuing graduate education and who meet the admission criteria for this option. For B.S. requirements please see the section on the College of Graduate and Continuing Education.

## Study Abroad for Nursing Majors

Nursing majors have an option to study abroad in the spring of the sophomore year. To stay on track in the curriculum, students are advised to complete the sophomore Nursing requirements prior to the study abroad experience. This provides students freedom to select from a variety of study abroad options. *A GPA of 3.0 at the end of the freshman year is required to be eligible for study abroad.*

## Course Descriptions

**NURS 100** 3 cr.  
**Family Health**  
 (For non-Nursing majors; not a Natural Science course) Concepts and principles related to the promotion and maintenance of optimal family health. Considers factors pertinent to health needs and health practices throughout the life cycle.

**NURS 111** 3 cr.  
**(D) Women's Health**  
 (Open to all students; not a Natural Science course) Course focuses on historic, physiological, social, cultural, emotional and economic issues affecting women's health. The course explores strategies to empower women's use of health-care services. Class members will be expected to participate actively in all discussions.

**NURS 140** 3 cr.  
**(W) Introduction to Nursing Concepts**  
 An exploration of the core concepts of the client, health, nursing and health patterns. Historical, philosophical, and social development of nursing and the role of the professional nurse are presented. Understanding of health and health continuum in the broader perspective of the human person. *Service learning: 20 hours.* Three hours lecture.

**NURS 213** 3 cr.  
**(W) Child and Adolescent Health Promotion**  
 (Recommended Prerequisite: PSYC 221, but 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** 3 cr.  
**(W) Perspectives in Professional Nursing**  
 (Prerequisites: WRTG 107; sophomore standing in Nursing, licensed nurses only; co-requisite: C/IL 104) 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** 3 cr.  
**Health, Illness and Assessment**  
 (Prerequisites: sophomore standing, licensed nurses only; pre- or co-requisite: NURS 241) 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 and three hours laboratory.

**NURS 250** 3 cr.  
**Physical Assessment Related to Health Patterns**  
 (Prerequisites: BIOL 110-111, sophomore standing in Nursing) 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. *Service learning: 10 hours.* Two hours lecture and three hours campus laboratory.

**NURS 251** 4 cr.  
**Fundamentals of Nursing**  
 (Prerequisites: NURS 140, NURS 250; co-requisite: NURS 262) Focus on the professional nurse's role in promoting the individual's health status, utilizing the developmental, physiological, psychological and sociocultural dimensions of functional health patterns. Development of beginning skills in therapeutic nursing interventions. *Service learning: 10 hours.* Two hours lecture, six hours campus/clinical laboratory.

**NURS 262** 1.5 cr.  
**Pharmacology I**  
 (Prerequisites: Chem 110, BIOL 110-111, BIOL 210) Principles of pharmacology and specific drug groups. Emphasis is placed on drug actions, side effects, dosages and nursing responsibilities.

**NURS 310** 3 cr.  
**(D) Understanding Transcultural Health Care**  
 This course will focus on exploring values, beliefs and lifestyles of diverse cultural groups in order to broaden the student's perception and understanding of health and illness and the variety of meanings these terms carry for members of differing groups.

**NURS 312** 3 cr.  
**(D) Nursing the Older Adult**  
 (Prerequisite: junior standing in Nursing, OT or PT) Focus on the professional nurse's role of care-giver, 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 biopsychosocial needs.

**NURS 314** 3 cr.  
**Principles of Nursing Ethics**  
 (Prerequisites: Philosophy 210, junior standing in Nursing, LPN or RN track) Addresses ethical issues in the clinical nursing practice of the professional nurse as care-giver, advocate, teacher,

leader/manager. The focus is on the decisions made regarding patient care. Three hours lecture.

**NURS 344** 3 cr.  
**Forensic Health Care of Victims**  
 (Prerequisite: PSYC 110) An overview of forensic health issues as they relate to victims of violent crimes, such as intrafamilial violence, sexual violence, stalking, workplace violence, homicide and terrorism. Content includes forensic roles, evidence collection and preservation, victim needs and rights, responses to trauma, victim's resources, and death investigation.

**NURS 345** 3 cr.  
**Forensic Health Care of Offenders**  
 (Prerequisite: PSYC 110) An overview of forensic health issues as they relate to perpetrators of violent crimes, including intrafamilial violence, sexual violence, stalking, workplace violence, homicide and terrorism. Content includes forensic roles, crime classifications, relationship between animal cruelty and human violence, offender needs and rights, and juvenile offenders.

**NURS 350** 5.5 cr.  
**Nursing Care of the Adult I**  
 (Prerequisites: BIOL 210, CHEM 110-111, NURS 251; co-requisites: NURS 360 and NURS 352) The first of three courses that focuses on physiological and psychological adaptation to dysfunctional health patterns. Emphasis is placed on the nursing process and functional health patterns as a framework for practice. Pathophysiology and nursing care related to alterations in oxygenation, perfusion and metabolism, and the perioperative experience are included. Three hours lecture, 15 hours clinical lab/week (for seven weeks) alternate with NURS 352 lab.

**NURS 352** 5.5 cr.  
**Mental Health Nursing**  
 (Prerequisites: CHEM 110-111, BIOL 110-111, BIOL 210, NURS 251; co-requisites: NURS 360, NURS 350) The focus is on psychological adaptation to dysfunctional health patterns. Emphasis is placed on the nursing process and functional health patterns as a framework for practice. Psychopathology and nursing care of individuals and families experiencing alterations in mental health are explored. Three hours lecture, 15 hours clinical lab/week (for seven weeks) alternate with NURS 350 lab.

**NURS 360 1.5 cr.****Pharmacology II**

(Prerequisite: NURS 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. One hour lecture.

**NURS 361 1.5 cr.****Pharmacology III**

(Prerequisite: NURS 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. One hour lecture.

**NURS 371 5.5 cr.****Nursing Care of the Adult II**

(Prerequisites: NURS 350, NURS 352; co-requisites: NURS 361, NURS 373 or NURS 452 lab) The second of three courses that focus on physiological and psychological adaptation to dysfunctional health patterns. Emphasis is placed on the nursing process and functional health patterns as a framework for practice. Pathophysiology and nursing care related to alterations in metabolism, nutrition and immunity are included. Three hours lecture, 15 hours clinical lab/week (for seven weeks) alternate with NURS 373 or NURS 452 lab.

**NURS 373 5 cr.****Nursing Care of the Childbearing Family**

(Prerequisites: NURS 350, NURS 352; co-requisites: NURS 361, NURS 371) Focus is on the physiological and psychological adaptation to functional and dysfunctional health patterns in the child-bearing family. Emphasis is placed on the nursing process and functional health patterns as a framework for practice. Pathophysiology and nursing care related to childbearing, childbirth and their complications are addressed. Pathophysiological processes related to alterations in sexual health are also included. Clinical experiences are designed to develop the professional nursing role of care giver, advocate and teacher in promoting and restoring health. Three hours lecture, 12 hours clinical lab/week (for seven weeks) alternate with NURS 371 or NURS 450 lab.

**NURS 384 3 cr.****Perioperative Nursing**

(Prerequisite: NURS 350) This course presents concepts and information essential for periopera-

tive nursing practice. Content includes essentials of perioperative procedures in relation to nurses' planning and management of the patient's surgical experience. Precepted clinical experiences are provided in various phases of the perioperative nursing: preoperative, operative and post-anesthesia care. Emphasis is placed on the development of beginning skills in the operative setting. One hour lecture and six hours laboratory.

**NURS 405 3 cr.****Health Writing for Publication**

(Cross-listed with NURS 505; open to all junior and senior students) This course enables students to enhance their writing skills by utilizing principles of effective writing as they relate to health issues. Students select projects to develop from idea to polished manuscript for both a professional journal and a consumer newspaper/ magazine. Online, Web-based course.

**NURS 410 3 cr.****Nursing Management**

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. Three hours lecture.

**NURS 450 5.5 cr.****Nursing Care of the Adult III**

(Prerequisites: NURS 371, NURS 373, NURS 361; co-requisite: NURS 452) This is the final course in a three-course sequence that focuses on physiological and psychological adaptation to dysfunctional health patterns. Emphasis is placed on the nursing process and functional health patterns as a framework for practice. Pathophysiology and nursing care related to alterations in mobility, elimination, cognition, and perception are included. Three hours lecture, 15 hours clinical lab/week for seven weeks, alternate with NURS 452 or NURS 373 lab.

**NURS 452 4.5 cr.****Nursing Care of Children and Adolescents**

(Prerequisites: NURS 371, NURS 373, NURS 361; co-requisite: NURS 450) The focus is on the physiological adaptation to functional and dysfunctional health patterns in children and adolescents. Emphasis is placed on the nursing process and functional health patterns as a framework for nursing practice. Health promotion and the pathophysiology and nursing care related to the disorders of childhood are included. Three hours lecture, nine hours clinical lab/week for seven weeks, alternate with NURS 450 lab.

**NURS 471 3.5 cr.****(D) Community Health Nursing**

(Prerequisites: NURS 450, NURS 452; co-requisites: NURS 473, NURS 475) The focus is on the professional nursing roles of care giver, advocate, teacher and leader/manager in promoting adaptive responses to functional and dysfunctional health patterns in individuals, families, communities and groups. The student synthesizes prior knowledge of functional health patterns and all phases of the nursing process in meeting the health-care needs of community-based clients in diverse population settings. 1.5 hours lecture/week; 18 hours clinical lab/week for 4.5 weeks (alternate with NURS 473 and 475 labs).

**NURS 473 3 cr.****Synthesis of Leadership Concepts in Nursing**

(Prerequisites: NURS 450, NURS 452; co-requisites: NURS 471, NURS 475) The focus is on the professional nurse's role as care giver, advocate, teacher and leader/manager in promoting, restoring, and maintaining adaptive responses in individuals experiencing complex alterations in functional health patterns. Continued use of the nursing process and the development of case-management skills in implementing and evaluating nursing care in collaboration with the nursing and interdisciplinary health teams are emphasized. One hour/week lecture; 18 hours clinical lab/week for 4.5 weeks, alternate with NURS 471 and 475 labs.

*The following option is available for ROTC Nurse cadets: Subject to annual review, 2 credits may be awarded for successful completion of the ROTC Nurse Summer Training Program (NSTP) in place of NURS 473 Lab.*

**NURS 475 3 cr.****Critical Care Nursing**

(Prerequisites: NURS 450, NURS 452; co-requisites: NURS 471, NURS 473) The focus is on physiological and psychological adaptation to complex dysfunctional health patterns. Emphasis is placed on the nursing process and functional health patterns as a framework for practice. Pathophysiology and nursing care related to complex alterations in health patterns are included. One hour lecture/week; 18 hours clinical lab/week for 4.5 weeks, alternate with NURS 471 and 473 labs.

**NURS 483 3 cr.****Independent Study in Nursing**

(RN students only; Prerequisites: senior standing in the Nursing program, NURS 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 491 1.5 cr.****Senior Seminar**

(Prerequisites: NURS 450, NURS 452; co-requisites: NURS 471, NURS 473, NURS 475) This course will serve as a synthesis of critical concepts necessary for professional nursing practice. The use of critical thinking as it is applied to solving problems in the delivery of nursing care to patients with complex illnesses is emphasized. Through case study analysis and content synthesis, students will apply critical thinking skills to develop mastery of nursing concepts and principles of clinical nursing practice. Students will utilize computerized testing to gauge their knowledge of professional nursing content.

**NURS 493 3 cr.****(W) Research in Nursing**

(Prerequisites: senior standing in Nursing, PSYC 210) Introduction to and application of the principles and process of research in professional nursing practice. Study of research design, data-collection techniques, interpretation and critique of nursing research, literature, and reports and the development of the ability to become a discriminating consumer of nursing research. Three hours lecture.

## ► OCCUPATIONAL THERAPY

### Faculty

John P. Sanko, Ed.D., *Chair*  
 Marlene J. Morgan, Ed.D., *Program Director*  
 Karen L. Brady, D.Ed.  
 Carol Coté, Ph.D.  
 Rita P. Fleming-Castaldy, Ph.D.  
 Molly Beth Mika, M.Ed.  
 Carol Reinson, Ph.D.

### Overview

The University offers a five-year, entry-level Master of Science degree program in Occupational Therapy (OT). Students usually enter this program as freshmen, proceed through four years of undergraduate study, receive a Bachelor of Science degree in Health Sciences, and are awarded the M.S. in OT degree upon



completion of graduate requirements. The course work 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 are to be completed in sequence. A minimum grade of C (2.00) must be attained in every undergraduate cognate and OT course.

A minimum, overall, undergraduate GPA of 2.75 is required in order to advance into graduate study; a minimum, overall GPA of 3.00 must be achieved and maintained for all graduate courses. Required OT Level II Internships are graded on a Credit/No Credit basis. The normal length of time for completion of the program is five and one-quarter years. All OT students must complete Level II Fieldwork within 24 months following completion of the academic portion of the program. Students will receive the M.S. in OT degree following completion of all academic and clinical requirements.

Admission to the program is normally open to first-time incoming freshmen; transfer students are considered for admission on an individual basis. Applicants are selected on a competitive basis, with emphasis placed on high school record, standardized test scores, extracurricular activities, and letters of recommendation. It is suggested that prospective students observe and/or volunteer in an occupational therapy setting. The Admissions Office will request this information prior to registration. Since the majority of course work is at the undergraduate level, the OT program is described in detail in the University's undergraduate catalog rather than in the graduate catalog. Inquiries about admission to the B.S. to M.S. in OT program should be directed to the Graduate Office at (570) 941-7600.

## Capstone Experience

Each student is required to complete a faculty mentored research internship. This process begins in the junior year with OT 393, Research Methods in Occupational Therapy, builds during the senior year with OT 494, Evidence Based Research in OT, and culminates during the graduate year with OT 597, Faculty Research Internship I and OT 598, Faculty Research Internship II. The internship involves active group participation in a faculty mentored research project. Students are

required to present the outcome of their research internship in a public forum during the graduate year.

## Accreditation

The Occupational Therapy Program is accredited by 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. Graduates of the program who have completed all academic and fieldwork requirements are 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 examination, the individual is an Occupational Therapist, Registered (OTR). Candidates will need to provide documentation of all graduation and credentialing requirements, including certification/licensure. A felony conviction may affect a graduate's ability to sit for the certification examination or attain state licensure. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

## Course Descriptions

### OT 140 1 cr.

#### Introduction to Occupational Therapy

An introduction to the profession of occupational therapy; its history, philosophical base, core values, professional standards, ethics, tools of practice, and frames of reference are presented. Employment settings, practitioner roles and professional development are explored, with particular emphasis placed on the student's future role as an entry-level occupational therapist. Majors only. One two-hour seminar/week.

### OT 141 3 cr.

#### Occupational Therapy Theoretical Concepts

An introduction to occupational therapy theories 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, and ten hours of service learning.



Occupational Therapy Curriculum

	Department and Number	Descriptive Title of Course	Fall Cr.	Int. Cr.	Spr. Cr.	Sum. Cr.
<b>First Year</b>						
MAJOR	OT 140	Introduction to OT	1			
MAJOR	OT 141	OT Theoretical Concepts <sup>1</sup>			3	
GE NSCI	BIOL 110–111	Structure & Function of the Human Body <sup>2</sup>	4		4	
GE S/BH	SOC 110	Introduction to Sociology			3	
GE S/BH	PSYC 110	Fundamentals of Psychology	3			
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	3		3	
GE C/IL	C/IL 102	Computing & Information Literacy	3			
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	3		3	
GE FSEM–PHED	INTD 100–PHED	Freshman Seminar <sup>1</sup> –Physical Education	1		1	
			18		17	
<b>Second Year</b>						
MAJOR	OT 240–241	Activity Analysis I–II <sup>1</sup>	3		3	
MAJOR	OT 256	Human Anatomy for OT	4			
MAJOR	OT 275	Clinical Kinesiology			3	
COGNATE	PSYC 221–222	Child & Adol.–Adult & Aging	3		3	
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II			6	
GE HUMN	HUMN ELECT	Humanities Electives	6		3	
GE PHED	PHED ELECT	Physical Education	1			
			17		18	
<b>Third Year</b>						
MAJOR	OT 346–347	Pathological Conditions I–II	3		3	
MAJOR	OT 356	Functional Neuroanatomy	3			
MAJOR	OT 360	OT Practice I (Pediatrics) <sup>1</sup>	3			
MAJOR	OT 361	OT Practice II (Psychosoc. Rehab.) <sup>1</sup>			3	
MAJOR	OT 380	OT Level I Clinical I (Peds.) <sup>3</sup>		1		
MAJOR	OT 381	OT Level I Clinical II (Psychosoc.) <sup>3</sup>				1
MAJOR	OT 393	Research Methods in OT			3	
COGNATE	CHS 333–341	Multicult. in Human Svces.–Grp. Dynamics	3		3	
GE QUAN	PSYC 210	Psychological Statistics	3			
GE PHIL or T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective			3	
GE HUMN	HUMN ELECT	Humanities Elective			3	
GE PHED	PHED ELECT	Physical Education	1			
			16	1	18	1
<b>Fourth Year</b>						
MAJOR	OT 440	Mgmt. & Supervision of OT Services			3	
MAJOR	OT 451	Hand Rehabilitation	2			
MAJOR	OT 460	OT Practice III (Physical Rehab.) <sup>1</sup>	3			
MAJOR	OT 461	OT Practice IV (Geriatrics) <sup>1</sup>			3	
MAJOR	OT 475	Advanced Therapeutic Techniques			3	
MAJOR	OT 480	OT Level I Clinical III (Phys.) <sup>3</sup>		1		
MAJOR	OT 494	Evidence Based Research			3	
GE ELECT	FREE ELECT	Free Electives	9		3	
			14	1	15	
<b>Fifth Year</b>						
MAJOR	OT 581	OT Level II Internship I (Psychosoc.) <sup>4</sup>				
or MAJOR	or OT 582	OR OT Level II Internship II (Phys.) <sup>4</sup>				6
MAJOR	OT 501	Leadership in Occupational Therapy	3			
MAJOR	OT 502	Advanced OT Theory			3	
MAJOR	OT 560	Advanced Interpersonal Dynamics	3			
MAJOR	OT 575	Community-based Practice			3	
MAJOR	OT 597	Faculty Research Internship I	1			
MAJOR	OT 598	Faculty Research Internship II			2	
COGNATE	HADM 504	Human Resources Management	3			
COGNATE	PCPS 501	Interdisc. Developmental Assess. in Peds.			3	
COGNATE	PCPS 540	Allied Health Seminar I	2			
COGNATE	PCPS 541	Allied Health Seminar II			1	
			12		12	6
<b>Sixth Year (Summer)</b>						
MAJOR	OT 581	OT Level II Internship I (Psychosoc.) <sup>4</sup>				
or MAJOR	or OT 582	OR OT Level II Internship II (Phys.) <sup>4</sup>				6
MAJOR	OT 583	OT Level II Internship III (optional) <sup>4</sup>		(4)		
				(4)		6

<sup>1</sup> Includes service-learning component    <sup>2</sup> Extra science credits

<sup>3</sup> OT Level I Clinical I, II, III are each a minimum of two weeks, full time.

<sup>4</sup> OT Level II Internship I, II are required and each a minimum of 12 weeks, full time, in Psychosocial Rehabilitation and Physical Rehabilitation. Time period scheduled for individual students may vary as determined by the department, and with consideration of student needs and circumstances.

TOTAL: 172 (176) CREDITS

- OT 240** 3 cr.  
**Activity Analysis I**  
 (Prerequisite: OT 141) Analysis, theory, and application of activities and media used in occupational therapy treatment with children and adolescents. Introduction to standardized and non-standardized tests to assist in selecting activities. Principles of leading groups, adaptation, and grading activities addressed through active learning. Two hours lecture, two hours lab/week, and ten hours of service learning.
- OT 241** 3 cr.  
**Activity Analysis II**  
 (Prerequisite: OT 240) Analysis, theory, and application of activities and media used in occupational therapy treatment with adults. Introduction to standardized and non-standardized tests to assist in selecting activities. Proper documentation of treatment intervention addressed through case studies and problem-based learning. Two hours lecture, two hours lab/week, and ten hours of service learning.
- OT 256** 4 cr.  
**Human Anatomy for OT**  
 (Prerequisites: BIOL 110, 110L, 111, 111L)  
 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. Three hours lecture, two hours lab/week.
- OT 275** 3 cr.  
**Clinical Kinesiology**  
 (Prerequisites: BIOL 110, 110L, 111, 111L; OT 256) 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. Two hours lecture, two hours lab/week.
- OT 346** 3 cr.  
**Pathological Conditions I**  
 (Prerequisite: OT 256) A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis is placed on examining developmental and pediatric disabilities. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.
- OT 347** 3 cr.  
**Pathological Conditions II**  
 (Prerequisite: OT 256, 346) 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 and geriatric difficulties. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.
- OT 356** 3 cr.  
**Functional Neuroanatomy**  
 (Prerequisites: OT 256, OT 275) 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. Two hours lecture, two hours lab/week.
- OT 360** 3 cr.  
**Occupational Therapy Practice I: Pediatrics**  
 (Prerequisites: OT 240, 241, 275) An overview of theoretical frames of reference, evaluation, and treatment intervention techniques used to enhance the function of infants, children, and other individuals with developmental disabilities. Emphasis is placed on current recommended practices, evidence-based research, and clinical/educational experiential learning opportunities. Two hours lecture, two hours lab/week, and ten hours of service learning.
- OT 361** 3 cr.  
**Occupational Therapy Practice II: Psychosocial Rehabilitation**  
 (Prerequisites: OT 240, 241; co-requisite: CHS 341) An overview of theoretical frames of reference, evaluation, and treatment intervention strategies used to enhance the function of individuals with psychosocial dysfunction. Methods of clinical observation, assessment, and treatment approaches are introduced and practiced in lab simulations and field trips to area facilities. Two hours lecture, two hours lab/week and ten hours of service learning.
- OT 380** 1 cr.  
**Occupational Therapy Level I Clinical – I: Pediatrics**  
 (Prerequisites: OT 346, 356, 360) Directed observation and supervised participation in the occupational therapy process in a pediatric/developmental disabilities setting. Emphasis on

the integration of theory and practice. Intersession, two weeks, full time.

**OT 381** 1 cr.

**Occupational Therapy Level I Clinical – II: Psychosocial Rehabilitation**

(Prerequisites: OT 347, OT 361, OT 380)

Directed observation and supervised participation in the therapeutic process in a psychosocial rehabilitation setting. Emphasis is placed on the integration of theory and practice. Summer, two weeks, full time.

**OT 393** 3 cr.

**Research Methods in Occupational Therapy**

(Prerequisite: PSYC 210) This course provides an introduction to understanding how professionals contribute to the knowledge base that supports the field of occupational therapy. The student learns the language of scientific inquiry and how to critically examine research-based literature. The guiding principles that support sound research practices are examined throughout the course.

**OT 440** 3 cr.

**Management and Supervision of Occupational Therapy Services**

An application of major management principles to the provision of occupational therapy services with an 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** 2 cr.

**Hand Rehabilitation**

(Prerequisites: OT 256, 275, 356) An in-depth review of the 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. One hour lecture, two hours lab/week.

**OT 460** 3 cr.

**Occupational Therapy Practice III: Physical Rehabilitation**

(Prerequisites: OT 256, 275, 346, 347, 356, 360, 361, 380, 381) A study of the occupational therapist's complex role in providing services to individuals with physical dysfunction. Theoretical frames of reference and various intervention approaches are integrated as techniques and

strategies to enhance functional performance are introduced, observed and practiced. Emphasis on safe clinical practice and development of sound clinical reasoning skills. Two hours lecture, two hours lab/week and ten hours of service learning.

**OT 461** 3 cr.

**(D) Occupational Therapy Practice IV: Geriatrics**

(Prerequisites: OT 346, 347, 356, 460) An overview of frames of reference, evaluations, and interventions used to enhance elder's well-being. Emphasis is placed on understanding the biopsychosocial changes and environmental contexts of elders. The ability to provide holistic and humanistic elder care is facilitated through lab simulations, completion of a program needs assessment, and via service learning. Two hours lecture/two hours lab per week and ten hours of service learning.

**OT 475** 3 cr.

**Advanced Therapeutic Techniques**

(Prerequisites: OT 451, OT 460, OT 480) An in-depth examination of selected concepts and approaches in physical rehabilitation, with an introduction to certain specialized areas of occupational therapy practice. Topics will include standardized assessments, industrial rehabilitation, pain and soft tissue management, neurodevelopmental treatment, adaptive positioning and seating, cognitive-perceptual rehabilitation, and reimbursement issues. Two hours lecture, two hours lab/week.

**OT 480** 1 cr.

**Occupational Therapy Level I Clinical – III: Physical Rehabilitation**

(Prerequisites: OT 381, OT 451, OT 460)

Directed observation and supervised participation in the therapeutic process in a physical rehabilitation setting. Emphasis is placed on the integration of theory and practice. Intersession, two weeks, full time.

**OT 494** 3 cr.

**Evidence Based Research**

(Prerequisite: PSYC 210; OT 393) This course provides an in-depth study of evidence-based practice. It is a course for occupational therapy students designed to develop essential skills for conducting evidence-based research. It includes the basic steps of the evidence-based practice process and how to apply those steps to examine clinical questions.

- OT 501** 3 cr.  
**Leadership in Occupational Therapy**  
 (Prerequisite: OT 581 or OT 582) Extensive analysis of the profession's historical influences, current, and emerging trends in occupational therapy leadership, and possibilities for personal leadership evolution. Emphasis is placed upon examining the link between professional ethics, personal values, and leadership. Systemic challenges to ethical leadership and professional supports for sustaining ethical practice are presented. Three hours lecture/week.
- OT 502** 3 cr.  
**Advanced Occupational Therapy Theory**  
 (Prerequisite: OT 581 or OT 582) A review of how occupational therapy paradigms have been established and changed over time, and how these changes have influenced occupational therapy practice will be presented. Particular attention will be paid to the cultural, economic, and demographic motivators of theory development and application. Three hours lecture/week.
- OT 560** 3 cr.  
**Advanced Interpersonal Dynamics**  
 (Prerequisite: OT 581 or 582) A review of the concepts and aspects of interpersonal, intrapersonal, and group dynamics provides a foundation for the student to understand the meaning of illness and how that impacts the human condition. An in-depth analysis of disability from the perspective of the disabled is explored. Two hours lecture, two hours lab per week or equivalent.
- OT 575** 3 cr.  
**Community-based Practice**  
 (Prerequisite: OT 581 or OT 582) In-depth exposure to selected areas that represent the current focus of advanced practice in occupational therapy. The areas of practice examined in the course will include community-based programs, non-medical settings, alternative care, and natural environments. Two hours lecture, two hours lab per week or equivalent.
- OT 581** 6 cr.  
**OT Level II Internship – I: Psychosocial Rehabilitation**  
 (Prerequisite: completion of all undergraduate coursework or academic graduate course work) Level II fieldwork is designed to provide opportunities to integrate academically acquired knowledge with Occupational Therapy clinical practice in psychosocial rehabilitation. OT certification exam eligibility requires 24 weeks total Level II Internship (minimum). Summer, following the fourth or fifth year of the program, twelve weeks, full time.
- OT 582** 6 cr.  
**OT Level II Internship – II: Physical Rehabilitation**  
 (Prerequisite: completion of all undergraduate coursework or academic graduate course work) Level II fieldwork is designed to provide opportunities to integrate academically acquired knowledge with Occupational Therapy clinical practice in physical rehabilitation. OT certification exam eligibility requires 24 weeks total Level II Internship (minimum). Summer, following fourth or fifth year of program, twelve weeks, full time.
- OT 583** 4-6 cr.  
**OT Level II Internship – III: Specialty (optional)**  
 (Prerequisite: OT 581, OT 582) Level II fieldwork designed to provide opportunities for clinical experience in a specialty area of practice. Arranged on an availability basis. Fall, following the fifth year of the program, eight to twelve weeks, full time.
- OT 597** 1 cr.  
**Faculty Research Internship I**  
 (Prerequisites: OT 393; OT 494; PSYC 210; Citi Course in the Protection of Human Subjects) This course represents a mentored internship experience on a faculty-led research project in order to develop beginning-level research skills. Internship may involve preparing DRB/IRB proposals, literature reviews, quantitative and qualitative data collection and analysis, grant investigations, and dissemination activities. The importance of professional collaboration is emphasized.
- OT 598** 2 cr.  
**Faculty Research Internship II**  
 (Prerequisites: OT 597) This course represents a mentored internship experience on a faculty-led research project in order to develop beginning-level research skills. Internship may involve preparing DRB/IRB proposals, literature reviews, quantitative and qualitative data collection and analysis, grant investigations, and dissemination activities. The importance of professional collaboration is emphasized.
- PCPS 501** 3 cr.  
**Interdisciplinary Developmental Assessment in Pediatrics**  
 This course will focus on the assessment of infants, young children, and adolescents and their families. This course reflects an integrative curriculum model that incorporates team teaching and a faculty practice format whereby students complete actual pediatrics core evaluations under the direct supervision of a qualified practitioner.

**PCPS 540**

2 cr.

**Allied Health Seminar Series I**

(Prerequisites: Completion of undergraduate coursework; completion of OT 581 or OT 582) This course develops advanced skills in clinical practice, research, leadership, or advocacy. Aiding student's transition to practitioner, it provides technical expertise as well as practice in collegial engagement and self-directed professional development. Seminar topics offer in-depth exploration of emerging or 'specialty' areas of occupational therapy practice or areas of significance to the interdisciplinary health care term.

**PCPS 541**

1 cr.

**Allied Health Seminar Series II**

(Prerequisites: Completion of undergraduate coursework; completion of OT 581 or OT 582) This course develops advanced skills in clinical practice, research, leadership, or advocacy. Aiding student's transition to practitioner, it provides technical expertise as well as practice in collegial engagement and self-directed professional development. Seminar topics offer in-depth exploration of emerging or 'specialty' areas of occupational therapy practice or areas of significance to the interdisciplinary health care term.

## ► PHYSICAL THERAPY

### Faculty

John P. Sanko, Ed.D., PT, *Chair*

Peter M. Leininger, Ph.D., PT, OCS, CSCS,  
*D.P.T. Program Director*

Renée M. Hakim, Ph.D., PT, NCS,  
*D.P.T. Program Director*

Barbara R. Wagner, M.H.A., D.P.T., PT,  
*Director of Clinical Education*

Debra P. Miller, D.P.T., PT, *Assistant Director  
of Clinical Education*

Tracey L. Collins, M.B.A., Ph.D., PT, GCS

Douglas E. Haladay, D.P.T., Ph.D. cand., PT,  
OCS

Edmund M. Kosmahl, Ed.D., PT

Gary E. Mattingly, Ph.D., PT

### Overview

The University of Scranton offers the D.P.T. (Doctor of Physical Therapy) program as a first professional, entry-level degree. Qualified candidates will have earned a baccalaureate degree, completed all of the required prerequisites, and met the academic and professional behavior standards set forth by the

Department of Physical Therapy. The department strives to enroll graduate-level students who are academically strong, caring and committed to the profession of physical therapy.

The D.P.T. curriculum is designed to develop Doctors of Physical Therapy who are knowledgeable, competent, service-oriented, self-assured, adaptable, reflective and sensitive to individual diversity. We are committed to the graduation of entry-level physical therapists who meet the changing needs of the individuals who they will serve and are capable of providing physical therapy services in any physical therapy setting.

The professional phase of the program requires three complete years, comprised of six semesters and three summer sessions. Following completion of all prerequisites and acceptance into the D.P.T. program, course work begins in early June. Four eight week clinical internships occur during the second and third summer sessions and the entire final semester of the program. Internship sites are located primarily in the mid-Atlantic and northeastern regions of the United States, but the department also maintains clinical internship contracts throughout the country.

Visit the Physical Therapy Department online at [www.scranton.edu/pt](http://www.scranton.edu/pt).

A complete description of the D.P.T. curriculum and course descriptions can be found in the *Graduate Studies Catalog*.

### ***Essential Functions Required of All Physical Therapy Students***

1. Utilize effective and appropriate verbal, nonverbal and written communication with patients, families, health-care workers and others.
2. Complete appropriate physical therapy procedures used to assess the function of the movement system in a timely manner. These include, but are not limited to, the assessment of cognitive/mental status, vital signs, pulmonary function, wound status, strength endurance, segmental length, girth and volume, sensation, strength, tone, reflexes, movement patterns, coordination, balance, developmental stage, soft tissue, joint motion/play, pain, cranial and peripheral nerve function, posture, gait, functional abilities and assistive device fit/use.

3. Determine the physical therapy needs of any patient with perceived or potential movement dysfunction.
4. Develop and document a plan of care for all types of patients requiring physical therapy services.
5. Recognize the psychosocial impact of dysfunction and disability, and integrate the needs of the patient and family into the plan of care.
6. Complete treatment procedures that are appropriate to the patient's status and desired goals in a timely manner. These include, but are not limited to, exercise, developmental activities, balance training, gait training, transfer training, functional training, coordination training, positioning techniques, self-care activities, therapeutic modalities and CPR.
7. Apply "Standard Precautions."
8. Participate in the process of scientific inquiry.
9. Apply teaching/learning theories and methods in varied health-care and community environments.
10. Complete (with reasonable accommodations as needed) consultative activities in professional and lay communities.
11. Obtain and maintain certification in Cardiopulmonary Resuscitation and Community First Aid and Safety.
12. Participate in all laboratory experiences, which includes serving as patient-demonstrator, for fellow students and instructors.

## Admission into the Doctor of Physical Therapy Program

The Department of Physical Therapy offers multiple pathways for admission into the D.P.T. program. Admission is competitive and limited to 45 qualified applicants each year. Students can enter the program in the following ways, listed in priority order.

### ***D.P.T. Guaranteed Admission***

A select group of incoming freshmen who indicate an interest in the Doctor of Physical Therapy program on their applications for admission will be offered "guaranteed admission" as they enter The University of Scranton. Guaranteed admission is based on the overall strength of the student's application. Students who receive guaranteed admission must complete all prerequisite courses with a grade of

C or better, carry an overall GPA of 3.0 or higher and complete the required clinical observations as outlined by the Physical Therapy Department. They will be expected to confirm their intention annually and should apply to the College of Graduate and Continuing Education in the fall semester of their senior year by completing a College of Graduate and Continuing Education application. Final acceptance into the D.P.T. program requires approval of the CGCE Dean. Regardless of the student's undergraduate academic performance, unprofessional behavior may be grounds for cancellation of guaranteed admission.

### ***D.P.T. Pending Admission and Other University of Scranton Undergraduate Students***

University of Scranton students who are interested in the D.P.T. program and were granted D.P.T. pending status upon acceptance can apply for admission into the D.P.T. program by completing a College of Graduate and Continuing Education application in the first semester of their senior year. Students must have completed all the necessary prerequisite courses with a grade of C or better, carried an overall GPA of 3.0 or higher and have completed the required clinical observations as outlined by the Physical Therapy Department. This avenue of acceptance is also open to University of Scranton students who did not indicate an interest in the D.P.T. program at the time of their initial application to the University. The student's academic record and professional behavior will be used to select students in this category. Acceptance from this category will also be limited by the available space in the program for a particular year.

### ***Students Who Completed a Baccalaureate Degree at Another Institution***

Students who did not complete the baccalaureate degree at The University of Scranton may seek regular admission into the D.P.T. program by completing and submitting a College of Graduate and Continuing Education application. These students will be held to the same standards as those in the previous two categories and will again be limited by the available space in the program for a particular year.



### ***Undergraduate Majors for the D.P.T.***

Students may select from a variety of undergraduate majors as long as they successfully complete all the prerequisites and meet the minimum grading and GPA standards. Majors such as exercise science and other sciences are already “good fits” in terms of meeting the prerequisites. Regardless of major, students, with the help of their academic advisors, will need to plan carefully the selection of general education core requirements and electives in order to meet the prerequisites in a way that does not significantly add to their credit load.

## **Admission Requirements**

### ***A. Prerequisite courses (must be completed with a grade of C or better)***

In order to remain eligible for admission into the D.P.T. program, all students must repeat any prerequisite until a grade of C or better is attained.

- *Biology (General Biology or Human Anatomy/Physiology) with labs:* two courses, 8 credits minimum
- *Advanced Biology (Anatomy and/or Physiology), preferably with a lab:* one course, 3 credits minimum
- *General Chemistry with labs:* two courses, 8 credits minimum
- *General Physics with labs:* two courses, 8 credits minimum
- *General Psychology:* one course, 3 credits minimum
- *Advanced Psychology (Childhood, Adolescence, Aging or Abnormal Psychology):* one course, 3 credits minimum
- *Statistics:* one course, 3 credits minimum
- *Mathematics (at the level of Trigonometry or higher):* one course, 3 credits minimum\*
- *Computer Competency:* one course, 3 credits minimum\*
- *Medical or Biomedical Ethics* is strongly recommended

### ***B. Observation Hours***

Students with baccalaureate degrees from either The University of Scranton or other institutions should submit documented evidence of a minimum of 60 hours of observation time in at least two distinctly different physical therapy settings at the time of their application to the D.P.T. program. Applicants should contact the Physical Therapy Department Chair or Director of Clinical Education for the appropriate form and guidelines as to the type of facilities that are appropriate to meet this requirement.

## **Accreditation**

The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA) located at 1111 North Fairfax Street, Alexandria, VA 22314. APTA's telephone number is 1-800-999-2787 (extension 3245 for the accreditation office). The Web address is [www.apta.org](http://www.apta.org).

The Federation of State Boards of Physical Therapy develops and administers the National Physical Therapy Examination (NPTE) for physical therapists in 53 jurisdictions – the 50 states, the District of Columbia, Puerto Rico and the Virgin Islands. These examinations assess the basic entry-level competence for first-time licensure or registration as a PT within the 53 jurisdictions.

*Students will be required to submit a criminal background check and child abuse clearance prior to the first clinical internship. A felony conviction may affect a graduate's eligibility to sit for the licensing examination or obtain state licensure.*

\* Advanced Placement credit is accepted only for these courses.

# COLLEGE OF GRADUATE AND CONTINUING EDUCATION



## **A Degree of Distinction**

The College of Graduate and Continuing Education serves graduate students, undergraduate adult students, high school scholars, and organizations and individuals interested in professional development.

Since 1923, The University of Scranton has provided quality educational opportunities for adult and returning students. Services are available for part-time and full-time adult students seeking credit certificates, associate's and bachelor's degrees; high school scholars, visiting students, and senior citizens wishing to attend the University; and those seeking intellectual enrichment.

The University's graduate offerings, the most comprehensive in Northeastern Pennsylvania, draw students from throughout the United States and from more than 20 foreign countries. Students can pursue graduate degrees and various types of certification in more than 25 fields of study.

Students may also obtain personal and professional enrichment through the Center for Professional Training and Development, which offers on-campus, Web-based, and regional programming.

## Undergraduate Education

The College of Graduate and Continuing Education provides admission opportunities, student services and advising to undergraduates in the following categories:

1. Adults who wish to pursue an undergraduate degree
2. Students who want to obtain an associate's degree or certificate
3. Adults who want to improve their professional competence and/or to prepare themselves for new careers
4. Adults who want to take advantage of educational programs for enrichment
5. Visiting students from other colleges and universities
6. High school scholars
7. International students

CGCE is dedicated to helping students succeed by offering scholarship opportunities, life-experience credits, academic and career counseling, and academic support services.

### Adult Students

Adult undergraduate learners are a priority for The University of Scranton. As a result, the University provides special advising and other services to these students through the College of Graduate and Continuing Education (CGCE). CGCE is committed to carrying on the Jesuit tradition by offering quality programs, efficient services and the opportunity for students to reach their educational goals. The University is dedicated to serving the local community and continually updates its programs and services in response to the community's ever-changing needs.

### High School Scholars/ Dual Enrollment Program

Offered to rising juniors and seniors who have demonstrated strong achievement in high school, The University of Scranton High School Scholars Program gives local students the chance to earn college credits at a greatly reduced rate. Courses are the same as those offered to college students, giving high school students an opportunity to experience college-level work before entering college.

Dual enrollment agreements exist with several local school districts. These agreements allow for students to use their college credits toward their high school graduation require-

ments. In addition, some districts have secured state grant funds to help offset the expenses of enrollment. Interested students should check with their guidance offices to see if their school is a participating dual enrollment school.

### *Eligibility and Requirements*

- Local high school students must have completed their sophomore or junior year with a minimum of a 3.3 (B+) grade point average.
- Students may take one course each term – fall, spring, summer I, summer II – until graduating from high school.
- Students may enroll for a maximum of 3 credits per session. Individual exceptions may be made if GPA/SAT scores substantiate the request.
- Registrations will be processed on a space-available basis. Students will be responsible for tuition and applicable fees.
- Successfully completed courses (C or better) are awarded University of Scranton credits, typically 3 credits per course, and are accepted towards a degree at The University of Scranton.
- Courses may be taken for credit at a special tuition rate of \$175 per credit.

### International Students

The University of Scranton has been teaching international students for more than 50 years and understand the unique challenges and rewards international students experience during their studies in the U.S. A full-time Director of International Student Affairs advises and counsels students during their transition to a new culture and educational system. This office also offers practical assistance obtaining medical insurance coverage, dealing with the U.S. Immigration and Naturalization Service (INS), helping with currency control documents, etc.

## Undergraduate Degree Programs

College of Graduate and Continuing Education students may attend courses offered in the day or at night. Students who can attend courses scheduled for mornings and afternoons may choose from the following degree programs in Group 1 or Group 2. Students

who plan to attend only in the evening may select from Group 2.

In addition to traditionally paced programs, the ACCESS Programs for undergraduate adults will provide a planned course of study in one of eight areas where courses are arranged at times especially suited to adult students. The curriculum plan will allow adult students to complete a degree efficiently and expeditiously.

Curricular requirements for each degree program will be found on pages indicated in the index at the back of this catalog. Mathematics placement testing may determine additional math prerequisites in addition to those specified by a degree program. The physical education and freshman seminar requirements are waived for adult students.

### **Group 1: Degrees Offered during the Day**

In general, courses that comprise the major for these degree programs are offered during the daytime.

#### **Majors**

##### ***Bachelor of Arts***

Classical Languages  
Communication  
English  
French  
German  
Hispanic Studies  
History  
Individualized Major (CAS)  
International Language-Business  
Philosophy  
Theatre  
Theology/Religious Studies

##### ***Bachelor of Science***

Accounting  
Biochemistry  
Biochemistry, Cell and Molecular Biology  
Biology  
Biomathematics  
Biophysics  
Business Administration  
Chemistry  
Chemistry-Business  
Chemistry-Computers  
Community Health Education  
Computer Engineering  
Computer Information Systems

Computer Science  
Counseling and Human Services  
Criminal Justice  
Early Childhood (PreK-4) Education  
Economics  
Electrical Engineering  
Electronic Commerce  
Electronics-Business  
Environmental Science  
Exercise Science  
Finance  
Forensic Chemistry  
Health Administration  
Human Resources Studies  
Individualized Major (CAS)  
International Business  
International Studies  
Liberal Studies  
Management  
Marketing  
Mathematics  
Media and Information Technology  
Medical Technology  
Middle School (Grades 4-8) Education  
Neuroscience  
Nursing  
Occupational Therapy  
Operations Management  
Physics  
Political Science  
Psychology  
Secondary Education  
Sociology

##### ***Associate's Degrees***

Electrical Engineering  
Computer Engineering

### **Group 2: Degrees Offered Day or Evening**

Major, cognate and general education courses for these degrees are available either night or day.

##### ***Bachelor's Degrees***

Accounting  
Business Administration  
Communication  
Counseling and Human Services  
Criminal Justice  
Health Administration  
Liberal Studies  
Nursing for the Licensed Practical Nurse (LPN)  
Nursing for the Registered Nurse (RN)

### ***Associate's Degrees***

Associate in Arts  
 Associate in Science:  
   Business  
   Computer Information Systems  
   Criminal Justice  
   Health Administration  
   Counseling and Human Services  
   Political Science  
   Sociology

### **ACCESS Programs**

Access Programs are available both day and evening in the following fields:

Accounting  
 Business Administration  
 Criminal Justice  
 Communication  
 Counseling and Human Services  
 Health Administration  
 Liberal Studies  
 Nursing for the LPN or RN

## **Undergraduate Admission Requirements**

### **Adult Students**

Admission to the undergraduate programs in the College of Graduate and Continuing Education is based on the applicant's academic record, life experiences and motivation to continue education. Application forms may be obtained from the CGCE Admissions Office or may be requested by phone at (570) 941-7600, by fax at (570) 941-5995 or by e-mail to [cgce@scranton.edu](mailto:cgce@scranton.edu). Additional information is available on the Web at [www.scranton.edu/cgce](http://www.scranton.edu/cgce).

The CGCE Admissions Office operates on a rolling admissions plan, in which applications are processed on a continual basis as received. Generally, candidates are informed of the admission decision within three weeks after the completion of their files of supporting credentials.

To complete the application file, the candidate must have the following sent to the CGCE Office of Admissions:

1. A completed application form accompanied by the \$20.00 application fee;
2. An official high school transcript (or Graduate Equivalency Diploma [GED], including scores, when applicable).

3. A personal statement detailing how enrolling at the University will contribute to the individual's goals.
4. Official transcripts, mailed directly from every college or university attended (if applicable).

Applicants are encouraged to meet with an admissions counselor and can make an appointment by contacting the CGCE Admissions Office at (570) 941-7600.

In general, advanced standing will be granted for previously completed courses from regionally accredited institutions when they are equivalent or comparable to courses at the University, the student received grades of C or higher, and the courses meet requirements for the degree program. 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.

### **Conditional Admission**

A student may be admitted conditionally if official transcripts have not been received in the CGCE Admissions Office before classes begin. The student whose official records have not been received within five weeks after classes have begun will not be permitted to register for a subsequent term.

Upon receipt and evaluation of the official academic transcripts, the CGCE Admissions Office will notify the student regarding acceptance or rejection. The student who is rejected will be permitted 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 the University. 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.

## 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 the College of Graduate and Continuing Education.

Candidates for a second baccalaureate degree are expected to complete a minimum of 30 credits at The University of Scranton beyond the completion of the studies for the first degree, of which at least 15 credits must be in the second degree's major. Students must complete all requirements for the second degree not covered by the first degree program for the major and cognate. All prerequisites for major and cognate courses must also be completed.

No semester hours from the first baccalaureate degree can be used toward this 30-credit 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 grade point average of the first degree.

## International Students

To complete the application file, the candidate must have:

- Completed application
- \$40 U.S. non-refundable application fee, payable to "The University of Scranton" (waived for online applications: visit [www.scranton.edu/admission](http://www.scranton.edu/admission))
- One letter of recommendation
- Official transcripts (with certified English translation) showing all secondary and post-secondary courses and grades. Applicants who have completed post-secondary work in their home country are also encouraged to have an independent course-by-course evaluation completed to maximize transferability of prior course. For more information on independent evaluations, visit [www.wes.org](http://www.wes.org) or [www.ece.org](http://www.ece.org). (Note: Applicants who wish to be considered for merit awards must also supply official SAT or ACT scores.)
- Proof of English Language Proficiency with minimum TOEFL Scores (500 paper based, 173 computer based and 61

internet based) and/or other acceptable proof of proficiency

- Certified confirmation of financial resources
- Personal statement
- List of extracurricular activities (optional)

International students should have their credentials in the CGCE Admissions Office at least three months before the term in which they would like to begin their studies.

## Certificate Programs

Students wishing to complete a certificate program in the College of Graduate and Continuing Education must meet the requirements specified by the appropriate department.

## Self-Improvement

Students who do not plan to work toward a degree or a certificate must also file an application for admission and must arrange for official transcripts to be sent to the CGCE Admissions Office.

## Visiting Students

Students matriculated in other colleges or universities who wish to take courses for credit at The University of Scranton should present the written approval of their dean or other authorized administrator for all courses taken at The University of Scranton. The University of Scranton does not guarantee transferability of its courses. *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.

## High School Scholars

High school students must submit a completed application consisting of an official high school transcript, a course-specific recommendation from the high school guidance counselor, PSAT/SAT scores (if available) and a \$20.00 application fee. To obtain an application, please contact the CGCE Admissions Office.

Students enrolled in the High School Scholars Program for the fall or spring terms must update their High School Scholars applications with a new transcript, SAT scores (if available) and registration form in order to



be able to register for High School Scholars classes in the summer term.

### Telecourses

Telecourses provide students with an opportunity to study with a more flexible schedule. Students purchase DVDs along with the required textbook(s). Meetings with instructors are reduced from the typical three hours per week to no more than six meetings per semester. These courses are geared to highly motivated students capable of doing independent work. Courses offered vary each semester.

### Online Courses

Online courses at the University require students to have access to a computer and the Internet for assignments, research, discussion groups, etc.

## Office of Student Services and Advising

In the College of Graduate and Continuing Education, academic advising begins with admission interviews, registration and new-student orientations. Ongoing advising services that support students through their years of study to graduation provide all students, including transfer and evening students, with stability and continuity in their academic planning. Staff advisors are available 12 months a year and maintain day and evening office hours.

The staff in the College of Graduate and Continuing Education, Career Services and the Counseling Center are also available for consultation regarding academic, career and personal issues. The assignment of faculty advisors/mentors is determined by the student's choice of major.

### Campus Life

Students should consult the University's *Student Handbook* for information about such practical matters as I.D. cards, parking permits and opportunities for participation in various aspects of University life. Adult undergraduate student participation in campus governance is provided through Student Council and student representation on the University Council.

## Academic Regulations

Adult undergraduate students should consult this catalog for academic regulations common to all undergraduate colleges of the University. They should be aware of the following policies that relate specifically to those enrolled in the College of Graduate and Continuing Education.

### Auditors

CGCE 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.

### Credit for Academically Relevant Learning

Many students have acquired "experiential learning" outside a formal college or university classroom in jobs, military service or non-accredited institutions.

The University provides opportunities for adult undergraduate students to earn credit for such experiences. A maximum of 30 credits will be awarded for extra-institutional learning, excluding military credit. This includes CLEP, Excelsior College Examination, ACE-approved credit, portfolio credit, and PONSI credit. (Advanced-placement credit is considered separately.)

Students wishing to have this learning assessed for possible credit must 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 students' learning. For further information, contact a CGCE advisor at (570) 941-7580.

### College-Level Examination Program (CLEP)

The 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 to receive information about these examinations should either consult the CGCE Assistant Dean for Student Services and Advising or contact CLEP directly by writing to the Program Director, College-Level Examination Program, College Entrance Examination Board, Box 660, Princeton, NJ 08541 or sending e-mail to [clep@info.collegeboard.org](mailto:clep@info.collegeboard.org).

## Dean's List

To be eligible for the Dean's List, full-time students must earn 12 or more credit hours that count toward the semester GPA (credit hours of AU, CS, CD, I, IP, NC, NG, S and W grades are not counted toward this requirement). Part-time students (students registered for fewer than 12 credits) must earn at least 6 credit hours that count toward the semester GPA to be eligible for the Dean's List. Of the eligible students, those who earn a 3.50 or higher semester GPA and no grade of D+, D, F, CD, NC, I, NG or U are named to the Dean's List for that semester. (Note: Honors Program IP grades do not prevent eligibility for Dean's List.) Students placed on the Dean's List will have this distinction indicated on their transcripts. A student's GPA will be recalculated when the last temporary grade (I, NG) is replaced by a final grade. If this new GPA meets the above standard, the student will be placed on the Dean's List.

## Sequences of Study/Prerequisites

Students enrolled in degree programs in the College of Graduate and Continuing Education are strongly advised to follow the sequence of studies listed for their chosen major as closely as possible. In order that students may be assured of having the adequate background for the successful completion of certain courses, prerequisite courses are sometimes listed. The course descriptions 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

require written approval, in advance, from 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.

## Readmission

Once accepted into The University of Scranton, a student is expected to maintain continuous enrollment. The dean may approve requests for one, and, on occasion, two consecutive semester leaves of absence. Students who do not attend the University for a semester or more, without an approved leave of absence, may be required to complete a full application for readmission. This may also result in a student's needing to fulfill new curricular requirements. To apply for readmission, contact the CGCE Office of Student Services and Advising at (570) 941-7580.

### *Readmission of Dismissed Students*

If an adult undergraduate 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. Students who want to be readmitted after dismissal need to apply to the College of Graduate and Continuing Education directly.

## University of Scranton/Marywood University Cross-Registration

Full-time undergraduate students who are in good standing and have completed 30 credits at The University of Scranton may take two Marywood University courses (equivalent to 6 credits) during the calendar year (January to December) on a space-available basis and with the approval of their advisor.

## Adult Undergraduate Tuition and Fees 2009-10

Full-Time Tuition (12 or more credits) and All Intersession Courses, per credit .....	\$846
Part-Time Tuition (fewer than 12 credits), per credit .....	\$693
University Fee for Full-Time Students, per semester .....	\$150
University Fee for Part-Time Students, per semester .....	\$25
Schedule Change Fee, per change form .....	\$15
Recreational Complex Use Fee (optional for part-time students), per semester .....	\$70
Application Fee .....	\$20
Prior-Learning-Portfolio Review Fee, per credit .....	\$30
Credit by Exam, per credit .....	\$75
Prerequisite Challenge Exam, per exam .....	\$15
Nursing Clinical Practicum, per clinical course .....	\$110
Graduation Fee .....	\$250

### Alumni Discount

Individuals who have previously earned a baccalaureate degree from The University of Scranton and are taking undergraduate, credit-bearing courses are eligible for 50% tuition reduction.

### Family Tuition Reduction

See page 20.

### Tuition Policy for Senior Citizens

Persons 60 years of age or older may audit undergraduate courses at the University 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 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, 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.

sor and dean. Part-time students who are in good academic standing and have completed 30 credits at The University of Scranton may take one Marywood course for every five Scranton courses, for a maximum of six Marywood courses, on a space-available basis and with the approval of their advisor and dean.

## Financial Aid for Adult Undergraduate Students

CGCE students are eligible to apply for several forms of federal and state financial aid. Eligibility for all grants, loans and institutional aid requires the student to submit 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 1. Returning students must file by April 15.

### University Aid

*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 adult undergraduate Accounting major.

*The Eugene J. Donahue Scholarship:* This scholarship was established in 1997 in memory of John and Ann Donahue by Eugene Donahue, a resident of Clarks Summit and a 1968 graduate of The University of Scranton. The scholarship is for students who show demonstrated need.

Recipients must be undergraduates in the College of Graduate and Continuing Education, and first consideration is given to students residing in Lackawanna County.

**The Rev. John J. Fitzpatrick, S.J., Scholarship:** This scholarship honors the Rev. John J. Fitzpatrick, S.J., who, prior to his death in 1987, served The University of Scranton for 22 years in various roles including dean of men, Jesuit minister, student counselor and University chaplain. The scholarship helps students of academic excellence who have demonstrated financial need. Preference is given to undergraduate students from Northeastern Pennsylvania who are enrolled in the College of Graduate and Continuing Education and who previously attended Lackawanna College. The scholarship was established through the generosity of Midori Yamanouchi-Rynn, Ph.D., Professor Emerita of Sociology/Criminal Justice.

**Full-Time and Part-Time Grants:** Full-time and part-time grants are awarded to adult undergraduate students who demonstrate need, academic progress, and enrollment status of at least 6 credits. Awards range from \$500 to \$6,000 per year.

**The Robert L. McDevitt, K.S.G., Scholarship:** This scholarship, established in 1977, provides assistance to qualified and deserving College of Graduate and Continuing Education undergraduate students. The scholarship was established by Robert L. McDevitt, K.S.G., a Georgetown University classmate and longtime friend of the late Rev. Dexter L. 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 are available to women who are 25 years of age or older, have completed at least 60 credits, and have a minimum cumulative GPA of 3.0.

**New Transfer-Student Scholarship:** Transfer students who have completed at least 30 credits at their previous institution and intend to pursue full-time studies at The University of Scranton are eligible to be considered for this award. This is an academic as well as need-based scholarship. The award may be renewed until graduation upon maintenance of required grade-point average.

**The Oppenheim Family Scholarship:** This scholarship 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 scholarship is used primarily for part-time, non-traditional students who need financial assistance.

**Pakistani M.B.A. Student Fellowship:** This fellowship was established by Riaz Hussain, Ph.D., to encourage the recruitment of Pakistani students to The University of Scranton's M.B.A. program.

**The Sanofi Pasteur Scholarship:** Scholarships are offered each year to two graduate students who have demonstrated excellence in the sciences and who are pursuing master's degrees.

**Student Government Scholarship:** This limited-tuition scholarship is available to adult undergraduate students with demonstrated financial need who have completed 6 or more credits (including transfer credits). Both full- and part-time students are eligible, as are CGCE Student Government members. Those who are not eligible for this scholarship include students working toward a second degree and University employees with full tuition remission. Grade point average is not a consideration.

**The Thomas P. White Scholarship:** Mrs. Ilene White established this scholarship to honor the memory of her husband, Thomas. It is awarded to an education major who is a "non-traditional" student, such as a transfer student or an individual returning to school after an absence.

## Loan & Grant Programs

*See page 24*

## ► RN TO B.S. IN NURSING

Sharon Hudacek, Ed.D., *Director, RN Track*

### Overview

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 Commission on Collegiate Nursing Education (CCNE), 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 RN to B.S. program,** students should follow the regular

## RN to B.S. in Nursing Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Credits</i>
<b>First Year</b>			
COGNATE	CHEM 110–111	Introduction to Chemistry I–II	6
COGNATE	BIOL 110–111	Structure & Function I–II	8
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	6
GE C/IL	C/IL 102 <sup>1</sup>	Computer & Information Literacy	3
GE PHIL	PHIL 120 <sup>1</sup>	Introduction to Philosophy	3
GE S/BH	S/BH ELECT <sup>1,2</sup>	Social/Behavioral Science Elective	3
			<u>29</u>
<b>Second Year</b>			
MAJOR	NURS 241	Perspectives in Professional Nursing	3
MAJOR	NURS 242	Health, Illness & Assessment	3
COGNATE	BIO 210	Intro. to Medical Microbiology	3
COGNATE	NUTR 220	Nutrition	3
COGNATE	PSYC 210 or EDUC 120	Psychological Statistics/Applied Statistics	3
GE T/RS	T/RS 121	Theology I	3
GE PHIL–T/RS	PHIL 210–T/RS 122	Ethics–Theology II	6
GE HUMN	HUMN ELECT	Humanities Electives	9
GE S/BH	S/BH ELECT <sup>2</sup>	Social/Behavioral Science Elective	3
			<u>36</u>
<b>Third Year</b>			
MAJOR	NURS	Nursing Validation Credits	38.5
GE PHIL–T/RS	PHIL–T/RS ELECT <sup>1</sup>	Philosophy or T/RS Elective	3
GE ELECT	FREE ELECT <sup>2</sup>	Free Electives	6
			<u>47.5</u>
<b>Fourth Year</b>			
MAJOR	NURS 471 <sup>3, 4</sup>	Community Health Nursing	3.5
MAJOR	NURS 473 <sup>5</sup>	Synth. of Leadership Concepts in Nursing	3
MAJOR	NURS ELECT <sup>5</sup>	Nursing Elective	3
MAJOR	NURS 493 <sup>5</sup>	Research in Nursing	3
GE HUMN	HUMN ELECT	Humanities Elective	3
GE ELECT	FREE ELECT <sup>5, 6</sup>	Free Elective	3
			<u>18.5</u>
<b>TOTAL: 131 CREDITS</b>			

<sup>1</sup> Fall or spring

<sup>2</sup> Department recommendation: PSYC 110, PSYC 221 or PSYC 225

<sup>3</sup> Portfolio option available

<sup>4</sup> Clinical Practicum Fee

<sup>5</sup> Optional B.S./M.S. course substitution

<sup>6</sup> Department recommendation: PHIL 212

admissions process and submit the following with completed application forms and fees:

1. Official transcripts from high school, nursing school and other colleges attended.
2. A copy of current Pennsylvania Registered Nurse License.
3. A letter of recommendation from the nursing supervisor.

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 col-

lege credit); a grade of C or better must have been earned.

### Student Policies: RN Track

1. Ordinarily, to continue in the nursing program, the RN student must enroll in a minimum of one course in each regular semester.
2. The RN student is expected to complete the degree requirements within seven years from the date of admission. 57 credits in Nursing are required for the degree, 38.5 of which may be earned by verifying current employment or gradua-

tion through an original RN program less than 10 years prior to acceptance. The 38.5 validation credits are posted on the student's official transcript.

3. Students must have completed at least 100 credits prior to enrollment in NURS 493. Completion of all course work toward the baccalaureate degree is suggested prior to enrollment in NURS 473.
4. Nursing students must achieve a grade of C or better in the major and cognate courses. Once the student is enrolled, all Nursing courses must be taken at The University of Scranton.
5. Before students begin clinical work, they must submit copies of their professional malpractice-liability insurance policy, evidence of current licensure and CPR certification.
6. College of Graduate and Continuing Education students will meet the service-learning requirements by completing major courses that have a service-learning component.

Students who have earned an overall GPA of 3.3 or higher may choose an accelerated track toward the M.S. in Nursing. NURS 510, 591, 593 and 595 may be taken in lieu of NURS 473, Nursing electives and free electives. Additional information is available from Dr. Hudacek, Director of the RN Track.

## ► LPN TO B.S. IN NURSING

Sharon Hudacek, Ed.D., *Director, LPN Track*

### Admissions Procedures

1. Submit a University of Scranton Application. Information is available by calling (570) 941-7600.
2. Submit a letter of recommendation from an employer within the last five years. If you are a recent LPN graduate, these references could be a faculty member from your institution.
3. Submit a copy of a current LPN license to the CGCE Admissions Office.
4. Have official transcripts of your LPN program, high school and all previous college credits sent to the Admissions

Office, The University of Scranton, Scranton, PA 18510.

5. Register for ACE II exams.

*Note: Once accepted, LPNs are subject to all policies for nursing students as indicated in the University's Nursing Student Handbook.*

### Advanced Placement Exams

Successful completion of the ACE II exams, offered each summer, is required for continued study in the LPN to B.S. program. After acceptance, LPNs meet with a nursing advisor to plan their curriculum.

If the student successfully completes the optional ACE II (Medical/Surgical and Obstetrics/Pediatrics), the following courses will be waived:

**Medical/Surgical Nursing (Theory) – includes Foundations of Nursing**  
 NURS 251: Nursing Related to Health Patterns; NURS 350, 371, 450:  
 Nursing Care of the Adult I, II, III ..... 11 cr.

**OB/Peds Nursing (Theory)**  
 NURS 373: Nursing Care of the  
 Childbearing Family ..... 3 cr.  
 NURS 452: Nursing Care of Children  
 and Adolescents ..... 3 cr.

**Clinical Skills Challenge exam**  
 (On-campus lab testing in foundations  
 of nursing, mathematics, and obstetric/  
 pediatric and medical/surgical skills) ..... 13 cr.

**TOTAL..... 30 cr.**

*Note: If the required score on the ACE II exams is not achieved, the student is required to enroll in the corresponding course(s).*



LPN to B.S. in Nursing Curriculum			
	Department and Number	Descriptive Title of Course	Credits
<b>Pre-Nursing Summer Session</b>			
GE SKILLS	WRTG 107	Composition	3
GE SKILLS	C/IL 102/102L	Computing & Information Literacy (w/Lab)	3
			<u>6</u>
<b>First Year</b>			
MAJOR	NURS 241	Perspectives in Professional Nursing	3
MAJOR	NURS 251 <sup>1</sup>	Nursing Related to Health Patterns	(2)
MAJOR	NURS 350 <sup>1</sup>	Nursing Care of the Adult I	(3)
MAJOR	NURS 352/352L	Mental Health Nursing (w/Lab)	5.5
MAJOR	NURS 242/242L	Health, Illness & Assessment	3
MAJOR	NURS 371 <sup>1</sup>	Nursing Care of the Adult II	(3)
MAJOR	NURS 373 <sup>1</sup>	Nursing Care of Childbearing Family	(3)
COGNATE	BIOL 110–111	Structure & Function I–II (w/Lab)	8
GE HUMN	HUMN ELECT	Humanities Electives <sup>2</sup>	6
GE SKILLS	COMM 100	Public Speaking	3
GE S/BH	PSYC 110	Introduction to Psychology	3
			<u>31.5 (11)</u>
<b>Second Year (Intersession/Summer)<sup>4</sup></b>			
COGNATE	EDUC 120 or PSYC 210	Applied Statistics OR Psych Statistics	3
GE HUMN	HUMN ELECT	Humanities Elective <sup>2</sup>	3
GE S/BH	S/BH ELECT	Social/Behavioral Science Elective <sup>3</sup>	3
			<u>9</u>
<b>Second Year<sup>5</sup></b>			
COGNATE	CHEM 110–111	Intro. to Chemistry I–II	6
COGNATE	BIOL 210	Intro. to Medical Microbiology (w/Lab)	3
COGNATE	NUTR 220	Nutrition for Health Professions	3
MAJOR	NURS 262	Pharmacology I	1.5
MAJOR	NURS 360	Pharmacology II	1.5
MAJOR	NURS 361	Pharmacology III	1.5
MAJOR	NURS 450 <sup>1</sup>	Nursing Care of the Adult III	(3)
MAJOR	NURS 452 <sup>1</sup>	Nursing Care of Children & Adolescents	(3)
MAJOR	NURS 493	Research in Nursing	3
MAJOR	NURS 471/471L	Community Health Nursing (w/Lab)	3.5
GE T/RS	T/RS 121–122	Theology I–II	6
GE PHIL	PHIL 120–210	Intro. to Philosophy–Ethics	6
GE HUMN	HUMN ELECT	Humanities Elective <sup>2</sup>	3
			<u>38 (6)</u>
<b>Third Year</b>			
MAJOR	NURS 473/473L	Synth. of Leadership Conc. in Nurs. (w/Lab)	3
MAJOR	NURS 475/475L	Critical Care Nursing (w/Lab)	3
MAJOR	NURS 491	Senior Seminar	1.5
GE PHIL-T/RS	PHIL-T/RS ELECT	Philosophy or T/RS Elective	3
GE ELECT	FREE ELECT	Free Electives <sup>3</sup>	6
			<u>16.5</u>
<b>TOTAL: 131 CREDITS</b>			

( ) Credits in parentheses are eligible for credit by examination.

<sup>1</sup> Course will be waived if student passes the ACE II exam.  
<sup>2</sup> Students must take 6 credits in one area: History (CH), Literature (CL) or Foreign Language (CF), plus 6 additional credits from any of the remaining areas, but no more than 3 credits from Art/Music/Theatre (CA).  
<sup>3</sup> The department recommends PSYC 221: Childhood and Adolescence or PSYC 225: Abnormal Psychology  
<sup>4</sup> Pre-Chemistry course available  
<sup>5</sup> Other: NCLEX Review Course

B.S. IN LIBERAL STUDIES

Margaret Cullen-Brown, *M.S. Program Coordinator*

The Liberal Studies major is a highly individualized program offered exclusively through the College of Graduate and Continuing Education. Applicants who have attended other accredited colleges may transfer up to 60 credits for applicable courses in which a grade of C or better has been earned. Students who qualify for this interdisciplinary degree program are eligible to earn as many as 30 semester hours for academically relevant experience.

Notes

- All Liberal Studies students must take two courses designated as writing intensive (W) and two courses designated as cultural-diversity (D).
- In compliance with terms set by AACSB accreditation, no more than 30 credits of the concentration may be courses in the Kania School of Management.
- The only Physical Education courses that may be counted towards the Liberal Studies degree are those that are 3 or more credits.
- No minors are granted with the Liberal Studies program.
- No transcribed interdisciplinary programs are accepted as Liberal Studies concentrations.

B.S. in Liberal Studies Curriculum

General Education	Credits
Natural Science	6
Quantitative Reasoning <sup>1</sup>	3
Social/Behavioral Sciences	6
Skills Acquisition	
WRTG 107	3
COMM 100	3
C/IL 102 and C/IL 102L	3
Humanities <sup>2</sup>	12
Philosophy and Theology/Religious Studies	
PHIL 120	3
PHIL 210	3
T/RS 121	3
T/RS 122	3
PHIL-T/RS ELECT	3
General Education Electives	12
	63
Concentrations	63
<i>Student may complete three or four concentrations, having no fewer than 15 credits and no more than 24 credits per concentration.</i>	

TOTAL: 126 CREDITS

<sup>1</sup> If placement testing indicates a need for MATH 005, it will be placed in the free elective areas.  
<sup>2</sup> Credits must be earned in at least two areas with 6 credits from one area (HIST, LIT or LANG) and a maximum of 3 credits from the ARTS/MUSIC/THEATRE area.

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.  
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/

Associate in Arts Curriculum

	Department and Number	Descriptive Title of Course	Credits
General Education			
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	6
GE C/IL-QUAN	C/IL 102-MATH ELECT	Computer & Info Literacy-Math Elective	6
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy-Theology I	6
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	6
GE S/BH	S/BH ELECT	Social/Behavioral Electives	6
GE NSCI	NSCI ELECT	Natural Science Electives	6
Major/Cognates (includes humanities, social/behavioral sciences, philosophy, theology, natural sciences, mathematics)			
HUMN ELECT	ELECT	Humanities/Major Electives	24
TOTAL: 60 CREDITS			

\* Liberal Arts includes humanities, social/behavioral sciences, philosophy, theology and natural sciences/mathematics.

religious studies, and natural sciences/mathematics. The remaining 6 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.

Associate in Science: Business Curriculum			
	Department and Number	Descriptive Title of Course	Credits
<b>General Education</b>			
GE QUAN/ELECT	MATH 106 <sup>1</sup> –107	Quantitative Methods I–II	6
GE ELECT	ELECT	Free Elective	3
GE S/BH	ECO 153–154	Principles of Micro–Macro Economics	6
GE WRTG	WRTG 107	Composition	3
GE SPCH	COMM 100	Public Speaking	3
GE C/IL	C/IL 104	Computer & Information Literacy	3
GE HUMN	HUMN ELECT <sup>2</sup>	Humanities Electives	9
GE PHIL	PHIL 120	Introduction to Philosophy	3
GE T/RS	T/RS 121	Theology I	3
GE PHIL-T/RS	PHIL 210 or T/RS 122	Ethics OR Theology II	3
<b>Major/Cognates</b>			
	MGT 351	Principles of Management I	3
	ACC 253–254	Financial–Managerial Accounting	6
	STAT 251–252	Statistics for Business I–II	6
	MGT 251	Legal Environment of Business	3
TOTAL: 60 CREDITS			
<sup>1</sup> Math placement testing may determine additional math prerequisites in addition to the math specified for this degree program.			
<sup>2</sup> Must take two courses in history, literature or foreign language. The other 3 credits will be in one of the other two areas, including Art and Music.			
Note: Students who complete the A.S. in Business and wish to continue toward the B.S. in Accounting, Economics, Finance, Management, Marketing, or Operations and Information Management must have attained a 2.0 in major and cognate courses and an overall G.P.A. of 2.0.			

Associate in Science: Computer Engineering Curriculum			
	Department and Number	Descriptive Title of Course	Credits
<b>General Education</b>			
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	6
GE C/IL	C/IL 102	Computer & Information Literacy	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	6
GE HUMN	HUMN ELECT	Humanities Electives	6
GE S/BH	S/BH ELECT	Social/Behavioral Elective	9
<b>Major /Cognates</b>			
	PHYS 140–141	Elements of Physics I–II	8
	PHYS 270	Elements of Modern Physics	4
	MATH 103 <sup>1</sup> –114	Pre-Calculus–Calculus I	8
	MATH 142	Discrete Structures	4
	MATH 221–222	Calculus II–III	8
	CMPS 134–144	Computer Science I–II	7
	CMPS 240	Data Structures	3
	CMPS 250	Machine Org & Assembly Lang Programming	3
	ENGR 250	Statistics	3
	E/CE 240	Introduction to Digital Circuits	3
	E/CE 340	Digital Systems	3
	EE 241	Circuit Analysis	4
	EE 243L	Digital System Design Laboratory	2
TOTAL: 90 CREDITS			
<sup>1</sup> Math placement testing may determine additional math prerequisites in addition to the math specified for this degree program.			

**Associate in Science: Computer Information Systems Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Credits</i>
<b>General Education</b>			
GE C/IL	C/IL 102	Computer & Information Literacy	3
GE QUAN	MATH 142 <sup>1</sup>	Discrete Structures	4
GE S/BH	ECO 153	Principles of Microeconomics	3
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	6
GE HUMN	HUMN ELECT	Humanities Electives	9
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	6
GE PHIL–T/RS	PHIL 210 or T/RS 122	Ethics OR Theology II	3
GE ELECT	FREE ELECT <sup>2</sup>	Free Elective	6
<b>Major /Cognates</b>			
	CMPS 134, 144	Computer Science I, II	7
	MATH 204 or STAT 251	Special Topics of Statistics OR Stats for Business I	3
	CMPS 240	Data Structures	3
	CMPS 250	Machine Org & Assembly Lang Programming	3
	CMPS 330	Information Systems	3
	CMPS 340	File Processing	4

**TOTAL: 63 CREDITS**<sup>1</sup> Math placement testing may determine additional math prerequisites in addition to the math specified for this degree program.<sup>2</sup> ECO 154 is recommended.**Associate in Science: Counseling and Human Services Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Credits</i>
<b>General Education</b>			
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	6
GE C/IL	C/IL 102	Computer & Information Literacy	3
GE HUMN	HUMN ELECT	Humanities Electives	9
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	6
GE PHIL or T/RS	PHIL 210 or T/RS 122	Ethics OR Theology II	3
GE QUAN–NSCI	QUAN–NSCI ELECT	Quantitative–Natural Science Electives	6
GE ELECT	FREE ELECT	Free Electives	6
<b>Major/Cognate</b>			
	CHS 111	Introduction to Human Adjustment	3
	CHS 112	Human Services Systems	3
	CHS 241	Case Management & Interviewing	3
	CHS 242	Counseling Theories	3
	CHS ELECT	CHS Elective	3
	CELECT	Cognate Electives	6

**TOTAL: 60 CREDITS**

CGCE students will meet the service-learning requirement by completing major courses that have a service-learning component. They will not be required to complete additional service-learning hours.

**Note:** Students who complete the A.S. in Counseling and Human Services and wish to continue toward the B.S. in Counseling and Human Services must have attained a 2.5 G.P.A. in the major and a 2.0 in the cognate courses.

**Associate in Science: Criminal Justice Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Credits</i>
<b>General Education</b>			
GE NSCI	PHYS 107 <sup>1</sup>	"Hands On" Physics	3
GE NSCI	ELECT	Natural Science Elective	3
GE S/BH	SOC 110	Introduction to Sociology	3
GE S/BH	PSYC 110	Fundamentals of Psychology	3
GE S/BH	PS 131 <sup>1</sup> or SOC 112 <sup>1</sup>	American Nat'l Gov't II OR Social Problems	3
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	6
GE C/IL	C/IL 102	Computer & Information Literacy	3
GE HUMN	HUMN ELECT <sup>2</sup>	Humanities Electives	9
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	6
GE PHIL or T/RS	PHIL 210 or T/RS 122	Ethics OR Theology II	3
GE ELECT	FREE ELECT	Free Elective	3
<b>Major/Cognates</b>			
	CJ 110	Introduction to Criminal Justice	3
	S/CJ 210	Law & Society	3
	S/CJ 212	Criminological Research	3
	S/CJ 213	Criminology	3
	S/CJ	Major Electives	6
<b>TOTAL: 63 CREDITS</b>			

<sup>1</sup> Recommended courses.<sup>2</sup> This could also be used for writing-intensive and/or cultural-diversity credit.**Associate in Science: Electrical Engineering Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Credits</i>
<b>General Education</b>			
GE SPCH–WRTG	COMM 100–WRTG 107	Public Speaking–Composition	6
GE C/IL	C/IL 102	Computer & Information Literacy	3
GE PHIL–T/RS	PHIL 120–T/RS 121	Introduction to Philosophy–Theology I	6
GE HUMN	HUMN ELECT	Humanities Elective	3
GE S/BH	S/BH ELECT	Social/Behavioral Elective	3
<b>Major/Cognates</b>			
	PHYS 140–141	Elements of Physics I–II	8
	PHYS 270	Elements of Modern Physics	4
	MATH 103 <sup>1</sup> –114	Pre-Calculus–Calculus I	8
	MATH 221–222	Calculus II–III	8
	CMPS 134	Computer Science I	3
	ENGR 250–252	Statics–Solid State Materials	6
	ENGR 253–254	Introduction to CAD–3D CAD	2
	EE 240	Introduction to Digital Circuits	3
	EE 241	Circuit Analysis	4
	EE 343	Electronic Circuits I	3
	EE 243L	Digital-System Design Lab	2
<b>TOTAL: 72 CREDITS</b>			

<sup>1</sup> Math placement testing may determine additional math prerequisites in addition to the math specified for this degree program.

**Associate in Science: Health Administration Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Credits</i>
<b>General Education</b>			
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	6
GE C/IL	C/IL 102	Computer & Information Literacy	3
GE HUMN	HUMN ELECT	Humanities Electives	9
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy-Theology I	6
GE PHIL or T/RS	PHIL 210 or T/RS 122	Ethics OR Theology II	3
GE ELECT	FREE ELECT	Free Electives	6
<b>Major/Cognate</b>			
	HADM 111	Introduction to Health Administration	3
	HADM 112	Health Systems	3
	HADM 211	Health Administration	3
	HADM 312	Health Finance	3
	HADM 315	Cultural Diversity & Health Admin.	3
	ACC 253	Financial Accounting	3
	MGT 251	Legal Environment of Business	3
	ELECT	Cognate Electives	6

**TOTAL: 60 CREDITS**

*CGCE students will meet the service-learning requirement by completing major courses that have a service-learning component. They will not be required to complete additional service-learning hours.*

*Note: Students who complete the A.S. 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.*

**Associate in Science: Human Resources Studies Curriculum**

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Credits</i>
<b>General Education</b>			
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	6
GE C/IL	C/IL 102	Computer & Information Literacy	3
GE HUMN	HUMN ELECT	Humanities Electives	9
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy-Theology I	6
GE PHIL or T/RS	T/RS 122 or PHIL 210	Theology II OR Ethics	3
GE ELECT	FREE ELECT	Free Electives	6
<b>Major/Cognate</b>			
MAJOR	HRS 111	Macro Human Resources	3
MAJOR	HRS 112 <sup>1</sup>	Micro Human Resources	3
MAJOR	HRS 251	Performance Appraisal	3
MAJOR	HRS 252 <sup>1</sup>	Workforce Education & Training	3
MAJOR	HRS 340	Compensation & Benefits	3
MAJOR	HRS 351 <sup>1</sup>	Recruitment, Selection & Staffing	3
MAJOR	HRS ELECT	HRS Elective	3
COGNATE	MGT 351	Principles of Management I	3
COGNATE	ELECT	Cognate Elective <sup>2</sup>	3

**TOTAL: 60 CREDITS**

<sup>1</sup> Service-learning course.

<sup>2</sup> May be any course that satisfies the cognate requirement for the B.S. in Human Resources Studies.

*Note: Students who complete the A.S. in Human Resources Studies and wish to continue toward the B.S. in Human Resources Studies must have attained a 2.5 G.P.A. in the major.*



### Associate in Science: Political Science Curriculum

To earn the Associate of Science degree in Political Science the student must successfully complete 60 semester hours of credit. Of these, 48 credits must be earned in the liberal arts, according to a prescribed plan covering the humanities, philosophy, theology/religious studies, social/behavioral sciences, and natural sciences/mathematics. Twelve additional credits must be earned in the major field. The remaining 6 semester hours are allotted to free electives in either the area of specialization or any other field.

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Credits</i>
<b>General Education</b>			
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	6
GE C/IL	C/IL 102	Computer & Information Literacy	3
GE NSCI-QUAN	NSCI-QUAN ELECT	Natural Science-Math Electives	6
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy-Theology I	6
GE PHIL or T/RS	PHIL 210 or T/RS 122	Ethics OR Theology II	3
GE S/BH	S/BH ELECT	Social/Behavioral Electives	9
GE HUMN	HUMN ELECT	Humanities Electives	9
GE ELECT	ELECT	Free Electives	6
<b>Major</b>			
	PS 130-131	American National Government I-II	6
	PS ELECT	Political Science Electives	6
<b>TOTAL: 60 CREDITS</b>			

### Associate in Science: Sociology Curriculum

	<i>Department and Number</i>	<i>Descriptive Title of Course</i>	<i>Credits</i>
<b>General Education</b>			
GE NSCI	PHYS 107 <sup>1</sup>	"Hands On" Physics	3
GE QUAN	QUAN ELECT	Mathematics Elective	3
GE S/BH	PSYC 110	Fundamentals of Psychology	3
GE S/BH	S/BH ELECT <sup>2</sup>	Social/Behavioral Electives	6
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	6
GE C/IL	C/IL 102	Computer & Information Literacy	3
GE HUMN	HUMN ELECT <sup>3</sup>	Humanities Electives	9
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy-Theology I	6
GE PHIL or T/RS	PHIL 210 or T/RS 122	Ethics OR Theology II	3
GE ELECT	FREE ELECT	Free Elective	3
<b>Major/Cognate</b>			
	SOC 110	Introduction to Sociology	3
	SOC 112	Social Problems	3
	SOC 211	Methods of Social Research	3
	SOC 231	Urban Sociology	3
	SOC 318	Sociological Theory	3
	SOC ELECT	Sociology Elective	3
<b>TOTAL: 63 CREDITS</b>			

<sup>1</sup> Recommended.

<sup>2</sup> CJ 110 or PS 131 recommended.

<sup>3</sup> This could also be used for writing-intensive and/or cultural-diversity credit.

## ► ASSOCIATE IN SCIENCE: CAREER-RELATED FIELD

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.

## ► 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 the student's 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 6 credits may be transferred into a certificate program.

Application to a certificate program is made through the College of Graduate and Continuing Education Admissions Office. 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, Computer Information Systems, Health Administration, Human Resources Studies. The Business/Management certificates are Level I: Business, Level II: Accounting, and Personnel Management.

Students enrolled in a 24-credit certificate program, taking at least 6 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: Computer-assisted Reporting)                              |
| COMM 225 | Advertising (or COMM 325: Advertising Copywriting)                                  |
| COMM 226 | Strategic Writing for Public Relations (or COMM 227: Contemporary Public Relations) |

### *Elective Courses (select four)*

- |          |                                     |
|----------|-------------------------------------|
| COMM 110 | Interpersonal Communication         |
| COMM 222 | Television Production               |
| COMM 227 | Contemporary Public Relations       |
| COMM 311 | Political Communication             |
| COMM 312 | Organizational Communication        |
| COMM 314 | Legal Communication                 |
| COMM 316 | Communication Ethics                |
| COMM 323 | Television Journalism               |
| COMM 324 | Computer-assisted Reporting         |
| COMM 325 | Advertising Copywriting             |
| COMM 326 | Political Advertising               |
| COMM 327 | Cases in Strategic Public Relations |
| COMM 328 | News Editing                        |
| COMM 329 | Graphics                            |
| COMM 331 | Mass Media Management               |
| COMM 334 | Broadcast Programming               |
| COMM 380 | Advertising Practicum               |
| COMM 410 | Communication Theory                |
| COMM 411 | Persuasion and Propaganda           |
| COMM 425 | Cable Television                    |
| COMM 481 | Internship                          |
| COMM 482 | Directed Independent Study          |

\* Some daytime courses will be required.

## Certificate in Business/Management (24 or 36 credits)

### Level I: Business

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 the CGCE entrance requirements).

#### Courses

ACC 253	Financial Accounting
ACC 254	Managerial Accounting
C/IL 104	Computing and Information Literacy
ECO 153	Principles of Microeconomics
ECO 154	Principles of Macroeconomics
MGT 161	Introduction to Business
MGT 251	Legal Environment of Business
Free Elective (Advisor Approved)	

### Level II: Accounting or Personnel Management

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 students. In the latter case, students may be required to take prerequisite courses for any required courses in the certificate program.

The Level II certificate in Accounting, plus an earned baccalaureate degree, provides the student with adequate course work to meet Pennsylvania's requirement to sit for the C.P.A. examination. However, both New York and New Jersey require additional credits in Finance (6 credits) and Business Law (6 credits) to sit for the exam. (For one of the additional courses in Finance, one of FIN 361, 362 or 475 is recommended. One of these courses could be taken as the Free Elective in Level I.) Students should consult an advisor in the Kania School of Management to ensure that they take the correct courses to satisfy the requirements of states other than Pennsylvania.

The Level II certificate in Personnel Management focuses on the skills successful managers need to get the job done through people. Special attention will be given to working in teams and groups.

### Accounting (24 Credits)

ACC 251-252	Financial Accounting I-II
ACC 363	Federal Taxes
ACC 364	Auditing Theory
ACC 361-362	Intermed. Accounting I-II
ACC 461	Cost Accounting
ACC 470	Law for Accountants

### Personnel Management (24 Credits)

MGT 351	Principles of Management I
MGT 352	Principles of Management II
MGT 361	Human Resource Management
MGT 362	Employee-Management Relations
MGT 460	Organization Theory
MGT 471	Group Dynamics
Free electives: 6 credits, approved by advisor	

## 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

### Elective Courses (select two)

CMPS 240	Data Structures and Algorithms
CMPS 331	Information Systems Development
CMPS 341	Database Systems

## Certificate in Health Administration (24 credits)

A program for adults who seek to develop administrative skills in the field of health administration. 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.

\* Some prerequisite courses may be required, as determined by math-placement testing.

**Required Courses**

HADM 111	Introduction to Health Administration
HADM 112	Health Systems
HADM 211	Health Administration
HADM 213	Supervising Health Personnel
HADM 312	Health Finance
HADM Electives (9 credits)	

**Certificate in Human Resources Studies (24 credits)**

A program for adults who seek to develop administrative skills in the field of human resources. Students who complete the Certificate in Human Resources and wish to continue toward the associate or B.S. degree in Human Resources must have attained a 2.5 G.P.A.

**Required Courses**

HRS 111	Macro Human Resources
HRS 112	Micro Human Resources*
HRS 251	Performance Appraisal*
HRS 252	Workforce Education and Training*
HRS 340	Compensation and Benefits
HRS 351	Recruitment, Selection and Staffing*
MGT 351	Principles of Management I
HRS Elective	

**Graduate Studies**

For more than half a century, The University of Scranton has provided advanced, post-baccalaureate education 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 graduate degrees, various types of certification and personal enrichment.

**Doctoral Program**

The University offers two Doctor of Physical Therapy (D.P.T.) programs: an online transitional D.P.T. for bachelor's- and master's-prepared physical therapists, and a three-year, post-baccalaureate doctoral program for those interested in entering the physical therapy field. Information is available in the *Graduate Studies Catalog*.

**Master's Degree Programs**

The University offers master's degrees in the 21 programs listed below. Programs for supervision, superintendent's letter of eligibility, and teacher's certification are also available.

Biochemistry  
 Business Administration (M.B.A.)  
 Chemistry  
 Clinical Chemistry  
 Curriculum and Instruction  
 Community Counseling  
 Early Childhood Education  
 Educational Administration  
 Elementary Education  
 English as a Second Language  
 Health Administration (M.H.A.)  
 Human Resources (online)  
 Nursing (M.S.N.)  
 Occupational Therapy  
 Reading Education  
 Rehabilitation Counseling  
 School Counseling  
 Secondary Education  
 Special Education  
 Software Engineering  
 Theology

**Combined Baccalaureate/Master's Degree Program**

An undergraduate student who plans to go on to graduate study in Accounting, Biochemistry, Chemistry, Community Counseling, Health Administration/Human Resources, Nursing, Rehabilitation Counseling, School Counseling, Software Engineering, Theology or numerous programs in the field of Education may be eligible for admission to the Combined Baccalaureate/Master's Degree Program. This program allows an undergraduate student already enrolled in one of these fields, and who has excellent academic records, to complete requirements for the baccalaureate, while also electing graduate courses.

Departments participating in this program may allow some graduate work to satisfy undergraduate degree requirements (not to exceed 12 credit hours). In participating undergraduate departments, the student's advisor will recommend the undergraduate course work for which graduate credits may be substituted.

The selection of the graduate course work, the particular credits to be applied toward an undergraduate degree, and a prospectus of

\* Service-learning course.

study require the approval of the student's undergraduate program advisor, the chair of the department housing the student's undergraduate degree program, the graduate program director in the student's academic discipline, the appropriate undergraduate-program dean, and the dean of the College of Graduate and Continuing Education.

The Combined Baccalaureate/Master's Degree student will be expected to complete his/her baccalaureate degree no later than the semester in which he/she completes the master's degree. Often, the student entering the Combined Baccalaureate/Master's Degree Program will complete both programs during a five-year time period.

For further information concerning possible participation in the Combined Baccalaureate/Master's Degree Program, please refer to the *Graduate Studies Catalog*, or contact the CGCE Office of Admissions at (570) 941-7600. You may also contact the following offices directly:

#### **Accounting**

Dr. Robyn Lawrence (570) 941-7786

#### **Chemistry, Biochemistry**

Dr. Christopher Baumann (570) 941-6389

Dr. David Marx (570) 941-6356

#### **Computing Sciences**

Dr. Yaodong Bi (570) 941-6108

Prof. Richard Plishka (570) 941-6111

#### **Counseling and Health Services**

Dr. Oliver J. Morgan (570) 941-6171

#### **Elementary or Special Education**

Dr. Gloria Tansits Wenze (570) 941-6124

Dr. Derry Stuftt (570) 941-4301

#### **Health Administration/Human Resources**

Dr. Daniel West (570) 941-4126

Dr. Steven Szydlonski (570) 941-6218

#### **Nursing**

Dr. Mary Jane Hanson (570) 941-4060

Dr. Patricia Harrington (570) 941-7673

#### **Theology**

Dr. Maria Johnson (570) 941-7957

### **Graduate Assistantships**

Approximately 70 graduate assistantships are available each year. Students awarded assistantships receive stipends and are entitled to tuition scholarships. Please note that only those who possess a bachelor's degree before the start of the assistantship will be considered.

Applicants for graduate assistantships must have a completed Application for Admission on file in the CGCE Office of the Dean.

Applications for graduate 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.

Graduate students may also apply for Guaranteed Student Loans (GSL) and Federal Work-Study.

### **Scheduling**

Most classes are offered from 4:30 to 7:10 p.m. and 7:20 to 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.

### **Housing**

The University maintains shared apartment facilities for graduate students wishing to live on campus. These are available on a first-come, first-served basis. For further information, please contact:

Office of Residence Life

The University of Scranton

4123 Quincy Avenue

Scranton, PA 18510

Telephone: (570) 941-6226

Fax: (570) 941-7938

E-mail: [res-life@scranton.edu](mailto:res-life@scranton.edu)

### **Graduate Admissions Requirements**

#### **U.S. Students**

Applicants for admission should submit a completed application form, \$50 application fee, three letters of reference and official copies of their transcripts. In addition to these requirements, which apply to all programs, individual programs may have special requirements such as test scores, personal interviews or writing samples. Consult the *Graduate Studies Catalog* for these special requirements.

All application documents should be on hand in the CGCE Admissions Office at least one month before the intended starting term. Consult the *Graduate Studies Catalog* for more stringent deadlines for the Counseling, Health Administration and Nursing programs. Students may begin their studies in fall, spring, or summer. Software Engineering, Counseling, and Health Administration students begin

their studies only in the fall semester. Physical Therapy and Nurse Anesthesia students begin their studies only in the summer semester.

### ***International Students***

The admission standards and policies of The University of Scranton are free of any limitation, specification or discrimination on the grounds of race, religion, color, national or ethnic origin, sex, age or handicap, except as provided by law.

An applicant for admission to graduate studies must possess either a baccalaureate degree from an American college or university accredited by one of the recognized regional accrediting associations or the equivalent from an international college or university. The ordinary standard for admission to a graduate program is an undergraduate GPA of at least 2.75 (on a 4.0 scale). Students falling below this level may submit other evidence of their ability to complete successfully a graduate program, such as grades in other post-baccalaureate courses, scores from examinations or a record of progressively higher work responsibilities. Individual departments/programs may establish higher GPA requirements and/or introduce additional criteria for making the admissions decision. Please refer to individual graduate program pages for special application deadlines and additional requirements. Final action on an application for admission to the College of Graduate and Continuing Education is taken by the Dean.

Ordinarily, the applicant must submit the following to be considered for admission to the College of Graduate and Continuing Education:

- The completed application form along with the non-refundable \$50 application fee payable to "The University of Scranton"
- Official transcripts (with certified English translation) from all previous undergraduate and graduate work completed at accredited institutions ("student" copies of transcripts are not acceptable). Applicants who have completed graduate work in their home country are also encouraged to have an independent evaluation completed.
- Three letters of recommendation from persons capable of evaluating the stu-

dent's educational background and work or personal character

- Any additional material required by a particular department or program, e.g., test scores or personal interview. For details of such requirements for particular departments or programs, see the *Graduate Studies Catalog*.
- Certification of Finances form
- Proof of English Language Proficiency

### **Online Programs**

The College of Graduate and Continuing Education offers online master's degree programs: The Master of Science in Education Administration, the Master of Science in Curriculum and Instruction, the Master of Science in Human Resources, and the Master of Business Administration. In general, the rules and policies governing the programs are the same as those of the on-campus programs. There are six eight-week terms during the academic year. These programs do not allow for electives or a thesis option.

### **For Additional Information**

College of Graduate and  
Continuing Education  
The University of Scranton  
Scranton, Pennsylvania 18510-4631  
Telephone: (570) 941-7600 or  
1-800-366-4723 (within U.S.A.)  
Fax: (570) 941-5995  
E-mail: [cgce@scranton.edu](mailto:cgce@scranton.edu)  
Web: [www.scranton.edu/cgce](http://www.scranton.edu/cgce)

## **Center for Professional Training and Development**

The Center for Professional Training and Development (CPTD) is a component of the College of Graduate and Continuing Education at The University of Scranton. CPTD offers a wide range of programs to meet the professional development needs of area industries and adults. These CPTD programs include graduate education workshops for teachers; non-credit technology/computer certification, certificates and packages; and supervisory and management workshops, along with customized training and education for industry.



The Center for Professional Training and Development is a Microsoft IT Academy that provides technology programs geared toward the working professional. Expert instructors provide opportunities for students to apply what they learn to real problems from their workday. All technology programs feature instructor-led, hands-on classes with each participant at a computer workstation. Instructor certifications include Microsoft (MCP, MCSA, MCSE), MOUS, Adobe (Certified Expert), Cisco (Certified Network Administrator), NTCIP (NT Certified Wireless Administrator) and Quark (Certified Trainer).

CPTD provides a wide range of programs to help professionals meet their continuing education requirements. Programs, workshops and seminars for real estate professionals, occupational therapists, nurses, accountants

and human resource managers are offered throughout the year. Whether students are interested in staying current in the field, developing skills, or expanding knowledge and expertise, CPTD has programs that can help.

Looking ahead, the Center for Professional Training and Development will continue to expand and adapt to meet the evolving needs of the region's educators, managers and professionals. Courses and programs can be customized and delivered at the University or off campus.

### **For Additional Information**

*Telephone:* (570) 941-7582

*Fax:* (570) 941-7937

*E-mail:* [cprd@scranton.edu](mailto:cprd@scranton.edu)

*Web:* [www.scranton.edu/cprd](http://www.scranton.edu/cprd)

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### Office of the President

Scott R. Pilarz, S.J. (2003)

*President of the University (2003)*

A.B., Georgetown University

M.A., Fordham University

M.Div., Th.M., Weston Jesuit School of Theology

Ph.D., City University of New York

Abigail Byman (1995)

*Secretary of the University (1999)*

*General Counsel (1995)*

B.A., Carleton College

J.D., University of Denver

Robert B. Farrell (2008)

*Director of Community Relations (2008)*

A.B., College of the Holy Cross

J.D., Dickinson School of Law

### Academic Affairs

Rosette Burakari Adera (2007)

*Director of Equity and Diversity (2007)*

B.S., Brock University

B.A., Andrews University

M.A., McMaster University

M.Ed., University of Western Ontario

Harold W. Baillie, D. et U.\* (1978)

*Provost and Vice President for Academic Affairs (2005)*

*Professor, Philosophy (1993)*

A.B., Yale University

M.A., Ph.D., Boston College

Joseph H. Dreisbach, D. et U.\* (1978)

*Interim Associate Provost for Academic Affairs*

*(2008)*

*Professor, Chemistry (1989)*

B.A., LaSalle University

M.S., Ph.D., Lehigh University

Mary F. Engel, D. et U.\* (1986)

*University Director of Fellowship Programs (2000)*

*Director of Medical School Placement (1996)*

*Associate Professor, English and Theatre (1986)*

B.A., St. Bonaventure University

L.L., Katholieke Universiteit te Leuven

Ph.D., Kent State University

Paul Fahey, D. et U.\* (1968)

*Acting Dean, College of Arts and Sciences (2008)*

*Professor, Physics/Electrical Engineering (1978)*

B.S., The University of Scranton

M.S., Ph.D., University of Virginia

Darla Rae Germeroth, D. et U.\* (1989)

*Associate Dean, College of Arts and Sciences (2002)*

*Professor, Communication (2000)*

B.A., M.A., Kansas State University

Ph.D., University of Denver

### Steven G. Jones (2008)

*Associate Provost for Civic Engagement and Academic Mission* (2008)  
B.A., Brigham Young University  
M.A., Brigham Young University  
Ph.D., University of Utah

### Charles E. Kratz (1992)

*Dean of the Library and Information Fluency* (2005)  
B.A., M.A., University of Notre Dame  
M.L.S., University of Maryland

### Kenneth R. Lord (2006)

*Associate Dean, Kania School of Management* (2006)  
*Professor, Marketing* (2006)  
B.A. English University of Utah  
M.A., University of Utah  
Ph.D., Ohio State University

### Michael Ofofu Mensah, D. et U.\* (1987)

*Dean, Kania School of Management* (2005)  
*Professor, Department of Accounting* (2000)  
B.S., University of Ghana  
M.B.A., Northeast Louisiana  
Ph.D., University of Houston

### Michael J. Olivette (2007)

*Associate Dean, Panuska College of Professional Studies* (2007)  
B.S., Iona College  
M.S., Ph.D., Syracuse University

### Debra A. Pellegrino (2007)

*Dean, Panuska College of Professional Studies* (2007)  
*Professor, Education* (2007)  
B.S., M.Ed., Indiana University of Pennsylvania  
Ed.D., Saint Louis University

### Joseph M. Roback (2000)

*Associate Vice President of Admissions and Undergraduate Enrollment* (2006)  
B.S., Marywood University  
M.S., The University of Scranton

### Helen H. Stager (1991)

*Registrar* (2002)  
B.A., College Misericordia

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*Dean, College of Graduate and Continuing Education* (2007)  
A.B., Grove City College  
M.A., Ph.D., Bowling Green State University

## University Ministries

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*Vice President for University Ministries* (2008)  
B.A., Worcester State College  
M.Div., Seton Hall University

## Finance

### Edward J. Steinmetz, C.P.A. (1991)

*Vice President for Finance/Treasurer* (2008)  
B.S., M.B.A., The University of Scranton

## Institutional Advancement

### Patrick Leahy (2004)

*Vice President for University Relations* (2006)  
B.A., Georgetown University  
M.B.A., M.I.L.R., Cornell University

## Alumni and Public Relations

### Gerald C. Zaboski, D. et U.\* (1988)

*Vice President for Alumni and Public Relations* (2008)  
B.A., M.S., The University of Scranton

## Planning and Information

### Jerome P. DeSanto, D. et U.\* (1979)

*Vice President for Planning and Chief Information Officer* (2004)  
B.S., M.B.A., The University of Scranton

### Robyn L. Dickinson (1999)

*Associate Vice President for Planning and Information Management* (2008)  
A.A., Keystone College  
B.S., Bucknell University  
M.Ed., The Pennsylvania State University

## Student Affairs

### Vincent Carilli (2001)

*Vice President for Student Affairs* (2001)  
B.S., East Stroudsburg University  
M.Ed., Kutztown University  
Ph.D., Southern Illinois University at Carbondale

### Anitra McShea (2002)

*Dean of Students, Student Affairs* (2004)  
B.A., Elizabethtown College  
M.A., Bowling Green State University

## Jesuit Community at Scranton

### George A. Aschenbrenner, S.J. (2003)

*Rector of the Jesuit Community*  
B.S., St. Joseph's University  
Ph.L., Fordham University  
S.T.L., Weston Jesuit School of Theology

### Bernard R. McIlhenny, S.J., D. et U.\* (1958/97)

*Administrator of the Jesuit Community* (1997)  
*Dean of Admissions Emeritus*  
A.B., M.A., Loyola University Chicago  
S.T.B., Woodstock College

## Administration Emeriti

### Thomas N. Beckish, M.S. (1964-96)

*Counselor Emeritus/Kania School Advising Center; Department of Psychology*

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*Director of Personnel Emeritus*

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*University Secretary Emerita*

### John S. Flanagan, M.S., D. et U.\* (1974-92)

*Vice President Emeritus for Administrative Services*

### Zim E. Lawhon, M.S., D. et U.\* (1964-89)

*Department of Military Science; Registrar Emeritus*

### Bernard R. McIlhenny, S.J., M.A., S.T.B., D. et U.\* (1958-97)

*Dean of Admissions Emeritus*

### J.A. Panuska, S.J., Ph.D., S.T.L., D. et U.\* (1982-98)

*President Emeritus*

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*Vice President Emeritus for Finance/Treasurer*

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*Vice President Emeritus for Institutional Advancement*

## Faculty Emeriti

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*Department of Management/Marketing*  
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 Galen L. Baril, Ph.D., D. et U.\* (1975-2008)  
*Department of Psychology*  
 John Begley, S.J., S.T.D., D. et U.\* (1975-79;  
 1985-2006)  
*Department of Theology/Religious Studies*  
 Robert M. Bessoir, D. et U.\* (1968-2007)  
*Department of Exercise Science and Sport*  
 Mrigen Bose, Ph.D., D. et U.\* (1968-2002)  
*Department of Economics/Finance*  
 Richard J. Bourcier, Ph.D., D. et U.\* (1968-93)  
*Department of World Languages and Cultures*  
 Edward J. Capestany, Ph.D., D. et U.\* (1968-96)  
*Department of Philosophy*  
 Ellen Miller Casey, Ph.D., D. et U.\* (1969-2009)  
*Department of English and Theatre*  
 Stephen J. Casey, M.A., D. et U.\* (1969-2009)  
*Department of Theology and Religious Studies*  
 Raymond W. Champagne Jr., Ph.D., D. et U.\*  
 (1967-2008)  
*Department of History*  
 Ying I. Chien, Ph.D., D. et U.\* (1979-2009)  
*Department of Operations Management*  
 Frank A. Cimini, M.A., L.H.D., D. et U.\* (1941-85)  
*Department of World Languages and Cultures*  
 John J. Clarke, Ph.D. (1986-95)  
*Department of Communication*  
 Willis M. Conover, Ed.D., D. et U.\* (1978-2009)  
*Department of History*  
 Frank P. Corcione, Ph.D., D. et U.\* (1978-79,  
 1982-2009)  
*Department of Economics/Finance*  
 James J. Cunningham, Ed.D., D. et U.\* (1968-97)  
*Department of Counseling/Human Services*  
 Francis H. Curtis, M.Ed., D. et U.\* (1966-93)  
*Department of Education*  
 Linda H. Desmond, R.N., D. et U.\* (1987-2007)  
*Department of Nursing*  
 Anthony J. DiStefano, Ph.D., D. et U.\* (1968-2002)  
*Department of Physics/Electrical Engineering*  
 Katie S. Duke, M.S., D. et U.\* (1985-2008)  
*Library*  
 John J. Dunstone, Ph.D., D. et U.\* (1966-2006)  
*Department of Psychology*  
 Gary E. Eichelsdorfer, D. et U.\* (1965-2007)  
*Department of Mathematics*  
 Joseph T. Evans, Ph.D., D. et U.\* (1953-93)  
*Department of Biology*  
 Matthew J. Fairbanks, Ph.D., D. et U.\* (1960-2007)  
*Department of Philosophy*  
 Joseph A. Fusaro, Ed.D., D. et U.\* (1974-2009)  
*Department of Education*  
 Thomas W. Gerrity, Ed.D., D. et U.\* (1976-2006)  
*Department of Education*  
 A. John Giunta, Ph.D., D. et U.\* (1960-93)  
*Department of Economics/Finance*

Ralph W. Grambo Jr., Ph.D., D. et U.\* (1973-2007)  
*Department of Economics/Finance*  
 Joseph M. Hamernick, S.J., S.T.B., M.A., D. et U.\*  
 (1970-93)  
*Department of Communication*  
 Joyce G. Hanks, Ph.D. (1989-2007)  
*Department of Foreign Languages/Literatures*  
 Maurice I. Hart Jr., Ph.D., D. et U.\* (1963-2001)  
*Department of Chemistry*  
 Eileen B. Hewitt, M.S. (1982-99)  
*Department of Management/Marketing*  
 Frank X. J. Homer, Ph.D., D. et U.\* (1968-2009)  
*Department of History*  
 John S. Hopkins, M.S., D. et U.\* (1967-2009)  
*Department of Exercise Science and Sport*  
 Robert E. Hueston, Ph.D., D. et U.\*  
 (1968 – 2009)  
*Department of History*  
 Bernard J. Johns, D. et U.\* (1961-2005)  
*Department of Mathematics*  
 Anne J. Jones, M.A., D. et U.\* (1967-87)  
*Department of Fine Arts (1975-86)*  
 Prasadarao V. Kakumanu, Ph.D., D. et U.\*  
 (1978-2009)  
*Department of Operations Management*  
 John R. Kalafut, M.S., D. et U.\* (1965-2008)  
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 Thomas A. Kamla, Ph.D., D. et U.\* (1978-2007)  
*Department of World Languages and Cultures*  
 Raymond L. Kimble, Ed.D., D. et U.\* (1973-93)  
*Department of Education*  
 M. Jane Kopas, O.S.F., Ph.D., D. et U.\*  
 (1978-2001)  
*Department of Theology/Religious Studies*  
 Frank J. MacEntee, S.J., Ph.D., D. et U.\*  
 (1965-2002)  
*Department of Biology*  
 Dennis S. Martin, Ed.D. (1985-2002)  
*Department of Computing Sciences*  
 John W. McGinley, Ph.D., D. et U.\* (1970-2006)  
*Department of Philosophy*  
 John M. McInerney, Ph.D., D. et U.\* (1966-2008)  
*Department of English and Theatre*  
 Marianne McTighe, M.S., D. et U.\* (1946-86)  
*Library*  
 John J. Murray, Ph.D., D. et U.\* (1957-88)  
*Department of English and Theatre*  
 Mildred A. Norton, M.S., D. et U.\* (1946-88)  
*Library*  
 John J. O'Malley, Ph.D., D. et U.\* (1968-2009)  
*Department of Psychology*  
 Richard H. Passon, Ph.D., D. et U.\* (1964-2009)  
*Department of English and Theatre*  
 John B. Pyle, M.A., D. et U.\* (1967-1969;  
 1972-2005)  
*Department of Sociology/Criminal Justice*  
 Joseph L. Quinn, S.J., Ph.D., D. et U.\* (1979-2006)  
*Department of English and Theatre*  
 John B. Robertson Jr., M.A., D. et U.\* (1969-2008)  
*Department of Exercise Science and Sport*  
 Richard W. Rousseau, S.J., Ph.D., D. et U.\*  
 (1978-2001)  
*Department of Theology/Religious Studies*

- Robert P. Sadowski, Ph.D., D. et U.\* (1987-2008)**  
*Department of Communication*
- Angelina T. Scardamaglia, M.S., D. et U.\* (1947-78)**  
*Library*
- Larry R. Sherman, Ph.D., D. et U.\* (1981-99)**  
*Department of Chemistry*
- Cheng Hwa Siao, M.A., M.S.L.S., D. et U.\* (1969-93)**  
*Library*
- James R. Sidbury, Ph.D., D. et U.\* (1983-2009)**  
*Department of Computing Sciences*
- Ronald Sinzduk, Ph.D., D. et U.\* (1962-65; 1970-2002)**  
*Department of Mathematics*
- John K. Stout, D.Ed., D. et U.\* (1966-97)**  
*Department of Health Administration and Human Resources*
- J. Michael Strong, M.S., D. et U.\* (1972-2009)**  
*Department of Exercise Science and Sport*
- Roger D. Wallace, Ph.D., D. et U.\* (1976-2009)**  
*Department of Communication*
- Cheng-Yee Wang, M.L.S., D. et U.\* (1981-2008)**  
*Library*
- Edward F. Warner, M.S., D. et U.\* (1964-2009)**  
*Department of Communication*
- Bernard D. Williams, M.A., D. et U.\* (1962-97)**  
*Department of History/Political Science*
- John C. Williams, M.S., D. et U.\* (1964-90)**  
*Department of Education*
- Gary N. Wodder, Ph.D., D. et U.\* (1974 – 2009)**  
*Department of Exercise Science and Sport*
- Francis J. Wormuth, J.D., D. et U.\* (1979-2001)**  
*Department of Management/Marketing*
- Midori Yamanouchi-Rynn, Ph.D., D. et U.\* (1975-2006)**  
*Department of Sociology/Criminal Justice*
- Joseph R. Zandarski, C.P.A., Ph.D., D. et U.\* (1951-2004)**  
*Department of Accounting*
- Scott C. Bader-Saye (1997)**  
*Professor, Theology/Religious Studies (2009)*  
 B.A., Davidson College  
 M.Div., Yale Divinity School  
 Ph.D., Duke University
- Thomas E. Baker, D. et U.\* (1975)**  
*Associate Professor, Sociology/Criminal Justice (2000)*  
 B.S., M.S., Virginia Commonwealth University  
 M.Ed., M.S., East Stroudsburg University
- Amy T. Banner (2009)**  
*Instructor, Counseling and Human Services*  
 B.S., Furman University  
 M.Counseling, East Tennessee University  
 Ph.D., cand., The University of North Carolina at Greensboro
- Lindsay A. Batory (2008)**  
*Lecturer, Chemistry (2008)*  
 B.S., Butler University  
 M.S., Cornell University  
 Ph.D., Cornell University
- Dona C. Bauman (2003)**  
*Assistant Professor, Education (2003)*  
 B.S., Shippensburg University  
 M.Ed., Kutztown University  
 Ph.D., Temple University
- Christopher A. Baumann, D. et U.\* (1984)**  
*Professor, Chemistry (1998)*  
 B.S., Oregon State University  
 Ph.D., University of Florida
- Rebecca S. Beal, D. et U.\* (1983)**  
*Professor, English and Theatre (1995)*  
 A.B., Westmont College  
 M.A., University of Chicago  
 Ph.D., University of Texas
- 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., The Pennsylvania State University
- I. Michael Bellafiore, S.J. (2009)**  
*Instructor, Theology/Religious Studies*  
 B.S., Massachusetts Institute of Technology  
 M.F.A., The Catholic University of America  
 M.A., Loyola University Chicago  
 M.Div., Jesuit School of Theology at Berkeley  
 S.T.L., S.T.B., S.T.D. cand., The Catholic University of America
- 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, D. et U.\* (1989)**  
*Professor, Physics/Electrical Engineering (2001)*  
 M.S., Technical University of Poznan, Poland  
 M.S., Ph.D., Drexel University
- Yaodong Bi (1991)**  
*Professor, Computing Sciences (2007)*  
 B.S., M.S., Northeast University of Technology  
 Shenyang, People's Republic of China  
 Ph.D., University of Illinois
- Robert P. Sadowski, Ph.D., D. et U.\* (1987-2008)**  
*Department of Communication*
- Angelina T. Scardamaglia, M.S., D. et U.\* (1947-78)**  
*Library*
- Larry R. Sherman, Ph.D., D. et U.\* (1981-99)**  
*Department of Chemistry*
- Cheng Hwa Siao, M.A., M.S.L.S., D. et U.\* (1969-93)**  
*Library*
- James R. Sidbury, Ph.D., D. et U.\* (1983-2009)**  
*Department of Computing Sciences*
- Ronald Sinzduk, Ph.D., D. et U.\* (1962-65; 1970-2002)**  
*Department of Mathematics*
- John K. Stout, D.Ed., D. et U.\* (1966-97)**  
*Department of Health Administration and Human Resources*
- J. Michael Strong, M.S., D. et U.\* (1972-2009)**  
*Department of Exercise Science and Sport*
- Roger D. Wallace, Ph.D., D. et U.\* (1976-2009)**  
*Department of Communication*
- Cheng-Yee Wang, M.L.S., D. et U.\* (1981-2008)**  
*Library*
- Edward F. Warner, M.S., D. et U.\* (1964-2009)**  
*Department of Communication*
- Bernard D. Williams, M.A., D. et U.\* (1962-97)**  
*Department of History/Political Science*
- John C. Williams, M.S., D. et U.\* (1964-90)**  
*Department of Education*
- Gary N. Wodder, Ph.D., D. et U.\* (1974 – 2009)**  
*Department of Exercise Science and Sport*
- Francis J. Wormuth, J.D., D. et U.\* (1979-2001)**  
*Department of Management/Marketing*
- Midori Yamanouchi-Rynn, Ph.D., D. et U.\* (1975-2006)**  
*Department of Sociology/Criminal Justice*
- Joseph R. Zandarski, C.P.A., Ph.D., D. et U.\* (1951-2004)**  
*Department of Accounting*

## Faculty of Instruction

**Niyati Ahuja (2009)**

*Assistant Professor, Economics/Finance*

B.A., St. Stephen's College

M.A., New York University

Ph.D., cand., New York University

**Bonnie Alco (2005)**

*Assistant Professor, Education (2008)*

B.A., Marywood University

M.Ed., University of Maryland

Ph.D., The Pennsylvania State University

**Brad A. Alford, D. et U.\* (1989)**

*Professor, Psychology (1999)*

B.A., Millsaps College

M.A., Ph.D., University of Mississippi

**Michael E. Allison (2007)**

*Assistant Professor, Political Science (2006)*

B.A., Fairfield University

M.S., Ph.D., Florida State University

**George J. Aulisio (2009)**

*Assistant Professor, Library*

B.A., Bloomsburg University of Pennsylvania

M.S., Drexel University



- Gerald Biberman, D. et U.\* (1981)**  
*Professor, Management/Marketing (2001)*  
 B.A., M.A., Ph.D., Temple University
- Benjamin Bishop (2003)**  
*Associate Professor, Computing Science (2007)*  
 B.S., Ph.D., The Pennsylvania State University
- David W. Black, D. et U.\* (1984)**  
*Professor, Philosophy (1994)*  
 B.A., Northern Illinois University  
 M.A., Ph.D., The Pennsylvania State University
- Karen L. Brady (2002)**  
*Assistant Professor, Occupational Therapy (2006)*  
 B.A. Mansfield University  
 M.S., College Misericordia
- Sean Brennan, (2009)**  
*Instructor, History*  
 B.A., Rockhurst University  
 M.A., Villanova University  
 Ph.D., cand., University of Notre Dame
- Lori A. Bruch (1995)**  
*Associate Professor, Counseling and Human Services (2002)*  
 B.S., M.Ed., The Pennsylvania State University  
 M.S., The University of Wisconsin-Stout  
 Ed.D. George Washington University
- Alan L. Brumagim (1990)**  
*Associate Professor, Management/Marketing (1996)*  
 B.B.A., The Pennsylvania State University  
 M.B.A., Ph.D., Temple University
- James P. Buchanan, D. et U.\* (1977)**  
*Chair, Department of Psychology (1993)*  
*Associate Professor, Psychology (1981)*  
 B.A., The Johns Hopkins University  
 M.A., Ph.D., University of California, Los Angeles
- Bryan R. Burnham (2007)**  
*Instructor, Psychology (2007)*  
 B.A., Utica College of Syracuse University  
 M.A., Ph.D. cand., State University of New York at Albany
- Barbara K. Buxton (2005)**  
*Assistant Professor, Nursing (2005)*  
 B.S., Albright College  
 M.S., Wilkes University  
 Ph.D. cand., University of Wisconsin
- Timothy J. Cadigan, S.J. (1999)**  
*Assistant Professor, Biology (1999)*  
 B.S., St. Louis University  
 M.Div., Th.M. Weston School of Theology  
 M.S., Ph.D., Georgetown University
- Cynthia W. Cann (1994)**  
*Associate Professor, Management/Marketing (2002)*  
 B.S., M.B.A., The University of Scranton  
 Ph.D., Binghamton University
- Michael C. Cann, D. et U.\* (1975)**  
*Professor, Chemistry (1988)*  
 B.A., Marist College  
 M.A., Ph.D., State University of New York at Stony Brook
- J. Timothy Cannon, D. et U.\* (1981)**  
*Professor, Psychology (1997)*  
 B.S., The University of Scranton  
 Ph.D., University of Maine
- Marzia Caporale (2007)**  
*Assistant Professor, World Languages and Cultures (2007)*  
 M.A., Ph.D. University of Nebraska–Lincoln
- Michael D. Carey, D. et U.\* (1978)**  
*Professor, Biology (1990)*  
 B.A., Wittenberg University  
 M.A., Ph.D., Indiana University
- Brian W. Carpenter, C.M.A., D. et U.\* (1987)**  
*Professor, Accounting (1998)*  
*Alperin Teaching Fellow (1999)*  
 M.B.A., The University of Scranton  
 B.S., Ph.D., The Pennsylvania State University
- Dona M. Carpenter, R.N., D. et U.\* (1985)**  
*Professor, Nursing (1999)*  
 B.S.N., College Misericordia  
 M.S.N., Villanova University  
 M.Ed., Ed.D., Columbia University
- Maureen T. Carroll (1995)**  
*Associate Professor, Mathematics (2001)*  
 B.A. LaSalle University  
 M.S., Ph.D. Lehigh University
- Timothy K. Casey, D. et U.\* (1987)**  
*Professor, Philosophy (1996)*  
 B.A., Loras College  
 M.A., University of Pittsburgh  
 M.A., Ph.D., Duquesne University
- Rita Fleming Castaldy (2002)**  
*Associate Professor, Occupational Therapy (2006)*  
 B.S., M.A., Ph.D., New York University
- Pornthip Chalungsooth (2007)**  
*Assistant Professor, Counseling/Human Services (2007)*  
 B.S., ChiangMai University  
 M.A., Ateneo de Manila University  
 Ed.D., Northern Illinois University
- Arthur Chambers (2006)**  
*Faculty Specialist, Education (2008)*  
 B.S., M.S., State University of New York at Cortland
- Leonard Champney, D. et U.\* (1979)**  
*Professor, Political Science (1992)*  
 B.S., University of Texas, El Paso  
 Ph.D., Rutgers University
- Satya P. Chattopadhyay (1990)**  
*Associate Professor, Management/Marketing (1997)*  
 B.M.E., Jadaupur University  
 P.G.D.M., Indian Institute of Management, Calcutta  
 Ph.D., Virginia Polytechnic Institute and State University
- Jafor Chowdhury, D. et U.\* (1987)**  
*Associate Professor, Management/Marketing (1993)*  
 B. Comm., M. Comm., Dacca University  
 M.B.A., Dalhousie University  
 Ph.D., Temple University
- Joseph F. Cimini, D. et U.\* (1980)**  
*Associate Professor, Sociology/Criminal Justice (1994)*  
 B.A., The University of Scranton  
 J.D., Columbus School of Law, The Catholic University of America

- Will T. Cohen (2009)**  
*Instructor, Theology/Religious Studies*  
 B.A., Brown University  
 M.Div., St. Vladimir's Orthodox Theological Seminary  
 Ph.D., cand., The Catholic University of America
- Tracey L. Collins (2002)**  
*Assistant Professor, Physical Therapy (2006)*  
 B.S., The University of Scranton  
 M.B.A., UNC-Wilmington  
 Ph.D., Walden University
- Joseph W. Connolly, D. et U.\* (1983)**  
*Professor, Physics/Electrical Engineering (1992)*  
 B.S., The University of Scranton  
 M.S., University of Illinois  
 Ph.D., The Pennsylvania State University
- John R. Conway, D. et U.\* (1985)**  
*Associate Professor, Biology (1985)*  
 B.S., The Ohio State University  
 M.A., Ph.D., University of Colorado
- Virginia M. Corcoran (2006)**  
*Assistant Professor, Exercise Science and Sport (2006)*  
 B.S., College Misericordia  
 M.S., Marywood University  
 Ed.D., Temple University
- Carol A. Coté (2008)**  
*Assistant Professor, Occupational Therapy (2008)*  
 B.S., Kean University  
 M.A., Montclair State University  
 Ph.D., Rutgers University
- Barbara Cozza (1997)**  
*Associate Professor, Education (2002)*  
 B.F.A., M.S., Hunter College  
 Ph.D., Fordham University
- Paul T. Cutruffello (2008)**  
*Instructor, Exercise Science and Sports (2008)*  
 B.S., The Pennsylvania State University  
 M.S., Bloomsburg University  
 Ph.D. cand., Marywood University
- Rebecca Spirito Dalgin (2005)**  
*Assistant Professor, Counseling/Human Services (2005)*  
 B.A., Quinnipiac University  
 M.S., Ph.D., Syracuse University
- Harry R. Dammer (2002)**  
*Chair, Department of Sociology/Criminal Justice (2004)*  
*Professor, Sociology/Criminal Justice (2006)*  
 B.S., M.S., University of Dayton  
 Ph.D., Rutgers University School of Criminal Justice
- Daniel K. Darko (2008)**  
*Lecturer, Theology/Religious Studies*  
 B.A., M.A., Evangelical Theological Seminary  
 M.A., Oxford Centre for Mission Studies & University of Leeds  
 Ph.D., King's College, University of London
- Paul A. Datti (2009)**  
*Instructor, Counseling/Human Services*  
 B.A., Pennsylvania State University  
 M.S., The University of Scranton  
 Ph.D., The Pennsylvania State University
- John C. Deak (2002)**  
*Associate Professor, Chemistry (2008)*  
 B.S., State University of New York at Buffalo  
 Ph.D., University of Rochester
- Ronald W. Deitrick (1998)**  
*Associate Professor, Exercise Science and Sport (1998)*  
 A.B., Villanova University  
 M.S., University of Utah  
 Ph.D., University of Maryland
- Darryl M. De Marzio (2007)**  
*Assistant Professor, Education (2007)*  
 B.A., Drew University  
 M.A., Montclair State University  
 M.Phil., Ph.D., Columbia University
- Michael D. DeMichele, D. et U.\* (1967)**  
*Professor, History (1974)*  
 B.S., The University of Scranton  
 M.A., Ph.D., The Pennsylvania State University
- Jones DeRitter (1990)**  
*Chair, Department of English and Theatre (1999)*  
*Professor, English and Theatre (2002)*  
 A.B., Oberlin College  
 M.A., Ph.D., University of Virginia
- Trudy A. Dickneider, D. et U.\* (1984)**  
*Professor, Chemistry (1997)*  
 B.A., M.A., St. Joseph's College  
 Ph.D., University of Miami
- Rita DiLeo (2008)**  
*Faculty Specialist, Health Administration and Human Resources*  
 B.S. University of Scranton  
 M.P.A., Marywood University
- Mary Jane K. DiMattio (1993)**  
*Associate Professor, Nursing (2004)*  
 B.S., The University of Scranton  
 M.S.N., Villanova University  
 Ph.D., University of Pennsylvania
- Roy Palmer Domenico (1997)**  
*Chair, Department of History (2009)*  
*Professor, History (2005)*  
 B.A., University of Wisconsin  
 M.A., University of Connecticut  
 Ph.D., Rutgers University
- Steven T. Dougherty (1992)**  
*Professor, Mathematics (2003)*  
 B.S., The University of Scranton  
 M.S., Ph.D., Lehigh University
- Josephine M. Dunn, D. et U.\* (1988)**  
*Associate Professor, History (1998)*  
 B.A., B.F.A. University of Houston  
 M.A., Ph.D., University of Pennsylvania
- Kathleen G. Dwyer, D. et U.\* (1988)**  
*Professor, Biology (2005)*  
 B.S., East Stroudsburg University  
 M.A., Ph.D., Princeton University
- David J. Dzurec III (2008)**  
*Assistant Professor, History (2008)*  
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 M.A., University of Connecticut  
 Ph.D., The Ohio State University

\* The designation D. et U. is an indication of the Pro Deo et Universitate Award, given for 20 or more years of service to the University.

- Lee Ann M. Eschbach, D. et U.\* (1986)**  
*Chair, Department of Counseling and Human Services (2009)*  
*Associate Professor, Counseling and Human Services (1995)*  
 B.S., M.S., Ph.D., Washington State University
- Shuhua Fan (2009)**  
*Assistant Professor, History*  
 B.A., Sichuan Normal University  
 M.A. Jilin University  
 M.A., Ph.D., The University of North Carolina at Chapel Hill
- Marian L. Farrell, R.N. (1990)**  
*Professor, Nursing (2002)*  
 B.S.N., M.S.N., College Misericordia  
 M.S., Syracuse University  
 Ph.D., Adelphia University
- Tara N. Fay (2008)**  
*Faculty Specialist, Biology*  
 B.S., University of Massachusetts  
 M.S., University of Colorado
- Ann E. Feeney (2008)**  
*Faculty Specialist, Nursing*  
 B.S., Marywood University  
 M.S., University of Pennsylvania
- Anthony P. Ferzola (1990)**  
*Associate Professor, Mathematics (1990)*  
 B.A., Queens College  
 M.A., Ph.D., New York University
- Debra L. Fetherman (2005)**  
*Assistant Professor, Exercise Science and Sport (2005)*  
 B.S., Ohio University  
 M.S., University of Central Arkansas  
 Ph.D., Marywood University
- Howard D. Fisher (2009)**  
*Instructor, Communication*  
 A.A., Bismarck State College  
 B.A., Minnesota State University  
 M.A., Texas Tech University  
 Ph.D., cand., Ohio University
- Mary Anne Foley, C.N.D. (1991)**  
*Associate Professor, Theology/Religious Studies (1997)*  
 B.A., Sacred Heart University  
 M.T.S., Weston School of Theology  
 M.Phil., Ph.D., Yale University
- Peter M. Folan, S.J. (2009)**  
*Lecturer, Philosophy*  
 B.A., University of Notre Dame  
 M.A., Fordham University
- Timothy Daniel Foley (1999)**  
*Associate Professor, Chemistry (2005)*  
 B.S., Providence College  
 Ph.D., University of Rhode Island
- Jennifer M. Franko (2007)**  
*Assistant Professor, Mathematics (2008)*  
 B.S., M.A., Ph.D., Indiana University
- Daniel V. Fraustino, D. et U.\* (1982)**  
*Professor, English and Theatre (1991)*  
 B.A., State University of New York at Buffalo  
 M.A., San Diego State University  
 Ph.D., Binghamton University
- Brigid Curtin Frein, D. et U.\* (1988)**  
*Associate Professor, Theology/Religious Studies (1994)*  
 B.A., Gonzaga University  
 Ph.D., St. Louis University
- Michael Friedman (1991)**  
*Professor, English and Theatre (2001)*  
 B.A., Tulane University  
 M.A., Ph.D., Boston University
- David O. Friedrichs, D. et U.\* (1977)**  
*Professor, Sociology/Criminal Justice (1991)*  
 A.B., University College of New York  
 M.A., New York University
- Satyajit P. Ghosh, D. et U.\* (1986)**  
*Chair, Department of Economics/Finance (2007)*  
*Professor, Economics/Finance (1999)*  
 B.A., Presidency College, India  
 M.A., University of Calcutta  
 M.A., Ph.D., State University of New York at Buffalo
- Antoinette G. Glover (2001)**  
*Associate Professor, English and Theatre (2007)*  
 B.A., M.A., University of Texas at Arlington  
 Ph.D., University of Texas at Dallas
- S. Kingsley Gnanendran, D. et U.\* (1989)**  
*Professor, Operations Management (2007)*  
 B.Sc., University of Sri Lanka  
 M.Eng., Asian Institute of Technology  
 Ph.D., University of Tennessee
- Irene Goll, D. et U.\* (1988)**  
*Associate Professor, Management/Marketing (1994)*  
 B.S., The Pennsylvania State University  
 M.A., University of Illinois  
 Ph.D., Temple University
- George R. Gomez (2002)**  
*Associate Professor, Biology (2008)*  
 B.S. University of the Philippines  
 Ph.D., Boston University
- Deborah J. Gougeon, D. et U.\* (1979)**  
*Associate Professor, Operations Management (1988)*  
 B.S., M.S., The University of Scranton  
 Ph.D., Walden University
- Leonard G. Gougeon, D. et U.\* (1974)**  
*Professor, English and Theatre (1982)*  
 B.A., St. Mary's University, Halifax  
 M.A., Ph.D., University of Massachusetts
- Ronald J. Grambo, C.P.A., D. et U.\* (1976-77; 1980)**  
*Associate Professor, Accounting (1985)*  
 B.S., M.S., M.B.A., The University of Scranton  
 Ph.D., The Pennsylvania State University
- Teresa Grettano (2009)**  
*Instructor, English and Theatre*  
 B.A., M.A., University of South Alabama  
 Ph.D., cand., Illinois State University
- Patricia A. Gross (2003)**  
*Associate Professor, Education (2003)*  
 B.A., Marymount College  
 M.A.T., Fordham University  
 Ed.D., Teachers College Columbia University

- Christina M. Gschwandtner (2003)**  
*Associate Professor, Philosophy (2008)*  
 B.A., Eastern Nazarene College  
 M.A., University of Manchester, England  
 M.A., Boston College  
 Ph.D., DePaul University
- Yamile Silva Gualteros (2009)**  
*Assistant Professor, World Languages & Cultures*  
 B.A., Los Andes University  
 M.A., Ph.D., cand., University of Massachusetts, Amherst
- Daniel Haggerty (2005)**  
*Associate Professor, Philosophy (2009)*  
 B.A., St. Joseph's University  
 Ph.D., Syracuse University
- Robert B. Haines (2007)**  
*Lieutenant Colonel, U.S. Army*  
*Professor, Military Science (2007)*  
 B.S., Columbus State University  
 M.A., Webster University
- David Hair, D. et U.\* (1986)**  
*Chair, Department of Exercise Science and Sport (2007)*  
*Assistant Professor, Exercise Science and Sport (1991)*  
 B.S., M.Ed., East Stroudsburg University  
 M.S., The University of Scranton
- Renee M. Hakim (1996)**  
*Associate Professor, Physical Therapy (2005)*  
 B.S., The University of Scranton  
 M.S., University of Pittsburgh  
 Ph.D., Temple University
- Douglas Haladay (2007)**  
*Instructor, Physical Therapy/Occupational Therapy (2008)*  
 B.S., M.S., The University of Scranton  
 Ph.D., Temple University  
 Ph.D. cand., The Pennsylvania State University
- Mary Jane S. Hanson (1996)**  
*Professor, Nursing (2006)*  
 B.S.N., Cedar Crest College  
 M.S.N., Ph.D., University of Pennsylvania
- Michael A. Hardisky, D. et U.\* (1984)**  
*Professor, Biology (1995)*  
 B.S., Lebanon Valley College  
 M.S., Ph.D., University of Delaware
- Patricia Harrington, R.N., D. et U.\* (1984)**  
*Chair, Department of Nursing (1994)*  
*Associate Professor, Nursing (2000)*  
 B.S., Medgar Evers College  
 M.S., Hunter-Bellevue School of Nursing  
 M.Ed., Ed.D., Columbia University
- Jean Wahl Harris, D. et U.\* (1987)**  
*Chair, Department of Political Science (2004)*  
*Professor, Political Science (2009)*  
 B.A., M.A., Ph.D., Binghamton University
- John M. Hill, D. et U.\* (1981)**  
*Professor, English and Theatre (2000)*  
 B.A., Central College  
 M.F.A., University of Iowa  
 M.A., Ph.D. cand., University of Illinois
- Thomas P. Hogan, D. et U.\* (1985)**  
*Professor, Psychology (1985)*  
 B.A., John Carroll University  
 M.A., Ph.D., Fordham University
- Mary Beth Holmes (2008)**  
*Faculty Specialist, Communication (2008)*  
 B.A., The University of Scranton  
 M.S., A.B.D., Syracuse University
- Sharon S. Hudacek, R.N. (1990)**  
*Professor, Nursing (2007)*  
 B.S.N., M.S.N., College Misericordia  
 M.Ed., Ed.D., Columbia University
- Riaz Hussain, D. et U.\* (1967)**  
*Associate Professor, Economics/Finance (1985)*  
 B.S., Forman College, Pakistan  
 M.S., University of Punjab, Pakistan  
 M.B.A., The University of Scranton  
 Ph.D., Johns Hopkins University  
 Ph.D., Lehigh University  
 Chartered Financial Analyst
- Paul M. Jackowitz, CDP, CCP, D. et U.\* (1977-80; 1982)**  
*Assistant Professor, Computing Sciences (1986)*  
 B.S., The University of Scranton  
 M.S., Rensselaer Polytechnic Institute
- Elizabeth J. Jacob (1998)**  
*Associate Professor, Counseling/Human Services (2003)*  
 B.A., New York University  
 M.S., The University of Scranton  
 Ph.D., Lehigh University
- Jakub S. Jasinski, D. et U.\* (1987)**  
*Chair, Department of Mathematics (1996)*  
*Professor, Mathematics (1999)*  
 M.S., Ph.D., University of Gdansk
- Michael J. Jenkins (2009)**  
*Faculty Specialist, Sociology/Criminal Justice*  
 B.A., The University of Scranton  
 M.A., Rutgers, The State University of New Jersey  
 Ph.D., cand., Rutgers, The State University of New Jersey
- Maria Poggi Johnson (1996)**  
*Professor, Theology/Religious Studies (2008)*  
 B.A., Oxford University  
 Ph.D., University of Virginia
- Roxanne T. Johnson (1993)**  
*Associate Professor, Accounting (1999)*  
 B.A., University of Delaware  
 B.B.A., University of Florida  
 Ph.D., The Pennsylvania State University
- John N. Kallianiotis (1990)**  
*Professor, Economics/Finance (2005)*  
 B.A., University of Thessalonika  
 M.A., M.Ph., Ph.D., City University of New York
- Christie P. Karpiak (2001)**  
*Associate Professor, Psychology (2007)*  
 B.S., M.S., Ph.D., University of Utah
- Jan W. Kelly, D. et U.\* (1988)**  
*Associate Professor, Communication (1988)*  
 B.A., The Pennsylvania State University  
 M.A., San Francisco State University  
 Ph.D., University of Minnesota

\*The designation D. et U. is an indication of the Pro Deo et Universitate Award, given for 20 or more years of service to the University.

- Lawrence W. Kennedy (1992)**  
*Professor, History (2004)*  
 A.B., A.M., Ph.D., Boston College
- Stephen L. Klingman, D. et U.\* (1973)**  
*Assistant Professor, Exercise Science and Sport (1977)*  
 B.S., M.S., Ithaca College
- Richard Klonoski, D. et U.\* (1981)**  
*Professor, Philosophy (1994)*  
 B.A., The University of Scranton  
 M.A., Kent State University  
 Ph.D., Duquesne University
- Michael J. Knies (1996)**  
*Associate Professor, Library (2004)*  
 B.A., M.A., The Pennsylvania State University  
 M.L.S., Rutgers University
- Robert A. Kocis, D. et U.\* (1989)**  
*Professor, Political Science (2000)*  
 B.A., St. Vincent College  
 M.A., Ph.D., University of Pittsburgh
- Edmund M. Kosmahl, D. et U.\* (1983)**  
*Professor, Physical Therapy (2000)*  
 B.S., M.S., Temple University  
 Ed.D., Nova University
- Joseph E. Kraus (2004)**  
*Associate Professor, English and Theatre (2008)*  
 B.A., University of Michigan  
 M.A., Columbia University  
 Ph.D., Northwestern University
- Christian S. Krokus (2009)**  
*Instructor, Theology/Religious Studies*  
 A.B., Lafayette College  
 M.A., Ph.D., cand. Boston College
- Barry X. Kuhle (2009)**  
*Assistant Professor, Psychology*  
 B.A., Binghamton University  
 Ph.D., The University of Texas at Austin
- Gary G. Kwiecinski, D. et U.\* (1988)**  
*Professor, Biology (2000)*  
 B.S., Cornell University  
 M.S., Rutgers University  
 Ph.D., Cornell University
- Aukje Kluge Lamonica (2009)**  
*Instructor, Exercise Science and Sport*  
 B.A., University of West Florida  
 BA., MA., Georg-August University  
 M.P.H., Ph.D., cand., Emory University
- Richard A. Larsen (1993)**  
*Professor, English and Theatre (2009)*  
 B.S., Northern Arizona University  
 M.F.A., San Diego State University
- Robyn Lawrence (1993)**  
*Chair, Department of Accounting (2005)*  
*Associate Professor, Accounting (2000)*  
 B.S., University of California  
 M.S., California State University  
 Ph.D., University of Houston
- Linda Ledford-Miller, D. et U.\* (1985)**  
*Chair, Department of World Languages and Cultures (2003)*  
*Professor, World Languages and Cultures (1999)*  
 B.A., University of California, Irvine  
 M.A., The Pennsylvania State University  
 M.A., Ph.D., University of Texas at Austin
- Nathan Leffler (2008)**  
*Assistant Professor, Theology/Religious Studies (2008)*  
 B.A., University of Chicago  
 M.A.R., Yale Divinity School  
 Ph.D., Catholic University of America
- Peter M. Leininger (1999)**  
*Assistant Professor, Physical Therapy (2002)*  
 B.A., University of Michigan  
 M.S., Boston University  
 Ph.D., Temple University
- Lisa Ann Lesneski (2001)**  
*Associate Professor, Nursing (2009)*  
 B.S.N., Marywood University  
 M.S., State University of New York at Binghamton  
 Ph.D., University of Maryland Baltimore
- John J. Levko, S.J., D. et U.\* (1979)**  
*Professor, Mathematics (1987)*  
 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
- Yipeng Liu (2009)**  
*Assistant Professor, Operations & Information Management*  
 B.S., University of Science and Technology  
 M.S., Southern Illinois University  
 Ph.D., cand., University of Florida
- Catherine P. Lovecchio (2006)**  
*Assistant Professor, Nursing (2006)*  
 B.S., Villanova University  
 M.S., College Misericordia  
 Ph.D., Villanova University
- Daniel P. Mahoney, C.P.A., D. et U.\* (1984)**  
*Professor, Accounting (2002)*  
 B.S., M.B.A., The University of Scranton  
 Ph.D., Syracuse University
- Bonnie Lini Markowski (2007)**  
*Faculty Specialist, English (2007)*  
 A.A., Penn State, Wilkes-Barre  
 B.A., University of Maryland  
 M.A., The University of Scranton
- David E. Marx, D. et U.\* (1987)**  
*Chair, Department of Chemistry (1998)*  
*Associate Professor, Chemistry (1992)*  
 B.S., East Stroudsburg University  
 Ph.D., Binghamton University
- Susan Fournier Mathews, D. et U.\* (1988)**  
*Professor, Theology/Religious Studies (2000)*  
 B.A., St. Anselm College  
 M.A., Ph.D., The Catholic University of America
- Gary E. Mattingly, D. et U.\* (1983)**  
*Professor, Physical Therapy (1997)*  
 B.S., St. Ambrose College  
 B.S., The University of Scranton  
 Ph.D., St. Louis University
- Donna Mazziotti (2008)**  
*Assistant Professor, Library (2008)*  
 B.A., Tisch School of the Arts  
 M.L.S., Long Island University
- Tata J. Mbugua (1998)**  
*Associate Professor, Education (2006)*  
 B.A., Nairobi University  
 M.A., Ph.D., Ohio University



- Robert W. McCloskey (1991)**  
*Assistant Professor, Computing Sciences (1993)*  
 B.S., The University of Scranton  
 M.S., Ph.D., Rensselaer Polytechnic Institute
- Christine E. McDermott, D. et U.\* (1979)**  
*Assistant Professor, Biology (1979)*  
 B.A., California State University at Fresno  
 Ph.D., University of Tennessee
- Robert L. McKeage, D. et U.\* (1974)**  
*Associate Professor, Marketing/Management (1993)*  
 B.S., M.B.A., The University of Scranton  
 M.A., Lehigh University  
 Ph.D., Temple University
- Ronald H. McKinney, S.J., D. et U.\* (1984)**  
*Professor, Philosophy (1996)*  
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 M.Div., Th.M., Weston School of Theology  
 M.A., Ph.D., Fordham University
- Sharon M. Meagher, D. et U.\* (1989)**  
*Chair, Department of Latin American and Women's Studies (2009)*  
*Professor, Philosophy (2003)*  
 B.A., Boston College  
 Ph.D., State University of New York at Stony Brook
- Jamie Meilán Del Río (2008)**  
*Faculty Specialist, World Languages and Cultures (2009)*  
 Degree in Spanish Legal Practice, Universidad Santiago de Compostela  
 Spanish Law Degree, Universidad Nacional de Educación a Distancia
- Susan Carol Méndez (2006)**  
*Assistant Professor, English and Theatre (2006)*  
 B.A., Pace University  
 M.A., Fordham University  
 Ph.D., University of California
- Molly Beth Mika (2007)**  
*Assistant Professor, Occupational Therapy (2007)*  
 B.S., M.Ed., College Misericordia  
 Ph.D. cand., Marywood University
- Rebecca L. Mikesell (1994)**  
*Assistant Professor, Communication (1994)*  
 B.S., M.S., Illinois State University  
 Ph.D., Ohio University
- Debra P. Miller (2008)**  
*Faculty Specialist, Physical Therapy (2008)*  
 B.S., Temple University  
 M.S., Russell Sage College  
 Ph.D., Temple University
- Sufyan Mohammed (2008)**  
*Assistant Professor, Communication (2008)*  
 B.A., Jai Hind College  
 M.B.A., Rizvi Institute of Management Studies & Research  
 M.B.A., Rochester Institute of Technology  
 Ph.D., Texas Tech University
- J. 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)**  
*Professor, Mathematics (2000)*  
 B.S., The Pennsylvania State University  
 M.S., Ph.D., Lehigh University
- Kathleen K. Montgomery (1998)**  
*Associate Professor, Education (2001)*  
 B.S., Mansfield State University  
 M.A., George Washington University  
 D.Ed., The Pennsylvania State University
- Marlene J. Morgan (1997-99, 2005)**  
*Assistant Professor, Occupational Therapy (2005)*  
 B.S., The Pennsylvania State University  
 M.S., Texas Woman's University  
 D.Ed., Temple University
- Oliver J. Morgan, Ph.D. (1990)**  
*Professor, Counseling and Human Services (2002)*  
 B.A., Fordham University  
 M.F.T., Hahnemann Medical University  
 M.Div., Weston School of Theology  
 Ph.D., Boston University
- Mary Elizabeth Moylan, D. et U.\* (1986)**  
*Chair, Library (2005)*  
*Associate Professor (1995)*  
*Assistant Librarian II (1990)*  
 B.A., Marywood University  
 M.L.S., Villanova University  
 M.S., The University of Scranton
- Jerry Muir (2004)**  
*Associate Professor, Mathematics (2006)*  
 B.A., M.A., State University of New York at Potsdam  
 Ph.D., University of Kentucky
- Stacey Muir (2004)**  
*Assistant Professor, Mathematics (2004)*  
 B.S., Rockhurst College  
 M.A., Ph.D., University of Kentucky
- Declan Mulhall (2004)**  
*Assistant Professor, Physics/Electrical Engineering (2004)*  
 B.Sc., Trinity College, Dublin  
 M.Sc., Ph.D., Michigan State University
- Hong V. Nguyen, D. et U.\* (1979)**  
*Associate Professor, Economics/Finance (1985)*  
 B.S., State University of New York at Brockport  
 M.A., Ph.D., Binghamton University
- Philip Nicholas (2006)**  
*Lecturer, Political Science (2006)*  
 B.S., Stockton State College  
 M.A., Ph.D., Rockefeller College of Public Affairs and Policy, University at Albany
- Rui Niu (2008)**  
*Assistant Professor, Education (2008)*  
 B.A., Sichuan University  
 M.A., Acadia University  
 Ph.D., Michigan State University
- Jessica M. Nolan (2008)**  
*Assistant Professor, Psychology (2008)*  
 B.S., Cornell University  
 M.A., California State University  
 Ph.D., University of Arkansas

\* The designation D. et U. is an indication of the Pro Deo et Universitate Award, given for 20 or more years of service to the University.



- John C. Norcross, D. et U.\* (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)**  
*Chair, Department of Philosophy (2007)*  
*Professor, Philosophy (1989)*  
 A.B., Assumption College  
 M.A., Ph.D., University of Notre Dame
- Kevin R. Norris, D. et U.\* (1977)**  
*Assistant Librarian II (1981)*  
 B.S., M.L.S., University of Pittsburgh  
 M.A., The University of Scranton
- Michael O'Steen (2000)**  
*Associate Professor, English and Theatre (2006)*  
 B.F.A., M.F.A., Carnegie Mellon University
- Peter C. Olden (1993)**  
*Professor, Health Administration and Human Resources (2005)*  
 B.S., Miami University  
 M.H.A., Duke University  
 Ph.D., Virginia Commonwealth University
- Bonnie W. Oldham (2004)**  
*Associate Professor, Library (2009)*  
 A.B., Chestnut Hill College  
 M.L.S., Kutztown University  
 M.S., College Misericordia
- Cyrus P. Olsen III (2006)**  
*Assistant Professor, Theology/Religious Studies (2008)*  
 B.A., University of Washington  
 M.Phil., Ph.D., University of Oxford
- Maria Orechkina (2007)**  
*Assistant Professor, Education (2007)*  
 M.S., Moscow State Pedagogical University  
 Ph.D. cand., The University of Tennessee
- Masood Otarod, D. et U.\* (1988)**  
*Professor, Mathematics (2001)*  
 B.S., Pahlavi University  
 M.S., Sc.D., Columbia University
- Ann A. Pang-White (1997)**  
*Associate Professor, Philosophy (2003)*  
 B.A., Tung-Hai University  
 M.A., University of South Carolina–Columbia  
 Ph.D., Marquette University
- William J. Parente (1970)**  
*Professor, Political Science (1973)*  
 A.B., Xavier University  
 Ph.D., Georgetown University
- Robert A. Parsons, D. et U.\* (1979)**  
*Professor, World Languages and Cultures (1991)*  
 B.A., M.A., West Virginia University  
 M.A., Ohio University  
 Ph.D., The Pennsylvania State University
- Kimberly Pavlick (2005)**  
*Instructor, Communication (2006)*  
 B.S., West Virginia University  
 M.S., The University of Scranton  
 Ph.D. cand., Marywood University
- Lee M. Penyak (2000)**  
*Associate Professor, History (2005)*  
 B.A., Fairfield University  
 M.A., Ph.D., University of Connecticut
- Iordanis Petsas (2002)**  
*Associate Professor, Economics/Finance (2008)*  
 B.A., University of Thessaloniki  
 M.A., Ph.D., Indiana University
- Virginia A. Picchiatti (1995)**  
*Associate Professor, World Languages and Cultures (2001)*  
 B.A., Rosary College  
 M.A., Ph.D., Indiana University
- Charles R. Pinches (1990)**  
*Chair, Department of Theology/Religious Studies (2005)*  
*Professor, Theology/Religious Studies (1996)*  
 B.A., Wheaton College  
 M.A., Ph.D., University of Notre Dame
- Richard M. Plishka, D. et U.\* (1986)**  
*Chair, Department of Computing Sciences (1990)*  
*Associate Professor, Computing Sciences (1989)*  
 B.S., The University of Scranton  
 M.S., M.B.A., Syracuse University
- Krzysztof Plotka (2001)**  
*Associate Professor, Mathematics (2007)*  
 M.S., University of Gdansk  
 Ph.D., West Virginia University
- Eric A. Plumer (2001)**  
*Associate Professor, Theology/Religious Studies (2008)*  
 B.A., Fairfield University  
 B.A., M.A., University of Oxford, England  
 Ph.D., University of Notre Dame
- Susan L. Poulson (1990)**  
*Professor, History (2004)*  
 B.A., George Washington University  
 M.A., Ph.D., Georgetown University
- Satyanarayana V. Prattipati (1990)**  
*Associate Professor, Operations Management (1996)*  
 B.S., Andhra University  
 M.B.A., Indian Institute of Management  
 Ph.D., State University of New York at Buffalo
- Sufian Qrunfleh (2009)**  
*Assistant Professor, Operations & Information Management*  
 B.A., The University of Jordan  
 M.B.A., Ph.D., cand., The University of Toledo
- Murli Rajan, C.F.A., D. et U.\* (1989)**  
*Associate Professor, Economics/Finance (1995)*  
 B.C.A., Victoria University  
 M.Comm., Delhi School of Economics, University of Delhi  
 M.B.A., The University of Scranton  
 Ph.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
- Matthew M. Reavy (1998)**  
*Chair, Department of Communications (2009)*  
*Associate Professor, Communication (2004)*  
 B.A., M.A., The University of Scranton  
 Ph.D., University of Missouri–Columbia

**Carol L. Reinson (1997)**

*Assistant Professor, Occupational Therapy (2001)*  
 A.A.S., Herkimer County Community College  
 B.S., Utica College  
 M.S., State University of New York at New Paltz  
 Ph.D., Syracuse University

**Meghan Ashlin Rich (2007)**

*Assistant Professor, Sociology/Criminal Justice (2008)*  
 B.A., University of Maryland  
 M.A., University of Wisconsin  
 Ph.D., University of Delaware

**James C. Roberts (2005)**

*Professor, Sociology/Criminal Justice (2009)*  
 B.A., Richard Stockton College of New Jersey  
 M.A., Ph.D., Rutgers University School of Criminal Justice

**Paula Roe-Prior (2001)**

*Assistant Professor, Nursing (2002)*  
 B.S., St. Joseph's University  
 B.S.N., Thomas Jefferson University  
 M.S.N., Ph.D., University of Pennsylvania

**William V. Rowe (1990)**

*Professor, Philosophy (1996)*  
 B.A., Allegheny College  
 M.A., Pittsburgh Theological Seminary  
 M.Phil., Institute for Christian Studies  
 Ph.D., Duquesne University

**Abhijit Roy (2006)**

*Associate Professor, Management/Marketing (2006)*  
 B.S., University of Allahabad, India  
 M.S., M.B.A., University of Arizona  
 D.B.A., Boston University

**David A. Rusak (2000)**

*Associate Professor, Chemistry (2006)*  
 B.S., University of North Carolina  
 Ph.D., University of Florida

**Thomas F. Sable, S.J., D. et U.\* (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

**John P. Sanko (1990)**

*Chair, Physical Therapy/Occupational Therapy (2003)*  
*Associate Professor, Physical Therapy (1997)*  
 B.S., M.S., East Stroudsburg State College  
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**Edward M. Scahill, D. et U.\* (1989)**

*Associate Professor, Economics/Finance (1994)*  
 B.S., St. Bonaventure University  
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**Carl M. Schaffer, D. et U.\* (1988)**

*Professor, English and Theatre (2003)*  
 B.A., Farleigh Dickinson University  
 M.A., The University of Michigan  
 M.F.A., University of Iowa

**Rose Sebastianelli, D. et U.\* (1988)**

*Professor, Operations Management (2003)*  
*Alperin Professor of Business Administration (1996)*  
 B.S., Indiana University of Pennsylvania  
 Ph.D., The Pennsylvania State University

**Jeremy Sepinsky (2008)**

*Assistant Professor, Physics/Electrical Engineering (2009)*  
 B.S., Villanova University  
 M.S., Ph.D., Northwestern University

**Robert W. Shaffern (1995)**

*Professor, History (2007)*  
 B.A., DePaul University  
 M.A., Ph.D., University of Notre Dame

**Marc B. Shapiro (1996)**

*Professor, Theology/Religious Studies (2008)*  
 B.A., Brandeis University  
 Ph.D., Harvard University

**Thomas A. Shimkus (2004)**

*Assistant Professor, Mathematics (2004)*  
 B.S., The University of Scranton  
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**Vanessa Silla-Zaleski (2005)**

*Assistant Professor, Education (2006)*  
 B.S., M.S., The University of Scranton  
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**Beth L. Sindaco, Esq. (2007)**

*Faculty Specialist, English (2007)*  
 B.A., Kings College  
 J.D., Widener University School of Law

**John C. Sivalon (2009)**

*Visiting Associate Professor, Theology/Religious Studies*  
 B.A., Maryknoll College  
 M.A., M.Div., Maryknoll School of Theology  
 M.A., University of Dar es Salaam  
 Ph.D., University of St. Michael's College, Toronto School of Theology

**Carole S. Slotterback (1995)**

*Professor, Psychology (2007)*  
 B.S., Wilson College  
 M.S., New Mexico Highlands University  
 Ph.D., Northern Illinois University

**Robert J. Smith (2003)**

*Associate Professor, Biology (2009)*  
 B.S., Alma College  
 M.S., Central Michigan University  
 Ph.D., The University of Southern Mississippi

**Terri Freeman Smith (1995)**

*Assistant Professor, Health Administration and Human Resources (2006)*  
 B.S., The Pennsylvania State University  
 M.S., The University of Scranton  
 Ph.D., The Pennsylvania State University

**Stacy M. Smulowitz (2009)**

*Instructor, Communication*  
 B.A., Wilkes University  
 M.S., Ithaca College Park School of Communication  
 Ph.D., cand., Rutgers University School of Communication

**Robert A. Spalletta, D. et U.\* (1983)**

*Professor, Physics/Electrical Engineering (2003)*  
 B.S., Stevens Institute of Technology  
 M.S., Ph.D., University of Rochester

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**Robert Spinelli (2003)**

*Assistant Professor, Health Administration and Human Resources (2005)*

B.B.A., Temple University

M.B.A., The University of Scranton

M.P.H., Columbia University

D.B.A., Nova Southeastern University

**Maria E. Squire (2005)**

*Assistant Professor, Biology (2005)*

B.S., The University of Scranton

M.S., Ph.D., Stony Brook University

**John J. Strain II (2007)**

*Faculty Specialist, Communication (2007)*

B.A., M.A., The University of Scranton

**Derry Lynn Stuftt (2005)**

*Assistant Professor, Education (2005)*

B.A., Rutgers College

Ed.M., Ed.D., Indiana University of Pennsylvania

**Andrew D. Stuka (2009)**

*Faculty Specialist, Exercise Science and Sport*

B.S., King's College

M.S., Bloomsburg University of Pennsylvania

**Georgios A. Stylianides (2008)**

*Associate Professor, Exercise Science (2008)*

B.S., The University of Tennessee

M.S., Purdue University

M.S., Illinois State University

Ph.D., University of Toledo

**Michael A. Sulzinski (1990)**

*Professor, Biology (2001)*

B.S., The Pennsylvania State University

Ph.D., Cornell University

**Delia A. Sumrall (1992)**

*Chair, Department of Management/Marketing (2008)*

*Associate Professor, Management/Marketing (1995)*

B.S., M.B.A., University of Southern Mississippi

D.B.A., Mississippi State University

**Terrence E. Sweeney (1992)**

*Professor, Biology (2004)*

B.A., Colgate University

M.S., Ph.D., University of Rochester

**Steven J. Szydlowski (2004)**

*Instructor, Health Administration and Human Resources (2005)*

B.S., M.B.A., M.H.A., The University of Scranton

D.H.A., Medical University of South Carolina

**Ileana F. Szymanski (2008)**

*Assistant Professor, Philosophy (2008)*

B.A., Universidad Panamericana

M.A., Ph.D. cand., University of Guelph

**Narda Tafuri (1994)**

*Associate Professor, Library (2003)*

B.A., State University of New York at Oneonta

M.A., New York University

M.S., State University of New York at Albany

**Nabil A. Tamimi (1993)**

*Chair, Department of Operations Management (2007)*

*Professor, Operations Management (2003)*

B.S., The Pennsylvania State University

M.B.A., The 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)**

*Professor, Management/Marketing (2008)*

B.A., Wabash College

M.B.A., Ph.D., University of Maryland

**Ann Marie Toloczko (1992)**

*Associate Professor, Counseling and Human Services (1998)*

B.A., M.A., Marywood University

Ph.D., Lehigh University

Licensed Psychologist

**Daniel S. Townsend, D. et U.\* (1987)**

*Professor, Biology (2003)*

B.A., College of the Holy Cross

M.S., Central Michigan University

Ph.D., State University of New York at Albany

**Jennifer A. Tripp (2004)**

*Assistant Professor, Chemistry (2004)*

B.S., University San Francisco

Ph.D., University of California, Berkeley

**Jamie H. Trnka (2006)**

*Assistant Professor, World Languages and Cultures (2006)*

B.A., Oberlin College

M.A., Ph.D., Cornell University

**Susan Trussler, D. et U.\* (1985)**

*Associate Professor, Economics/Finance (1992)*

B.Sc., London School of Economics

M.S., Ph.D., The Pennsylvania State University

A.P.C., New York University

**Patrick Tully (2005)**

*Associate Professor, Philosophy (2009)*

B.A., Fordham University

M.A., University of Toronto

Ph.D., Marquette University

**Gretchen Van Dyke (1994)**

*Associate Professor, Political Science (2000)*

B.A., Trinity College

M.A., Ph.D., University of Virginia

**Argyrios C. Varonides, D. et U.\* (1989)**

*Professor, Physics/Electrical Engineering (2004)*

B.S., University of Thessalonika, Greece

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

**Janice Voltzow (1996)**

*Chair, Department of Biology (2008)*

*Professor, Biology (2004)*

B.S., Yale University

Ph.D., Duke University

**Barbara R. Wagner (1992)**

*Faculty Specialist, Physical Therapy (2008)*

B.S., University at Buffalo

M.H.A., The University of Scranton

D.P.T., Temple University

**Robert F. Waldeck (2001)**

*Associate Professor, Biology (2007)*  
 B.A., Lehigh University  
 M.P.A., University of Delaware  
 M.A., Ph.D., Temple University

**William G. Wallick (1998)**

*Associate Professor, Health Administration and Human Resources (2004)*  
 B.S., Marywood University  
 M.S., The University of Scranton  
 Ph.D., The Pennsylvania State University

**Xuewu Wang (2008)**

*Assistant, Economic/Finance (2008)*  
 B.A., Hangzhou University of Commerce  
 M.A., Fudan University  
 Ph.D., University of Michigan

**Joan M. Wasilewski, D. et U.\* (1988)**

*Associate Professor, Chemistry (1994)*  
 B.S., King's College  
 Ph.D., University of Pennsylvania

**Kathleen Belliss Wasserman (2005)**

*Assistant Professor, Education (2005)*  
 B.A., University of California, Riverside  
 M.A., University of Southern Mississippi  
 Ph.D., University of California, Riverside

**Gloria Tansits Wenzel (1999)**

*Assistant Professor, Education (2000)*  
 B.S., Mansfield State College  
 M.A., California State University  
 Ph.D., Ed.S., University of New Mexico

**Daniel J. West (1990)**

*Chair, Health Administration and Human Resources (2002)*  
*Professor, Health Administration and Human Resources (2004)*  
 B.S., M.Ed., Ph.D., The Pennsylvania State University

**Stephen E. Whittaker, D. et U.\* (1983)**

*Professor, English and Theatre (1994)*  
 B.A., M.A., Ph.D., University of Texas

**David A. Wiley, D. et U.\* (1988)**

*Professor, Education (1999)*  
 B.S., M.S., Ed.D., Temple University

**Kevin Wilkerson (2004)**

*Associate Professor, Counseling and Human Services (2009)*  
 B.A., Colgate University  
 M.S., University of Vermont  
 Ph.D., Syracuse University

**Robert H. Willenbrink (2009)**

*Assistant Professor, English and Theatre*  
 B.A., The University of Tulsa  
 M.A., Ph.D., cand., University of California, Santa Barbara

**Joseph P. Wilson, D. et U.\* (1985)**

*Professor, World Languages and Cultures (1999)*  
 B.A., University of Toledo  
 Ph.D., University of Iowa

**Loreen Wolfer (1996)**

*Professor, Sociology/Criminal Justice (2008)*  
 B.A., Franklin and Marshall College  
 M.A., Ph.D., Cornell University

**Patricia Moyle Wright, M.S.N., R.N. (2007)**

*Assistant Professor, Nursing (2007)*  
 B.S.N., M.S.N., College Misericordia  
 Ph.D. cand., Loyola University Chicago

**Zhong Cheng Xiong, D. et U.\* (1988)**

*Associate Professor, Mathematics (1996)*  
 B.S., Wuhan University  
 M.S., Ph.D., Lehigh University

**Ling Xue (2007)**

*Assistant Professor, Operations Management (2008)*  
 B.A., Fudan University  
 M.S., Shanghai Jiaotong University  
 Ph.D., The University of Texas at Austin

**Christine A. Zakzewski (1992)**

*Associate Professor, Physics/Electrical Engineering (1998)*  
 B.S., Rutgers University, Piscataway  
 M.S., Ph.D., Rutgers University Graduate School of New Brunswick

**Margarete Lieb Zalon, R.N.C.S., D. et U.\* (1988)**

*Professor, Nursing (2000)*  
 B.S.N., Duke University  
 M.A., Ph.D., New York University

**Habib K. Zanzana (1995)**

*Associate Professor, World Languages and Cultures (2001)*  
 B.S., M.A., Ph.D., Indiana University

**John M. Zych (1991)**

*Associate Professor, Management and Marketing (1997)*  
 B.S., Worcester Polytechnic Institute  
 M.B.A., Babson College  
 D.B.A., Boston University

## Professional Staff

**Lynn Andres (2008)**

*Assistant Director of Alumni Relations, Alumni Relations (2008)*  
 B.A., The University of Scranton

**Mary Kay Aston (1993)**

*Assistant Provost for Student Enrollment (2006)*  
 B.S., Marywood University  
 M.S., The University of Scranton

**Kevan S. Bailey, D. et U.\* (1985)**

*Production Manager, Printing Services (1998)*  
 B.S., The University of Scranton  
 M.S., The University of Scranton

**Melinda B. Banick (1999)**

*Assistant Bursar (1999)*  
 B.A., Thiel College  
 M.S., The University of Scranton

**Gerianne Barber (2004)**

*Director, Counseling Training Center, Counseling and Human Services (2004)*  
 B.S., M.S., The University of Scranton

\* The designation D. et U. is an indication of the Pro Deo et Universitate Award, given for 20 or more years of service to the University.

**Lisa Baumann (2008)**

*Director of Corporate & Foundations Relations,  
Development (2008)*

B.S., Indiana University Bloomington

M.H.A., The University of Scranton

**Caitlyn Beasley (2006)**

*Admissions Counselor (2006)*

B.S., The University of Scranton

**Janet H. Bennett (1990)**

*Recorder/Records Analyst, Registrar's Office (1998)*

**Regina B. Bennett, D. et U.\* (1987)**

*Assistant Dean, Online and Off-Campus  
Programming, College of Graduate and Continuing  
Education (2007)*

A.A., B.A., M.S., The University of Scranton

**Rebekah Bernard (2001)**

*Communication Specialist, Admissions (2007)*

B.A., The University of Scranton

**Melissa A. Bevacqua (2004)**

*Associate Director for Outreach, Admissions (2007)*

B.A., M.S., The University of Scranton

**Deanna Beyrent (2007)**

*LAN Administrator/Lab Support Analyst, Desktop  
and Instructional Resources (2007)*

B.S., The Pennsylvania State University

**Julie Bialkowski (2006)**

*Associate Director, Alumni Relations (2008)*

B.A., M.Ed., The Pennsylvania State University

**Peter J. Blazes, D. et U.\* (1991)**

*Director of International Student Affairs, Office of  
International Programs and Services (2002)*

B.A., Widener University

Ed.M., Boston University

**Cheryl Y. Boga, D. et U.\* (1981)**

*Director of Performance Music (1991)*

B.M., Marywood University

**Gail L. Bontrager (1996)**

*Assistant Director of Information Resources  
Customer Service, Information Resources (2003)*

B.A., M.P.A., Indiana State University

**Geri Maier Botyrius (1992)**

*Academic Advisor, Arts & Sciences Advising Center  
(1992)*

A.A., Luzerne County Community College

B.A., King's College

M.S., The University of Scranton

**Michelle Boughton (2009)**

*Assistant Director for Housing Operations,  
Residence Life (2009)*

B.A., M.Ed., Kutztown University

**Kimberly Bowman (2007)**

*Area Coordinator, Residence Life (2007)*

B.S., Lynchburg College

**James F. Boyle (1999)**

*Internal Auditor, Treasurer's Office (1999)*

B.S., M.B.A., The University of Scranton

**Timothy A. Briggs (2000)**

*Operations Manager, Public Safety (2000)*

**Mary Clare A. Brill (1993)**

*Operations Assistant to Registrar/Tuition Exchange  
Liaison, Registrar's Office (2003)*

**William J. Buckley (1990)**

*Financial Area Coordinator of Systems Development  
(1990)*

B.S., Bloomsburg University

**Ray E. Burd, D. et U.\* (1989)**

*Director of Printing and Mailing Services (1994)*

B.S., Empire State College

M.S., Shippensburg University

**William R. Burke, D. et U.\* (1986)**

*Director of Financial Aid (1990)*

B.S., Bloomsburg University;

M.B.A., The University of Scranton

**Lisa A. Burns (2001)**

*Clinical Education Coordinator, Occupational  
Therapy (2001)*

B.S., Indiana University–Purdue University of  
Indiana

**Gina M. Butler (1992)**

*Assistant Dean, College of Arts and Sciences (1995)*

B.A., The Pennsylvania State University

M.S., The University of Scranton

**Karen Caparo (2008)**

*Associate Lab Supervisor–Chemistry, Chemistry  
(2008)*

B.S., The University of Scranton

**Amber Cardamone (2008)**

*Area Coordinator, Residence Life (2008)*

B.S., The University of Scranton

**Mark Carmody (2007)**

*Assistant Plant Director/Student Housing, Physical  
Plant (2007)*

B.S., Mansfield University

M.B.A., Troy State University

**Laura C. Carroll (2000)**

*Legal Assistant, Office of General Counsel (2000)*

**Maureen P. Castaldi, D. et U.\* (1985)**

*Project/Support Leader, Systems Software Resources  
(1996)*

B.S., The University of Scranton

**Patricia M. Cegelka (2000)**

*Assistant Director of Financial Aid (2000)*

B.A., King's College

**Maureen Ciliberto (2008)**

*Outreach Specialist, Career Services (2008)*

B.A., King's College

M.S., The University of Scranton

**Paul Colaiezzi (2006)**

*Regional Director of Development, Institutional  
Advancement (2006)*

B.A., The University of Scranton

**Cheryl A. Collarini, D. et U.\* (1980)**

*Career Relations Manager, Career Services (2008)*

B.S., The University of Scranton

**Robert J. Collins (1992)**

*Director, Systems and Software Resources (1996)*

B.S., East Stroudsburg University

**Neil Conway (2006)**

*Sr. Prospect Research Analyst (2008)*

B.A., King's College

J.D., University of Pittsburgh



- Carol L. Cornell, D. et U.\* (1988)**  
*Data Processing and Controls Coordinator, Systems and Software Resources (2007)*  
A.A., B.S., The University of Scranton
- Lisa Cornell, D. et U.\* (1983)**  
*Project/Support Team Leader, Systems and Software Resources (1996)*  
B.S., The University of Scranton
- Margaret E. Craft, D. et U.\* (1988)**  
*Assistant Director of Library for Technical Services, Library (1996)*  
A.B., Central Michigan University  
M.A., The University of Scranton  
A.M.L.S., University of Michigan
- Mark A. Cruciani (1998)**  
*Purchasing Agent, Purchasing (1998)*  
B.S., The University of Scranton  
M.H.A., Wilkes University
- John Culklin (2006)**  
*Systems Administrator, Systems and Software Resources (2006)*  
B.B.A., B.A., University of Notre Dame
- Margaret Cullen-Brown (2004)**  
*Assistant Dean, Student Services and Advising, College of Graduate and Continuing Education (2007)*  
B.A., Bloomsburg University  
M.A., Marywood University
- Melissa Damski (2006)**  
*Admissions Counselor, Admissions (2006)*  
B.S., The University of Scranton
- Carl G. Danzig (2001)**  
*Head Men's Basketball Coach, Athletics (2001)*  
B.A., Baker University  
M.A., University of Missouri
- Andrew Davis (2007)**  
*Admissions Counselor (2007)*  
B.S., The University of Scranton
- Michele E. Davis, D. et U.\* (2003)**  
*Director, Center for Professional Training and Development (2003)*  
A.A., B.S., M.S., The University of Scranton
- Rebecca Davis (2007)**  
*Assistant Athletic Director/Head Coach Women's Lacrosse, Athletics (2007)*  
B.S., Duquesne University
- Robert Davis (2006)**  
*Assistant Campaign Director (2008)*  
B.S., The University of Scranton
- Lee DeAngelis (2008)**  
*Systems Administrator, Systems and Software Resources (2008)*  
B.S., M.S., University of Pittsburgh
- Cheryl Demkosky (2008)**  
*Exercise Science Lab Director, Exercise Science and Sport (2008)*  
B.S., M.S., University of Pittsburgh
- Mary Densovich (2008)**  
*Transfer Credit Analyst & Records Specialist (2008)*  
B.S., Kutztown University  
M.S., East Stroudsburg University
- James Devers, AIA, D. et U.\* (1985)**  
*Director, Physical Plant (1989)*  
A.S., Luzerne County Community College  
B.S., The University of Scranton
- Susan Dillon (2007)**  
*Agribusiness Specialist, Small Business Development Center (2007)*  
B.S., University of Pennsylvania
- Nancy Dolan (2008)**  
*Staff Attorney, Office of General Counsel (2008)*  
B.S., The University of Scranton  
J.D., Temple University School of Law
- Gerard Dombroski (2006)**  
*Programmer Analyst, Systems Software Resources (2006)*  
B.S., The University of Scranton
- Patrick Donohue (2004)**  
*Budget Manager, Treasurer's Office (2006)*  
B.S., The University of Scranton
- Kevin Dugan (2006)**  
*Head Men's Lacrosse Coach (2006)*  
B.A., University of Notre Dame  
M.B.A., Wheeling Jesuit College
- Joshua Duke (2008)**  
*Senior Research Analyst, Planning & Information Management (2008)*  
B.S., The University of Scranton
- Cynthia Edwards-Hawver (2004)**  
*Staff Psychologist, Counseling Center (2004)*  
B.S., Cornell University  
Psy.D., Wright State University
- Virginia R. Egan (2003)**  
*Academic Advisor, College of Graduate and Continuing Education (2007)*  
A.S., Northwestern Connecticut Community College  
B.G.S., University of Connecticut  
M.S., The University of Scranton
- Michel Eschenbrenner (2000)**  
*Senior Scientist, Institute of Molecular Biology and Medicine (2004)*  
B.A., M.S., Bourgogne University  
Ph.D., Grenoble University
- Sharon L. Evans, D. et U.\* (1979)**  
*Parking/Traffic Manager, Public Safety (1994)*  
B.S., East Stroudsburg University
- Robert Farrell (2008)**  
*Director of Community Relations, President's Office (2008)*  
B.A., College of the Holy Cross  
J.D., Dickinson School of Law
- Elizabeth Fehr (2008)**  
*Regional Gift Officer, Annual Giving Programs (2008)*  
B.A., University of Pennsylvania  
J.D., Syracuse University
- Gustavo N. Fernandez (1996)**  
*Software Analyst Supervisor, Desktop and Instructional Resources (2000)*  
B.S., Bloomsburg University

\* The designation D. et U. is an indication of the Pro Deo et Universitate Award, given for 20 or more years of service to the University.



- Scott Finlon (2008)**  
*Information Resources Technology Support Center Analyst, Desktop and Instructional Resources (2008)*  
A.A., B.S., The Pennsylvania State University
- Stephen R. Fisk (1991)**  
*Employment Manager, Human Resources (1991)*  
B.S., The University of Scranton
- James J. Franceschelli, D. et U.\* (1982)**  
*Director, Desktop and Instructional Resources (1996)*  
A.S., The Pennsylvania State University
- Janine L. Freeman, D. et U.\* (1987)**  
*Purchasing Systems Administrator, Purchasing (2000)*  
B.S., The University of Scranton
- James K. Gaffney (1997)**  
*Director of Operations and Maintenance, Physical Plant (2002)*  
B.S., King's College  
M.S., Naval Postgraduate School
- Jeffrey Gainey (2005)**  
*Director, University Press (2005)*  
B.A., M.B.A., University of Notre Dame
- Anne Marie Gallagher, D. et U. (1987)**  
*Financial Aid Loan Counselor (2007)*  
A.A., B.S., The University of Scranton
- Marise Garofalo (1998)**  
*Executive Director of Development, Institutional Advancement (2007)*  
A.A., B.S., The University of Scranton
- Anthony Gazoo (2007)**  
*Information Management Specialist, Technology Development and Innovation (2007)*  
B.S., Temple University
- Jaime Gibbs (2006)**  
*Research Analyst, Planning, Assessment, and Institutional Research Office (2007)*  
A.S., Luzerne County Community College  
B.S., Keystone College
- Stephen P. Gilbody (1997)**  
*Network Administrator, Network Resources (1997)*  
A.S., Williamsport Area Community College
- Frank M. Gilmartin (1990)**  
*Assistant Director/Information Resources Specialist, Career Services (2005)*  
B.S., M.S., The University of Scranton
- Renee S. Giovagnoli (2002)**  
*Lab Supervisor, Biology (2006)*  
B.S., Marywood University
- James L. Goonan, D. et U.\* (1987)**  
*Assistant Dean for Marketing and Recruitment, College of Graduate and Continuing Education (2008)*  
B.S., M.B.A., The University of Scranton
- Lucia M. Granito, D. et U.\* (1983)**  
*Assistant to Comptroller, Treasurer's Office (1983)*  
B.S., M.B.A., The University of Scranton
- Elise Gower (2008)**  
*University Minister – Coordinator of International Service (2008)*  
B.A., Marywood University
- Denise Granoski (2008)**  
*Classroom & Schedule Coordinator, Registrar (2008)*  
B.A., Wilkes University  
M.B.A., Wilkes University
- Andrew J. Gregorwicz (2001)**  
*Financial Analyst, Treasurer's Office (2001)*  
B.S., The University of Scranton  
M.B.A., Pace University
- Eugeniu Grigorescu (1998)**  
*Associate Director, Center for Teaching and Learning Excellence (2007)*  
B.A., M.S., Bloomsburg University
- Barbara Griguts (1991)**  
*Director of Academic Advising, Kania School Advising Center (2004)*  
A.A., B.A., The Pennsylvania State University  
M.S., The University of Scranton
- Judith A. Gunshannon (1995)**  
*Secretary, President's Office/Board of Trustees (1995)*
- William F. Gunshannon, D. et U.\* (1989)**  
*Departmental Systems Administrator, Computing Sciences (1992)*
- Denise Gurz (1995)**  
*Programmer Analyst, Systems and Software Resources (1999)*  
B.S., Bloomsburg University
- Lisa Hall (2007)**  
*Business Consultant, Small Business Development Center (2007)*  
A.A., B.S., Keystone College  
M.S., Duquesne University
- Margaret Hambrose (2008)**  
*Stewardship & Scholarship Coordinator, Development (2008)*  
B.A., The University of Scranton
- Barbara Hawkins (2006)**  
*Director, Residence Life (2006)*  
B.A., M.A., West Virginia University
- Deborah Hazen (1991)**  
*Assistant Registrar (2007)*  
A.A., The Pennsylvania State University  
B.S., M.S., The University of Scranton
- Karen V. Heckman, D. et U.\* (1989)**  
*Media Resources Coordinator, Library (2001)*  
A.A., B.S., The University of Scranton
- Corey S. Henfling (2005)**  
*Area Coordinator, Residence Life (2005)*  
B.A., Lycoming College  
M.A., The University of Scranton
- Larry J. Hickernell, D. et U.\* (1984)**  
*Web Technologist, Systems and Software Resources (2003)*  
A.S.B., Central Pennsylvania Business School  
B.A., The University of Scranton
- Amy Hoegen (2008)**  
*University Minister, University Ministries (2008)*  
B.S., Misericordia University  
M.A., Boston College
- Diana A. Howe (2001)**  
*Academic Advisor, Panuska College Advising Center (2001)*  
B.A., St. Lawrence University  
M.S.W., Marywood University
- Cindy L. Hricko, D. et U.\* (1985)**  
*Project/Support Team Leader, Systems and Software Resources (1996)*  
B.S., M.S., The University of Scranton

- Margaret F. Hynosky (1993)**  
*Associate Director of Financial Aid (2000)*  
 B.A., The University of Scranton
- Julie Imel (2007)**  
*Publications Manager, Public Relations (2007)*  
 B.A., The University of Scranton
- Diane M. Jachimowicz (1999)**  
*Senior Consultant, Desktop and Instructional Resources (2008)*  
 B.A., Millersville University
- Sharon P. Jaworski, D. et U.\* (1987)**  
*Assistant to the President (2000)*  
 A.S., The University of Scranton
- Jane M. Johnson (1990)**  
*Associate Director, Intramurals/Recreation (2000)*  
 B.S., Marywood College  
 M.S., The University of Scranton
- Sarah Johnson (2008)**  
*Web Developer, Public Relations (2008)*  
 B.S., The University of Scranton
- George Jones (2006)**  
*Assistant Director, Scranton Education Online (2006)*  
 B.S., Bloomsburg University  
 M.S., The University of Scranton
- Karen A. Jones (1992)**  
*Associate Registrar, Registrar's Office (2003)*  
 B.A., Wilkes University
- Annette Barosi Kalwaytis, D. et U.\* (1982)**  
*Special Collections Assistant, Library (2008)*  
 A.S., B.S., M.S., The University of Scranton
- Theresa J. Kaplan, D. et U.\* (1988)**  
*Assistant Director, Small Business Development Center (2001)*  
 B.S., M.S., The University of Scranton
- Marie E. Karam (1988)**  
*Director of the Language Learning Center, World Languages and Cultures (1994)*  
 B.A., Marywood University  
 M.A., The Pennsylvania State University
- Paulette Karlavige, D. et U.\* (1989)**  
*Payroll Manager, Treasurer's Office (1995)*
- Robert Kennedy (2003)**  
*Course Management Systems Administrator/Technology Support Specialist II, Office of Instructional Technology (2003)*  
 B.A., State University of New York at Cortland
- Stephanie King (2006)**  
*Admissions Counselor, Admissions (2006)*  
 B.A., The University of Scranton
- Jonathan Kirby (2006)**  
*Assistant Director of Financial Aid (2007)*  
 B.A., Cedarville University
- Robert J. Klem, D. et U.\* (1987)**  
*Programmer Analyst, Systems and Software Resources (1996)*  
 B.S., Marywood University
- Mary A. Kovalcin (1998)**  
*Library Systems Coordinator, Library (2000)*  
 B.A., College Misericordia
- Christopher C. Krall (1994)**  
*Senior Systems Administrator, Systems and Software Resources (1996)*  
 A.S., The Pennsylvania State University  
 B.S., M.B.A., The University of Scranton
- Francis X. Kranick (1994)**  
*CAD Drafter/CAFM Operator, Physical Plant (1994)*  
 A.S., Johnson School of Technology
- Bernard Krzan (2002)**  
*Academic Advisor, Panuska College of Professional Studies (2002)*  
 B.A., The University of Scranton  
 M.A., Fordham University
- Calvin Krzywiec (2007)**  
*Network Engineer, Network Services Office (2007)*
- Marc Kudrich (1997)**  
*Bursar (1997)*  
 B.S., M.S., The University of Scranton
- Therese Kurilla (2006)**  
*Grant Accountant (2006)*  
 B.S., King's College
- Mary Ann T. Kuzdro, D. et U.\* (1989)**  
*Records Analyst, College of Graduate and Continuing Education (2002)*
- Anthony J. Laboranti (1990)**  
*Supervisor, Building/Grounds, Physical Plant (1990)*
- Ruth H. Lancia, R.N.C. (1991)**  
*Registered Nurse, Student Health Services (2006)*  
 R.N., Presbyterian University of Pennsylvania  
 Medical Center  
 B.S.N., The University of Scranton
- Maria Landis, D. et U.\* (1993)**  
*Research Compliance Coordinator, Research Services (2007)*  
 A.A., B.S., The University of Scranton
- Keri Lapinski (2008)**  
*Assistant Athletic Trainer, Athletic Training (2008)*  
 B.S., Duquesne University
- David Larson (2008)**  
*Associate Director of Residence Life, Residence Life (2008)*  
 B.A., Purdue University W Lafayette  
 M.S. ED., Purdue University
- Zim E. Lawhon, D. et U.\* (1964)**  
*Registrar Emeritus (1989)*  
*Advisor, CAS Academic Advising Center (1989)*  
*Professor of Military Science (1964)*  
 Col., U.S. Army – Ret.  
 A.B., M.S., Princeton University
- Thomas Leong (2006)**  
*Math Specialist, Center for Teaching and Learning Excellence (2006)*  
 B.S., M.A., The City College of New York
- Eloise T. Libassi (1996)**  
*Grant Specialist and Coordinator of Student Research Projects (2003)*  
 B.A., University of Maryland  
 M.A., Boston College
- Deborah Lipinski (2002)**  
*Undergraduate Transfer Counselor, Admissions (2004)*  
 B.A., Marywood University

\* The designation D. et U. is an indication of the Pro Deo et Universitate Award, given for 20 or more years of service to the University.

**Robert Liskowicz (2005)**

*Psychologist, Counseling Center (2006)*  
B.S., The University of Scranton  
M.A., Loyola College of Maryland  
M.S., Philadelphia College of Osteopathic Medicine

**Lisa LoBasso (2006)**

*Director of Field Placement, Education (2006)*  
B.S., M.S., East Stroudsburg University

**Toby A. Lovecchio (1997)**

*Director, Athletics (1997)*  
B.S., The University of Scranton  
M.Ed., Temple University

**Geraldine Loveless (2005)**

*Academic Advisor, Kania School of Management (2005)*  
B.A., Pennsylvania State University  
M.Ed., University of Nebraska

**James F. Loven (2000)**

*Laboratory Equipment Manager (2000)*  
B.S., The Pennsylvania State University

**Mary Jane Lucas (2002)**

*Director of Liturgical Music and Liturgical Ministries, Campus Ministries (2003)*  
B.M., M.A., Marywood University

**Bryan Lurie (2008)**

*Assistant Athletic Director/Head Athletic Trainer, Athletic Training (2008)*  
B.S., West Chester University  
M.S., James Madison University

**Thomas MacKinnon (2008)**

*Executive Director of the Pride, Passion, Promise Campaign, Institutional Advancement (2008)*  
B.A., Fordham University

**Carol Macculloch (2004)**

*Director of Development for Annual Resources, Institutional Advancement (2006)*  
B.A., M.B.A., Wilkes University

**Jennifer Maher (2004)**

*Evening Systems Specialist, Library (2004)*  
B.S., The University of Scranton

**Colleen Mahon (2008)**

*Softball & Field Hockey Coach (2008)*  
B.A., Drew University

**Frani Mancuso (2004)**

*Director of Conferences and Event Services, Public Relations (2006)*  
B.S., The University of Scranton

**Lorraine T. Mancuso, D. et U.\* (1982)**

*Assistant Director, Systems and Software Resources (1996)*  
B.S., M.B.A., The University of Scranton

**Andrea Mantione**

*Director, Leahy Community Health and Family Center (2007)*  
B.S., Wilkes University  
M.S.N., The University of Scranton

**Catherine Mascelli (2008)**

*Wellness Program Coordinator, Center for Health Education and Wellness (2008)*  
B.A., Catholic University of America  
M.S.W., Marywood University

**Anthony Maszeroski (2002)**

*Information Security Manager, Network Services (2007)*  
B.S., The University of Scranton

**Alan R. Mazzei (1994)**

*Regional Director of Development, Institutional Advancement (2006)*  
B.A., The University of Scranton

**Mark M. McAllister, D. et U.\* (1984)**

*Computer Operations Administrator, Systems and Software Resources (2002)*

**Donald E. McCall (2001)**

*Instructional Technology Technical Support Analyst (2008)*  
B.S., Baptist Bible College

**Susan McCrea, D. et U.\* (1988)**

*Systems Coordinator for Residence Life (1996)*

**Constance E. McDonnell, D. et U.\* (1983)**

*Director, Career Services (2004)*  
A.A., Southern Seminary College  
B.A., University of Denver  
M.A., Marywood University

**Aileen A. McHale, D. et U.\* (1988)**

*Instructional Technology and Enrichment Specialist, Center for Teaching and Learning Excellence (2003)*  
B.S., King's College

**Amy McKiernan (2007)**

*Program Coordinator, Jane Kopas Women's Center (2007)*  
B.A., The University of Scranton

**John F. McNamara, D. et U.\* (1975)**

*Comptroller, Treasurer's Office (1982)*  
B.S., The University of Scranton

**Patricia A. Mecadon (1955)**

*Production Manager, University Press (2000)*  
B.S., The University of Scranton

**Barbara C. Mericle (1990)**

*Counselor, Counseling Center (1999)*  
B.A., Lock Haven University  
M.S., The University of Scranton

**Vincent F. Merkel, D. et U.\* (1978)**

*Senior Consultant, Desktop and Instructional Resources (1996)*  
B.S., The University of Scranton

**Darlene A. Miller-Lanning (1991)**

*Director, Hope Horn Gallery/Adjunct Professor, History (1998)*  
B.F.A., Wilkes University  
M.F.A., Marywood University  
Ph.D., Binghamton University

**Tabbi Miller-Scandle (2002)**

*Director of Research, Institute of Molecular Biology and Medicine (2002)*  
B.S., The University of Scranton  
M.S., East Stroudsburg University  
Ph.D., Binghamton University

**Maria Montenegro (2007)**

*Agribusiness Specialist, Small Business Development Center (2007)*  
B.S., Georgetown University  
M.B.A., The University of Scranton

- Danielle L. Morse (1991)**  
*Assistant Director, Desktop and Instructional Resources (2007)*  
 B.S., Wilkes University  
 M.S., The University of Scranton
- 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., The University of Scranton  
 D.Ed., The Pennsylvania State University
- Andrea J. Mulrine (1998)**  
*Director of Development Operations, Institutional Advancement (2005)*  
 B.S., The University of Scranton
- James V. Muniz (1990)**  
*Academic Development Program Director/Reading Specialist, Center for Teaching and Learning Excellence (2003)*  
 B.S., Kutztown State College  
 M.S., Marywood University  
 M.S., The University of Scranton
- Colleen Murphy (2008)**  
*Head Coach Women's Soccer, Athletics (2008)*  
 B.S., The University of Scranton  
 M.S., Elmira College
- Mark R. Murphy (1991)**  
*Assistant Director of Utilities, Plant Engineer, Physical Plant (1998)*  
 B.S.E.E., Wilkes University
- Shannon Murphy (2006)**  
*Director, Student Activities and Orientation (2007)*  
 B.A., The University of Scranton  
 M.S., Canisius University
- Sondra Myers (2007)**  
*Senior Fellow, Provost's Office (2007)*  
 B.A., Connecticut College
- Elsa Nelson (1982)**  
*Inventory Control and Materials Coordinator, Physical Plant (2005)*
- Crystal Newby (2004)**  
*Senior Assistant Director, Admissions (2007)*  
 B.A., M.S., The University of Scranton
- JoAnn L. Nicoteri (1985)**  
*Family Nurse-Practitioner, Student Health Services (1995)*  
 B.S.N., University of Pennsylvania  
 M.S., F.N.P., Binghamton University  
 Ph.D., University of Maryland, Baltimore
- Lori Nidoh (2008)**  
*Director of Marketing, Public Relations (2008)*  
 B.S., M.B.A., The University of Scranton
- Lisa Notarianni (1991)**  
*Manager of Telecommunications and Business Services, Network Resources (2003)*  
 A.S., Lackawanna Junior College
- Carl O'Neil (2008)**  
*Assistant Director of Development Operations, Development (2008)*  
 B.S., Keystone College  
 M.B.A., Marywood University
- André Oberlé (2005)**  
*Director, Center for Teaching and Learning Excellence (2005)*  
 B.A., M.A., University of Toronto  
 Ph.D., Queens University
- Anthony Pamela (1994)**  
*Physics/Electrical Engineering Lab Staff (1994)*  
 B.S., M.S., The University of Scranton  
 M.S., Weston School of Theology  
 M.S., University of Massachusetts at Lowell
- G. Donald Pantle, S.J., D. et U.\* (1980)**  
*Instructor of Spanish and German (part-time) (2003)*  
*Spiritual Director for Women Faculty, Staff and Students of the University (2003)*  
*Counselor for St. Ignatius Retreat Movement for Students and Alumni (2003)*  
*Counselor at Spanish House (2003)*  
 B.A., Bellarmine College  
 M.A., Middlebury College
- Frank D. Parker, D. et U.\* (1969)**  
*Purchasing Agent, Purchasing Department (1991)*  
 B.S., The University of Scranton
- Margaret Parsons (2005)**  
*Academic Advisor, College of Arts and Sciences (2005)*  
 B.S., Pennsylvania State University  
 M.A., The University of Scranton
- Brian Pelcin (2008)**  
*University Minister, University Ministries (2008)*  
 B.A., Loyola University New Orleans  
 M.E.D., Pontificia Universidad
- Lynn Pelick (2003)**  
*Systems and Project Specialist, Registrar's Office (2003)*  
 A.S., Lackawanna College  
 B.S., Marywood University
- Paul J. Perhach, D. et U.\* (1982)**  
*Assistant Dean, Kania School of Management (2004)*  
 B.A., King's College  
 M.S., Marywood University
- Harold Phillips (1997)**  
*LAN Administrator/Lab Support Analyst (1998)*  
 A.S., B.S., Keystone College
- Mary Piazza (2004)**  
*Programmer Analyst, Systems and Software Resources (2004)*  
 B.S., The University of Scranton
- Mary Ellen Pichiarello (2000)**  
*Learning Enrichment Specialist, Center for Teaching and Learning Excellence (2003)*  
 B.A., Marywood University  
 M.S., The University of Scranton
- Matthew T. Pivrotto (2001)**  
*Head Men's Soccer Coach, Athletics (2001)*  
 B.A., Lycoming College
- Patricia Popeck, R.N., D. et U.\* (1987)**  
*Director of Student Health Services (1987)*  
 B.S., University of Virginia  
 M.S., The University of Scranton
- Dianne M. Posegate (1993)**  
*Assistant Dean, Academic Advising Center, Panuska College (1998)*  
 B.S.N., Alfred University  
 M.S., University of Rochester

\* The designation D. et U. is an indication of the Pro Deo et Universitate Award, given for 20 or more years of service to the University.

- Timothy Pryle (2002)**  
*Director of the President's Business Council, Institutional Advancement (2007)*  
 B.S., The University of Scranton  
 M.A., Boston College
- Carol A. Radle (1996)**  
*Assistant Dean Finance/Information Systems, Panuska College of Professional Studies (2006)*  
 B.S., Ph.D., Marywood University  
 M.B.A., The University of Scranton
- Kimberly J. Reilly (2000)**  
*Compensation/HRIS Specialist, Human Resources (2000)*  
 B.S., King's College  
 M.B.A., The University of Scranton
- Magdalene Restuccia, D. et U.\* (1980)**  
*Interlibrary Loan Coordinator, Library (1999)*
- Raymond P. Rignanesi (1997)**  
*Senior Network Administrator, Network Resources (1997)*  
 B.S., The Pennsylvania State University
- William Roberts (2004)**  
*Instructional Technology Services Coordinator, Office of Instructional Technology (2004)*  
 B.A., Binghamton University
- Katherine Robinson (2006)**  
*Academic Advisor, CAS Advising Center (2006)*  
 B.A., M.A., The University of Scranton
- Maryjane S. Rooney, D. et U.\* (1989)**  
*Director of Alumni Relations (2008)*  
 B.S., The University of Scranton
- Elizabeth A. Rozelle, D. et U.\* (1989)**  
*Assistant Director/Career Development Specialist, Career Services (2005)*  
 B.A., Bloomsburg State College  
 M.S., The University of Scranton
- Jeanne Ruane (2008)**  
*Assistant Director of Admissions CGCE (2008)*  
 B.S., Marywood University
- Carol A. Ruggiero, D. et U.\* (1989)**  
*Registered Nurse, Health Services (1998)*  
 B.S., M.S., The University of Scranton
- Carolyn Santiso, D. et U.\* (1989)**  
*Regional Gift Officer, Annual Giving Programs (2006)*  
 B.A., M.A., The University of Scranton
- Madonna A. Savage, D. et U.\* (1985)**  
*Manager of Scheduling and Operations, Public Relations (2007)*
- A. Noreen Schofield (1994)**  
*Assistant to the Dean, College of Arts and Sciences (2000)*  
 B.S., Marywood University
- Jason Schwass (2008)**  
*Regional Gift Officer, Development (2008)*  
 B.A., Bloomsburg University
- Raymond Schwenk (2005)**  
*Assessment and Accreditation Specialist (2005)*  
 B.A., Bucknell University  
 M.S., The University of Scranton
- Paula Semenza (2004)**  
*Office Manager, Center for Teaching and Learning Excellence (2004)*  
 A.S., Wilkes-Barre Business School
- Catherine A. Seymour (1992)**  
*University Minister, Campus Ministries (2007)*  
 B.S., M.A., The University of Scranton
- Ivan Shibley (2006)**  
*Director of Clinical Practice, Scranton Education Online (2006)*  
 M.Ed., East Stroudsburg University  
 D.Ed., The Pennsylvania State University
- Alexa Simeone (2008)**  
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American Chemical Society (ACS)

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(CCNE)Commission on Accreditation in Physical Therapy  
Education (CAPTE)Commission on Accreditation of Healthcare  
Management Education (CAHME)Council for Accreditation of Counseling and  
Related Educational Programs (CACREP)Council for Standards in Human Service Education  
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Educational Programs (COA)

Council on Rehabilitation Education (CORE)

Middle States Commission on Higher Education  
(CHE MSA)National Association of Boards of Examiners of  
Long Term Care Administrators (NAB)National Council for Accreditation of Teacher  
Education (NCATE)National Accrediting Agency for Clinical  
Laboratory Sciences (NAACLS)

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American Library Association (ALA)

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American Physical Therapy Association (APTA)

ASIA Network

Associated New American Colleges (ANAC)

Association for Continuing Higher Education, Inc.  
(ACHE)Association for Gerontology in Higher Education  
Association for the Advancement of Sustainability  
in Higher Education (AASHE)The Association to Advance Collegiate Schools of  
Business (AACSB International)Association of American Colleges and Universities  
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(ACCU)Association of Governing Boards of Universities  
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 Council on Higher Education Accreditation (CHEA)  
 Council for Accreditation of Counseling and Related Educational Programs (CACREP)  
 Council on Accreditation of Nurse Anesthesia Education Programs  
 Council of Independent Colleges (CIC)  
 Council on Rehabilitation Education, Inc. (CORE)  
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 Council for Standards in Human Service Education (CSHSE)  
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 National Council on Rehabilitation Education (NCRE)  
 National League for Nursing (NLN)  
 National Organization of Nurse Practitioner Faculties (NONPF)  
 National Student Nurses' Association (NSNA)  
 Northeast Pennsylvania Library Network (NPLN)  
 Northeastern Association of Graduate Schools  
 Northeastern Pennsylvania Diversity Education Consortium (NEPDEC)  
 Nursing Education Consortium of NEPA  
 Palinet Pennsylvania Academic Library Consortium, Inc. (PALCI)  
 Pennsylvania Association of Colleges and Teacher Educators (PACTE)  
 Pennsylvania Association of Colleges and Universities (PACU)  
 Pennsylvania Association of Graduate Schools  
 Pennsylvania Higher Education Nursing School Association (PHENSA)  
 Pennsylvania Library Association (PaLA)  
 SAP University Alliance  
 Scholarly Publishing & Academic Resources Coalition (SPARC)  
 Society for College and University Planning (SCUP)  
 University Continuing Education Association

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University of San Francisco, San Francisco

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### Colorado

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Fairfield University, Fairfield

### District of Columbia

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### Illinois

Loyola University, Chicago

### Louisiana

Loyola University, New Orleans

### Maryland

Loyola College in Maryland

### Massachusetts

Boston College, Boston

College of the Holy Cross, Worcester

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University of Detroit Mercy, Detroit

### Missouri

Rockhurst University, Kansas City

Saint Louis University, St. Louis

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Creighton University, Omaha

### New Jersey

St. Peter's College, Jersey City

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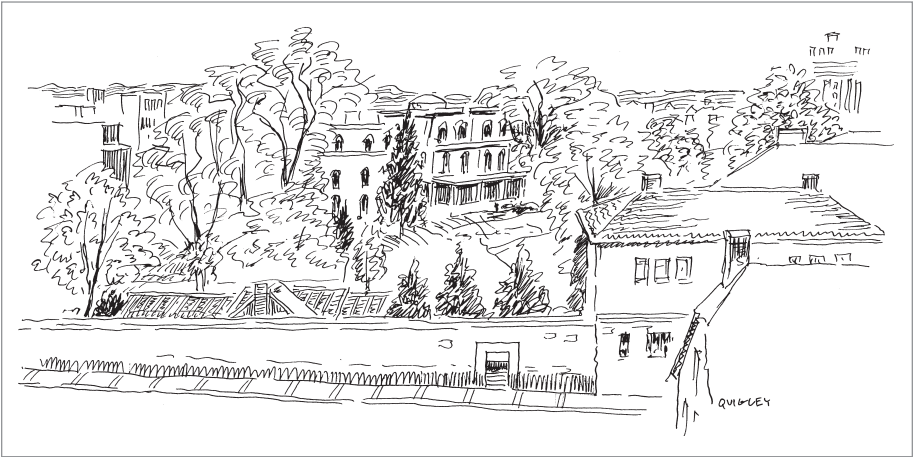
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*Aerial view of the Scranton Estate grounds*

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**2009-10 Academic Calendar**

**FALL 2009**

**SPRING 2010**

College of Graduate and Continuing Education Undergraduate Orientation . . . . .	Aug. 22	
Fall Welcome Weekend for New Undergraduate Students . . . . .	Aug. 22-23	
Royal Welcome for Returning Students . . . . .	Aug. 23	
Housing Opens for Returning Students (Fall: 10:00 a.m.; Spring: Noon) . . . . .	Aug. 23	Jan. 31
CGCE Orientation for Undergraduate and Graduate Students . . . . .	Aug. 23	
Classes Begin . . . . .	Aug. 24	Feb. 1
Holy Spirit Liturgy . . . . .	Aug. 27	
Last Day to Add Courses . . . . .	Aug. 28	Feb. 5
Last Day 100% Tuition Refund (non-flat rate only) . . . . .	Sept. 2	Feb. 10
Convocation . . . . .	Sept. 4	
Last Day to Request Credit/No Credit Option (Undergraduate only) . . . . .	Sept. 4	Feb. 12
Labor Day, No Classes . . . . .	Sept. 7	
Last Day 75% Tuition Refund (non-flat rate only) . . . . .	Sept. 9	Feb. 17
Last Day 50% Tuition Refund (non-flat rate only) . . . . .	Sept. 16	Feb. 24
Last Day 25% Tuition Refund (non-flat rate only) . . . . .	Sept. 23	March 3
Last Day to Drop a Course with No Grade . . . . .	Sept. 23	March 3
Last Day to Register/CGCE Graduate Comprehensive Exams . . . . .	Oct. 2	March 26
Semester Midpoint . . . . .	Oct. 9	March 12
Last Day to Elect Audit Grade Option (Undergraduate) . . . . .	Oct. 9	March 12
Incomplete Grades from Prior Terms Due . . . . .	Oct. 9	March 12
Last Day of Classes before Break . . . . .	Oct. 9	March 12
University Housing Closes at Noon; Fall/Spring Break Begins . . . . .	Oct. 10	March 13
University Housing Re-opens at Noon . . . . .	Oct. 13	March 21
Classes Resume after Fall/Spring Break . . . . .	Oct. 14	March 22
Mid-Semester Grades Due by Noon . . . . .	Oct. 14	March 22
CGCE Graduate Comprehensive Exams . . . . .	Oct. 24	April 17
Last Day to Withdraw with "W" Grade . . . . .	Nov. 6	April 16
Last Day of Classes before Thanksgiving/Easter Holiday . . . . .	Nov. 24	March 31
University Housing Closes at Noon; Thanksgiving/Easter Holiday Begins . . . . .	Nov. 25	April 1
Easter Sunday . . . . .		April 4
University Housing Re-opens at Noon . . . . .	Nov. 29	April 5
Classes Resume after Thanksgiving/Easter Holiday . . . . .	Nov. 30	April 6
Last Week of Classes (Fall: Tues.-Mon.; Spring: Mon.-Fri.; No Exams) . . . . .	Dec. 1-7	May 10-14
Last Day of Class (Fall: Monday; Spring: Friday) . . . . .	Dec. 7	May 14
Final Exams Begin (Fall: Tuesday; Spring: Monday; <i>see note below</i> ) . . . . .	Dec. 8	May 17
Final Exams and Semester End (Fall: Saturday; Spring: Friday) . . . . .	Dec. 12	May 21
University Housing Closes (Fall: 6:00 p.m.; Spring: Noon) . . . . .	Dec. 12	May 22
Final Grades Due by 3:00 p.m. . . . .	Dec. 15	May 24
Class Night . . . . .		May 28
Graduate Commencement (Master's and Doctorate) . . . . .		May 29
Baccalaureate Mass . . . . .		May 29
Undergraduate Commencement (Bachelor's and Associate) . . . . .		May 30
University Housing Closes at Noon . . . . .		May 31
Memorial Day . . . . .		May 31

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<b>Admissions Office . . . . .</b>	<b>(570) 941-7540</b>
<b>College of Graduate and Continuing Education</b>	
<b>Undergraduate Admissions . . . . .</b>	<b>(570) 941-5813</b>
<b>Graduate Admissions . . . . .</b>	<b>(570) 941-7600</b>
<b>Office of Financial Aid . . . . .</b>	<b>(570) 941-7700</b>
<b>Office of the Registrar . . . . .</b>	<b>(570) 941-7720</b>
<b>University Fax . . . . .</b>	<b>(570) 941-6369</b>

**Important Note:** *In Fall semester 2009, final exams for Monday classes with a start time of 4:30 p.m. or later will be held on Friday, December 11, at their regular meeting time.*

## 2009-10 Academic Calendar

### INTERSESSION 2010

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University Housing Opens at Noon . . . . .	January 3
Classes Begin . . . . .	January 4
Last Day to Add Courses . . . . .	January 5
Last Day to Request Credit/No Credit Option (UG) . . . . .	January 5
Last Day 100% Tuition Refund . . . . .	January 6
Last Day 50% Tuition Refund . . . . .	January 7
Last Day to Drop a Course with No Grade . . . . .	January 7
Last Day to Elect Audit Option (Undergrad) . . . . .	January 15
Last Day to Withdraw ("W" Grade) . . . . .	January 21
Final Exams . . . . .	January 28-29
Session Ends . . . . .	January 29
Final Grades Due by Noon . . . . .	February 2

### SUMMER SESSIONS 2010

#### Session S1    Session S2    Session S3

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Session Classes Begin . . . . .	June 7 . . . . .	July 12 . . . . .	June 14
Last Day to Add through Dean's Office . . . . .	June 8 . . . . .	July 13 . . . . .	June 15
Last Day to Add/Drop through Web Registration . . . . .	June 8 . . . . .	July 13 . . . . .	June 15
Last Day to Request Credit/No Credit Option . . . . .	June 8 . . . . .	July 13 . . . . .	June 15
Last Day for 100% Tuition Refund . . . . .	June 9 . . . . .	July 14 . . . . .	June 16
Last Day 50% Tuition Refund . . . . .	June 10 . . . . .	July 15 . . . . .	June 17
Last Day to Drop/No Grade . . . . .	June 10 . . . . .	July 15 . . . . .	June 17
Last Day to Elect Audit Grade . . . . .	June 18 . . . . .	July 23 . . . . .	June 25
Last Day to Withdraw /"W" Grade . . . . .	June 28 . . . . .	Aug. 2 . . . . .	July 19
Holiday, No Class . . . . .	July 5 . . . . .		July 5
Final Exams, if any . . . . .	July 6 . . . . .	Aug. 9 . . . . .	July 26
Session Ends . . . . .	July 6 . . . . .	Aug. 9 . . . . .	July 26
Grade deadline/roll grades to academic history . . . . .	July 12 . . . . .	Aug. 13 . . . . .	July 30

### SUMMER SESSIONS 2010

#### Session S4    Session S5    Session SSP

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Session Classes Begin . . . . .	June 14 . . . . .	June 1 . . . . .	May 24
Last Day to Add through Dean's Office . . . . .	June 15 . . . . .	June 2 . . . . .	May 25
Last Day to Add/Drop through Web Registration . . . . .	June 15 . . . . .	June 2 . . . . .	May 25
Last Day to Request Credit/No Credit Option . . . . .	June 15 . . . . .	June 2 . . . . .	May 25
Last Day for 100% Tuition Refund . . . . .	June 16 . . . . .	June 9 . . . . .	May 26
Last Day 50% Tuition Refund . . . . .	June 17 . . . . .	June 10 . . . . .	May 27
Last Day to Drop/No Grade . . . . .	June 17 . . . . .	June 10 . . . . .	May 27
Last Day to Elect Audit Grade . . . . .	June 25 . . . . .	June 14 . . . . .	June 7
Last Day to Withdraw /"W" Grade . . . . .	Aug. 2 . . . . .	Aug. 2 . . . . .	June 28
Holiday, No Class . . . . .	July 5 . . . . .	July 5 . . . . .	July 5
Final Exams, if any . . . . .	Aug. 9 . . . . .	Aug. 9 . . . . .	July 6
Session Ends . . . . .	Aug. 9 . . . . .	Aug. 9 . . . . .	July 6
Grade deadline/roll grades to academic history . . . . .	Aug. 13 . . . . .	Aug. 13 . . . . .	July 12

## 2009

APRIL											
S	M	T	W	T	F	S	S	M	T	W	T
	1	2	3	4	5	6		1	2	3	4
5	6	7	8	9	10	11	3	4	5	6	7
12	13	14	15	16	17	18	10	11	12	13	14
19	20	21	22	23	24	25	17	18	19	20	21
26	27	28	29	30			24	25	26	27	28
							31				
MAY											
S	M	T	W	T	F	S	S	M	T	W	T
					1	2		1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30		
							31				
JUNE											
S	M	T	W	T	F	S	S	M	T	W	T
	1	2	3	4	5	6		1	2	3	4
7	8	9	10	11	12	13	6	7	8	9	10
14	15	16	17	18	19	20	13	14	15	16	17
21	22	23	24	25	26	27	20	21	22	23	24
28	29	30					27	28	29	30	31
JULY											
S	M	T	W	T	F	S	S	M	T	W	T
	1	2	3	4	5	6		1	2	3	4
5	6	7	8	9	10	11	2	3	4	5	6
12	13	14	15	16	17	18	9	10	11	12	13
19	20	21	22	23	24	25	16	17	18	19	20
26	27	28	29	30	31		23	24	25	26	27
							30	31			
AUGUST											
S	M	T	W	T	F	S	S	M	T	W	T
						1		1	2	3	4
2	3	4	5	6	7	8	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30	31
SEPTEMBER											
S	M	T	W	T	F	S	S	M	T	W	T
	1	2	3	4	5	6		1	2	3	4
5	6	7	8	9	10	11	4	5	6	7	8
12	13	14	15	16	17	18	11	12	13	14	15
19	20	21	22	23	24	25	18	19	20	21	22
26	27	28	29	30			25	26	27	28	29
OCTOBER											
S	M	T	W	T	F	S	S	M	T	W	T
	1	2	3	4	5	6		1	2	3	4
4	5	6	7	8	9	10	6	7	8	9	10
11	12	13	14	15	16	17	13	14	15	16	17
18	19	20	21	22	23	24	20	21	22	23	24
25	26	27	28	29	30	31	27	28	29	30	31

[illegible]

## 2011

## 2010

[illegible]

APRIL													
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7		8	9	10	11	12	13
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		
MAY													
S	M	T	W	T	F	S	S	M	T	W	T	F	S
								1	2	3	4	5	6
								8	9	10	11	12	13
								15	16	17	18	19	20
								22	23	24	25	26	27
								29	30	31			
JUNE													
S	M	T	W	T	F	S	S	M	T	W	T	F	S
								1	2	3	4	5	6
								8	9	10	11	12	13
								15	16	17	18	19	20
								22	23	24	25	26	27
								29	30				
JULY													
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7		8	9	10	11	12	13
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30	31	
AUGUST													
S	M	T	W	T	F	S	S	M	T	W	T	F	S
								1	2	3	4	5	6
								8	9	10	11	12	13
								15	16	17	18	19	20
								22	23	24	25	26	27
								29	30	31			
SEPTEMBER													
S	M	T	W	T	F	S	S	M	T	W	T	F	S
								1	2	3	4	5	6
								8	9	10	11	12	13
								15	16	17	18	19	20
								22	23	24	25	26	27
								29	30				

## 2012