

# CALU

CALIFORNIA  
UNIVERSITY OF  
PENNSYLVANIA

2004-05 undergraduate catalog

BUILDING CHARACTER BUILDING CAREERS







California University of Pennsylvania  
Undergraduate Catalog  
2004-2005

August 2004, Volume 100, Number 1

Edited by the Office of Academic Affairs; Page layout by the Office of Marketing  
Cover design by The Lorish Marketing Group; Printed by Von Hoffman Graphics, Inc.



# California University of Pennsylvania

A member of the Pennsylvania State System of Higher Education

Is a member of the

American Association of State Colleges and Universities

1307 New York Avenue NW, Fifth Floor

Washington, DC 20005-4701

202-293-7070 Fax 202-296-5819 [www.aascu.edu.org](http://www.aascu.edu.org)

American Association of Colleges of Teacher Education

American Association of Colleges of Teacher Education (AACTE)

1307 New York Avenue NW, Suite 300

Washington, DC 20005-4701

202-293-2450 Fax 202-457-8095 [www.aacte.org](http://www.aacte.org)

Accredited by the Commission on Higher Education of the

Middle States Association of Colleges and Secondary Schools

3624 Market Street, Philadelphia, PA 19104

215-662-5606 Fax 215-662-5501 [www.msache.org](http://www.msache.org)

Accredited in Teacher Education by the

National Council for Accreditation of Teacher Education

2010 Massachusetts Avenue NW, Washington, DC 20036-1023

202-466-7496 Fax 202-296-6620 [www.ncate.org](http://www.ncate.org) [ncate@ncate.org](mailto:ncate@ncate.org)

Accredited by the Pennsylvania Department of Health for

Basic Life Support Training Programs

Emergency Medical Service Institute

221 Penn Avenue, Suite 2500

Pittsburgh, PA 15221

717-787-8740

Accredited in Social Work by the Council on Social Work Education

1725 Duke Street, Suite 500, Alexandria, VA 22314

703-683-8080 Fax 703-683-8099 [www.cswe.org](http://www.cswe.org)

Accredited in Athletic Training by the Commission on Accreditation of Allied  
Health Education Programs (CAAHEP)

35 East Wacker Drive, Suite 1970, Chicago, IL 60601-2208

312-553-9355 Fax 312-553-9616 [www.caahep.org](http://www.caahep.org) [caahep@caahep.org](mailto:caahep@caahep.org)



Accredited in Nursing by the National League for Nursing  
61 Broadway, New York, NY 10006  
800-669-9656 212-363-5555 Fax 212-812-0393 www.nln.org  
nlnweb@nln.org

Accredited by the Commission on Collegiate Nursing Education (CCNE)  
One Dupont Circle, NW, Suite 530  
Washington, DC 20036  
202-887-6791 Fax 202-887-8476 www.aacn.nche.edu

Accredited in Communication Disorders by the  
American Speech-Language-Hearing Association  
10801 Rockville Pike, Rockville, MD 20852  
800-498-2071 301-897-5700 Fax 301-571-0457 www.asha.org

Accredited in Physical Therapist Assistant by the  
Commission on Accreditation in Physical Therapy Education  
American Physical Therapy Association  
1111 N. Fairfax Street, Alexandria, VA 22314  
730-706-3245 www.apta.org

Approved by the National Association of Sport and Physical Education/North  
American Society of Sport Management Program Review Council  
1900 Association Drive, Reston, VA 800-213-7193 FAX 703-476-9527  
www.aahperd.org

*California University of Pennsylvania is an academic community dedicated to the ideals of justice, fairness and equal opportunity for all. In compliance with federal and state laws, the university is committed to providing equal educational and employment opportunities for all persons without regard to race, color, sex, religion, national origin, age, disability, ancestry, sexual orientation, or status as a disabled or Vietnam-era veteran. The university will not tolerate racial, ethnic or sexual discrimination. Sexual harassment is considered by law to be a form of sexual discrimination and is, therefore, unacceptable. Direct equal opportunity and affirmative action inquiries or complaints to the Special Assistant to the President for EEO/University Ombudsperson, Office of Social Equity, South Hall 112, 724-938-4014. Direct inquiries regarding services or facilities accessibility to the ADA/504 Compliance Officer, Office of Student Development and Services, Residence Building B, 724-938-4076. Direct Title IX inquiries to the Senior Women's Administrator/Title IX Coordinator, Department of Athletics, Hamer Hall 248, 724-938-4351*



## From The President

California University of Pennsylvania is in the opportunity business. Since 1852, thousands of students have seized the opportunity we offer to improve not only their lives, but the lives of people they touched.

Our alumni are practicing professionals in education, health care, law, public service, business, environmental science, and government, and the list doesn't stop there. From coastal wetlands to outer space, California University graduates are using their education to continue the never-ending search for knowledge. In various settings all over the globe, Cal U alumni are helping to make the world a better place.

At California, we place a great emphasis on people and relationships. We have a dedicated faculty, a caring, concerned staff, excellent facilities, exemplary curriculum, and a variety of extra-curricular activities, all devoted to helping students get the most from their college experience.

Learning is not confined to the classroom; the university experience should be a broad one. Personal growth is proportionate to the wise use of the many resources available. We encourage students to become involved in the total life of the University and its surrounding communities.

We also foster a family atmosphere. We are large enough to be able to offer a variety of programs, yet small enough to care about individuals.

We have just opened new residence halls, three on campus and an addition to the successful Jefferson@California, located adjacent to Roadman Park, only one mile from campus. These new residences reflect our commitment to students and their families. Included in all of them are amenities that students want—air conditioning, private and semi-private baths, Internet connections, and sprinkler and security systems.

California University is moving confidently forward, serving our students and providing them with a quality education that will serve them for life, while building character, based on our core values of integrity, civility and responsibility.

## Table of Contents

<b>Mission</b> .....	9
<b>History</b> .....	11
<b>Admissions</b> .....	13
<b>Tuition and Fees</b> .....	18
<b>Financial Aid</b> .....	21
Scholarship Directory .....	31
<b>Academic Policies</b> .....	47
<b>Academic Organization</b> .....	62
College of Education and Human Services .....	65
College of Liberal Arts .....	68
Eberly College of Science and Technology .....	68
General Education .....	73
<b>Academic Departments &amp; Programs</b> .....	<b>82</b>
Academic Development Services .....	82
Applied Engineering and Technology .....	83
Art and Design .....	99
Biological And Environmental Sciences .....	103
Business and Economics .....	118
Chemistry and Physics .....	120
Communication Disorders .....	127
Communication Studies .....	129
Earth Science .....	133
Elementary/Early Childhood Education .....	144
English .....	148
Foreign Languages and Cultures .....	153
Health Science and Sport Studies .....	157
History and Political Science .....	165
Honor's Program .....	170
Justice Studies .....	172
Liberal Studies .....	177
Mathematics and Computer Science .....	179
Music .....	186
Nursing .....	187
Philosophy .....	189
Psychology .....	191
Secondary Education and Administrative Program .....	194
Sociology .....	205
Social Work and Gerontology .....	209
Special Education .....	211
Theatre and Dance .....	215
Women's Studies Program .....	218
<b>Course descriptions</b> .....	
Accounting (ACC) .....	219
Anthropology (ANT) .....	219
Art (ART) .....	221
Athletic Training (ATE) .....	223

Biology (BIO) .....	224
Business (BUS) .....	228
Career Planning (XCP) .....	229
Chemistry (CHE) .....	229
Communication Disorders (CMD) .....	231
Communication Studies (COM) .....	232
Computer Engineering Technology (CET) .....	229
Computer Information Systems (CIS) .....	235
Computer Science (CSC) .....	235
Criminal Justice (CRJ, XJJ) .....	238
Dance (DAN) .....	242
Developmental Mathematics (DMA) .....	281
Earth Science (EAS) .....	244
Early Childhood Education (ECE) .....	247
Economics (ECO) .....	248
Education (EDU) .....	249
Educational Foundations (EDF) .....	250
Educational Studies (EDS) .....	250
Electrical Engineering Technology (EET) .....	251
Elementary Education (EDE) .....	253
English (ENG) .....	254
Environmental Studies (ENS) .....	258
Finance (FIN) .....	259
French (FRE) .....	260
General Engineering Technology (GET) .....	264
Geography (GEO) .....	264
Gerontology (GTY) .....	266
Graphic Communication Technology (GCT) .....	261
Harrisburg Internship Program (HIN) .....	267
Health and Physical Education (HPE) .....	267
Health Science and Sport Studies (HSC) .....	268
History (HIS) .....	268
Honors Program (HON) .....	271
Information Systems Technology (IST) .....	273
Industrial Technology (ITE) .....	273
Literature (LIT) .....	278
Management (MGT) .....	279
Marketing (MKT) .....	280
Mathematics (MAT, including DMA) .....	281
Multimedia Technology (MMT) .....	284
Music (MUS) .....	284
Nanomanufacturing Technology (NMT) .....	286
Nursing (NUR, NRN) .....	287
Philosophy (PHI) .....	288
Physical Science (PHS) .....	289
Physical Therapist Assistant (PTA) .....	290
Physics (PHY) .....	291
Political Science (POS) .....	292
Psychology (PSY) .....	295
Sociology (SOC) .....	297

Social Work (SOW) .....	299
Spanish (SPN) .....	301
Special Education (ESP) .....	303
Sports Management (SPT) .....	304
Technology Education (TED) .....	305
Theatre (THE) .....	307
University College (UNI) .....	310
Women's Studies (WST) .....	310
Workforce Development (WFD) .....	310
<b>University Services .....</b>	<b>311</b>
Louis L. Manderino Library .....	311
Computing Services Center .....	313
Campus Learning Labs .....	314
Career Services .....	315
Cooperative Education .....	316
Visiting Student Program .....	317
Public Safety .....	317
Character Education Institute .....	318
<b>University Advancement .....</b>	<b>319</b>
<b>Student Development and Services .....</b>	<b>321</b>
CalCard .....	321
Cal U Student Bookstore .....	323
Campus Ministry .....	323
California Times .....	323
Clubs and Organizations .....	323
Commuter Center and Services .....	323
Counseling and Psychological Services .....	324
CUTV .....	324
Dining Services .....	325
Drug and Alcohol Programs .....	325
Health Services .....	326
Housing .....	326
Off-Campus Housing .....	329
Intercollegiate Athletics .....	330
International Student Office .....	331
Intramurals .....	331
Judicial Affairs .....	331
Judicial System (Student) .....	332
Multicultural Student Programming .....	332
Multimedia Access Center .....	332
Office for Students with Disabilities .....	334
The PEACE Project .....	332
Recreational Services .....	332
Social Fraternities and Sororities .....	332
Student Activities Board .....	333
Student Association, Inc. ....	333
Student Congress .....	333



Student Leadership Development .....	334
National Student Exchange .....	335
Study Around the World Program .....	335
University Conference Services .....	335
Veterans' Affairs .....	335
Web Site Development .....	336
Women's Center .....	336
WVCS (Student Radio Station) .....	336
<b>Office of Social Equity .....</b>	<b>337</b>
<b>Governance &amp; Administration .....</b>	<b>340</b>
<b>Faculty .....</b>	<b>344</b>
<b>Index .....</b>	<b>354</b>
<b>Calendar .....</b>	<b>364</b>

*This catalog is neither a contract nor an offer of a contract. The information it contains was accurate when it was printed and placed on the Internet. Fees, deadlines, academic requirements, courses, degree programs, academic policies, and other matters described in this catalog may change without notice. Not all courses are offered each academic year, and faculty assignments may change. This catalog is updated annually.*

# CALIFORNIA UNIVERSITY OF PENNSYLVANIA

## IDENTITY

California University of Pennsylvania, a comprehensive regional institution of higher education and a member of the Pennsylvania State System of Higher Education, is a diverse caring and scholarly learning community dedicated to excellence in the liberal arts, science and technology, and professional studies that is devoted to building character and careers, broadly defined. The University is inspired by its core values of integrity, civility, and responsibility and is guided by its bill of rights and responsibilities: We have the right to safety and security, we have the responsibility to ensure the safety and security of others; We have the right to be treated with respect, we have the responsibility to treat others with respect; We have the right to expect the best, we have the responsibility to give our best; We have the right to be treated fairly, we have the responsibility to treat others fairly.

## MISSION: BUILDING CHARACTER AND CAREERS

To advance its ultimate mission of building the character and careers of students, the University shall focus its efforts on three goals: student achievement and success, institutional excellence, and community service. These interrelated ends will be facilitated by the following means: high quality faculty, students, programs, and facilities. These means, in turn, will be funded through an energetic program of resource acquisition and stewardship.

## VISION

Be recognized as the best comprehensive public university in America

What does this mean?

- Offer an exceptional, one-of-a-kind character and career-building experience;
- Focus character-building on the University's three core values and four rights and responsibilities;
- Define career-building broadly to include life-wide (multiple life roles) and life-long (legacy) aspects;
- Recruit and retain a distinguished faculty who challenge and mentor students to attain their fullest potential;
- Recruit and retain a talented, diverse, and highly motivated student body;
- Maintain an administrative staff dedicated to the highest professional standards and service;
- Maintain a learning community known for its academic excellence, intellectual rigor, and civil discourse;
- Instill not just learning but the love of learning;
- Be widely known as a center for thought, inquiry, dialogue, and action in matters of character and leadership;
- Maintain a campus of natural and architectural beauty featuring state-of-the-art facilities and equipment;

- Reflect a special mission in science and technology through programs in science, technology, and applied engineering, as well as through emphasis on technology and information literacy across the curriculum;
- Be widely known for high quality undergraduate and selected masters level graduate programs;
- Foster increasingly higher admissions criteria, academic quality, and scholarly expectations;
- Incorporate continuous improvement into all programs and activities to ensure competitive excellence;
- Prepare students for the world of work or further education from multiple locations through multiple technologies in order to meet the ever changing needs of the Commonwealth and the larger world;
- Sustain a reputation for the University's academic excellence, its daring and entrepreneurial spirit, and the integrity, success, and loyalty of its graduates;
- Instill a culture of philanthropy among students, faculty, staff, and alumni;
- Create an ever larger community of supporters and an endowment that will perpetuate the work of the University and enable constant innovation and renewal.

### **LEGACY**

Founded in 1852, and now in its second 150 years of service, the University is committed above all to academic excellence and intellectual rigor in the context of personal and institutional integrity, civility, and responsibility.

*Adopted by the Council of Trustees of California University of Pennsylvania  
on June 4, 2003.*

## About California University

The university lies within the Borough of California, a community of approximately 6,000 residents, located on the banks of the Monongahela River, less than an hour's drive south of Pittsburgh. It is accessible via Interstate 70, Exits 15 (PA 43), 16 (Speers), or 17 (PA 88, Charleroi) or via U.S. 40 (PA 43 or 88). The Mon Valley/Fayette Expressway (PA 43) links California to the federal Interstate Highway system. The university is approximately 30 minutes from Exit 8 (New Stanton) on the Pennsylvania Turnpike, and an hour from Greater Pittsburgh International Airport.

The main campus consists of 37 buildings situated on 90 acres. An additional 98-acre recreation complex, George H. Roadman University Park, is located one mile from campus. This complex includes a football stadium, an all-weather track, tennis courts, a baseball diamond, a softball diamond, soccer and rugby fields, a cross country course, areas for intramural sports, and picnic facilities.

Roadman Park is also the site of a new student housing complex (Jefferson at California) that is home to 432 students who live in attractive, furnished, four person-suites that feature four bedrooms, each with individual baths, a living room, dining area, completely furnished kitchen, including dishwasher and microwave, and a full-size washer and dryer. Similar accommodations for an additional 336 students are under construction at Roadman Park.

The geographic location of the university gives the resident student opportunities to explore and pursue a wide variety of activities. Located on the Appalachian Plateau, an area of rolling hills, the university is a short drive from camping, hiking, fishing, hunting, white water rafting, canoeing, and skiing. In addition to varied cultural activities on campus, the student has easy access to the Pittsburgh metropolitan area, located only 35 miles north of the campus. This provides an opportunity to enjoy the Pittsburgh Symphony; the Pittsburgh Ballet; the Civic Light Opera; the David L. Lawrence Convention Center; the Pittsburgh Steelers, Penguins, and Pirates; various museums and all of the excitement and attractions of a major metropolitan area.

### History

In June 2001, the university began a 17-month celebration of its sesquicentennial. The institution that is now California University of Pennsylvania began as an academy 150 years ago. It has evolved over the years into a multi-purpose university, one of the fourteen state-owned institutions that comprise the Pennsylvania State System of Higher Education.

### Important Milestones

**1852:** A two-story Academy, offering education from kindergarten through college was established in the recently founded community of California.

**1865:** The Academy obtained a charter as a Normal School for its district and became a teacher-preparatory institution.

**1874:** The institution was renamed the South-Western Normal School.

**1914:** The Commonwealth acquired the institution and renamed it the California State Normal School. The curriculum became exclusively a two-year preparatory course for elementary school teachers.

**1928:** The institution became California State Teachers College, returning to its previous status as a four-year-degree-granting institution, concentrating on industrial arts and special education.

**1959:** Liberal arts curricula were introduced and the college became California State College.

**1962:** A graduate program was introduced.

**1974:** The college developed a special mission in science and technology.

**1983:** On July 1, 1983, the college became a part of the State System of Higher Education and changed its name to California University of Pennsylvania.

**1983:** The College of Science and Technology became fully operational.

**1992:** Angelo Armenti Jr. appointed president of California University.

**1996:** College of Science and Technology renamed Eberly College of Science and Technology in honor of the Eberly Foundation for its philanthropic generosity.

**1997:** Cal U Southpointe Center in the Southpointe Technology Center in Canonsburg, PA, opened offering a variety of courses and programs.

**1998:** The University formally adopts three core values: integrity, civility and responsibility.

**2002:** The University Council of Trustees formally adopts a list of Rights and Responsibilities.

(Additional information about the university and its history may be found in the book by Regis J. Serinko, *California University of Pennsylvania: The People's College in Monongahela Valley*, published in 1992.)



# Admissions

## How to Apply to California University

Address inquiries to:

Admissions Office

California University of Pennsylvania

250 University Avenue

California, PA 15419-1394

Phone: 724-938-4404

FAX: 724-938-4564

E-mail address: [inquiry@cup.edu](mailto:inquiry@cup.edu)

Apply online at [www.cup.edu](http://www.cup.edu)

We encourage applicants to write, e-mail or call for an appointment to visit the university.

## General Admission Requirements

To be considered for admission as a degree-seeking student, applicants must submit the following:

1. Completed application form
2. Application fee
3. Official high school transcript which includes class rank (or GED certificate and scores)
4. Scholastic Aptitude Test (SAT) or American College Test (ACT) scores (may be waived for applicants who have been out of high school for at least two years or have an Associate, R. N., or Baccalaureate degree)
5. Transfer students must submit official transcripts from all colleges and universities attended.

Students in special categories of admission should check the section on Specific Admission Requirements for required application materials.

## Specific Admission Requirements

### Freshmen

Students attending a post-secondary institution for the first time are considered new freshmen. All students in this classification must submit the materials included in items 1 through 4 listed under General Admission Requirements.

### Transfers

Students seeking to transfer to California University from another post-secondary institution must submit the materials included in items 1-5 listed under General Admission Requirements. If a degree has not been earned beyond high school, applicants must also submit high school transcripts, including the results of all standardized test scores. The awarding of an associate degree is considered to have satisfied the high school graduation requirement.

Students seeking to transfer to California University must be in good academic and social standing at the last institution attended in order to qualify for admission. In cases where students have been out of school for at least one semester, special consideration will be given. See the Transfer Student Policies for more information on transfer credits. Students can apply online at [www.cup.edu](http://www.cup.edu).

### **Early Admission for High-School Students**

High school students may be eligible for admission to California University provided the following requirements have been met:

1. The student must submit a completed application and pay the application fee.
2. The applicant must have completed the sophomore year of high school and be enrolled in a college preparatory curriculum.
3. An early admission clearance form must be completed with all necessary signatures affixed.
4. The student's official high school transcript must be submitted and reflect a cumulative grade point average of 3.00 for the past two years. (For up-coming juniors, ninth- and tenth-grade averages will be used.)
5. The applicant must have taken the PSAT, SAT, or ACT examination and scored at least 1050 on the PSAT or SAT or 23 on the ACT.
6. The student's status will be classified as provisional for each session while still in high school.
7. The student must submit a completed early admission clearance form and a transcript for each session that enrollment at California University is desired.
8. At the completion of the student's high school program, a second application must be submitted with the final high school transcript. A second application fee is not required. At this time the student will be in a degree program.

### **Graduates of California University**

Post-associate and post-baccalaureate students who graduated from California University and are seeking an additional degree must re-apply to the Admissions Office.

### **Other Post-Baccalaureate Students**

Students who graduated from another institution and want to enroll in undergraduate programs at California University must submit a completed application, application fee, and official transcripts from all colleges and universities attended.

### **International Students**

International students are required to submit an international student application form to California University. All official transcripts, TOEFL scores, a statement of financial support, and letters of recommendation must be submitted. Assuming that all records indicate that international students could be successful, final admission is contingent upon acceptable clearance from the education authorities of the home country and from the Department of Justice, Immigration and Naturalization Service, of the United States.

Applicants from foreign countries must have competency in the use of English as demonstrated through the Test of English as a Foreign Language (TOEFL) examination. The minimum TOEFL score is 450 on the paper version or 133 on the computerized version.

International students must subscribe to the insurance plan of California University. For identification purposes, international students can obtain a United States Social Security number.

### **Visiting Students**

Students who wish to enroll at California University with the expectation of transferring credits to their home institution and do not wish to receive a degree

from California University are classified as visiting students. An application with application fee must be submitted to the Office of Lifelong Learning. Admission is granted for the approved semester only. Please contact the Office of Lifelong Learning for more information at 724-938-5840.

### **Non-Degree Students**

Students may take courses at California University without being a candidate for a degree. Non-degree students must submit a completed application, application fee, and all appropriate official transcripts to the Office of Lifelong Learning. Tuition and fees are the same as for degree students. Students may complete up to 30 credits in a non-degree seeking status. After reaching 30 credits, students must either declare a major or indicate that they do not plan to pursue a degree at California University. Please contact the Office of Lifelong Learning for more information.

### **Veterans**

Veterans of the United States Armed Forces who have not attended an institution of higher education since their honorable discharge are admitted to California University upon following the general admission procedures. Veterans may be awarded credit for their military training and military schools. All veterans, reservists, and National Guard members who have been honorably discharged may be eligible for credits. Credits are awarded primarily in elective categories. Each veteran or reservist seeking such an award must submit a copy of DD 214 to the Director of Veterans Affairs. Army veterans who entered the army after October 1, 1981, should submit an A.A.R.T.S. transcript; Air Force veterans who served after 1974 should submit a C.C.A.F. transcript. Evaluations based on the latest American Council of Education Guides will be forwarded by the Veterans Affairs Office to the Articulation and Transfer Evaluation Office.

### **Evaluation of Applicants**

All applications are individually evaluated. As soon as applications are complete, decisions are reached and applicants notified. Every attempt is made to complete this process within two weeks.

Admission standards have been established by the university to select those students who will be most likely to succeed in the various programs of the university.

1. **Academics.** An applicant must be a graduate of an approved or accredited secondary school or have an equivalent preparation as determined by any state's Department of Education.

2. **Assessment and Ability Standards.** An ability to do work in higher education should be evident from an assessment examination such as the Scholastic Aptitude Test (SAT). In certain instances, other kinds of evidence may be used to determine the ability to do such work.

3. **Character and Personality.** Applicants must be able to demonstrate that they possess the personality traits, interests, attitudes, and personal characteristics necessary for higher education.

4. **Admission to Special Curricula.** A student seeking admission to a special curriculum may be required to complete additional requirements or have earned specific credentials.

The Admissions Office considers as many variables as possible in making admission decisions: class rank, cumulative grade point average, type of curriculum completed

in relation to proposed major, guidance counselor or other recommendations, on-campus interview, standardized test scores, activities, and maturity. Each of the variables contributes to the overall assessment of applicants.

### **Student Credentials**

All credentials presented in support of an application for admission become the property of the university and cannot be returned to the student. The complete file will be retained according to the provision of university policy and the Family Rights and Privacy Act of 1974, as amended.

All information filed in support of the application must be complete and authentic. Any false information may be grounds for denial or dismissal.

### **Pennsylvania Residency**

Residency is determined at the time of admission. Change of residency may only occur by appealing to the Residency Appeals Committee. For further information, contact the office of the Provost and Vice President for Academic Affairs after admission and prior to registration.

### **Advanced Placement Credit**

A student who has taken Advanced Placement examinations under the auspices of the Educational Testing Service may receive credit for them at California, provided the score is 3.00 or higher.

### **Transfer Student Policies**

Please contact the Articulation and Transfer Evaluation Office at 724-938-5939 or [transfer@cup.edu](mailto:transfer@cup.edu) for answers to any questions regarding articulation agreements or transfer credits.

### **Academic Passport and Student Transfer Policy**

Academic Passport is a transfer program designed to promote and facilitate the transfer of students in community colleges to State System of Higher Education universities, and to support the transfer of undergraduate credits earned by State System students to other System universities.

#### **1. Academic Passport Students:**

##### **A. Transferring with an Associate Degree:**

Students transferring with an AA or AS degree must have a 2.0 minimum cumulative grade point average (GPA) in all course work presented for transfer from each institution attended.

The AA or AS degree recognized for Academic Passport must contain, as a minimum, 30 hours of liberal arts courses from the following fields of study: Composition/Communications, Humanities/Fine Arts, Behavioral/Social Sciences, Biological/Physical Sciences, and Mathematics and Computer Science.

A maximum of 45 general education credits and liberal arts course credits earned at the two-year college may be transferred to meet lower division requirements (a course by course match shall not be required). All additional course credits will be applied first to major courses and lastly, as electives.

##### **B. Intra-System Transfers:**

Incumbent State System university students who have attained a minimum cumula-

tive GPA of 2.0 or higher with a minimum of 12 credit hours of college level course work shall hold an Academic Passport enabling transfer to any other State System university.

Up to a maximum of 45 general education credits and/or liberal arts course credits earned at the sending university shall be used to meet lower division university general education requirements (a course by course match shall not be required). Capacity limits and/or higher admissions standards may apply to certain high demand academic programs.

State System students holding the Academic Passport shall be entitled to take any course offered through distance learning and listed in the catalogue at any other System university and have those credits and the grade earned accepted by their home institution.

## **2. Students Transferring Without Academic Passport**

Students who have not completed the A.S. or A. A. degree may transfer:

With a minimum of 12 credit hours of college level course work, up to a maximum of 45 credits in courses designated and credited as general education by an accredited community college which shall be used to meet lower division university general education requirements (a course by course match will not be required). Additional transfer credits will be applied first to major courses and lastly, as electives.

With a minimum cumulative GPA of 2.0 or greater in all course work presented for transfer from each institution attended.

### **Transfer Credit Evaluation Policy**

1. California University will accept the following transfer credits toward a baccalaureate degree (four years):

A maximum of 75 credits from an accredited two-year community or junior college.

A maximum of 90 credits from an accredited four-year institution.

A maximum of 90 credits from a combination of accredited two-year and four-year colleges.

2. Students transferring with a degree may transfer a maximum of 30 credits towards an associate degree (two years); students transferring without a degree may transfer a maximum of 15 credits towards an associate degree at California University.

3. Developmental courses are not transferable.

4. Grades of D are not transferable unless they are counted as part of the Academic Passport or if they were completed at a college or university that has an articulation agreement with California University.

5. When credits are transferred, only the credits are counted as advanced standing, the grade point average of transfer courses is not calculated with California University earned courses.

6. Although credits will always transfer according to these provisions, regulations that govern the national professional accreditation of certain programs offered at California University of Pennsylvania may not permit some courses taken in programs not similarly accredited at other two- and four-year institutions to be transferred as the equivalents of courses that may be similarly entitled or described in this catalog.



For the most up to date information  
on undergraduate tuition, fees,  
room and board, please visit  
the Cal U Web site at  
[www.cup.edu/administration/bursar](http://www.cup.edu/administration/bursar)

**Payment Information**

Students who take advantage of early/rolling registration will receive a billing statement with instructions by mail. Students who enroll at residual registration should be prepared to make payment at the time of registration.

**Payment at Residual Registration**

All fees will be assessed at the time of registration. Payment may be made by cash, check, money order, or certified bank draft made payable to California University of Pennsylvania, or by VISA, MasterCard, or Discover Card. If financial aid has been awarded, this amount will be deducted from the bill. Payment plans (with initial payment) may be contracted at this time.

**Payment Plans**

Payment plans are available each semester. Payment plans enable you to pay your costs on a monthly basis. Payment plan information and contracts will be included with each semester bill.

**Third Party Billing**

Some companies and government agencies pay tuition directly to the university. If tuition is to be paid in this manner, please supply authorizing forms or letters to the Bursar's Office.

**Veterans Deferment**

Military veterans receiving G. I. Bill benefits may request deferment, if needed, from the Veterans Affairs office.

**Refund Policy**

Tuition is adjusted when a student withdraws or drops/adds a class. Fees are adjusted when a student withdraws from all classes. Refunds are made to the amount of the charge, not the amount that has been paid to date. The refund policy is available in the Bursar's Office.

Financial aid recipients should refer to "refund/repayment policies" located in the Financial Aid section of the catalog.

**Advance Deposit**

All first-year students, transfers and readmitted students are required to submit a \$75 advance deposit payable to California University of Pennsylvania. It is to be paid in advance of registration and is credited to the student's account for the first semester. This is a non-refundable fee.

**Room Deposit**

An advance room deposit of \$100, held in the student's account and applied toward the spring semester, is required in order to reserve a room for the following academic year. First-year students will receive a housing contract with their admissions packet. The contract and card must be signed and returned to the Bursar's Office with a \$100 deposit.

**Late Registration Fee**

Students who register after the first day of the semester will be charged a \$25 late registration fee.

**Late Payment Fee**

A late payment fee of \$25 will be assessed when a student fails to pay the required fees by the due date or when a student fails to pay according to an approved

payment plan.

**Return Check Charge**

A \$25 fee will be charged for any check which is made payable to California University of Pennsylvania and returned by the bank.

**Degree Fee**

A fee of \$10 must be paid by each candidate for a degree from California University of Pennsylvania. A student is not permitted to complete graduation from the university until this fee has been paid.

**CLEP Fee**

A one-time fee of \$25 is charged for the administration and recording of CLEP (College Level Equivalency Program) credits regardless of the number of credits awarded.

# Financial Aid

## Mission Statement

The primary mission of the Financial Aid Office at California University of Pennsylvania is to provide financial planning and assistance to students and their families in meeting the costs of education. In fulfilling this mission, each student will be given careful consideration and the university will determine financial assistance based on federal, state, and institutional guidelines. Financial aid programs have been established to provide access to higher education with guidelines to insure fairness in disbursing available funds to qualifying students. The Financial Aid Office strives to ensure that courteous, timely, and accurate financial aid services are delivered to all students seeking assistance from our office.

## Location & Office Hours

The Financial Aid Office is located on the first floor of Dixon Hall. The office hours are 8:00-4:00, Monday through Friday. Appointments are encouraged but a daily on-call counselor is available to assist walk-ins. Students can contact the Financial Aid Office by calling 724-938-4415 or by Fax at 724-938-4551. In addition, general financial aid information may be obtained on our website at [www.cup.edu/financial\\_aid](http://www.cup.edu/financial_aid). Specific financial aid and student account information is available 24 hours per day through our secure website at [sisweb.cup.edu](http://sisweb.cup.edu).

## How to Apply About Financial Aid

A college education is one the most important investments a student and family can make. You and your family will be expected to contribute as much as you can from your own resources (income, savings, and assets) to help meet your college expenses.

The purpose of financial aid is to help students and families meet educational expenses that cannot be met through their own resources. Financial aid can be either need-based or non-need-based. The results of the Free Application for Federal Student Aid (FAFSA) along with the cost-of-education will determine whether a student has financial need.

There are several types of financial aid available. Grants and scholarships are considered “gift aid” because they generally do not have to be repaid. Loans and employment are considered “self-help aid” because loans have to be repaid and by working, you earn money for educational expenses. Loans are by far the largest source of financial aid for the majority of students and families. Most grants, some loans (Subsidized Stafford and the Perkins Loan), and Federal Work-Study are need-based financial aid programs. The Unsubsidized Stafford and the Parent Loan for Undergraduate Students (PLUS) are considered non-need-based. Scholarships can be based upon merit, financial need or both.

Approximately 78% of all students attending California University receive some type of financial aid. There are four main sources of financial aid. These include the federal government, the state government, the institution and private entities. The federal government is by the far the largest source of financial aid.

## Eligibility Requirements

In order to be eligible for most federal financial aid programs, you must meet the following eligibility requirements:

- have financial need, except for some loan programs.
- have a high school diploma or a General Education Development (GED) Certificate, pass a test approved by the U.S. Department of Education, or meet other standards established by your state and approved by the U.S. Department of Education.
- be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program.
- be an U.S. citizen or eligible non-citizen.
- have a valid Social Security Number.
- make satisfactory academic progress.
- sign a statement of educational purpose and a certification statement indicating that you are not in default on a student loan and do not owe money back on a grant. Both statements are found on the FAFSA.
- register with the Selective Service, if required. You can register online at the Selective Service System's website. ([www.sss.gov](http://www.sss.gov))

## Completing the FAFSA

Each year, you must complete the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA. The 2004-2005 FAFSA or Renewal FAFSA is available now. Prior year aid recipients will receive a renewal version of the FAFSA that can be used to apply for federal financial aid for the new award year. The Renewal FAFSA will be sent to the address you used on your 2003-2004 FAFSA and will have some information about you preprinted as well as items you must update. If you do not receive your Renewal FAFSA or you are a new aid applicant, you must complete a blank 2004-2005 FAFSA. You can obtain the 2004-2005 FAFSA from a high school guidance counselor, public library, or the financial aid office of a college or university, including the Financial Aid Office at California University.

It is important that you read the instructions before completing your FAFSA because the instructions should answer most of your questions. If, after reading the instructions that accompany the FAFSA, you need help completing your form, there are several places you can contact to receive assistance. You can call 1-800-4-FED-AID (1-800-433-3243), consult your high school guidance counselor, or contact the Financial Aid Office.

**Please Note:** California University does not have an institutional financial aid application.

## Online FAFSA

Online FAFSA is a web-based version of the U.S. Department of Education's Free Application for Federal Student Aid (FAFSA). It enables you to apply for student financial aid over the Internet. Students wanting to complete the upcoming year FAFSA via the web can do so **after January 1**.

After transmitting an application over the Internet, you may sign electronically with your PIN (see Personal Identification Number topic listed below), print a paper



signature page to sign and mail in, or wait for a signature page to arrive in the mail. If you are a dependent student, a parent will also need to sign. Once you submit your application, you'll be taken to a confirmation Page that shows your confirmation number and estimated Expected Family Contribution (EFC). You'll receive a Student Aid Report (SAR) Information Acknowledgment in the mail about two weeks after submitting your online FAFSA. If you provided your e-mail address you'll receive an e-mail with a link to your SAR on the Web in no more than five days.

The Online FAFSA site provides students/parents with numerous electronic options, such as checking on the status of your FAFSA form, requesting a duplicate set of SARs, tips and shortcuts, and requesting a Personal Identification Number (*PIN*). The Online FAFSA site is located at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). In addition to the web site, a customer service line (1-800-801-0576) is available in order to assist students/parents access to the same type of information provided at their web site.

### **The Benefits of Online FAFSA**

- Online FAFSA is *free*.
- Students can save their application information for up to 45 days so that it can be completed and transmitted later.
- Online FAFSA does not require software to be installed, so it takes less time before students can actually use the application.
- Students can access the Online FAFSA web page from anywhere, including school or home, making it more convenient to complete the application.
- Online FAFSA automatically edits applicant answers before transmitting, resulting in better information and fewer applications rejected by the CPS.
- Online FAFSA uses skip logic, so it will only ask students those questions that they need to answer.
- Online FAFSA can support an unlimited number of users, allowing thousands of students to apply at once.

### **Renewal Financial Aid Applicants**

As a renewal financial aid applicant, you have two choices in completing your 2004-2005 Renewal FAFSA. You can complete the paper version of the Renewal FAFSA or submit an electronic version of the form over the Internet. To use the electronic version you will need a special code called a Personal Identification Number (PIN). The PIN serves as your identifier to let you access your personal information in various U.S. Department of Education systems. The PIN is similar to the Personal Identification Number that you get from your bank that enables you to access your bank account. Your PIN is confidential and should not be shared with anyone, even if someone else completes your FAFSA for you. Students can request a PIN by going to [www.pin.ed.gov](http://www.pin.ed.gov). If you are a dependent student, your parents should also apply for a PIN so they can electronically sign your FAFSA. Your PIN will be e-mailed to you within one to five days. If you don't provide an e-mail address, your PIN will be mailed to your permanent mailing address within seven to ten days. All prior year electronic FAFSA applicants will receive a "PIN" automatically. Your PIN is a valuable electronic tool, which allows you to electronically complete your Renewal FAFSA on the web, sign your Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA and make electronic corrections. The application process is faster if you use a PIN to sign your online Renewal FAFSA. PIN mailers will be sent out to all 2004-2005 FAFSA applicants as well.

Both versions of the Renewal FAFSA contain preprinted information that you and your family (if applicable) reported last year, making it faster and easier for you to complete. Please carefully review and update any preprinted information, which needs to be changed for the 2004-2005 school year.

### **Federal Campus-based Aid**

At California University, we want to have the results of your 2004-2005 FAFSA or Renewal FAFSA by May 1, 2004 for you to be considered first-priority for federal campus-based aid (Federal Supplemental Educational Opportunity Grant, Perkins Loan and Federal Work-Study). In order for California University to receive the results of your FAFSA by our first-priority deadline, we strongly recommend that you file your FAFSA as soon as possible but no later than April 1, 2004, even if you have to use estimated financial information. This will allow the federal government enough time to process your FAFSA and send the results to California University by May 1, 2004. If you cannot or do not file your FAFSA by our first-priority deadline, please file as soon as you can. You will still be considered for the Pell Grant, student loans, work-study, etc.

### **PHEAA State Grant**

In order to receive state grant assistance from PHEAA, students must file their 2004-2005 FAFSA or Renewal FAFSA by May 1, 2004. All students are urged to apply even if the deadline has passed, since late applications are considered if funds permit.

### **Handling Special Circumstances**

Although the process of determining a student's eligibility for financial aid is the same for all students, an adjustment sometimes can be made if a student has special circumstances. Special circumstances may include a reduction in income due to loss of employment, death or disability of a wage earner, divorce or separation, loss of social security benefits, unusual medical expenses, etc. In addition, a student who does not meet the federal definition of an independent student for financial aid purposes may be able to document those exceptional circumstances in order to be considered an independent student.

The Financial Aid Office has a Change of Income Information Form (CIIF), which should be used when the special circumstances involve a loss of income/benefits or un-reimbursed medical expenses, which exceed 7.5% of the family's adjusted income. The Change of Income Information Form will be available after January 3, 2005, by contacting the Financial Aid Office.

A student who wants to appeal his or her dependency status for financial aid purposes should file the Dependency Appeal Form for the appropriate school year. A student who does not meet the federal definition of an independent student normally must file as a dependent student and include parental information on the FAFSA. Only students with exceptional circumstances should file the Dependency Appeal Form. Unfortunately, parents' unwillingness to help pay for college, not being claimed as an exemption on parents' tax return, or living on your own does not make a student independent for financial aid purposes. The Dependency Appeal Form is available upon request from the Financial Aid Office.

If you think you have special circumstances that you want to discuss with a financial aid counselor, please feel free to contact our office.

## After You Apply

### FAFSA Results

The federal government will process your Free Application for Federal Student Aid (FAFSA) and electronically send the results to the Financial Aid Office provided you listed California as one of the schools to receive the results of your FAFSA. You should receive a paper Student Aid Report (SAR) in the mail approximately two weeks after the federal processor receives your FAFSA. You should review the SAR to see if any corrections are necessary. Otherwise, you can keep the SAR for your records.

When you apply for Federal student aid, the information reported on the FAFSA is used in a formula approved by Congress. This Federal formula determines a student's Expected Family Contribution (EFC), the amount the family (student and parents, if applicable) is expected to contribute toward the student's education. The basic elements included in determining the EFC are:

- contribution from the parents' income and assets
- contribution from the student's income and assets
- number of members in the household
- number of family members enrolled at least half time in college

You can obtain an estimate of your EFC yourself by using the web calculator available at [www.finaid.org/calculators/finaidestimate.phtml](http://www.finaid.org/calculators/finaidestimate.phtml). The lower your EFC, the more financial need you will have. The lowest EFC possible is zero; the highest is 99,999 or above.

If the student's EFC is below 3850, the student may qualify for a Federal Pell Grant (only students pursuing their first baccalaureate degree are eligible). To determine eligibility for other Federal aid, a student's EFC is used in the following equation:

$$\begin{aligned} &\text{Cost of Attendance} \\ &\text{less: } \underline{\text{Expected Family Contribution (EFC)}} \\ &= \text{Financial Need} \end{aligned}$$

Your demonstrated financial need will determine which programs you qualify for. Even if you have no financial need, you will still qualify for the Unsubsidized Federal Stafford Loan and/or Parent Loan for Undergraduate Student (PLUS). Your parent must be willing to apply for the PLUS Loan and have a satisfactory credit history.

### Verification

Each year the U.S. Department of Education selects financial aid applicants for federal verification review. This process requires California University of PA (CUP) to verify the accuracy of data reported by students on their FAFSA forms. There are several possible reasons that a FAFSA record is selected to be verified. Some applications are selected randomly. Others are categorized as having a high

probability of error (e.g. applications on which students provided estimated, not actual, income tax information). Also, some applications may be selected because of incomplete data or conflicting information.

The Student Aid Report (SAR) you receive from the Federal Processor will indicate if your application is selected for verification review. The CUP Financial Aid Office will also notify you that your FAFSA has been selected to be verified and will ask you to submit copies of certain documents you used to complete your FAFSA as follows: a complete **signed** copy of both the student and parent (if the student is dependent) U.S. Income Tax Returns (this includes any related 1099 forms and supporting schedules); a copy of student and parent (if the student is dependent) W-2 Wage Tax Statements (i.e. W-2 forms); and, a Verification Form which we will send you. (The Verification Form is also available online at [www.cup.edu/financial\\_aid](http://www.cup.edu/financial_aid)). All documents should be sent to the Financial Aid Office for processing. These documents become part of your CUP financial aid file.

The information on the documents submitted is then compared to the FAFSA information provided to us by the Federal FAFSA Processor. For many students, the process consists simply of a review of the tax returns, W-2 forms and the Verification Form they submit. But sometimes follow-up requests for additional information may be necessary. This occurs if inconsistencies are discovered which must be resolved. When this happens, we typically send requests for additional information by mail.

To expedite the verification review, please submit all requested documents to the Financial Aid Office as soon as possible (include all requested documents at the same time). Make sure you send the 2003 Federal Tax Forms, not the state tax forms. In addition, it is important that the documents you submit are legible and signed where applicable. Also, make sure all documents submitted are clearly labeled with the student's name and social security number.

Typically, the students selected for verification will receive an award packet, however these awards are tentative (estimate only) pending the completion and outcome of verification. If any errors are discovered during the verification process, we will correct your FAFSA. The Federal FAFSA processor will send you a revised Student Aid Report (SAR), which will reflect the corrections we make to your FAFSA. If the error(s) changes the amount of your financial aid, the new awards will be reflected on the web for student homepage at [sisweb.cup.edu](http://sisweb.cup.edu). **Please Note:** *Federal Stafford Loans are not certified until the verification process has been completed.*

### **Cost of Attendance**

Each year the University establishes a total “*cost of attendance*” budget based on a student's housing status (commuter, dormitory, or off-campus), enrollment status (full-time or part-time), and residency status (in-state or out-of-state). The cost of attendance budget represents the total educational expenses a student may incur while attending our University, and is a critical element in determining a student's eligibility for Federal Stafford Loan assistance. The elements of this budget are both “direct” institutional expenses (tuition/fees and/or University room/board), as well as “indirect” costs (off-campus housing, books/supplies, and/or personal expenses) not billed by the University.

In some cases, we can build an individual budget for a student or add additional educational expenses with appropriate documentation. Some of the more common expenses for which we can adjust a budget include the following:

- art supplies
- costs associated with studying abroad
- dependent child care
- purchase or lease of a Personal Computer (not to exceed \$1,200)

In order to discuss having your budget adjusted, you would need to obtain appropriate documentation detailing the additional expenses and contact the Financial Aid Office to schedule an appointment with a counselor.

***Please Note:** The indirect/living expenses a student actually incurs will vary significantly from student to student. A student's program of study, year-in-school, housing/board arrangements, student's budgeting skills, and many other variables will affect a student's total expenses within this budget element. The University determines the indirect/living costs for each student type based on data collected from students, local bookstores, and local landlords. This data is analyzed to arrive at "average" expenses incurred by most students.*

### **Award Letters**

California University typically starts the awarding process in early April of each year. If you are an accepted freshman/new student and we have received the results of your FAFSA by the date we begin our awarding cycle, you can expect to receive your Award Notification by April 1st. Award information may also be accessed on the "Web for Student" website at: <http://sisweb.cup.edu>. For students who have not been accepted and/or their FAFSA has not been received at the point the awarding process begins, our office will send an Award Notification to these students throughout the summer as their file becomes complete (accepted to the University and receipt of FAFSA record). **Please Note:** Only accepted students receive an Award Notification.

Upper class or graduate student Award Notifications will be sent once we have received the results of your FAFSA and have determined that you are making Satisfactory Academic Progress for financial aid purposes (typically starting mid-May).

### **Satisfactory Academic Progress**

In order to receive financial aid, you must make Satisfactory Academic Progress (SAP) for financial aid purposes as defined by the Financial Aid Office. Our definition of SAP is different from the University's definition of being in good academic standing. Satisfactory Academic Progress (SAP) standards include three elements: (1) maximum time frame within which a degree or certificate must be granted, (2) minimum credit hours earned per academic year, and (3) minimum cumulative grade point average (g.p.a.).

The review of a student's "Satisfactory Academic Progress" (SAP) standing occurs annually at the end of the spring semester. A student's SAP standing will be based on his/her academic performance during the academic year [fall and/or spring semester(s)]. Students who are not making satisfactory academic progress are typically notified in early summer. A student who is found deficient in one or more components is put on Financial Aid Probation for the next school year. Students on

financial aid probation will be eligible to receive federal Title IV financial aid assistance during this probationary period. **Please Note:** Students will not be granted financial aid probation for two consecutive academic years.

If a student is on probation for a year and is found deficient, the student is ineligible to continue to receive financial aid for the next school year. In order to be reinstated, the student must successfully achieve the required grade point average as mandated by the SAP Policy and/or successfully make up his/her credit hour(s) deficiency at his/her own expense. **Students may use the summer or any semester of the academic year to resolve their deficiencies.**

Students who make up their deficiencies must complete and return the "Satisfactory Academic Progress Form", along with all required documents, to the Financial Aid Office before clearing their deficiency status. Only successfully earned credits, not grades, are transferable to California from another approved institution.

All Title IV recipients have a right to appeal a financial aid suspension decision by submitting a "SAP Appeal Form" to the Financial Aid Office. Written explanation of the reason(s) why the student failed to meet the Satisfactory Academic Progress Standards must be attached to the appeal form. Appeal forms are available in the Financial Aid Office. The deadline date for filing an appeal for fall is October 1, 2004 and for spring, February 18, 2004. Students will be notified of a decision within 7 to 10 days after filing the appeal form. If the appeal is denied, a student may file a final appeal to the Director of Financial Aid. This appeal must be filed within 10 working days from the date of the first denial letter.

## Grants

### About Grants

Grants are considered gift aid and do not have to be repaid. Most grant aid is based on some type of need-based eligibility requirement; therefore, you must complete the FAFSA to apply for most grants. Sources of grants include federal, state, private, and institutional funds. Although grants are a very desirable source of financial aid, the availability of grants is generally limited to the neediest students. For more information about grants and other types of financial aid call 1-800-4-FEDAID and ask for The Student Guide or read it on the Web at [www.studentaid.ed.gov/guide](http://www.studentaid.ed.gov/guide).

### Federal Pell Grants

Federal Pell Grants are awarded based upon the analysis of the FAFSA, cost-of-attendance, and enrollment status (full time or part time). Pell Grants are awarded only to undergraduate students who have not earned a bachelor's degree or professional degree. Pell Grants often provide a foundation of financial aid to which other aid is added for the neediest students.

The United States Department of Education uses a standardized formula, established by Congress and called the Federal Needs Analysis Methodology, to evaluate the information you report on the FAFSA and produce an **Expected Family Contribution (EFC) number**. Your Student Aid Report (SAR) contains this number and will tell you if you are eligible for a Pell Grant. You can get a booklet called the EFC

Formula Book, which describes how a student's EFC is calculated, by writing to:  
Federal Student Aid Programs  
P.O. Box 84  
Washington, DC 20044

The Pell Grant for 2004-2005 will range from \$400 to \$4050. The maximum Pell Grant award can change each year based upon Congressional funding levels. However, if you are eligible for a Pell Grant based upon your EFC number, you are guaranteed to receive it. For the 2004-2005 school year, full-time students with EFCs from zero to 3850 qualify for a Pell Grant award. Those with EFCs greater than 3850 are not eligible for a Pell Grant but could be eligible for other types of aid.

### **Federal Supplemental Educational Opportunity Grants**

The Federal Supplemental Educational Opportunity Grant (FSEOG) is for undergraduate students with exceptional financial need, i.e., students with the lowest Expected Family Contributions (EFCs). Preference is given to Pell Grant recipients who file their FAFSA by our first priority deadline of May 1 in order to be considered for this grant; therefore, you should submit your FAFSA by April 1 of the award year. The FSEOG annual award typically ranges from \$1000 to \$1500.

### **Pennsylvania State Grants**

PHEAA Grants provide need-based state grant assistance of up to \$3300 per year. The grant program is funded by the Commonwealth of Pennsylvania and is administered by PHEAA Grant Division. Student receives up to eight full-time semesters of PHEAA Grant assistance or sixteen semesters of part-time assistance.

### **Eligibility Criteria:**

The student must:

- be a Pennsylvania resident.
- complete the FAFSA by May 1 each year.
- be enrolled on at least a half-time basis in a PHEAA-approved undergraduate program of study.
- be a high school graduate or the recipient of a GED.
- demonstrate academic progress for continued aid.

### **Athletic Grant-in-Aid**

California University of PA is a Division II member of the National Collegiate Athletic Association (NCAA). There are 11 intercollegiate teams for men and women. If you are interested in participating in intercollegiate athletics and possibly obtaining an athletic scholarship, you should contact the head coach of your preferred sport.

### **Student Employment**

#### **About Student Employment**

Part-time employment offers you the opportunity to 1) earn part of your educational expenses; 2) gain valuable work experience; and, 3) work with staff, faculty, and/or community members. Students who work a moderate number of hours per week often are able to manage their time better than those students who do not work at all. Of course, there are many factors you will want to consider when deciding if working is appropriate for you.

If you do decide to work on a part-time basis while pursuing your education, California University has two student employment programs, Federal and Institutional Work-Study. In order to establish a reasonable balance between your academic efforts and your work schedule, students typically work eight hours per week during the academic year. Students in both programs are paid the Federal minimum wage.

California University is an Equal Opportunity/Affirmative Action Employer. The Financial Aid Office reaffirms the University's commitment to the policy that there shall be no discrimination against any individual in educational or employment opportunities because of race, color, religion, national origin, sex, status as a disabled veteran or veteran of the Vietnam era, or disability. Also, there shall be no discrimination because of age except in compliance with requirements of retirement plans or state and federal laws and guidelines.

### **Federal & Institutional Work-Study**

Federal Work-Study is a federal financial aid program which allows you to earn money to help pay educational expenses and encourages community service work and work related to your course of study to the extent possible. In order to qualify for Federal Work-Study you must demonstrate sufficient financial need as determined from the results of your FAFSA. In addition, the Financial Aid Office must receive the results of your FAFSA by our first-priority deadline of May 1. If selected to receive a Federal Work-Study award, the FAO will send you an award notice requesting your acceptance or rejection of the award. If you are not awarded Federal Work-Study and you are still interested in working, you are eligible to apply for an Institutional Work-Study position on campus.

Our Institutional Work-Study Program, which is funded by the University, provides student employment opportunities to enrolled students regardless of financial need or the date your FAFSA is submitted to our office.

### **Application Procedures**

In order to apply for either the Federal or the Institutional Work-Study Program, you must complete the FAFSA and mark "yes" to the question on the FAFSA that asks you if you are interested in student employment. A Work-Study Eligibility Card is automatically generated for any student who meets the following criteria:

- files a FAFSA;
- is making Satisfactory Academic Progress; and
- is currently enrolled at least half-time.

A "white" card is generated for those students awarded a Federal Work-Study position while a "pink" card is generated for students interested in our Institutional Work-Study Program. Either card authorizes you to interview for a position (federal or institutional) in one of our many on-campus and a number of off-campus employment locations. In addition, a work-study information packet will also be sent to you before the beginning of fall semester.

California University does not assign or place students in positions, but rather our office posts the jobs that are available (both Federal and Institutional). Because the job posting service is centralized, students are assured an equal opportunity to apply for available jobs. Job postings appear on the web at [www.cup.edu](http://www.cup.edu), click on



*Financial Aid*, then on *Job Postings*. Students are encouraged to check the postings on a daily basis. Jobs are posted when new positions become available and when vacancies occur.

### **Summer Employment**

During summer sessions both part-time (10 hours a week) and full-time (maximum of 300 hours from May-August) employment opportunities are available to qualified students. Students interested in summer employment must complete a FAFSA and a "Summer Work-Study Application." You can obtain this application by contacting the Financial Aid Office or clicking on "Forms" at the bottom of our opening web page.

### **Payroll Procedures**

All students employed by California University must complete the following payroll forms:

1. A Work-Study Eligibility Card signed by the hiring Department.
2. Federal I-9 Employment Authorization Form, which requires both your driver's license and a social security card (or other acceptable documents).
3. W-4 Withholding Form to determine the number of exemptions you are claiming for federal, state, and local income tax withholding purposes.
4. Exemption or Personal History Form to determine if retirement will be deducted from your earnings.
5. Payroll Authorization Card.

Most students are paid by check every two weeks for the hours worked the previous two weeks. You pick up your paycheck from your student employment department. Your earnings are not credited to your account to apply toward your tuition, room and board, and/or other charges, although you can use your earnings to make payments yourself. Direct deposit to a bank account is available by contacting the Payroll Office.

### **Scholarships**

#### **About Scholarships**

California University of Pennsylvania offers academically talented and creatively gifted students a variety of University and Endowed Scholarship opportunities. Each scholarship has special selection and awarding criteria, which was agreed upon by the University and the scholarship donor (if applicable). In order to streamline the selection process, California University does not use a scholarship application. Rather, all accepted students and currently enrolled students are considered for all possible University scholarships. However, selected applicants for some of the scholarship awards may be required to complete additional information for final determination of the award.

The scholarships offered range from \$100 to full-tuition for an academic year. Many of the scholarships are renewable awards based on the student maintaining minimum academic standards and demonstrating financial need, if applicable. The Financial Aid Office or designated selection committee will select the best applicant(s) from the "pool" of students who met the minimum qualifications for the scholarship.

Most incoming freshman scholarships are awarded by May 1<sup>st</sup> , therefore all new students wishing to be considered must have applied and been accepted to the University by March 15<sup>th</sup>. Most scholarships are awarded solely on academic merit or special talent, however some also require verification of financial need. Therefore, you are strongly encouraged to complete the Free Application for Federal Student Aid (FAFSA) by March 15 if you wish to be considered for all scholarship possibilities. If you do not have a FAFSA on file at the time we make our scholarship selections, you will not be considered for any scholarship that has a need-based requirement.

If you are accepting an awarded scholarship, it means that you agree to abide by any applicable university, federal, and/or state regulations. In addition, you must:

- be registered for at least 12 credit hours for each semester during the academic year for which you receive a scholarship, and
- be making Satisfactory Academic Progress (not on financial aid suspension) as defined by the Financial Aid Office.

Please refer to the Financial Aid webpage at [www.cup.edu/financial\\_aid](http://www.cup.edu/financial_aid) and click on “scholarships” for the current listing of scholarships available.

### **State Scholarship Programs**

#### **SciTech Scholarship Program**

**The SciTech Scholarship is awarded to students majoring in an approved science or technology field of study. This award is up to \$3,000 per year, for a maximum of three years.**

The Pennsylvania Higher Education Assistance Agency (PHEAA) and the Pennsylvania Department of Education (PDE) jointly administer the SciTech Scholarship. (See below to view list of approved programs).

To qualify, a student must:

- Be a resident of the Commonwealth of Pennsylvania.
- Be a high school graduate.
- Be at least a sophomore who is enrolled as a full-time student pursuing a bachelor’s degree in an approved science or technology field at an approved Pennsylvania public or private college or university.
- Have had at least a 3.0 cumulative grade point average (on a 4.0 scale) at the time of application for this program and maintain at least that average throughout post-secondary study.
- Complete an approved internship or relevant work experience in a technology-intensive field with a Pennsylvania company prior to receiving a degree.
- Begin employment in the state within one year after completion of studies, one year for each year that the grant was awarded. A deferment of the work obligation is available for full-time graduate study that begins within one year of the student’s receipt of a baccalaureate degree.
- Apply for a Federal Pell and Pennsylvania State Grant.

Please Note: The scholarship will convert to a loan if a student fails to satisfy the requirements of the eligible program or fails to perform the internship or work obligation.

### **Postsecondary Educational Gratuities Program**

The Postsecondary Educational Gratuities Program was established to assist the children of Pennsylvania police officers, firefighters, rescue and ambulance squad members, correction employees and National Guard members who died in the line of duty. The program recognizes and honors those individuals who lost their lives protecting the citizens of this Commonwealth by providing their children with a waiver of tuition, fees, and room and board charges.

Eligible students receive waivers that cover tuition, fees, room and board charged by the institution, less awarded scholarships and federal and State Grants. This benefit is available for a maximum of five academic years, depending upon program of study.

#### **Eligibility Criteria:**

- be a resident of the Commonwealth of Pennsylvania.
- be a child by birth or adoption of a deceased police officer, firefighter, rescue or ambulance squad member, correction employee or an active National Guard member who died as a direct result of performing his or her official duties.
- be 25 years of age or younger at the time of application for the program.
- completed the Free Application for Federal Student Aid (FAFSA) and listed California University of PA as one of school choices.
- be enrolled full-time leading to an associate or baccalaureate degree.

In submitting an application, the student must include a certified copy of the student's birth certificate or adoption record and a copy of the letter of admission to an eligible school. The program is available to students whose parents have died in the line of duty since January 1, 1976.

The Postsecondary Educational Gratuities Program is administered by The Pennsylvania Higher Education Assistance Agency (PHEAA). PHEAA will send an application to the family once it receives notification of the parent's death. Individuals who believe they qualify and have not received an application should contact PHEAA directly. To request an application or to receive additional information, please write or call PHEAA at:

### **POSTSECONDARY EDUCATIONAL GRATUITIES PROGRAM**

**PHEAA Grant Division**

**1200 North Seventh Street**

**Harrisburg, PA 17102-1444**

**1-800-692-7435**

#### **Electronic Scholarship Search Engines**

The Financial Aid Office staff is frequently asked the following questions:

- “Which awards made by California University might I qualify to receive?”
- “Are there other scholarships I should pursue?”
- “If so, where can I get a listing of them and then obtain an application?”

We trust that the links provided below will assist you in your search.

**FastWeb ([www.fastweb.com](http://www.fastweb.com))**

is the largest and most complete scholarship search on the Internet. It provides access to a searchable database of more than 400,000 private sector scholarships, fellowships, grants, and student loans available to students.

**MACH 25 ([www.mach25.com](http://www.mach25.com))**

is a simple and fast scholarship resource locator. Students develop a profile of themselves to locate scholarships that best match their qualifications.

We also encourage you to visit the University's Financial Aid Office homepage at [www.cup.edu/financial\\_aid](http://www.cup.edu/financial_aid).

**Loans****About Loans**

Student loans are a major source of financial aid for many students. All loans, including student loans, represent debts that must be repaid; however, most student loans do not go into repayment until after you leave school or graduate. In addition to delayed repayment, most student loans have relatively low interest rates, several repayment options from which to choose, circumstances under which you can postpone repayment, and other favorable terms and conditions. Student loans can be thought of as an investment in your future as long as you are prepared to meet your repayment responsibilities. Failure to repay your student loans will have serious adverse consequences.

It is true that most students would prefer not to borrow; but student loans represent the largest source of financial aid assistance available to students today. Building a budget is one of the most important aspects of student loan borrowing. When borrowing, it is important to carefully plan your budget so that you only borrow what you need, keep track of the total amount borrowed each year, and have some idea as to how you will pay your loans back when the time comes. The Loan Estimator and Repayment Calculator are two electronic tools that can help you with this task. These are available at [www.salliemae.com](http://www.salliemae.com). In addition, the Career Services Office can provide you with information concerning entry-level salaries in most fields.

At California University, the federal government funds nearly 95% of all loans processed. Over 50% of all financial aid awarded at California University comes from the Federal Stafford Loan Programs.

**Federal Family Educational Loan Programs (FFELP)**

In order to apply for any type of FFELP (subsidized, unsubsidized, and/or a PLUS loan), you must complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA for the appropriate school year and meet all general student eligibility requirements necessary to receive federal financial aid.

In addition, you can receive a loan if you are a regular student (must be admitted to California University as a degree-seeking student; non-degree students are not eligible), enrolled in an eligible program of study, and attending at least half time each term. Half-time enrollment is defined as six hours for undergraduate students and five graduate hours for graduate students.

## **Federal Stafford Loan Program (Subsidized/Unsubsidized)**

The Federal Stafford Loan that you, the student, can borrow in your own name can be either subsidized or unsubsidized or a combination of both. In order to qualify for a subsidized loan, you must have financial need. To determine if you have financial need, your Expected Family Contribution, which is determined by the results of your FAFSA, is subtracted from the cost-of-education. Also, any other aid that you are receiving or are expected to receive is subtracted from the cost-of-education to determine if you have any remaining financial need in order to qualify for a Federal Subsidized Loan. If you do qualify for a subsidized loan, the federal government pays the interest on the loan, i.e., subsidizes the loan, while you are in school, during your six-month grace period prior to repayment and during any authorized period of deferment.

Students without financial need are eligible for the Federal Stafford Unsubsidized Loan. This means that you will be responsible for the interest on the loan from the time you receive the funds until the loan is paid in full. You have the option of allowing the interest to accumulate, or accrue, on the loan while you are in school and during your six-month grace period before repayment. You also have the Concentration of paying the interest on the loan as it accumulates. If you decide to delay interest repayment, the interest that accumulates will be “capitalized,” that is, it will be added to your loan principal when you begin repayment. This means your total loan principal will increase. It is better to pay the interest, if you can, because you will save money in the end. However, not all students can afford to pay the interest while still in school and that is why you have the option of letting the interest accumulate.

How much you can borrow in a subsidized and/or unsubsidized loan depends upon several factors including your grade level in school and your dependency status for financial aid purposes.

### **Stafford Loan Borrowing Chart**

<b>Grade Level</b>	<b>Annual Amount *</b>
Freshman	Up to \$2,625
Sophomore	Up to \$3,500
Junior/Senior	Up to \$5,500
Graduate	Up to \$8,500

\* combined total of Subsidized & Unsubsidized

**Please Note:** Independent students and dependent students, whose parents cannot obtain a PLUS Loan, may increase their “Unsubsidized” Stafford Loan limit by the following amounts:

<b>Grade Level</b>	<b>Annual Amount</b>
Freshman/ Sophomore	Up to \$4,000
Junior/Senior	Up to \$5,000
Graduate	Up to \$10,000

The interest rate on your Federal Stafford Subsidized or Unsubsidized Loan is variable, which means that the interest rate could change each year of repayment but will never exceed the cap of 8.25 percent. The interest rate is adjusted each July 1.

## **Federal PLUS Loan**

The Federal Parent Loan for Undergraduate Student (PLUS) is a loan for the natural parent, adoptive parent, or legal guardian of a dependent undergraduate student. In certain circumstances, a stepparent may be eligible to borrow. The first step in applying is to complete the Free Application for Federal Student Aid (FAFSA) for the appropriate year. The maximum PLUS Loan a parent can borrow is the difference between the cost of education and any other financial aid.

A parent can obtain a PLUS Loan application from a lender or the Financial Aid Office. The PLUS Loan application is then submitted to the lender. The lender/servicer does a credit check on the parent borrower. The parent borrower must have a good credit history in order to be able to borrow a PLUS Loan. If the parent borrower does not pass the credit check, the loan may be denied outright or the parent may be offered the option of obtaining a creditworthy endorser. The endorser would have to be able to pass the credit check, agree to endorse the Promissory Note, and agree to repay the loan if your parent would fail to do so.

If your parent is denied a PLUS Loan outright or does not have someone who is willing to be the endorser, then you are eligible to borrow an unsubsidized loan in your own name. Freshmen and sophomores (0 to 64 hours) can borrow up to \$4000 and juniors and seniors (65 or more hours) can borrow up to \$5000.

The PLUS Loan interest rate is variable, but it will never exceed its cap of nine percent. The interest rate is adjusted each July 1.

The PLUS Loan goes in to repayment within 60 days of the final loan disbursement for the school year. Your parent can choose the Standard, Extended, or Graduated repayment plan. There is no grace period on a PLUS Loan so interest begins to accumulate at the time the first disbursement is made. Your parent must begin repaying both principal and interest while you are in school.

## **Federal Perkins Loan**

The Federal Perkins Loan (formerly called the National Defense and National Direct Student Loan) is a federally funded low-interest loan. California University is the lender using funds from the federal government and/or payments collected from previous borrowers. The interest rate on the Perkins Loan is five percent, and repayment starts nine months after you leave school or graduate. In order to apply for the Perkins Loan, you must complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA for the appropriate school year. California University must receive the results of your FAFSA by our first-priority deadline of May 1. You will need to submit your FAFSA by April 1 to allow time for processing to meet this deadline. In addition, you must have financial need in order to qualify for a Perkins Loan. In general, California University makes Perkins Loans that range from \$2000 to \$3000 per school year to be disbursed in equal semester payments, i.e., \$1000 and \$1500 per semester, for two semesters, respectively.

If you are awarded and do not decline your Perkins Loan, you will be sent a Perkins Loan packet which contains a Promissory Note, Statement of Rights & Responsibilities, and Repayment Chart to complete. You must complete and return these forms to the Bursar's Office in order to finalize receipt of your Perkins Loan.

When you graduate (or leave school for other reasons), you must complete a Perkins Loan Exit Interview. This Exit Interview will give you more information about your repayment options, deferments, cancellation provisions, etc. You will be mailed a Perkins Loan Exit Interview Packet the quarter you apply for graduation. You must complete and return the forms in the packet in order to meet your Exit Interview requirement. Failure to do so will result in a "HOLD" being placed on your grades, diploma, etc. If you are leaving school for other reasons, such as transferring to a different school, you should contact the Bursar's Office at 724-938-4431 to make arrangements to complete your Perkins Loan Exit Interview.

### **Application Process (Master Promissory Note)**

**Step 1:** File the electronic or paper version of the **2004-2005 FAFSA** and check "Yes" to question 27.

**Step 2:** The pre-certification step is the most important step in the loan process. During this step the Financial Aid Office will notify you of your maximum Federal Stafford Loan eligibility and type of Stafford Loan (subsidized and/or unsubsidized) based on your financial need and grade level. You will have an opportunity to either decline or reduce your Stafford Loan estimate by completing a "**Federal Stafford Loan Adjustment Form**" which is available in the Financial Aid Office (FAO).

**Step 3:** The FAO will transmit your Federal Stafford Loan information to AES/PHEAA. If you have never completed a Federal Stafford Promissory Note, you will receive a pre-printed Federal Stafford Loan Master Promissory Note (MPN) Packet from AES/PHEAA. If you completed a MPN last year at either California or another four-year college in Pennsylvania, you will only receive an approval notice (see step 5) from AES/PHEAA. **Please Note: The MPN only needs to be completed once every ten years!**

**Step 4:** Complete the borrower section of the MPN (if applicable). Please be sure that all answers are complete and that you sign and date the MPN. Submit the completed MPN to AES/PHEAA.

or

**Step 4a:** Complete the MPN electronically by logging on to AES/PHEAA's website ([www.aessuccess.org](http://www.aessuccess.org)), and click on "Apply for a Stafford Loan." With your Department of Education Personal Identification Number (PIN), you can even sign your MPN electronically. If you need a Department of Education PIN, you can request one by logging on the PIN registration website ([www.pin.ed.gov](http://www.pin.ed.gov)).

Please Note: If you are a non-resident student selecting a lender for the first time, our office strongly encourages you to select one of our preferred lenders listed on the pre-printed Stafford Loan material which will be mailed to you by AES/PHEAA. If you are completing your MPN electronically, our list of preferred lenders will appear on the AES/PHEAA website.

**Step 5:** Whether completing a pre-printed paper or electronic MPN, AES/PHEAA will mail an "Approval Notice." This notice will indicate the amount of your loan(s), the interest rate and the disbursement dates of your loan(s). If you **are not interested** in a Federal Stafford Loan, please **do not complete** or **return this MPN**. **You will have an additional opportunity at this point to cancel or reduce your**

## **Stafford Loan(s) by contacting AES/PHEAA.**

**Step 6:** AES/PHEAA will authorize the disbursement of loan proceeds (Electronic Funds Transfer [EFT] or check) at the appropriate time to California University. Finally, **all first-time Stafford Loan borrowers must** complete a loan counseling session before Stafford Loan proceeds can be disbursed to the student. This loan counseling session can be completed via the Internet by going to our homepage at: **[www.cup.edu/financial\\_aid](http://www.cup.edu/financial_aid)**. Scroll down this page until you see “Links and Resources” and select “On-Line Student Loan Entrance Counseling.”

## **Disbursement of Financial Aid**

### **Crediting Financial Aid to a Student’s Account**

In general, once a student’s financial aid award(s) has been finalized (all requested forms received, verification completed, enrollment verified, and default status reviewed), the student’s semester award amount(s) (except Federal Stafford Loans and Federal College Work-Study) will be credited to his/her account beginning with the second week of the semester. Federal Stafford Loans will also be credited to a student’s account once loan proceeds have been received and appropriate authorization (endorsement of loan check or EFT authorization) has been secured and all other eligibility criteria have been satisfied. Federal College Work-Study funds are disbursed bi-weekly to the student in the form of a payroll check based on the number of hours worked during the pay period. **Please Note:** Federal regulations prevent the delivery of the first disbursement of Federal Stafford Loan proceeds to first-year, first-time borrowers until thirty days after the first day of classes.

### **How Registration Affects Financial Aid Eligibility**

Federal regulations and institutional guidelines require students to be registered before any financial aid monies can be disbursed. In addition, all federal and state financial aid programs specify minimum enrollment requirements in order for a student to receive any (maximum or partial) assistance from these programs. These minimum enrollment requirements are broken into four enrollment classifications: full-time, three-quarter-time, half time, and less-than-half-time. The chart below defines the credit hour requirements for each of the five federal aid and PHEAA Grant programs, as well as the percentage of the maximum award a student may qualify for under all four enrollment classifications.

### **Determining Award Eligibility Based On Enrollment Status**

**Please Note:** Federal and state financial aid awards may be adjusted according to this chart for any student whose enrollment status (as defined above) changes before 60% of the enrollment period, e.g., fall or spring semester, or a special summer session, has elapsed. This would occur when a student drops a class(es) or withdraws from the university.

### **Financial Aid Refunds**

Financial aid which exceeds the amount the student owes to the University for direct costs will be disbursed to the student in the form of a refund check to cover non-institutional educational costs such as books & supplies, off-campus housing and



transportation. These refunds will be available starting the second week of the semester if you have satisfied the eligibility requirements for each award.

*Please Note: Even though refund checks will be available starting the second week of the semester, your student financial aid refund check could be delayed if you meet one or more of the following: your federal and/or state aid has not been finalized, your Master Promissory Note (MPN) was filed late, and/or your MPN or "Free Application for Federal Student Aid" (FAFSA) is delayed at PHEAA and/or federal processor due to missing or incorrect information.*

### **Financial Planning**

Students planning to attend California University of Pennsylvania should be aware that the cash from many of the financial aid programs is not available until the second week of the semester for which the funds are intended. Students should plan to come to the university with enough personal money for early term purchases (books, materials, art supplies, etc.) without depending upon financial aid funds.

### **Maintaining Financial Aid Eligibility**

#### **Satisfactory Academic Progress Policy**

Federal regulations require all institutions that administer Title IV student assistance programs to monitor the academic progress toward a degree or certificate of those students applying for or receiving assistance from those programs. All California University students applying for Title IV federal assistance must meet the standards stated in this policy, regardless of whether or not they previously received aid. The financial aid programs governed by these regulations are as follows:

Federal Pell Grant

Federal Supplemental Educational Opportunity Grant (SEOG)

Federal Perkins Loan

Federal Stafford Loan (Subsidized/Unsubsidized)

Federal Plus Loan

Federal Work-Study

Satisfactory Academic Progress (SAP) standards include three elements:

- 1) maximum time frame within which a degree or certificate must be granted,
- 2) minimum credit hours earned per academic year, and
- 3) minimum cumulative grade point average (g.p.a.).

#### **Review Period**

The review of a student's "Satisfactory Academic Progress" (SAP) standing occurs annually at the end of the spring semester. A student's SAP standing will be based on his/her academic performance during the academic year [fall and/or spring semester(s)]. Students who are not making satisfactory academic progress are typically notified in early summer.

#### **Maximum Time Frame**

Maximum time frame is defined as the required length of time it will take a student to complete a degree program based on the appropriate enrollment status (full-time, three-quarter time, or half-time). For a student to remain eligible for federal aid, the student must conform to the following time frame for completion of a degree:

##### **Associate Degree**

<b>Enrollment Status</b>	<b>Number of Eligible Semesters</b>
Full-time (12 or more credits)	6 semesters
Three-quarter time (9 to 11 credits)	9 semesters
Half-time (6 to 8 credits)	12 semesters

#### **Bachelor Degree**

<b>Enrollment Status</b>	<b>Number of Eligible Semesters</b>
Full-time (12 or more credits)	11 semesters
Three-quarter time (9 to 11 credits)	16 semesters
Half-time (6 to 8 credits)	22 semesters

#### **Minimum Earned Credit Hours**

In order to monitor a student's progress toward completing a degree in a prescribed amount of time, a measure of annual progress has been established. The minimum earned credit hours component requires student aid applicants and recipients to successfully earn a minimum number of credit hours per year based on a student's enrollment status. A student must meet the following earned credit hour standards based on his/her enrollment status:

<b>Enrollment Status*</b>	<b>Total Earned Credits per Year</b>
Full-time (12 or more credits)	24 credits
Three-quarter time (9 to 11 credits)	18 credits
Half-time (6 to 8 credits)	12 credits

*\* Assumes a student's enrollment status (full-time, three-quarter time, or half-time) remained constant throughout the academic year. The minimum earned credit hours standard listed above will differ if the student's enrollment status varies throughout the academic year.*

#### **Minimum Cumulative Grade Point Average**

Each semester the university reviews the "grade point average" (g.p.a.) of each student in order to determine whether the student is maintaining "good academic standing." The university has established minimum grade point averages that students must maintain in order to achieve "good academic standing." Listed below are the minimum grade point averages for each class level:

<b>Freshman</b>	<b>1.75</b>	<b>Junior</b>	<b>1.95</b>
<b>Sophomore</b>	<b>1.85*</b>	<b>Senior</b>	<b>2.00</b>

*\*Students pursuing an Associate Degree must have a 2.0 g.p.a. in order to graduate...*

A student who fails to meet minimum academic standards (required g.p.a.), as defined by the university, will be placed on academic probation status for one semester. Students are eligible to receive financial aid during the probation semester(s). At the end of the probation semester(s), a student **must**:

(1) achieve the required minimum grade point average (student is removed from academic probation); or

(2) achieve at least a 2.0 grade point average during the probationary semester (if this requirement is met, the student will continue on academic probation).

A student who is unsuccessful in attaining either one of these levels of academic performance will be academically dismissed from the university. Students who are academically dismissed are considered ineligible for Title IV federal aid. However, a student who is academically dismissed and is approved for re-admission (through the university's PASS Program only) will be placed on "financial aid probation." During financial aid probation a student is eligible to receive Title IV federal aid (see "Financial Aid Probation" section for additional information).

### Special Grades

**I (Incomplete):** An incomplete grade does not earn credit or influence the grade point average in the semester in which the course work was taken. If an incomplete has been resolved and the student has earned a passing grade, the credit and grade will be counted toward satisfying the minimum credit hour standards and grade point average requirements.

**W (Withdrawal):** All withdrawal categories do not earn credit(s) toward graduation or toward satisfying the credit requirements of the SAP Policy.

**P (Pass):** If this grade is awarded, the credits apply toward graduation and toward satisfying the minimum earned credit hour standards, but will not impact a student's grade point average.

**Repeated Courses:** For a course that has been repeated, only the last grade earned is used in calculating the grade point average and the credits are awarded only for the semester in which it was repeated. However, each time a student enrolls in a course, the course is counted as part of the maximum time frame.

### Military Transfer Credits

In most cases, military training and/or service school experience credits can be counted in the total credit hours earned by a student for satisfying the minimum credit hour progression requirement. However, the military training and/or service school experience will only be used in satisfying the minimum earned credit hour requirement during the student's first year of attendance at California University.

### PHEAA Grant Progress Standard

Even though the PHEAA Grant is a non-Title IV aid program, the satisfactory academic progress requirements for this program are similar to the federal policy. For a student to remain eligible for a PHEAA Grant, he/she must meet the following minimum earned credit hour standard after every two semesters of state grant assistance:

<b>Enrollment Status*</b>	<b>Total Earned Credits per Year</b>
Full-time (12 or more credits)	24 credits
Part-time (6 to 11 credits)	12 credits

For PHEAA Grant purposes, the repeated course(s) can be counted only once in meeting the 12 or 24 credit hour test. **Please Note:** A student can only receive a maximum of 8 full-time or 16 part-time semesters of PHEAA Grant assistance.

### **Financial Aid Probation**

If a student fails to achieve the Satisfactory Academic Progress Standards during the review period as outlined in this policy, the student will be placed on financial aid probation. Students who fail to meet progress standards should refer to the “Financial Aid Suspension” section listed below. Students will remain on financial aid probation for the next award year and will be eligible to receive federal Title IV financial aid assistance during this probationary period.

**Please Note: Students will not be granted financial aid probation for two consecutive academic years.**

### **Financial Aid Suspension**

If a student fails to achieve the minimum earned credit hour standard and/or the minimum grade point average upon the conclusion of a student’s financial aid probationary period, the student will be placed on financial aid suspension. Students placed on financial aid suspension (progress) will become ineligible for future Title IV assistance until the student’s SAP deficiency is resolved.

### **Eligibility for Reinstatement**

In order to be reinstated, the student must successfully achieve the required grade point average as mandated by the SAP Policy and/or successfully make up his/her credit hour(s) deficiency at his/her own expense. The student may use the summer or any semester of the academic year to eliminate his/her deficiency. Students may take course work at another college or university to resolve the minimum credit-hour deficiency, provided that the credits earned at that institution are transferable to California University and the student’s college dean or appointed designee has authorized the transient course work. Any student who make up their credit-hour deficiency at an institution other than California University must have an official transcript sent to the Articulation and Transfer Office in order that the credits may be evaluated and added to the student’s record.

Students who make up their deficiency must complete and return the Satisfactory Academic Progress Form, along with all required documents, to the Financial Aid Office before their deficiency status can be cleared.

**Please Note:** Only successfully earned credits, not grades, are transferable back to California from another approved institution. Students can only improve their grade point average by taking and successfully completing course work at California University.

### **Appeal Procedures**

All Title IV recipients have a right to appeal a financial aid suspension decision by submitting a “SAP Appeal Form” to the Financial Aid Office with a written explanation of the reason(s) the student failed to meet the Satisfactory Academic Policy Standards. Appeal forms are available in the Financial Aid Office. The deadline date for filing an appeal is the third week of classes in any semester that the student is applying for financial aid. Students will be officially notified within 7 to 10 days after filing the appeal form. If the appeal is denied, final appeal must be made to the Director of Financial Aid within 10 working days of the date of the denial letter.

## **Refund/Repayment Policies**

### **Refund Policy**

Students who officially withdraw from the University or from specific classes during the semester may be eligible for a refund of a portion of the tuition, fees, room and board paid to California University for that semester. Refunds are based on the official date of withdrawal as recorded by the Academic Records Office (for additional information see “Withdrawal from the University” listed in the Academic Policies section of the catalog). Students who do not follow the official withdrawal procedure but who stop attending classes for all of their courses will be considered to have withdrawn at the 50% point of the semester unless attendance is documented after that time.

### **Return of Title IV Funds Formula**

Two formulas exist for determining the amount of the refund: California University’s Refund Policy (for additional information see “University Refund Policy” in Billing Section) and the federal “Return of Title IV Aid” formula. The federal formula is applicable to any student receiving federal aid and withdraws from the University during the first 60% of a semester. These students will have their federal financial aid (Pell Grants, Supplemental Education Opportunity Grants, Perkins Loans, Federal Stafford and Plus Loans) adjusted based on the percent of the semester completed before the withdrawal. In essence, students will be entitled to retain the same percent of the federal financial aid received as the percent of the semester completed. This percent is calculated by dividing the number of days in the semester (excluding breaks of five days or longer) into the number of days completed prior to the withdrawal (excluding breaks of five days or longer). There will be no adjustment to federal financial aid after the completion of at least 60% of the semester. If any refund remains after the required return of Title IV aid, the refund will be used to repay California University funds, state grant funds, and other private sources and the student in proportion to the amount paid by each non-federal source, as long as there was no unpaid balance due at the time of withdrawal. If there is an unpaid balance, then all aid sources will be repaid before any refund is paid to the student.

### **Distribution Policy**

Once the amount of the federal funds to be returned has been calculated, the funds will be returned to the appropriate program(s) in the following priority order:

Unsubsidized Stafford Loans

Subsidized Stafford Loans

PLUS Loans

Perkins Loans

Pell Grant

Supplemental Educational Opportunity Grant

### **Repayment of Unearned Financial Aid Assistance**

Students who receive a refund of financial aid before withdrawing from the University may owe a repayment of federal financial aid funds received. Students will be notified by the Bursar’s Office and will be given 30 days to repay the funds

to the University. Students who fail to return the unearned portion of federal financial aid funds given to them will have a “hold” placed on their University records, thereby preventing them from registering for future semesters until repayment is made in full.

### **Financial Aid Glossary**

**1040 Form, 1040A Form, 1040E Form:** The Federal Income Tax Return that is required to be filed by each person who received income during the previous year.

**Academic Year:** The period of time school is in session, consisting of 30 weeks of instruction.

**Appeal:** An appeal is a formal request made by the student to have a financial aid administrator review a student’s unusual circumstances, which may affect the student’s aid eligibility (i.e., death of a parent, unemployment, etc.)

**Award Letter:** An official letter issued by the Financial Aid Office that lists the financial aid awarded to the student. Students are required to either accept or decline the awards you wish to receive, sign the award letter, and return it to the Financial Aid Office. Award information is also available on the web on our secure “Web for Student” website at: <http://sisweb.cup.edu>.

**Bursar’s Office:** The Bursar’s Office is the university office responsible for the billing and collection of university charges, receiving loan proceeds and issuing refund checks.

**Campus-Based Aid Programs:** There are three financial aid programs funded by the Federal Government but administered by the school, using Federal Guidelines. These programs are the Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan Program, and the Federal Work-Study Program.

**College Work-Study:** College Work-Study is a part-time job for undergraduate students. This is often referred to as the Federal Work-Study Program.

**Commuter Student:** A student who resides at home and commutes to school daily.

**Cost of Attendance:** The Cost of Attendance (COA), also known as the cost of education or “budget”, is the total amount used to calculate a student’s aid eligibility. This amount includes tuition and fees, room and board, allowances for books and supplies, transportation, and personal and incidental expenses.

**Custodial Parent:** In the event a student’s parents are separated or divorced, the custodial parent is the one who is providing more than 1/2 of the student’s support. If both parents provide equal support, then the Custodial Parent is designated by the one with whom the student lived the most during the past 12 months.

**Dependent Student:** A student who is 23 years old or younger and is supported by his/her parents. A parent refusing to provide support for his/her child’s education is not sufficient for the child to be declared independent.

**Disbursement:** Disbursement is the release of loan proceeds to the school for delivery to the borrower.

**Disclosure Statement:** The disclosure statement is a statement from the lending institution that provides the borrower with information regarding the approved amount of the loan, interest rate, origination and insurance fees, and any other finance charges incurred.

**Electronic Funds Transfer:** Used by most lenders to wire funds for Stafford Loan proceeds directly to participating schools without requiring a check for the student to endorse.

**Enrollment Status:** Indication of total credits scheduled for an enrollment period. For financial aid purposes, you must be enrolled at least half time to receive aid.

**Expected Family Contribution (EFC):** The Expected Family Contribution is the amount of money that the family is expected to contribute to the student's education. This is based on the Federal Methodology need analysis formula dictated by Congress.

**Financial Aid Transcript:** The Financial Aid Transcript is a record of any federal aid received by the student at each post-secondary school attended.

**Financial Aid Package:** This includes any aid such as grants, scholarships, loans, and work-study offered to the student to assist in the funding of their education.

**Free Application for Federal Student Aid (FAFSA):** The FAFSA is used to apply for all need-based aid. The information contained within this document is used to calculate all financial aid for the student.

**Gift Aid:** Gift aid is financial aid, which is not repaid, such as scholarships and grants.

**Grant:** Type of financial aid based on financial need that a student does not repay.

**Independent Student:** An independent student must meet at least one of the following criterion:

- Age 24 or older.
- Veteran of the U.S. Armed Forces
- Enrolled in a graduate or professional program beyond a bachelor's degree
- Married
- Orphan or ward of the court, or a ward of the court until age 18
- Legal dependents other than spouse for which you are responsible

**Loan:** Loans are borrowed money that a student must repay with interest.

**Need:** The difference between the Cost of Attendance and the Expected Family Contribution is known as financial need.

**Pell Grant:** A Pell Grant is a federal need-based grant.

**Scholarship:** A scholarship is gift aid, which is not repaid.

**Stafford Loan:** A Stafford Loan comes in two forms, unsubsidized and subsidized. Students are required to pay interest on an unsubsidized loan; whereas, the government pays the interest on a subsidized loan while the student is in school, during the six-month grace period, and during any deferment periods.

**Subsidized Loan:** A subsidized loan is one on which the government pays the interest while the student is in school, during a six-month grace period, and during any deferment periods. Subsidized loans are based on need, and may not be used to finance the family contribution.

**Supplemental Educational Opportunity Grant (SEOG):** The SEOG is a Federal grant program.

**Unmet Need:** Unmet need is the difference between the student's financial need and the total need-based aid.

**Unsubsidized Loan:** An Unsubsidized Loan is one on which the government does not pay the interest. The borrower is responsible for the interest on an Unsubsidized loan from the date the loan is disbursed, even while the student is still in school.

**Untaxed Income:** Contribution to IRAs, Keoghs, tax-sheltered annuities, and 401(k) plans, as well as worker's compensation and welfare benefits.

**U.S. Department of Education:** The US Department of Education administers several Federal student financial aid programs, including the Federal Pell Grant, the Federal SEOG, the Federal Work-Study, the Federal Perkins Loan, the Federal Stafford Loan, and the Federal PLUS Loan.

**Verification:** Verification is a review process in which the Financial Aid Office determines the accuracy of the information provided by the student and parents on their FAFSA. During this process, the student will be required to submit requested documentation.



# Academic Policies

## Student Responsibilities

Students are responsible for securing current information about university policies and for meeting all relevant requirements. Students follow the provisions of the catalog that is in effect at the time of their initial enrollment. Students who have interrupted their education for more than one year are subject to the provisions of the catalog which is current at the time of their readmission to the university. The university reserves the right to change policies, curriculum requirements, and other provisions as needed.

## Academic Advising

Faculty advisors are available to assist students in planning their academic programs, but students have the responsibility for meeting all requirements for their degrees. Students are urged to take advantage of the advisory and consultation services available at the university. They should feel free to consult with professors, academic advisors, department chairpersons, the deans, staff of the Advising and Placement-Testing Center and the Provost. All of these university representatives maintain regular office hours for student consultations.

## Semester System

California University operates on a semester system with Fall and Spring semesters of approximately 16 weeks (including a final examination week). In addition, there is a Summer term, that typically includes a 10-week session and two five-week sessions, which runs from June to August, and special sessions in May and August.

## Course Numbering System

Courses numbered 100 to 499 are undergraduate courses. Courses numbered 500 may be taken for undergraduate or graduate credit, and courses numbered 600, 700 and 800 are graduate level courses. In certain circumstances, undergraduate students are allowed to take graduate level courses for either undergraduate or for graduate credit. Courses are generally numbered in the following way:

100-199 Freshman level

200-299 Sophomore level

300-399 Junior level

400-499 Senior level

Generally, courses whose numbers end in 9 (such as 209 and 459) consist of independent study or internship and registering for such courses typically requires special permission.

## Credits

Credit for course work is recorded in credit hours. For most courses, one credit hour represents one class meeting per week. For laboratory classes, the ratio may differ somewhat from one department to another, but usually two or three hours of laboratory work are worth one credit hour.

A full-time student is one who is taking twelve or more credits. A student taking fewer than twelve credits is considered a part-time student. Only registered coursework in a given term is counted toward a student's full- or part-time status for that term. The work that a student might need to do for an Incomplete from a

previous term will not count toward a student's full- or part-time status for the current term. Students expecting to progress from one class to the next on an annual basis and graduate in four years should complete an average of 30 credits per year, or 15 credits per semester.

### **Grading System**

California University uses the following grading system for all courses:

<u>Grade</u>	<u>Quality Points per Credit</u>	<u>Interpretation</u>
A	4	Superior Attainment
A-	3.67	
B+	3.33	
B	3	Above Average
B-	2.67	
C+	2.33	
C	2	Average
C-	1.67	
D	1	Below Average
F	0	Failure
AU	Not calculated	Audit
I	Not calculated	Incomplete
IF	0	Incomplete Failure
P	Not calculated	Passing
W	Not calculated	Official Withdrawal
WX	Not calculated	Administrative withdrawal
UW	Not calculated	Unofficial withdrawal

### **Quality Point or Grade Point Average**

To calculate a quality point average (QPA) or grade point average (GPA) divide the total number of quality points earned in regular courses at this university by the total number of credit hours attempted. For example, if a student has attempted a total of 60 credits with 9 credits of A (= 36 quality points), 6 credits of A- (= 22 quality points), 12 credits of B+ (= 40 quality points), 9 credits of B (= 27 quality points), 3 credits of B- (= 8 quality points), 6 credits of C+ (= 14 quality points), 6 credits of C (= 12 quality points), 3 credits of C- (= 5 quality points), 3 credits of D (= 3 quality points), and 3 credits of F (= 0 quality points), this student would have a total of 167 quality points, or a QPA of 2.78.

In computing the QPA, the following courses and credits are not included: courses and credits transferred from other institutions, advanced placement courses, courses passed by examination, courses in which a P grade was assigned, CLEP credits, credits granted for military service, or other credits earned through Prior Learning Assessment (PLA). If a student repeats a course, only the repeat grade is counted. Although developmental courses do not count towards graduation, the credits earned in them are used in determining a student's QPA.

### **Appealing a Grade or Other Academic Decisions**

University decisions are based upon applicable policies, rational procedures, and sound decision-making principles. Concerning a student's grade, it must be understood that it is not the policy of the administration to change a properly assigned grade – i.e., one based upon recorded grades for quizzes, exams, assign-

ments, projects, and other grade criteria as indicated on the course syllabus or outline. However, when a student alleges violations of sound academic grading procedures, the University administration and faculty mutually support a student appeal procedure that gives both the student and the faculty member a fair process to substantiate and/or refute those allegations.

In appealing a grade, a student should first contact the faculty member who issued that grade to discuss the reason for the grade. If the student is not satisfied with the faculty member's explanation, the student should then contact the faculty member's department chairperson. This contact must be in writing and must be filed with the chairperson within thirty working days after the beginning of the fall or spring semester following the term in which the grade in question was given. The chairperson shall notify in writing the student and faculty member of his/her findings and decision within 15 working days of his/her receipt of the appeal from the student. If accord is not reached through the chairperson, the student may then appeal to the college dean. Such appeal must be in writing and must be filed with the dean within 15 working days from the date of the final written determination of the chairperson. The dean shall notify in writing the student and faculty member of his/her findings and decision within 15 working days of his/her receipt of the appeal from the student. The final source of appeal is the Provost. This final step should be taken only if there is no possibility for resolution at an earlier stage, and only if the student is convinced that arbitrary and/or capricious standards were applied. The appeal to the Provost must be in writing and must be filed with the Provost within 15 working days from the date of the final written determination of the dean. The Provost shall review the matter and take action as necessary to provide equity in the situation. In the case of other academic decisions, the student should follow the same appeal procedure insofar as possible. In matters relating to student conduct and discipline, the Vice President for Student Development has authority to review student appeals. In matters relating to financial aid, see the section on Financial Aid in this catalog; in matters relating to teacher certification, see the relevant section in this catalog; and in matters relating to transfer credits, contact the articulation and transfer office as the first point of contact, and follow the same appeal procedure as listed above.

### **Cheating and Plagiarism: Academic Integrity**

Truth and honesty are necessary prerequisites for all education, and students who attempt to improve their grades or class standing through any form of academic dishonesty may be penalized by disciplinary action ranging from a verbal reprimand to a failing grade in the course or dismissal from the university. If the situation appears to merit a severe penalty, the professor will refer the matter to the appropriate dean or to the Provost. The student may appeal the penalty as outlined above with the Academic Integrity Committee hearing appeals above the level of Dean.

### **Class Attendance**

Regular class attendance is a prerequisite to successful class performance. University policy permits class absence for cause but places an obligation for successful completion of course work on the student. There is no single, university-wide policy on class attendance or on cuts; but professors may establish their particular policies on absences, assess reasonable penalties if students do not observe these policies, and treat unexplained absences as unexcused absences. The student must, in all

cases, arrange to make up examinations or other work missed because of absence, according to terms and a schedule agreeable to the professors.

It is the student's responsibility to inform professors of the cause of any absence, if possible, in advance. Students should notify their college Dean of lengthy absences due to illness or other causes, and appropriate documentation is required in such cases. The Dean will in turn notify the professors concerned. Requests for absence due to official university activities, such as field trips or athletic contests, must be made to the appropriate university official.

The Health Center does not issue medical excuses. Under certain circumstances the Health Center will notify professors about students' absences (or other failure to fulfill academic obligations) due to medical conditions; on the basis of this notification, individual professors in turn will determine whether or not to excuse the absences.

### **Good Academic Standing**

Students who achieve the minimum Quality Point Average (QPA) or Grade Point Average (GPA) for their class rank as follows are in good academic standing:

Freshman (1-29)	1.75
Sophomore (30-59)	1.85
Junior (60-89)	1.95
Senior (90 or more)	2.00

All earned credits including transfer credits and other advanced standing credits that have been officially accepted are counted in determining a student's class rank. All attempted credits at California University are used in determining a student's QPA. Students who do not achieve the minimum QPA for their class rank will be subject to Academic Probation or Academic Dismissal. Satisfactory Academic Progress is required for continued eligibility for financial aid.

### **Academic Probation**

A student whose total number of credits attempted has reached or exceeded twelve and whose overall QPA is below the specified minimum for his or her class rank will be placed on Academic Probation. Students on Academic Probation must agree to satisfy additional requirements during the probationary semester.

A student on Academic Probation who:

- attains the minimum overall QPA for his or her class rank and satisfies other requirements will be removed from Academic Probation,
- attains a 2.00 QPA during the probationary semester and satisfies other requirements, but fails to attain the minimum overall QPA for his/her class rank will be permitted to return to the university on Continuing Academic Probation,
- does not attain the overall QPA for his or her class rank and does not achieve a 2.00 QPA for the probationary semester, or fails to satisfy other requirements will be dismissed from the university.

### **Academic Dismissal**

The university reserves the right to refuse the privilege of further attendance to students who have failed to meet minimum academic requirements. If a student's cumulative grade point average remains below the required minimum after a

probationary semester, the term grade point average during a probationary semester is below 2.00, and the student fails to meet other requirements, he or she will be dismissed from the university.

### **Incomplete Grades**

An Incomplete (I) is assigned when a professor is convinced the student can complete or make up work. Faculty members may submit a final grade based on work completed and not accept late work. However, when appropriate explanation and documentation of an illness are given, professors will not penalize students if make-ups are possible or if grading on work completed is reasonable.

After the required work has been completed, the professor will submit a Change of Grade form to the Academic Records Office. The student, however, is responsible for contacting the professor regarding arrangements that should be made to complete the work for the course. (Students are not required to register for the course again.) If the required work is not completed within one calendar year, the Incomplete grade will be converted to I-F. This conversion will occur even if the student has not been enrolled at the university during this calendar year. The I-F grade is considered in the computation of the student's grade point average as an F grade. Students who wish to have an extension of the time allowed to complete the work must obtain approval from the dean of their college. Graduating seniors must resolve their Incomplete grades by the last day of classes of the term in which they intend to graduate. Otherwise, these Incompletes immediately become I-F's, and graduation may be correspondingly affected.

The work that a student needs to do during one term for an Incomplete from a previous term will not count toward a student's full- or part-time status for the current term.

### **Grade Reports**

At the end of each semester and summer session, grade reports are available to students online. A grade report will not be available if a student's academic records have been sealed. Midterm grades are also reported and are available online.

### **Transcripts**

Transcripts are issued by the Academic Records Office, Dixon Hall. Each transcript costs \$3, and payment must be received before the transcript is issued. Checks and money orders should be made payable to California University of Pennsylvania. All transcripts are issued according to the provisions of the Family Education Rights and Privacy Act of 1974 as amended: see also the section on Confidentiality of Records in this catalog.

A request for a transcript must be made in writing, to ensure that academic information is not improperly disclosed. Telephone requests for transcripts cannot be honored. The request may be made by completing a form in the Academic Records Office or by writing a letter to that office indicating (a) the number of transcripts required, (b) the type of transcripts required (i.e., undergraduate, graduate, or both), and (c) the name and address of the person or institution where the transcript should be sent. Transcripts will not be issued to a third party without the written consent of the student.

If a transcript is issued to a student, a notation to that effect appears on the transcript. Transcripts marked in this manner are sometimes not considered official when presented to a third party by the student.

Transcripts are issued as quickly as possible, but in busy periods of the academic year there may be some delay. Requests should therefore be made well before the transcript is due elsewhere. No transcript will be issued to a student whose financial obligations to the university have not been met in full.

## **Registration**

### **Eligibility to Register**

All students who have been admitted to the university and who are in good academic, financial, and disciplinary standing are eligible to register.

### **Enrollment and Matriculation**

A student seeking a degree or credit certificate from California University is considered a matriculated student and must meet the graduation or completion requirements for his or her declared major or program. An individual who enrolls for classes but is not seeking a degree or credit certificate from California University is considered a non-degree student. A non-degree student wishing to matriculate into a degree or credit certificate program must satisfy admission requirements for that program.

### **Registration Procedures**

Registration for an upcoming semester may be completed during the registration periods identified in the Schedule of Classes published each semester. This publication contains specific information and instructions regarding these registration periods.

Registration includes academic advising, scheduling courses, and payment of tuition and fees. Prior to scheduling classes, each student should meet with his or her academic advisor to discuss his or her progress and develop a schedule for the upcoming semester. Entering a student's schedule into the university's registration system creates a financial obligation by the student to the university, and students who do not make payment arrangements by the due date will have their semester schedules canceled.

### **Credit Overload**

During the Fall and Spring semesters, full-time students may register for 18 credits without special permission. Students wishing to register for 19 or more credits must obtain written permission from their advisor and the Dean of their college. Only in exceptional circumstances will a student be allowed to register for more than 21 credits. Additional tuition and fees are charged for all credits in excess of 18. During the Summer terms, students may register for 6 credits in any one session or 18 credits for the summer without special permission. Degree-seeking students wishing to register for additional credits during the Summer terms must obtain written permission from the Dean of their college, and non-degree students wishing to register for additional credits must obtain permission from the Director of the Summer School Program. Students are charged tuition and fees on a per credit basis for all courses during the summer.

### **Admission to a Closed Section**

A student seeking admission to a closed section should obtain a schedule adjustment form and consult with the instructor or chairperson of the department that offers the course. Admission to a closed section requires the signature of the instructor or department chair and the dean of the college that offers the course.

### **Repeating a Course**

A student may repeat a course previously taken at California University. In such cases, only the later grade will be counted in the student's QPA. The original grade, however, will remain on the student's transcript. Some courses may be repeated for credit and are exempt from this policy.

### **Auditing a Course**

A student may audit a course with the understanding that he or she will receive neither a grade nor credit for the course. The course will be listed on the student's transcript without affecting the QPA. Once a course is registered for audit, it cannot be converted back to a credit course.

Students may register to audit a course according to the following schedule:

15 week session - within the first 6 weeks

5 week session - within the first 2 weeks

10 week session - within the first 4 weeks

Audit courses are billed at the same rate as courses taken for credit. Audit forms are available in the Academic Records Office, Dixon Hall.

### **Credit by Examination/Course Challenges**

Students may earn credit for a course by passing an examination rather than taking the course. In order to do so, the student must obtain permission from the chairperson of the department that offers the course and the Provost. The student must register for the course and pay tuition and fees for the course. Once a student registers to challenge a course, it cannot be converted back to a regular course.

Students may register to challenge a course according to the following schedule:

15 week session - within the first 6 weeks

5 week session - within the first 2 weeks

10 week session - within the first 4 weeks

Only grades of P (Pass) or F (Fail) will be recorded, and the course will be further identified on the student's transcript by the symbol CE. A passing grade does not affect the QPA; however, a failing grade will lower the QPA. Earned credits will count towards graduation. Course challenge forms may be obtained in the Academic Records Office, Dixon Hall.

### **Schedule Adjustments (Add/Drop)**

Class schedules may be changed during the add/drop period using the schedule adjustment forms. All schedule adjustments are governed by the following regulations.

- Prior to making schedule adjustments, a student should consult with his or her academic advisor to discuss how the adjustment will affect his or her academic progress.
- Courses may be added during the first week of classes during the Fall and Spring semesters and during the first day of a summer term. Adding a course may require the signature of the instructor, department chair, and/or college dean.

- No student is permitted to drop a course: during the last three weeks of a semester; during the last two weeks of a five-week summer term; or during the last three weeks of a ten-week summer term.
- **Ceasing to attend class does not constitute official withdrawal!** Students must officially drop from a course. Leaving a course without officially dropping it may result in the assignment of an F grade by the professor. If the professor does not assign a grade, the designation of UW (unauthorized withdrawal) will be assigned by the Registrar.
- Students who drop below full-time (less than 12 credits) or to less than half-time (less than six credits) should contact the Financial Aid Office prior to completing the drop.

### **Withdrawal from the University**

A student who decides to withdraw from the university during any academic term, regardless of the reason, must contact the Academic Records Office immediately. All withdrawals are governed by the following regulations:

- An honorable dismissal is granted to a student who withdraws from the university in the official manner, has met all financial obligations to the university, and has been properly cleared by the Registrar.
- If the student withdraws officially during the first six weeks of a semester, a W grade is recorded for each course scheduled. A W grade carries no academic penalty and is not counted in the student's QPA. For an official withdrawal from a five-week session, W grades will be recorded during the first two weeks only.
- No student is permitted to withdraw officially from the university during the last three weeks of a semester or summer term.
- Leaving the university without notifying the Academic Records Office and making an official withdrawal may result in automatic failure for all courses scheduled. It also makes the student ineligible for refund of tuition and fees, and may affect academic status and financial aid. Improper withdrawals will be classified as unauthorized withdrawal and the designation UW used for all registered courses if another grade has not already been assigned by the professor.
- Students planning on withdrawing from the University should consult with the Financial Aid Office prior to completing the withdrawal process.

### **Administrative Withdrawals**

The university administration has the authority to withdraw a student from the university and to revoke that student's registration at any time for the following reasons:

- Registration in violation of university regulations (e.g., academic ineligibility to register).
- Failure to comply with academic requirements (e.g. unsatisfactory class attendance, violation of the learning contract for students on academic probation, etc.).
- Failure to pay university tuition and fees by the due date.
- Disciplinary suspension or dismissal for the remainder of an academic term or longer.
- Severe psychological or health problems such that the student cannot be permitted to continue in attendance.
- Other reasons deemed appropriate by the proper administrative officer.

A grade WX is recorded for Administrative Withdrawals. The grade of WX is not computed in the student's grade point average and therefore involves no academic penalty. The Registrar must authorize the recording of this grade. If a student



registers in violation of the academic eligibility rule, the registration is declared invalid, the tuition and fees paid by the student are refunded in full, and no grades are recorded.

In other cases of Administrative Withdrawal, the date of the withdrawal and the reason for the withdrawal are used to determine the grade to be recorded and the amount of tuition and fees to be assessed or cancelled. In most cases, the regular tuition and fee assessment and refund policies of the university prevail.

For Administrative Withdrawals during the first six weeks of a semester or two weeks in a five-week summer session, the grade of WX is recorded for all courses on a student's schedule. No other grades, such as Incomplete, are assigned. After this period, the date of the Administrative Withdrawal and the reason for the withdrawal are considered.

The Registrar has the authority to antedate an administrative withdrawal if circumstances warrant such action.

Disciplinary suspensions or dismissals are initiated by the appropriate authority in the Office of Student Development and written notification is sent to the Academic Records Office, who cancels the student's registration and notifies other administrative offices and faculty members as necessary.

If faculty members have reason to inquire about a specific case of Administrative Withdrawal, they should consult the Registrar or the Provost. In certain cases, the student's right to confidentiality may not permit full disclosure of the circumstances.

### **Readmission to the University**

Students who wish to return after an absence of three consecutive terms and are in good standing with the university must apply for readmission to the dean of the undergraduate college in which they will be enrolled following their readmission.

In cases of Academic Dismissal, readmission to the university is not automatic. Students who have been dismissed for unsatisfactory academic performance will be considered for readmission only if they have satisfied the conditions for readmission that were stipulated at the time of their dismissal. Students who have been academically dismissed must apply for readmission through the Office of Student Retention. Any student who has been academically dismissed will be denied Title IV financial assistance (federal grants, loans, and student employment). Therefore, if readmitted, the student must attend without the benefit of Title IV financial aid until the required minimum QPA for his/her class rank and/or the completion of the minimum credit hour standard have been achieved. Exceptions may be considered for students on Financial Aid probation or who have filed a Satisfactory Academic Progress (SAP) appeal (please refer to the Satisfactory Academic Progress policy statement issued by the Office of Financial Aid).

In the case of Disciplinary Suspensions or Dismissals, students must satisfy the conditions for readmission that were stipulated at the time of their dismissal and receive permission from the Vice President for Student Development to return to the university.

Applications for readmission should be submitted at least one week before the registration date for the term in which the student desires to enroll. Former students will not be readmitted to the university until all past indebtedness has been paid.

### **Academic Forgiveness Policy**

Academic Forgiveness is intended for the student who is returning to the University with a grade point deficiency and who has not been enrolled at California University of Pennsylvania for four consecutive academic years immediately preceding the readmission semester. Only students applying after the effective date of this policy will be eligible for forgiveness under this policy. This policy supersedes all previous Academic Forgiveness Policies at California University of Pennsylvania.

When forgiveness is granted, all California University grades earned prior to the four consecutive academic year period as well as grades transferred from classes completed at other institutions before or during the four-year period, are excluded from the computation of the grade point average; however, no grades will normally be removed from the permanent record. Academic forgiveness will be granted only once for any student and forgiveness extended by California University might not be recognized by other academic institutions to which the student may transfer.

The Registrar will give consideration for academic forgiveness when a signed written request is received. If the student attended any institution of higher education, during the specified four-year period, he/she must identify the institution(s) and arrange to have official transcripts sent to the Registrar. All students requesting academic forgiveness must earn at least a 2.0 GPA during the first twelve credit hours of course work attempted at California University after readmission. The student's request for forgiveness may be submitted during the semester of readmission or thereafter and must identify the four-year non-enrollment period. If all prerequisite conditions have been met, academic forgiveness will be granted. Other decisions regarding academic forgiveness are subject to approval by the Provost of the University.

### **College Level Examination Program (CLEP)**

The university offers the opportunity to earn undergraduate credit through the College Level Examination Program (CLEP), which has two testing categories, the General Examination and the Subject Examination. The General Examination is a series of tests in five separate areas: English Composition, Natural Sciences, Mathematics, Humanities, and Social Science/History. A student may earn up to thirty credits by passing the appropriate tests in these areas. California University does not accept English Composition CLEP credits. The Subject Examination comprehensively tests a single subject, such as General Psychology, Statistics, etc. A student who passes one of these examinations is awarded credit for a comparable course at the university. The CLEP program is administered by the Advising and Placement Testing Center and the Southpointe Center. There is a one-time fee of \$25.00 for evaluation of the CLEP results and recording the results on the student's transcripts.

### **Undergraduate Credit for Graduate Courses**

Undergraduate students may enroll in graduate courses for undergraduate credit if they meet the necessary requirements for those courses. Individual departments determine the prerequisites for each course. Graduate status may be a prerequisite for admission to some courses. Graduate credits used to fulfill undergraduate requirements may not also be used to fulfill requirements in a graduate program.

## Graduate Credit Load for Seniors

Undergraduates who are in their last term on campus and who are completing or have completed all the requirements for their undergraduate degree may enroll in graduate classes for graduate credit. They must fulfill all requirements for entrance into Graduate School (other than the undergraduate degree or teaching certification).

## Transfer Credits

Current California University students who wish to take courses at some other college or university to transfer back to California University, should get approval to do so from their advisor and from the dean of their college at California University before registering for and taking such courses. Students seeking to transfer credits to California University should note the following guidelines and should refer transfer credit questions to the Articulation and Transfer Evaluation Office:

- Transfer credits are usually determined by their equivalency to California University courses.
- Only courses in which a grade of C or better is earned will transfer unless a student qualifies under the Academic Passport Policy (See Academic Passport Policy in the admissions section of this catalog.)
- Credits transfer, but grades and quality points do not. Transfer credits cannot raise a student's QPA; therefore, do not take repeat courses at another institution.
- Courses taken at a community college, the equivalents of which are designated as upper-level courses at California, may transfer only as electives rather than equivalents to courses offered at California University.

## Dual Majors, Second Majors, Second Degrees, and Dual Degrees

California University grants the following undergraduate degrees: B.A.; B.S.; B.S. in Education; B.S.N; and A.S., A.A.S. (All except the last two are four-year, baccalaureate degrees.) These are referred to below as degree areas.

A distinction is drawn between the following objectives and opportunities and between the means to achieve them: (1) a Dual Major; (2) a Second Major; (3) a Second Degree and (4) a Dual Degree. These opportunities, as explained below, are the only ones offered. The university will, for example, award only one degree from any degree area. None of these opportunities should be confused with any certification programs, such as those in Teacher Education.

### 1. More than One Major:

(a) A Dual Major is the pursuit of two separate baccalaureate majors in the same degree area simultaneously. These majors may be in a single department or two departments, and each must be recorded in the appropriate dean's office. Courses from one major area may be used to satisfy requirements in the other major. Both majors are recorded on the transcript, but all requirements for each major must be satisfied before the degree is conferred, and only one degree is conferred.

(b) A Second Major may be pursued (a) after the completion of a baccalaureate degree and (b) in the same degree area as a first major. It does not lead to a second degree. The prospective student must apply through the Office of Admissions, register the intention of pursuing a Second Major, and fulfill any of the requirements of that Second Major that have not yet been satisfied. *Please note: Students seeking a Second Major after graduating with a bachelor's degree are not eligible for financial aid as per federal Title IV guidelines.*

## 2. More than one Baccalaureate Degree

(a) A Dual Degree is the simultaneous pursuit of two degrees in different degree areas. Courses from one major area may be used to satisfy requirements in the other major; however, a minimum of 150 credits must be accumulated in order for both degrees to be awarded. All departmental, college and university requirements for the two degree areas must be satisfied. There will be one transcript with both degree areas recorded.

(b) Any student who has previously earned a degree from a regionally accredited institution (including California University of Pennsylvania) may pursue a Second Degree. This degree must be in a different degree area than the first. Transfer credits from other institutions and prior credits from California University of Pennsylvania may be used to satisfy requirements for the second degree; however, a minimum of 30 resident credits must be accumulated beyond the number of credits completed at the time the first degree was awarded. Free elective courses must be taken, if necessary, to fulfill this 30 credit requirement. All departmental, college and university requirements for this degree must be satisfied. All courses completed will be recorded on a separate transcript. Students seeking a second degree must apply for admission in the Office of Admissions. *(The university will not award an associate degree to a student who holds a baccalaureate degree in the same area.)*

## **Graduation Requirements**

Students should become acquainted with the graduation requirements for their program of study. Students are responsible for meeting all graduation requirements and for submitting the required forms on time. Compliance with the following general policies and procedures will help students prepare for graduation:

- The period during which application for graduation must be made is posted throughout campus and printed in the Schedule of Classes and the *California Times*. Students must apply for graduation in the appropriate dean's office by the deadline. All credentials for graduation, including an application for a teaching certificate where appropriate and transcripts of credits from other institutions, must be submitted on time. Graduation may be delayed if a student's record is incomplete.
- A minimum of 120 semester credits, including the satisfactory completion of all required courses, is necessary for graduation. Developmental courses, ENG 100, EDU 110, DMA 092 and DMA 094, do not count towards graduation, though the credits earned in them are used to determine class standing and grade point average.
- Students in all curricula must complete a minimum of thirty credits of the last sixty credits at California University of Pennsylvania.
- A candidates for Teacher Education must possess a grade point average of 3.0 in his/her major and overall and must successfully complete student teaching before graduation. An overall grade point average of 2.0 is required in most programs of study. Certain other programs may require minimum grades in courses within the major.
- All financial obligations to the university must be paid in full before graduation can be approved.

## **Conferring of Degrees**

Degrees are conferred in May (at the end of the spring semester), in August (at the end of the summer session), and in December (at the end of the fall semester); but Commencement is held only twice a year, in May (only May graduates) and in December (August and December graduates). Diplomas and official university

transcripts record the student's date of graduation as of the month and year in which the degree was conferred.

Attendance at the Commencement exercises is appropriate, unless unusual circumstances warrant graduation *in absentia*. Permission to graduate *in absentia* is granted by the President of the university, or his designee. Candidates for graduation should contact the President's Office, or his designee's office, and request permission to be excused from the Commencement ceremony.

A graduate of California University of Pennsylvania is a member of the class of that calendar year in which the degree was conferred. That is, if one graduated in May, August, or December of 2001, one is a member of the class of 2001 regardless of the year one may have attended Commencement.

### **Honors at Graduation**

Commencement Honors are awarded to students in the graduating class who have earned 60 credits at California University in a baccalaureate degree program and achieved the required QPA.

Highest Honors ( <i>Summa Cum Laude</i> )	3.75 to 4.0
High Honors ( <i>Magna Cum Laude</i> )	3.50 to 3.74
Honors ( <i>Cum Laude</i> )	3.25 to 3.49

Credits, grades, and quality points earned as part of a previously completed associate or first degree are not used to calculate commencement honors designations.

Dean's List/Semester Honors

Highest Honors	3.75 to 4.0
High Honors	3.50 to 3.74
Honors	3.25 to 3.49

### **Honors Convocation**

The university recognizes, encourages and rewards academic excellence on the part of Master's, baccalaureate, and associate degree-seeking students by naming Presidential Scholars at the annual Honors Convocation in the spring semester. This award is a unique distinction, separate and apart from Commencement Honors.

A baccalaureate degree-seeking student designated as a Presidential Scholar must have a cumulative QPA of 3.25 in a baccalaureate program and have completed 60 credits (junior) and 90 credits (senior), of which at least 30 must have been taken at California (calculated beyond an associate degree or other first degree, if applicable, and in the present baccalaureate degree program). An associate degree-seeking student designated as a Presidential Scholar must have a cumulative QPA of 3.25 at California and have completed 45 credits; all of which must have been taken at this university. Both full-time and part-time students may, if qualified, be named Presidential Scholars.

### **Confidentiality of Records**

The university's policies on the confidentiality and disclosure of student records are based on the Family Education Rights and Privacy Act of 1974 (Public Law 93-380), as amended.

## **I. Introduction**

Official student records are established and maintained in a number of administrative offices for a variety of legitimate educational purposes. In assuming responsibil-

ity for the reasonable protection of these student records, the university recognizes its obligation to comply with the Family Education Rights and Privacy Act of 1974. Important sections of this federal law are summarized below.

## **II. Ownership of Records**

All records kept concerning students, including those records originating at other colleges or universities and required for admission, are the property of California University of Pennsylvania.

## **III. Definition of a Student**

A student is defined as any person currently or previously matriculated on an official basis in any academic program of the University.

## **IV. Public Information Regarding Students**

1. The following information is classified as public and may be released without the prior consent of a student: a student's name, address (both local and permanent), telephone number, e-mail address, place and date of birth, academic curriculum, dates of attendance, date of graduation, degrees and awards received, most recent educational institution attended, participation in student activities (including athletics), and height and weight (for athletic teams).
2. Students may request that any or all of this information not be made public. Such requests must be submitted in writing to the Academic Records Office or (in the case of graduate students) to the Dean of the School of Graduate Studies and Research before the beginning of any academic term.

## **V. Disclosure of Student Records**

1. Upon proper identification, students may inspect their own official records in the presence of the administrator in charge of records.
2. After a request to inspect a record has been received, the request must be honored within a reasonable period of time: according to federal law, not to exceed 45 days.
3. Limitations on the Right of Access by Students

The following are not subject to inspection by students:

- a. Confidential letters and statements of recommendation which were placed in the educational records before January 1, 1975.
- b. Financial records of the parents of the student, or any information contained therein.
- c. Medical, psychiatric or similar records that are used solely in connection with treatment. Such records can be reviewed by a physician or other appropriate professional of the student's choice.

### **4. Disclosure of Information to Third Parties**

In most circumstances students have the right to withhold their records from external third parties requesting to inspect these records. Exceptions to this general principle are as follows:

- a. Disclosure of student information will be made to a third party if written consent is given by the student in question.
- b. Information concerning a student will be released if properly subpoenaed pursuant to a judicial proceeding.
- c. All necessary academic and/or financial records of students may be disclosed to the appropriate persons or agencies without a student's prior consent in connection with a student's application for, or receipt of, financial aid.

d. Further limited disclosure of certain kinds of information may be required in special circumstances in compliance with the federal law previously cited.

## **VI. Student Challenge to Record Entries**

1. Students have the right to submit written or typed rebuttals to negative information contained in their files. A rebuttal statement shall become part of the file, and in cases where the negative information is reviewed by or transmitted to a third party, it must be accompanied by the student's statement of rebuttal.
2. Students may challenge the accuracy and/or appropriateness of material combined in their files. Once such a challenge has been made in writing, it will be the responsibility of the university official in charge of the file to determine the validity of the challenge, if possible. The university official shall make a written response to the challenge of the student, specifying the action taken. Should a factual error be found in any materials, the university official is authorized to make the appropriate correction.
3. If options 1 and 2 of this section are unsatisfactory, students may request a formal hearing to challenge inaccurate, misleading, or inappropriate information in their records. The University Record Hearing Committee shall conduct a hearing in accordance with the procedures outlined in Public Law 93-380, as amended.
4. The substantive judgment of a faculty member or administrator about a student's work, as expressed in grades and/or written evaluations, is not within the purview of this policy statement. Such challenges by students may be made through the regular administrative channels already in existence for such purposes.

## **VII. Responsibility of University Officials**

1. University officials in charge of student files are responsible for the reasonable care and protection of such files in accordance with University policy. This includes the responsibility for the release of confidential information only to authorized persons.
2. A log sheet, indicating the inspection or release of a student's file, must be kept in the student's file.
3. University officials may classify student materials and records under their supervision as active or inactive as circumstances warrant. At the discretion of the official in charge, inactive records may remain in the file but need not be circulated. Inactive records may be reviewed by a student upon request.
4. A University official may take the initiative in an attempt to purge unfavorable evaluations, or opinion records of a prejudicial nature, in a student's file. This may be done by returning the material to the person who submitted it or by requesting from the author that the material be destroyed.

## **VIII. University Officials Responsible for Student Records**

The following university officials are responsible for maintaining student records within their respective administrative areas in accordance with the policies of this statement and the relevant state and federal laws.:

1. Provost and Vice-President for Academic Affairs
2. Vice-President for Student Development and Services
3. Vice-President for Administration and Finance
4. Vice-President for University Advancement

If further information is required, contact the appropriate university official.



# Academic Organization

Under the direction of the Provost, three undergraduate colleges and the School of Graduate Studies and Research administer the academic affairs of the university. Each of these divisions is administered by a dean who is responsible for the operation of the college or school. In addition, University College, Lifelong Learning and the Evening-Weekend College, and the Southpointe Center provide specialized programs and services to distinct student populations.

## The College of Education and Human Services

The College of Education and Human Services is composed of the Departments of Academic Development, Communication Disorders, Counselor Education & Services, Elementary & Early Childhood Education, Health Science and Sport Studies, Secondary Education and Administrative Programs, Social Work & Gerontology, and Special Education.

Teacher education programs are offered through the Departments of Elementary & Early Childhood Education, Secondary Education and Administration and Special Education and through the department of Applied Engineering and Technology in the Eberly College of Science and Technology. The departments of Academic Development Services, Communication Disorders, Health Science & Sports Studies, and Social Work & Gerontology form the human services component of the College. Counselor Education & Services offers programs leading to graduate degrees and to elementary and secondary counselor certification.

## Teacher Education Program

California University has a long and distinguished history of preparing teachers for the schools of the Commonwealth with nearly 30,000 teacher education alumni. The College of Education and Human Services has developed and maintained a reputation of excellence in the preparation of teachers. Because of its accreditation by NCATE and the Commonwealth of PA, and its requirement of the PRAXIS I (Pre-Professional Skills Test) and PRAXIS II (Content Knowledge and Principles of Learning and Teaching) teacher certification examinations, California's graduates are able to obtain teacher certification in most states in the United States.

California University has been given a snapshot of where it stands in comparison to other colleges and universities in the Commonwealth that prepare teachers. The comparison data is based on the number of students who completed all the academic requirements of the College of Education's programs in elementary, early childhood, secondary, technology and special education from September 2001 to August 2002, totaling 328 students. The Educational Testing Service (ETS) released information to all teacher preparation institutions regarding the HEA Title II report. While the data uses a statewide cohort for comparisons, ETS plainly noted, "Within the same state, comparisons made between institutions are equally unsubstantiated because each institution prepares students for different licenses utilizing different testing requirements." There are other factors that impact on percentages including the number of students taking specific tests, so that the size of the tested population is very important.

California had almost 100% of its teacher preparation students pass the basic skills portions of the PRAXIS I (Pre-Professional Skills Test-PPST) and the Fundamental



Subjects Content Knowledge exam. These exams test general knowledge and communication skills. It should be noted that the College requires all students who wish to continue in teacher education to pass the PRAXIS I exams and the Fundamental Subjects, Content Knowledge exam before they can be admitted to Teacher Education.

The PRAXIS II exam tests specialty areas. In the academic specialty areas of math, English, biology, citizenship, French, Spanish, physics, science, elementary, and early childhood 215 out of the 255 California University students who took the tests, passed them for a pass rate of 84 percent. The statewide rate was 91 percent. In technology education 55 out of 55 students passed the exam for a 100 percent pass rate. The statewide rate was 98 percent. In the teaching of special populations, 42 out of 42 students passed the exam for a 100 percent pass rate. The statewide rate was 99 percent.

The university was awarded a summary totals and pass rate of 81 percent, based on the number of students who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate. This was based on 328 taking the assessment, and 267 passing. The statewide rate was 84 percent. California University will use the data collected by ETS to focus continued discussions on teacher preparation concentrating on continuous improvement and outcome assessment.

### **Admission to Teacher Education**

Admission to the university is not a guarantee that a student majoring in education will be admitted to Teacher Education, complete the program, which includes student teaching, and receive teaching certification. The Pennsylvania Department of Education and the College of Education and Human Services have established standards that all education majors must meet in order to enroll in certain courses, student teach, and complete the Teacher Education Program. Some of these standards are embodied in the Admission to Teacher Education Program, which must be completed by the candidate during the semester following the completion of 48 credits.

### **Program Admission Requirements:**

Student must:

1. Have an overall grade point average of 3.00 to be admitted to Teacher Education in 2003-2004. Also, they must earn at least a "2.00" in each course in their major(s) as determined by their major department.
2. Have completed 48 credit hours or the full time equivalent of college level study.
- 3.- Complete a speech and hearing test.
4. Successfully complete the PRAXIS I (or the General Knowledge and Communication Skills tests) and the Fundamental Subjects: Content Knowledge test where applicable.
5. Submit Act 34(Criminal Record) and Act 15 (Child Abuse) clearances prior to field experience.
- 6.- Complete 30 hours of field experience/observation at approved sites and file reports in the departmental offices.

7. Complete six-semester hour credits in college level mathematics, three-semester hour credits in English composition and three-semester hour credits in American/ English literature.
8. Sign an Admission and Retention to the Teacher Education Process form. (See below)

### **Student Teaching Admission Requirements:**

Students must:

1. Complete all requirements for admission to teacher education.
2. Complete a cumulative total of 45-hours of field experience/observation at approved sites and file reports in the departmental office.
3. Maintain the required grade point average.
4. Complete required program courses for student teaching.
5. Submit negative TB Test results, current Act 34 (Criminal Record) and Act 151(Child Abuse) clearances, as well as evidence of one million dollar liability insurance coverage.
6. Have positive recommendation from their departments.

### **Graduation Requirements:**

Student must:

1. Complete all required course work in his or her major(s).
2. Possess the overall grade point average that was required at the time of admission to the Teacher Education and have at least a "2.00" in each major course as determined by the department.
3. Submit an application for graduation and have completed a university department clearance form.

*\*Graduation requirements are based on the Commonwealth's mandated GPA for teacher certification. Students who entered Teacher Education in Fall 2001, must maintain a GPA of 2.6, those who entered in Fall 2002, must maintain a 2.8 and those entering in Fall, 2003 must maintain a 3.0.*

### **Program Completion Requirements:**

Student must:

1. Complete all course work for his/her major.
2. Achieve the qualifying grade point average overall and have at least a "2.00" in each major course as determined by the department.
3. Successfully complete one semester of student teaching.
4. Successfully complete all state required PRAXIS tests and student teaching.

[ Note: A student is permitted to graduate without taking and/or successfully completing his or her specialty area test(s). However, the student would not be eligible for certification without the successful completion of this test.]

\*\*\*\*\*

September 2002  
ADMISSION AND RETENTION TO THE  
TEACHER EDUCATION PROCESS

College of Education and Human Services

The Pennsylvania State Board of Education passed new entrance requirements for admission to and exit from teacher education programs. These new regulations were given final approval during the fall of 2000 with an implementation date of fall 2001. These regulations affect every institution that prepares teachers in Pennsylvania, private and public. Transfer and out-of-state applicants must meet these same standards.

You should read and sign this form indicating that you understand completely the effect these regulations have on your admission to and completion of a teacher education program.

*Admission to California University does not constitute Admission to Teacher Education.*

---

TO BE APPROVED FOR TEACHER EDUCATION, A STUDENT MUST

1. have completed 48 credit hours or the equivalent, of college level study
2. possess a 2.80 grade point average overall for admission in 2002-2003, and 3.00 for admission in 2003-2004 and beyond. The overall grade point average under which a student is admitted to Admission to Teacher Education will be used for admission to student teaching, graduation, and certification.
3. successfully complete a speech and hearing test
4. successfully complete the Pre-Professional Skills Test (PPST): Reading, Writing, and Math or General Knowledge and Communication Skills Exams and the Elementary Education: Content Knowledge or Fundamental Subjects: Content Knowledge for K-6 and K-12 certification
5. submit current Act 34 (Criminal Record) and Act 151 (Pennsylvania Child Abuse History) clearances
6. complete 30 hours of field experience/observation at approved sites and file reports in the departmental office.
7. complete six-semester hours of credits (or transfer credits) in college level mathematics.
8. complete three semester hours of credits in English composition and three semester hours of credits in English literature.

NOTE: 1) Students who will graduate in the Fall 2002, Spring 2003, or Summer 2003 may meet the English/Literature requirements with English Composition I (three credits) and English Composition II (three credits). 2) Students who will graduate after Summer 2003 must meet the requirements in #8 above, this also includes students who have been approved for Admission to Teacher Education prior to Fall 2002.

AS A REMINDER, ENGLISH COMPOSITION I AND ENGLISH COMPOSITION II ARE GRADUATION REQUIREMENTS FOR CALIFORNIA UNIVERSITY OF PA.

*EFFECTIVE FALL, 2002 AND THEREAFTER. STUDENTS ENTERING THE UNIVERSITY MUST EARN THE GRADE OF "2.00" OR BETTER FOR EACH COURSE IN THEIR MAJOR CERTIFICATION AREA INCLUDING TRANSFER CREDITS FOR GRADUATION AND CERTIFICATION. STUDENTS ARE STILL REQUIRED TO MAINTAIN OVERALL GRADE POINT AVERAGE AS STATED ABOVE.*

---

*TO BE APPROVED FOR RECOMMENDATION TO STUDENT TEACHING, A STUDENT MUST:*

- 1. complete all requirements for Admission to Teacher Education*
- 2. complete a cumulative total of 45-hours of field experience/observation at approved sites and file reports in the departmental office*
- 3. maintain the required overall grade point average established at the time of Approval for Admission to Teacher Education*
- 4. provide evidence of negative TB test results, current Act 34 (Criminal Record) and Act 151 (Pennsylvania Child Abuse History) clearances, and \$1,000,000 Liability Insurance*
- 5. complete all required program courses for student teaching*

---

*TO BE APPROVED FOR GRADUATION, A STUDENT MUST:*

- 1. complete all General Education requirements and all required course work in his/her major(s)*
- 2. complete and submit an application for graduation to the College of Education and Human Services*
- 3. complete and submit a graduation clearance form to the College of Education and Human Services*

---

*TO BE ENDORSED FOR CERTIFICATION, A STUDENT MUST:*

- 1. complete all graduation requirements*
- 2. successfully complete all state required PRAXIS I and PRAXIS II examinations*
- 3. maintain the overall grade point averages established at the time of Approval for Admission to Teacher Education*
- 4. submit to the Dean of the College of Education and Human Services a completed Pennsylvania Department of Education application for certification*

---

*I \_\_\_\_\_ have read and understand the above conditions for Admission to Teacher Education, (Print Name)*

*Admission to Student Teaching, Graduation and Certification. I also understand that it is my responsibility to meet these requirements in order to complete the program.*

---

*Student Signature*

---

*Date*

---

*Major*

---

*Social Security number*

---

*Phone No. \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_*

## **Student Teaching**

Student teaching is conducted under the supervision of the Director of Student Teaching. Students who are candidates for certification are required to student teach for a minimum of twelve weeks. Student teaching is a competency-based program and may continue beyond one semester.

Candidates are certified to teach only if they demonstrate ability to teach effectively. The Director of Student Teaching, the university supervisor, and the cooperating teacher or teachers determine teaching competency. The student teacher is also required to take a practicum while student teaching. Student teachers are not generally permitted to enroll in other courses during the student teaching experience. Student teaching is normally conducted in selected public schools located in the service area of the university. Alternative programs are also available. Interested students should discuss this possibility with the Director of Student Teaching. The institutional philosophy regarding student teaching is to prepare students adequately to assume their responsibilities in the teaching profession with the knowledge and skill essential to their areas of specialization. Student teaching is designed to provide a climate wherein the student may exhibit creativity and the ability to make critical judgments based upon knowledge and reason.

Applications for student teaching may be secured at the Office of the Dean of Education & Human Services, Room 202 of the Keystone Education Center. Applications must be submitted by June 1 for the fall semester student teaching placement and by November 1 for spring semester student teaching placement. Transfer students are not assigned to student teaching until they have completed at least 24 credits of work at this university. Graduates of other colleges and universities must meet the California University requirements of admission to teacher education before being assigned to student teaching.

## **Appeal Procedure for Certification Students**

Students wishing to appeal a decision regarding teaching certification should contact the Dean of Education and Human Services to discuss their concern. If accord is not reached at this level, the student may appeal to the Vice President for Academic Affairs.

The final source of appeal is with the Certification Appeals Committee, Department of Education in Harrisburg, Pennsylvania. This step should be taken only if there is no possibility for a resolution at an earlier stage, and only if the student is convinced that arbitrary and/or capricious standards were applied.

## **U.S. Citizenship—A Requirement for Teacher Certification in Pa.**

A permanent certificate will not be granted to any person who is not a citizen of the United States, and no provisional certificate may be granted to any person who is not a citizen or who has not declared in writing to the Department of Education the intention of becoming a citizen.

## **Graduation in General Education**

Students who have been working toward teacher certification but are unable to complete the requirements of the teacher education program or who change their career plans may, with special permission, graduate with a Bachelors Degree in

Education without teacher certification. This concentration requires that, with the approval of the Dean of the College of Education and Human Services and the Director of Student Teaching, the student may complete 12 credits in lieu of student teaching. To initiate the process, the student must make a request, in writing and in person, to the Director of Student Teaching.

### **Accommodations for Students with Disabilities**

Accommodations for students with disabilities are approved through the Office for Students with Disabilities (OSD). It is the responsibility of the students to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Students must meet the academic standards of the classes/programs for which they are applying and/or in which they are enrolled. In those instances where class/program requirements simulate responsibilities of in-service personnel, students must meet the essential functions of the job. For accommodations assistance, contact the Office for Students with Disabilities in the Keystone Education Building, Room 110. You may also reach this office by telephone at 724-938-5781 or visit the ODS website at <http://sai.cup.edu/osd>.

### **The College of Liberal Arts**

The College of Liberal Arts is comprised of the departments of Art, Communication Studies, Earth Science, English, Foreign Languages and Cultures, History, Justice Studies, Music, Philosophy, Psychology, Social Sciences, and Theatre. These departments offer a diverse array of major and minor programs of study. A broad general education course of study, based on the liberal arts, encourages students to explore a variety of course offerings and to become aware of the ways many different disciplines understand and view the world.

The Liberal Arts are concerned with human values and social issues. They depend on the ability to think analytically, to understand other cultures and their history, as well as our own, and to appreciate artistic responses to our world. Liberal Arts disciplines enrich life by giving it greater meaning and by enabling people to adapt to changing employment, personal, and social demands. Many programs offer internship opportunities that allow students to gain professional experience and apply classroom knowledge to the world of work.

Students should select a major by the end of the third regular semester or upon the completion of 45 credit hours. This does not prohibit students from changing their major later in their careers; however, they will have difficulty completing requirements within eight semesters if they change majors after three semesters. Students who do not want a major limited to a single discipline have program options in Liberal Studies, Humanities, and Social Sciences. The curriculum in each is flexible and permits interdisciplinary study.

### **The Eberly College of Science and Technology**

The Eberly College of Science and Technology includes the departments of Applied Engineering and Technology, Biological and Environmental Sciences, Business and Economics, Chemistry and Physics, Mathematics and Computer Science, Nursing, and Professional Studies. The College offers Associate and Bachelor degree

programs designed to prepare students to meet present and future requirements of specific professions and/or to undertake further study in graduate and professional schools.

Each curriculum in the Eberly College includes both general education and a technical education component. The general education component ensures that students will receive a well-rounded education; such breadth of knowledge will increase their usefulness as professional employees and as citizens in the community. The technical component includes the necessary technical, scientific, and support courses to provide the basis for advanced study in a professional area. Classroom theory is frequently supplemented by laboratory and workshop experiences where the interrelationship between general principles and application is emphasized. Additionally, several programs provide students with opportunities to participate in either an internship in business or industry or a clinical year of study in a hospital setting where the students' educational experiences are utilized in the workplace.

### **The School of Graduate Studies and Research**

The School of Graduate Studies and Research offers programs of study leading to the Master of Arts, Master of Arts in Teaching, Master of Education, Master of Social Work, and the Master of Science degrees, as well as state-accredited supervision certificates. Students completing their graduate education at California University have enjoyed success in pursuing doctoral and professional degrees at distinguished graduate schools throughout the United States. The academic programs and courses offered by the School of Graduate Studies and Research are listed in the graduate catalog. Information or course schedules may be obtained by calling the Graduate School at 724-938-4187, or checking [www.cup.edu](http://www.cup.edu).

### **University College**

University College is a means to aid students in achieving educational, career, and personal goals through the utilization of a full range of institutional and community resources.

University College provides:

1. A guided transition from high school or the world of work into university life by developing personal advisor-advisee relationships (using faculty and peer/student mentors); assessing basic skills and knowledge; assessing career interests and related activities; helping to develop an academic plan based on student skills and interests.
2. An introduction to a liberal education and its importance in life-long learning by developing proficiency in basic academic skills necessary for academic success at the University (reading, writing and mathematical skills); developing proficiency in personal skills which support learning (study skills, time management and interpersonal skills); introducing students to the breadth of human knowledge, including historical consciousness, issues of cultural ethnicity and nationality, global interdependence, and values and ethics in personal, professional, and community life.
3. Opportunities to explore various areas of interest, major areas of study and career options by introducing students to the concepts, strategies and resources associated with career planning; on-the-job experiences (co-ops, internships and field experiences); the ability to evaluate career options, to set realistic personal and academic goals, and to measure progress toward the attainment of those goals.

### **Advising and Placement Testing Center**

The Advising and Placement Testing Center serves to coordinate placement-testing, coordinate schedule development for entering students, advise undecided students, pre-register students in developmental courses, monitor successful completion of developmental course work, and provide retesting opportunities for students. The Center does not replace faculty advising but helps to coordinate and supplement it.

### **First-Year Seminar**

UNI 100 First Year Seminar (FYS) is designed to help students make a smooth transition into the University environment. It is a one-credit course required of most first-time students. Topics covered in the course include: time management, campus life issues, information literacy, writing/studying skills, math/reading skills, financial aid, academic and career planning, health issues and individual assistance. Transfer students are not required to complete FYS if they transfer a course equivalent to UNI 100 First Year Seminar or if they transfer a total of 24 or more credits.

### **Probationary Assistance (PASS) Program**

The PASS Program provides the additional structure and support that may be necessary for student academic success. Participation in the PASS Program is required of students who are on First Academic Probation and students who have been dismissed for academic reasons and are subsequently readmitted. Students meet weekly with faculty, staff or graduate assistants to reinforce life and academic goals, time-management, study skills, campus resources, academic advisee responsibilities and the appeal process. Data indicate that students who participate actively in PASS have a greater probability of succeeding academically than those who do not.

### **Ombudsperson**

The Office of Student Retention is contacted by students who need information and/or general assistance, or who encounter difficulties with processes, procedures or personalities on campus. Established means of dealing with such concerns are used (i.e., students are informed of the appropriate processes or procedures to follow and are expected to use these). The Office of Student Retention monitors the concern(s) and becomes involved directly only if established means do not resolve the issue(s).

### **Developmental Courses**

At California University student success is the priority. Ensuring that students are scheduled in classes of sufficient, but not excessive, challenge is a key to academic success. All new freshmen (students attending a post-secondary institution for the first time) and some transfer students take placement tests before their first registration at California University to determine their levels of ability in mathematics and writing. Students who do not submit SAT scores or have a score of less than 450 on the Verbal SAT (Recentered) are encouraged to take the placement test in reading.

Students who do not achieve predetermined scores on these tests must enroll in appropriate developmental courses. These courses, ENG 100 English Language Skills, DMA 092 Introductory Algebra, and DMA 094 Intermediate Algebra, are described in the course listings in this catalog. Because these developmental courses are preparatory to a university academic experience, the credits awarded in them do not count toward the fulfillment of the number of credits for graduation, nor may they be used in fulfillment of General Education requirements. However, the grades



achieved in these courses are used in establishing a student's grade point average, class standing, eligibility for financial aid, and eligibility for participation in co-curricular activities. Moreover, experience shows that students who do well in preparatory courses also do well in college-level classes. Remember, student success is our priority.

### **Office of Lifelong Learning (and Evening Weekend College/Summer College)**

The Office of Lifelong Learning serves learners interested in both credit and noncredit learning opportunities. Programs of study are flexible and can be customized to meet students' desires to further their education. The classes are offered at times intended to accommodate the busy schedules of most adults. The Office of Lifelong Learning provides "one-stop" ease in processing admission, registration and any questions students may have.

The Office of Lifelong Learning is an admission site for evening and weekend degree students and non-degree students.

The Evening Weekend College offers degrees in liberal arts, social sciences and natural sciences. Classes may be taken for personal or professional enrichment without obtaining a degree. Senior citizens may attend credit classes, tuition free, through our 60+ College Advantage Program. Qualified high school students may take credit classes through our Early Admit program, as well as the summer Science and Technology Leadership Academy. The Summer College, which offers graduate and undergraduate courses, is run through the Office of Lifelong Learning. The Summer Educational Enrichment for Kids (SEEK) program offers students in grades 2 to 9 fun and educational noncredit programming.

Office hours are 8 a.m. to 6 p.m. Monday through Thursday and 8 a.m. to 4 p.m. Fridays (except during university recesses).

### **Southpointe Center**

California University offers a number of programs and courses at an off-campus center located in the Southpointe Industrial Complex in Canonsburg, PA. Programs are geared to the needs of the population and businesses in the area. Most classes are offered at night and on weekends to accommodate adult student schedules. The facility includes a computer lab, a science lab, a library with electronic accessibility, and fiber optic connections for distance learning and video teleconferencing. Students may earn degrees in several undergraduate programs at the Southpointe Center. Bachelor degree programs are offered in business administration, humanities, social sciences, natural sciences, and nursing. An associate degree program in computer science is currently available, as well as certificate programs in gerontology and computer science. In addition, several graduate degree programs are offered. For additional information on programs and admissions, please contact the California University Southpointe Center at 1-888-333-CALU or 724-873-2760.

### **Pittsburgh Center**

In spring 2000, the University opened the Pittsburgh Center located in the Regional Enterprise Tower (the former Alcoa Building) in downtown Pittsburgh. A number of programs and courses are offered there. The Pittsburgh Center also offers customized training programs designed specifically to meet customer needs. Located on the

fourth floor of the RET. The Pittsburgh Center houses the department of professional studies. For additional information call 412-565-2207.

# General Education

California University believes that a liberal education is essential for all students, regardless of the profession for which they may be preparing. The goals, objectives, and courses that comprise the General Education program are designed to provide students with the knowledge, understanding, and skill they will need to pursue their careers and lead productive and rewarding lives.

## Goals and Objectives

### Building a Sense of Community (1 Credit)

Students will have a common core of integrated educational experiences, learning how to become excellent students, how to survive and thrive in a college environment, and how to achieve their educational, personal, and career goals. Students will develop the skills necessary to adjust to university life; they will sense that the curriculum is organically related and holistic, not a collection of courses.

#### Objectives:

- To establish a personal mentor/mentee relationship,
- To design an academic plan of study based upon skills and interests in conjunction with her/his advisor,
- To critique, analyze, and utilize time management skills,
- To summarize the various elements of campus life,
- To use information retrieval systems: library, campus network and Internet,
- To locate and explain the services provided by various learning resources available on campus,
- To identify the steps necessary to complete an application for financial aid,
- To perform a computer-based, self-directed career search utilizing the facilities and resources provided by Career Services,
- To identify 10 health/wellness issues and campus resources for dealing with them,
- To summarize the history of California University, and
- To attend and critique three cultural/sports activities.

### Required Course

UNI 100 First Year Seminar OR HON 100 Honors and University Orientation.

### Critical Thinking Skills (3 Credits)

Students will have the skills necessary to evaluate real life situations and to develop conclusions based on a critical analysis of information gathered through a variety of sources and methods. Critical thinking skills encompass “various forms of inquiry, abstract logical thinking, inductive reasoning, critical analysis, and ability to find and use information” using appropriate methods and techniques. (Board of Governors’ Policy [BOG] 1993-01)

#### Objectives:

- To describe and apply methods of inquiry, abstract logical thinking, inductive and deductive reasoning,
- To demonstrate critical analysis,
- To identify and use problem solving techniques, and
- To demonstrate techniques used to locate, use and evaluate information in relation to the above objectives.

## Menu Courses

### Critical Thinking

ANT 225, ANT 325, ART 496, ART 497, CHE 381, COM 220, COM 230, CSC 120, EAS 340, EAS 361, EAS 425, EDE 350, EDU 110, ENG 308, GCT 342, GCT 445, GEO 340, GEO 474, GTY 300, HIS 240, ITE 471, MAT 110, MAT 120, MAT 130, MAT 303, PHI 201, PHI 211, PHI 307, PHI 320, PHI 325, PHI 405, PHS 137, PHY 121, PHY 122, POS 228, POS 229, POS 415, PSY 360, TED 426, THE 211, THE 231, THE 271, THE 341

### **Communication Skills (9 Credits)**

Students will have the ability to develop and present ideas. Communication skills include “those required for effective reading, writing, speaking, and listening” and “awareness of the challenges of cross-cultural communication” (BOG).

#### **Objectives:**

- To be able to demonstrate the theory and application of public speaking,
- To construct and arrange arguments, evidence, information, and appeals in speeches designed to accomplish informative and persuasive communication goals,
- To demonstrate the use of language in speeches designed to accomplish informative and persuasive communication goals,
- To prepare and deliver effective communication with audiences in the presentation of speeches, and
- To make critical and ethical evaluation of public speeches.

## Menu Courses

### Public Speaking

COM 101, COM 201, COM 230, COM 250

### **Composition (6 credits)**

#### Knowledge and Comprehension:

- To demonstrate a capacity to carry out the planning, drafting, revising, and editing stages of the writing process,
- To acquire the ability to construct, explain, and illustrate interpretations of readings, and
- To recognize both what a text says and how it works (its rhetorical strategies).

#### Application and Analysis:

- To analyze the elements of the writing situation (subject, purpose, audience) as a foundation for writing,
- To apply rhetorical strategies in writing expository and argumentative essays, and
- To produce prose that is clear, coherent, convincing, and correct.

#### Synthesis and Evaluation:

- To write essays that formulate original positions on a problem or issue in the context of a synthesis of multiple published sources,
- To assess the usefulness and reliability of potential print and electronic resources for a proposed research project, and
- To plan, develop, and write an appropriately documented and formatted research paper.

### Required Courses

ENG 101 and 102 OR HON 150 and 250.

### Mathematics (3 Credits)

Students will have the “ability to understand numerical data and use mathematical methods for analysis and problem-solving” (BOG). Mathematics is the science of numbers and their operations, interrelations, combinations, generalizations, and abstractions and of space configurations and their structure, measurement, transformations, and generalizations.

#### Objectives:

To identify the components of a mathematics system (i.e., elements, operations, relations, and rules),

To demonstrate rigor, exactness, precision, and accuracy in mathematical problem solving,

To illustrate the use of inductive and deductive reasoning to prove basic mathematical theorems,

To demonstrate the use of theoretical mathematical concepts in solving real-world problems,

To employ mathematics as a tool to manipulate numbers and data, and

To analyze the role mathematics plays in the study of nature, particularly in cooperation with science.

#### Menu Courses

EAS 538, HON 201, MAT 100, MAT 110, MAT 120, MAT 130, MAT 181, MAT 182, MAT 191, MAT 199, MAT 215, MAT 225, MAT 272, MAT 273, MAT 281, MAT 282, MAT 303

### Natural Sciences (6-8 Credits)

Students will have a basic understanding of the natural sciences, which are concerned with people’s relationship with the physical world. The various branches of natural science seek to understand the processes and components of the natural world and encompass physics (matter and energy, and their interrelations and transformations), biology (living organisms and their essential processes), chemistry (the physical properties and composition of nature and its products), and other disciplines.

#### Objectives:

To identify major concepts in natural science disciplines, which provide insights into the breadth of those disciplines and their relationship to other disciplines,

To illustrate the relationship between models, experiments, theories, and laws,

To illustrate the generation and testing of data,

To apply concepts and knowledge to the solution of problems, and

To analyze and evaluate the limitations of collected data and design possible alternative interpretations.

### **Menu Courses**

BIO 103, BIO 112, BIO 115, BIO 120, BIO 125, BIO 206, CHE 100, CHE 101, CHE 102, CHE 381, CMD 204, EAS 100, EAS 131, EAS 150, EAS 163, EAS 242, ENS 101, ENS 205, HSC 110, HSC 120, ITE 311, PHS 117, PHS 120, PHS 135, PHS 137, PHS 145, PHY 101, PHY 121, PHY 122, PHY 202

### **Social Sciences (6 Credits)**

Students will have a “basic understanding of ... the social sciences and their significance in contemporary society” (BOG) and will have an “awareness of the social, economic, political, and environmental interdependence of countries and regions of the world” (BOG). The social sciences focus on human behavior, how people interact with each other in the past and present; how people interact with the environment; and how people organize, govern and trade among themselves.

### **Objectives:**

To identify major concepts in the social sciences, which provide insight into the breadth of these disciplines and their relationship to other disciplines,

To understand how the various social sciences describe, analyze and explain human behavior,

To understand about cultural heritage, from where people come, where people are and where they may be going, and

To identify, explain, apply and evaluate the moral and ethical codes of a social science discipline.

### **Menu Courses**

ANT 200, BUS 100, CMD 100, CMD 105, CMD 108, CMD 220, CRJ 101, CRJ 211, CRJ 429, CRJ 470, ECO 100, ENG 347, GEO 100, GEO 105, GEO 150, GEO 175, GEO 205, GEO 217, GTY 100, GTY 200, HIS 101, HIS 102, HIS 104, HIS 106, HIS 111, HIS 112, HIS 200, HIS 217, HIS 236, HIS 238, HIS 240, HIS 288, HIS 304, HIS 311, HIS 348, HIS 375, HIS 445, HIS 495, MGT 311, NUR 105, POS 100, POS 105, POS 220, POS 237, POS 300, POS 301, POS 306, POS 308, POS 310, POS 315, POS 318, POS 322, POS 326, POS 335, PSY 100, PSY 209, PSY 211, PSY 345, SOC 100, SOC 205, SOC 240, SOC 315, SOC 317, SOC 395, SOC 410, SOC 411, SOW 150, SOW 270, SOW 295, SOW 340, SOW 364, WST 200

### **Humanities and Fine Arts (6 Credits)**

Credit distribution: three credits in Humanities and three credits in Fine Arts.

Students will have an “appreciation of and experience with literature and the arts” (BOG), as well as with other traditional areas of the humanities. The humanities deal with human values, beliefs, and emotions, and the way these are expressed through human creations. The humanities are typically subdivided into two areas, humanities and fine arts. Humanities courses present organized values, beliefs, or emotions using language and ideas as the creative vehicle, and include literature, philosophy, and foreign language study. Fine arts courses are those which present organized values, beliefs, or emotions using the senses and physical expression as the creative vehicle, and include courses in art, music, and theatre.

**Fine Arts Objectives:**

To present, critique or analyze human values, beliefs, and emotions as they are conceptualized, formulated, and expressed through verbal and physical action and artifacts and perceived through the senses, and

To attend and react to a performance or exhibit related to the discipline studied, in at least one course.

**Menu Courses**

ART 106, ART 119, ART 120, ART 308, ART 309, ART 310, ART 381, ART 382, ART 385, ART 413, ART 493, ART 496, ART 497, ART 498, COM 275, DAN 132, DAN 133, FRE 345, FRE 346, MUS 100, MUS 104, MUS 191, MUS 192, MUS 196, MUS 198, MUS 199, MUS 202, MUS 211, MUS 215, MUS 300, MUS 301, MUS 303, MUS 306, MUS 308, MUS 315, THE 100, THE 101, THE 131, THE 201, THE 231, THE 240, THE 245, THE 309, THE 350, THE 351, THE 354, THE 356

**Humanities Objectives:**

To present, critique or analyze human values, beliefs and emotions as they are conceptualized, formulated, and expressed through language and ideas.

**Menu Courses**

ART 308, ART 309, ART 321, ART 322, ART 323, COM 224, ENG 106, ENG 107, ENG 108, ENG 203, ENG 205, ENG 206, ENG 301, ENG 302, ENG 315, ENG 337, ENG 338, ENG 355, ENG 356, ENG 357, ENG 371, ENG 425, ENG 487, FRE 101, FRE 102, FRE 203, FRE 204, FRE 311, FRE 312, FRE 340, FRE 341, FRE 342, FRE 343, FRE 344, FRE 345, FRE 346, FRE 401, FRE 421, FRE 422, FRE 450, MUS 100, MUS 202, MUS 301, MUS 304, MUS 306, MUS 308, PHI 100, PHI 200, PHI 206, PHI 220, PHI 225, PHI 231, PHI 307, PHI 320, PHI 325, PHI 370, PHI 426, SPN 101, SPN 102, SPN 203, SPN 204, SPN 311, SPN 312, SPN 342, SPN 345, SPN 346, SPN 348, SPN 349, SPN 350, SPN 401, SPN 421, SPN 422

**Multicultural Awareness (3 Credits)**

Students will have an “understanding of how people’s experiences and perspectives are shaped by gender, ethnicity, culture, and other factors that distinguish groups of people, coupled with recognition of common elements within human experience that transcend time, space, race and circumstances” (BOG). Multicultural awareness assists individuals, regardless of ethnicity, gender, disabilities, social class or race, to understand and appreciate events and people from various points of view. Courses could focus on one or more of the following: gender, ethnicity, racial diversity, world religious belief systems, non-western cultures.

**Objectives:**

To outline diversity, either historically or cross-culturally for the population(s) under study,

To explain how cultural groups define social constructs (e.g., gender roles, gender attribution, gender ideology and gender identity) and how these are expressed,

To identify and explain the social behavior of the population(s) under study,

To compare and contrast different cultural groups under study, and

To explain why tensions exist between cultural groups and how such tensions are expressed, such as attribution and ideology.

**Menu Courses**

ANT 100, ANT280, ANT 300, ANT 355, CMD 220, COM 320, CRJ 305, CRJ 429, EDU 310, ENG 155, ENG 371, FRE 101, FRE 102, FRE 203, FRE 204, FRE 340, FRE 341, FRE 342, FRE 343, FRE 344, FRE 345, FRE 346, FRE 450, GEO 105, GEO 205, GEO 325, GEO 328, GTY 200, HIS 106, HIS 312, HIS 325, HIS 347, HIS 366, HIS 445, LIT 127, MUS 202, NUR 101, PHI 200, POS 210, POS 322, POS 326, POS 381, PSY 211, PSY 311, SOC 240, SOC 315, SOW 208, SPN 101, SPN 102, SPN 203, SPN 204, SPN 342, SPN 346, SPN 348, SPN 349, SPN 350, SPN 421, SPN 422, WST 200

**Values (3 Credits)**

Students will have an “understanding of the role of values in personal, professional, and civic life; experience in recognizing and analyzing ethical issues” (BOG). The study of values includes the acts, customs, and institutions regarded in a particular, usually favorable, way by a group of people. Values must be a major theme in the course, not just a topic. Course syllabi must provide the definition(s) of value that will be explored. All courses must examine values as they relate to concrete situations within the realm of experience of most students.

**Objectives:**

- To utilize bodies of knowledge to form the basis for an analysis of values,
- To explain how values are developed within diverse human frameworks,
- To analyze, synthesize and evaluate how ethical concepts are formed,
- To apply an analysis of values to other branches of knowledge or to issues of universal human concern,
- To acquire the critical use of sources and evaluation of evidence,
- To exercise judgment in the expression of ideas, and
- To appraise knowledge bases on the basis of informed and independent evaluations.

**Menu Courses**

CRJ 215, CRJ 395, EAS 131, EDF 121, GEO 165, GEO 240, GEO 426, HIS 312, ITE 305, LIT 127, PHI 200, PHI220, PHI 231, PHI 307, PHI 320, PHI 370, POS 228, POS 229, POS 315, POS 327, PSY 211, SOC 315, SOC 395, SPT 305, TED 210, WST 200

**Technological Literacy (6 Credits)**

Students will have a basic understanding of the current and potential significance of technology, as well as its impact on contemporary society. Technological literacy means knowing how to use tools, resources, processes, and systems to change or to control the natural and artificial environment, thus altering the human condition. (International Technology Education Association)

**Objectives:**

- To explain major concepts in technology, providing insights into its breadth and into its relationship to other areas of study,
- To use research skills to understand materials, energy, information, people, time and tools as they apply to technological systems designed to meet human needs,
- To design, produce, test, and analyze possible solutions to technological problems,
- To critically evaluate the implications and varying interpretations of technological



changes as they relate to and determine impacts on individuals, society, the environment, and the future, and

To demonstrate computer literacy.

### **Menu Courses**

CIS 101, CIS 150, CIS 201, CSC 105, CSC 120, CSC 123, CSC 124, CSC 260, CSC 304, CSC 306, EAS 273, EAS 365, EDF 301, EDF 302, EET 235, ENG 217, GCT 100, GCT 211, GCT 220, GCT 225, GCT 240, GCT 300, GCT 302, GEO 123, GEO 223, GEO 303, GET 101, HON 187, ITE 123, ITE 223, ITE 341, ITE 345, ITE 355, MAT 290, MMT 310, PHS 137, TED 302, TED 316, TED 326

### **Health and Wellness (3 Credits)**

Students will have an understanding of the various means by which they may fulfill their potential as healthy people living in healthy communities. Wellness is the result of individuals making intelligent decisions concerning the various factors that can affect their overall health. Courses must include one or more of the following emphases: eating and exercising toward a healthy lifestyle; building healthy relationships; understanding and preventing disease; explaining drug use and abuse; making healthy choices.

#### **Objectives:**

To compare and contrast healthy and unhealthy (lifestyles, relationships, drug use, choices, etc.),

To explain and predict factors affecting health,

To interpret and apply health principles to their lives, and

To analyze, design, and assess individual health plans.

### **Menu Courses**

ANT 231, ATE 340, BIO 103, BIO 112, HPE 105, HPE 314, NUR 101, NUR 105, PSY 222, SOW 215, SOW 303

### **Upper Division Writing Component Courses**

The general education plan calls for students to take two upper division (300 level or above) writing intensive courses in their major. The writing component courses should contain a minimum of 30 pages of writing distributed throughout the semester and offer students opportunities for significant revision of their writing as initiated by an instructor's written comments on a draft.

### **Menu Courses**

ART 308, ART 309, ATE 340, ATE 460, BIO 314, BIO 318, BIO 480, CHE 451, CHE 452, COM 331, COM 332, COM 335, COM 363, COM 461, COM 490, CSC 490, CSC 492, EAS 538, EAS 541, EAS 542, EAS 548, EDE 320, EDE 321, EDE 461, EDF 302, EDS 300, ENG 371, ENG 372, ENS 420, ENS 424, ENS 475, GEO 319, GEO 325, GEO 328, GEO 358, GEO 412, GEO 474, GEO 485, GTY 400, GTY 430, HIS 402, HIS 416, HIS 420, HIS 495, ITE 420, MAT 304, MAT 496, POS 307, POS 327, POS 450, PHY 301, PHY 495, PSY 310, PSY 340, PSY 345, PSY 360, PSY 365, PSY 425, SOC 377, SOC 378, SOW 370, SOW 405, SPT 425, TED 450, TED 500, THE 306, THE 312

## Laboratory Courses

Four criteria have been established for laboratory courses. ALL four criteria must be reflected in the course syllabus.

1. A laboratory course should emphasize discipline-specific methodologies and logic used to systematically investigate the world.
2. A laboratory course should provide students with the opportunity to use the methodologies and models of inquiries specific to their discipline in the selection, definition, solution, analysis, and evaluation of problems/questions independently and/or collaboratively.
3. A laboratory course should include the evaluation and assessment of student performance from the laboratory experiences.
4. A minimum of 30% of instruction time and 30% of the final grade of a course must be devoted to laboratory activities in order for the course to be considered for the laboratory component menu of general education.

*[Specific discipline is relative to the course and not to the student's discipline of study.]*

## Menu Courses

BIO 115, BIO 120, BIO 125, BIO 206, CHE 101, CHE 102, EAS 100, ENS 205, HIS 311, HSC 120, PHS 120, PHS 137, PHY 101, PHY 121, PHY 122, PHY 202, THE 341

## Notes

Cal U's General Education Program goal menus will be updated throughout the implementation process. Students entering the university under this catalog will be able to satisfy General Education requirements by using courses added to goal menus in subsequent years without being required to change to a new catalog.

General education courses may include any courses in a student's career, including major courses. Major courses included on a goal menu may be used to satisfy that goal. Although a course may appear on more than one menu, a given course may be used to satisfy only one general education goal.

When external accreditation agencies require specific competencies, departments may advise students to take specific courses included on a goal menu to complete the goal. Students should contact their advisors or department chairs for information on such requirements.

Any required course within a general education goal (e.g., UNI 100, ENG 101, ENG 102) that is failed must be retaken by the student and a passing grade earned for the course. Students should retake such courses as soon as possible.

Students must complete appropriate developmental courses or satisfy other prerequisites prior to completing a course listed on a general education goal menu. Students must complete two upper-level "writing intensive" courses in the major. Major departments must affirm that the writing intensive courses they propose require writing experiences that are relevant to that major; writing component courses must offer students opportunities for significant revision of their writing, revision typically initiated by instructors' written comments on drafts; students in writing intensive courses must be assigned a minimum of 30 pages of writing, distributed throughout the semester.

### **NOTE**

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**

# Academic Departments

## Academic Development Services

**Faculty:** Sally (Chairperson), Crawford, Mace, Raleigh, Rodriguez-Naeser, Seelye.

### **Purpose**

The Department of Academic Development Services operates four grant-funded programs: Act 101, Student Support Services, and Upward Bound—Fayette and Greene counties. These programs help students enter and graduate from college.

### **Services**

#### **1. Instruction**

Faculty teach EDU 110 Critical Thinking and Reading and XCP 194 Career Planning.

#### **2. Counseling**

Counselors provide educational and career guidance and academic advisement. New program students are interviewed and receive both an orientation and academic plan. Counselors help students schedule and register for courses; monitor each student's academic performance; and provide students with information concerning academic policies, procedures, and practices. Program students may also be eligible for a non-punitive grading option.

#### **3. Tutoring**

Tutoring is provided for most entry level courses. Tutors review lecture notes, textbooks and other course materials; teach course related vocabulary words; prepare students for completion of course assignments; and demonstrate the use of course-related technologies.

The Department of Academic Development Services is located in Noss Annex. Office hours are from 8:00 a.m. to 4:00 p.m., Monday through Friday, and week-ends and evenings by appointment. Anyone desiring services or information is encouraged to stop at the office or call 724-938-4230.

## **Applied Engineering and Technology**

**Faculty:** Komacek (Chair), Amrhein, Bronakowski, Dreucci, Engstrom, Hider, Horath, Kallis, Kolick, Kruse, Loney, Means, Nowak, Prokic, Salim, Schickel, Sumey, Thompson, Urbine, Vaverka, Whitehead, Wright

### **Department Mission**

Curricula in Applied Engineering and Technology integrate a comprehensive program in the application of technology with a broad general education to prepare graduates to function in technology-related fields in industry or education. Students develop a strong background in the fundamentals of science, mathematics and technology so they may apply their knowledge and skills to technical and management situations in industry or education. In addition, students become aware of the impact of technology on the global community and the quality of life, both for the individual and for society.

### **Programs**

Applied Engineering and Technology offers the following programs:

#### **Bachelor Degree Programs:**

- Computer Engineering Technology
- Electrical Engineering Technology
- Graphic Communications Technology
- Industrial Technology
- Technology Education

#### **Associate Degree Programs:**

- Computer Engineering Technology
- Drafting and Design Technology
- Electrical Engineering Technology
- Industrial Technology
- Technical Studies (flex degree)

### **Computer Engineering Technology (Associate and Bachelor Degrees)**

Computer Engineering Technology combines theoretical concepts and practical applications in electrical/electronic systems, computer science, and engineering technology. Students study digital electronics, microprocessors, embedded systems, computer networking, systems design, and software programming. The associate degree program emphasizes developing technical solutions to computer-related problems. Associate degree graduates can apply for professional certification as an Associate Computing Professional through the Institute for Certification of Computing Professionals. They are also eligible to enter the bachelor degree program with no loss of time or credits. The bachelor degree program builds on the technical foundation of the associate degree by enhancing theoretical knowledge and engaging students in software and hardware design and development projects. Bachelor degree graduates may apply for professional certification as a Certified Computing Professional through the Institute for Certification of Computing Professionals.

### **Employment Opportunities**

Associate degree graduates find employment as technicians, while bachelor degree graduates secure engineering technologist positions. The U.S. Bureau of Labor Statistics and the Pennsylvania Labor Market Information Data Systems project

computer engineering technology-related positions will be among the fastest growing occupations by 2008, experiencing more than 80 percent growth in Pennsylvania and more than 100 percent growth nationwide. Employment opportunities exist in hardware systems, software, embedded systems, digital electronics, microcontrollers, automation/robotics, networking, wireless communications, product sales and marketing, and many other computer-related fields.

### **Electrical Engineering Technology (Associate and Bachelor Degrees)**

**Program Goal** - to provide students with a well-rounded education that meets the needs of the Commonwealth. Specifically, the goal is to prepare graduates for technically oriented careers related to analog and digital systems with an emphasis in the area of microprocessor technologies. The program integrates teamwork and leadership skills in a blend of theoretical and applied competencies to prepare students for changing technologies and lifelong learning.

**Program Educational Objectives** - produce graduates who can:

- A. think critically to assess and evaluate complex technical and non-technical problems in a corporate environment,
- B. communicate effectively in oral, written, visual, and graphical modes in interpersonal and group situations at a level of effectiveness expected of industry employers,
- C. remain technically current and adapt to rapidly changing technologies,
- D. perform ethically and professionally in business, industry, and society,
- E. function effectively in team-oriented open-ended activities in an industrial environment,
- F. blend theoretical and practical knowledge and skills to solve technical problems, and
- G. apply microprocessor based technology to solve technical problems.

**Program Educational Outcomes** - by the time of graduation, Electrical Engineering Technology graduates will demonstrate the following:

- A. the knowledge, skills, techniques and application of modern tools in the electrical engineering technology discipline,
- B. the ability to use computers and application software that pertain to electrical engineering technology,
- C. the ability to use appropriate laboratory and test equipment,
- D. technical problem solving skills, including the ability to identify problems, conduct experiments, gather data, analyze data and produce results,
- E. the ability to produce written documents, to deliver oral presentations, to develop, prepare and interpret visual information; and to communicate these with a specific audience at a level of effectiveness expected in industry,
- F. knowledge of social, technical and professional ethics,
- G. effective discipline-related project management and teamwork skills,
- H. the ability to apply mathematics including transform methods and applied differential equations in support of electrical/ electronic systems,
- I. the application of physics and/or chemistry to electrical/ electronic circuits in a rigorous mathematical environment at or above the level of algebra,
- J. the ability to analyze, design and implement analog and microprocessor systems through a blend of theoretical and practical methods,
- K. a recognition of the need for, and the ability to engage in lifelong learning, and
- L. the ability to apply creativity in the design of systems, components, or processes

appropriate the program objectives.

The bachelor degree program in Electrical Engineering Technology blends minds-on theory with hands-on applications to develop the knowledge and skills required to design, develop, modify, troubleshoot, maintain, calibrate and repair electrical and electronic systems. Students are required independently to design microprocessor/microcontroller systems that interface to the analog world. The associate degree program prepares graduates to install, test, maintain, calibrate and repair electrical and electronic systems. In addition, both programs emphasize computer application skills, computer programming, and technical report writing. Associate degree graduates may transfer to the bachelor degree program with no loss of time or credits.

### **Employment Opportunities**

Demand for graduates is on the increase. Associate degree graduates find employment as technicians in a variety of electrical- and electronic-related fields, while bachelor degree graduates find positions as electrical engineering technologists, network administrators, software developers and programmers, instrumentation designers, systems technicians, field representatives, and managers.

### **Graphic Communications Technology (Bachelor Degree)**

Graphic Communications Technology encompasses all the processes involved in designing, preparing, and reproducing text, photographs, artwork, illustrations, and symbols in printed form on physical media, such as paper, plastic, metal, or textiles; and in electronic form for web and multimedia presentations. Students develop skills in design, layout, digital prepress, desktop publishing, flexography, offset lithography, screen printing, estimating, cost analysis, digital photography, packaging, and color imaging while developing technical service, management, and supervisory competencies.

### **Employment Opportunities**

Shortages exist for professionals in all phases of the printing and publishing industry with experts estimating 35,000 to 50,000 unfilled positions due to a lack of qualified workers. Graduates find employment in design, production, customer service, technical support, supervision, and management with companies engaged in printing, publishing, web design, photography, advertising, and equipment manufacturing.

### **Graphic Communications Technology Student Clubs**

Graphics students can join two clubs; the Screen Printing Student Association and the Student Club of Printing House Craftsmen. The latter club is an affiliate of the Pittsburgh Club of Printing House Craftsmen, an organization of printing industry managers and professionals. Student club members perform printing services, conduct industrial tours, and attend conferences. They also contribute to *Calibrations*, a literary arts magazine published by students and faculty in graphics, art and English.

### **Graphic Communications Technology Scholarships**

The Kenny Hager Memorial Scholarship and the Kurt Nordstrom Scholarship are offered through California University. Scholarships are also available from the Pittsburgh Club of Printing House Craftsmen, the Foundation of Flexographic

Technical Association, the Graphic Arts Technical Foundation, and the International Publishing Management Association.

### **Industrial Technology (Associate and Bachelor Degrees)**

Industrial Technology is a field of study designed to prepare technically competent Industrial Technologists and management professionals for employment in business, industry and government. The career focus for graduates of the Industrial Technology program is industrial and management supervision. The National Association of Industrial Technology has determined that certification as an Industrial Technologist requires an educational background in production/operations management, quality control, safety management and production and inventory control.

Associate and bachelor degrees are offered in Industrial Technology. Associate degree students develop technical skills in industrial safety, machine tool manufacturing, computer numerical control, materials technology, automation/robotics, electronics, drafting and design, CAD, and quality control. The bachelor degree program focuses on the principles of production, industrial cost analysis, production analysis, project management, computer-integrated manufacturing, and production and inventory control.

The Industrial Technology bachelor degree is an upper division program. Admission is only open to students who have completed an approved associate of science degree. The following California University associate degrees are approved as prerequisites for the upper-division bachelor degree in Industrial Technology: Computer Engineering Technology, Computer Science Technology, Drafting and Design Technology, Electrical Engineering Technology, and Industrial Technology. Technology-related associate of science degrees from other colleges and universities qualify. Associate of applied science degrees qualify provided they include algebra, trigonometry, and physics. For information on eligible programs, contact the department chair: [komacek@cup.edu](mailto:komacek@cup.edu), or 724-938-4085.

### **Employment Opportunities**

The associate degree program prepares technically competent professionals for employment in industrial and manufacturing enterprises as industrial technicians. The career focus for bachelor degree graduates is industrial and manufacturing supervision. Employment opportunities in Industrial Technology are diverse with graduates finding careers as CAD operators, drafters, designers, engineering technicians, production supervisors, purchasing agents, industrial researchers, safety managers, manufacturing technicians, systems analysts, quality control managers, CNC machine programmers, robotic technicians, industrial trainers and sales representatives.

**Nanofabrication Manufacturing Technology Concentration** Industrial Technology offers optional concentrations in Nanofabrication Manufacturing Technology (NMT) through Penn State University's Nanofabrication Center. Associate degree students who select the NMT concentration complete the NMT Capstone Semester at Penn State. To pursue the NMT concentration in the bachelor degree program, students must first complete an NMT-related associate degree. To learn more about the NMT center at Penn State, visit [www.nanofab.psu.edu](http://www.nanofab.psu.edu).



### **Industrial Technology Student Club**

Majors are encouraged to join the National Association of Industrial Technology Student Club, which provides opportunities to enhance technical skills and professionalism. Club members participate in industrial tours, attend conferences and develop technical skills through service projects.

### **Technology Education (Teacher Certification Bachelor Degree)**

This program prepares graduates for K-12 Technology Education teaching certification through the Pennsylvania Department of Education (PDE). The program has an established international reputation for excellence, having received the *Outstanding Technology Teacher Education Program Award* from the International Technology Education Association's (ITEA) Council on Technology Teacher Education (CTTE) and having conducted a *National Technology Education Demonstration Project* funded by the U.S. Department of Education. Also, the program was one of the first in the nation to be accredited by the National Council for the Accreditation of Teacher Education (NCATE), and the ITEA's CTTE. The program conducted the Pennsylvania Governor's Institute for Technology Education from 2000-2003. In lecture-laboratory courses focused on bio-related technology, communication, construction, manufacturing, and transportation, Technology Education majors develop knowledge and skills in the safe and appropriate use of technological tools, materials and processes as they design, produce, use and evaluate products and systems. Computer applications are emphasized. Students also complete education courses and the requirements necessary for professional teaching certification in Pennsylvania.

### **Employment Opportunities**

Currently, there is a *significant shortage* of Technology Education teachers within Pennsylvania and throughout the nation that has resulted in the program having excellent placement rates. The shortage of teachers is projected to continue for the next six to ten years. Most graduates teach, but others excel in industry, government, and private business positions and some pursue advanced degrees to secure positions as college professors.

### **Technology Education Student Club**

The Technology Education student club is TEAC (Technology Education Association of California). In recent years, TEAC members have taken first place honors in academic competitions several times at the eastern U.S. regional and international conferences of the Technology Education Collegiate Association.

### **Technology Education Scholarships**

The Donald Maley Technology Education Scholarship, the Technology Education Association of Pennsylvania William J. Wilkinson Scholarship, and the TSA (Technology Student Association) Scholarship are available. All are one-time scholarships for entering students. For applications, visit <http://workforce.cup.edu/komacek>.

### **Drafting and Design Technology (Associate Degree)**

Drafting and design are generally considered the primary means of communicating technical ideas for business and industry. This program emphasizes CADD (computer-aided drafting and design), but also employs manual drafting techniques.

Students develop drafting and CADD skills using current software and hardware as they learn to communicate technical ideas, create detailed working drawings of product designs, prepare pictorial presentations, and write clear, concise technical reports. Graduates are eligible for admission to the Industrial Technology bachelor degree program.

### **Employment Opportunities**

The need for personnel in drafting, design and CAD continues to increase as industry adds new and improved computer hardware and software technologies to their design and engineering departments. Graduates find employment as drafters and CAD operators in manufacturing, architecture, surveying, civil engineering, and other firms.

### **Technical Studies “Flex Degree” (Associate Degree)**

The requirements for this program are flexible. California University collaborates with companies, governmental agencies, labor unions, educational institutions, and individuals to design and deliver a technical concentration that includes the knowledge and skills employers demand. A general education component provides a balanced associate degree. The program addresses the rapidly expanding technician-level employment opportunities available in the new economy by providing customized technical concentrations that meet the ever-changing needs of business and industry.

### **Departmental Lab Facilities**

Applied Engineering and Technology courses are taught in three buildings on campus. The *Eberly Science and Technology Center* houses the EET Analog Lab, the Digital/Embedded Systems Lab, and the California Manufacturing Assistance Center, which includes labs for CADD, Materials Testing, Metrology, Computer Numerical Control, and Automated Manufacturing. *Coover Hall* has labs for CADD/Drafting, Digital Prepress, Electronics, Foundry, Graphics/Printing, Machine Tools, Manufacturing Technology, Multimedia Technology, Photography Darkroom, and Photography Studio. The *Historic Industrial Arts Building* has labs for Drawing and Design, Elementary School Technology, Screen Printing, Flexography, Metal Fabrication and Physical Technologies.

**Internships** During an internship, students work in an organization related to their employment goals where they receive practical experience in applying the knowledge and skills they have learned at the University. Graphic Communications Technology students are required to complete an internship. Bachelor degree students in Computer Engineering Technology, Electrical Engineering Technology and Industrial Technology are encouraged to complete an elective internship.

### **Bachelor of Science Degree in Computer Engineering Technology - 124 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### **Freshman Year**

##### **First Semester**

**CSC 120 Prob. Solv/Prog. Construction	14 credits 3 crs.
*EET 110 DC Circuit Analysis	4 crs.
**ENG 101 English Composition I	3 crs.

**MAT 199 Pre-Calculus	3crs.
**UNI 100 First Year Seminar	1 crs.
<b>Second Semester</b>	<b>16 credits</b>
**CSC 124 C Programming	3 crs.
*EET 160 AC Circuit Analysis	4 crs.
**ENG 217 Scientific & Tech Writing	3 crs.
*MAT 195 Discrete Mathematical Structure	3 crs.
General Education Course	3 crs.
<b>Sophomore Year</b>	
<b>Third Semester</b>	<b>16 credits</b>
*CET 235 Digital Electronic Design	4 crs.
*CSC 265 Object-Oriented Programming	3 crs.
*MAT 281 Calculus I	3 crs.
**ECO 100 Elements of Economics	3 crs.
General Education Course	3 crs.
<b>Fourth Semester</b>	<b>17 credits</b>
*CET 270 Intro. Microprocessor Design	4 crs.
*CSC 328 Data Structures	3 crs.
*MAT 282 Calculus II	3 crs.
**PHY 101 College Physics I	4 crs.
General Education Course	3 crs.
<b>Junior Year</b>	
<b>Fifth Semester</b>	<b>17 credits</b>
*CET 335 Microprocessor Interfacing	4 crs.
*EET 215 Intro to Instrumentation	3 crs.
*PHY 202 College Physics II	4 crs.
General Education Course	3 crs.
*Technical Elective [CSC 302, 323, 324, 405, 410 455, 460, 475, 485, 495 (or CET/ EET 495), EET 370, 460 MAT 381, 382]	3 crs.
<b>Sixth Semester</b>	<b>16 credits</b>
*CET 360 Microprocessor Engineering	4 crs.
**CSC 306 FORTRAN	3 crs.
*CSC 400 Operating Systems	3 crs.
*MAT 341 Linear Algebra	3 crs.
300/400 Level General Education Course	3 crs.
<b>Senior Year</b>	
<b>Seventh Semester</b>	<b>15 credits</b>
*CET 490 Senior Project I	3 crs.
*CSC 378 Computer Architecture	3 crs.
General Education Course	3 crs.
*Technical Elective (see above)	6 crs.
<b>Eighth Semester</b>	<b>13 credits</b>
*CET 440 Computer Networking	4 crs.
*CET 492 Senior Project II	3 crs.
*Technical Elective (see above)	3 crs.
300/400 Level General Education Course	3 crs.
* Required major and related courses	
** Required and recommended General Education courses	

## **Bachelor of Science in Electrical Engineering Technology - 124 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

### **Freshman Year**

#### **First Semester**

**CSC 120 Prob. Solv. and Program Constr.	3 crs.
*EET 110 DC Circuits	4 crs.
**ENG 101 English Composition I	3 crs.
**UNI 100 First Year Seminar	1 cr.
General Education Course	6 crs.

17 credits

#### **Second Semester**

**CSC 124 C Programming	3 crs.
*EET 160 AC Circuits	4 crs.
**ENG 217 Science & Tech Writing	3 crs.
**MAT 199 Pre-Calculus	3 crs.
General Education Course	3 crs.

16 credits

### **Sophomore Year**

#### **Third Semester**

*EET 215 Intro to Instrumentation	3 crs.
*EET 235 Digital Electronic Design	4 crs.
*EET 325 Introduction to Electric Power	4 crs.
*MAT 281 Calculus I	3 crs.

14 credits

#### **Fourth Semester**

*EET 270 Introduction to Microprocessors	4 crs.
*EET 365 Linear Devices	4 crs.
*MAT 282 Calculus II	3 crs.
**PHY 101 College Physics I	4 crs.

15 credits

### **Junior Year**

#### **Fifth Semester**

*EET 310 Methods in Engineering Analysis	4 crs.
*EET 320 Network Analysis	4 crs.
*EET 335 Microprocessor Interfacing	4 crs.
*PHY 202 College Physics II	4 crs.

16 credits

#### **Sixth Semester**

*EET 360 Microprocessor Engineering	4 crs.
*EET 370 Instrumentation Design I	4 crs.
*EET 410 Automatic Control System	4 crs.
*EET Elective [EET 420, 430, 440, 460, 475, <u>OR</u> 495]	4 crs.

16 credits

### **Senior Year**

#### **Seventh Semester**

**CHE 101 General Chemistry I	4 crs.
EET 400 Senior Project Proposal	1 cr.
*EET Elective (see above)	4 crs.
300 or 400 level General Education Courses	6 crs.

15 credits

#### **Eighth Semester**

**ECO 100 Elements of Economics	3 crs.
*EET 450 Senior Project	3 crs.
*Technical Elective [Any approved EET Elective, CHE 102, CSC 202 (or above), any ITE course, MAT 272]	

15 credits

(or above), <u>OR</u> PHY 221 (or above)]	3 crs.
General Education Courses	6 crs.
* Required major and related courses	
** Required and recommended General Education courses	

### **Bachelor of Science in Graphic Communications Technology - 120 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### **Freshman Year**

<b><u>First Semester</u></b>	<b><u>16 credits</u></b>
**ENG 101 English Composition I	3 crs.
**GCT 100 Graphic Commun. Processes I	3 crs.
*GCT 220 Black and White Photography	3 crs.
*GCT 225 Principles of Layout and Design	3 crs.
**MAT 181 College Algebra	3 crs.
**UNI 100 First Year Seminar	1 cr.

#### **Second Semester**

<b><u>Second Semester</u></b>	<b><u>15 credits</u></b>
**ENG 102 English Composition II	3 crs.
**GCT 200 Graphic Commun. Processes II	3 crs.
*GCT 240 Desktop Publishing	3 crs.
General Education Courses	6 crs.

#### **Sophomore Year**

<b><u>Third Semester</u></b>	<b><u>14 credits</u></b>
**CHE 101 General Chemistry I	4 crs.
*GCT 211 Screen Printing Techniques	3 crs.
*MGT 300 Principles of Management	3 crs.
General Education Course	4 crs.

#### **Fourth Semester**

<b><u>Fourth Semester</u></b>	<b><u>15 credits</u></b>
*GCT 302 Lithographic Techniques	3 crs.
*MKT 222 Principles of Selling	3 crs.
General Education Courses	6 crs.
Elective Course	3 crs.

#### **Junior Year**

<b><u>Fifth Semester</u></b>	<b><u>15 credits</u></b>
*GCT 300 Digital Photography	3 crs.
*GCT 330 Flexography & Package Printing	3 crs.
**GCT 342 Estimating and Cost Analysis	3 crs.
*Graphic Commun. Tech. Elective [GCT 311, 370, 380, 390, 411, 420, 430, 460, 470, OR MMT 310]	3 crs.
General Education Course	3 crs.

#### **Sixth Semester**

<b><u>Sixth Semester</u></b>	<b><u>15 credits</u></b>
*GCT 365 Color Imaging	3 crs.
*Graphic Com. Tech. Elective (see above)	3 crs.
*Management Elective [ITE 341, ITE 375, MGT 352, MGT 362, <u>OR</u> MKT 300]	3 crs.
General Education Course	3 crs.
Elective Course	3 crs.

#### **Senior Year**

<b><u>Seventh Semester</u></b>	<b><u>15 credits</u></b>
--------------------------------	--------------------------



*ITE 366 CAM I	OR	
*ITE 342 Quality Planning & Analysis		3 crs.
*ITE 375 Principles of Production		3 crs.
General Education Courses		6 crs.
<b><u>Semester 2</u></b>		<b><u>15 credits</u></b>
*ITE 325 Statics and Strength of Materials		3 crs.
*ITE 385 Industrial Cost Estimating		3 crs.
*ITE 420 Production Analysis		3 crs.
Elective Course		3 crs.
General Education Course		3 crs.
<b><u>Senior Year</u></b>		
<b><u>Semester 3</u></b>		<b><u>15 credits</u></b>
**ECO 201 Microeconomics		3 crs.
*ITE 461 Supply Chain Fundamentals		3 crs.
**ITE 471 Project Management		3 crs.
Elective Course		3 crs.
300 or 400 level General Education Course		3 crs.
<b><u>Semester 4</u></b>		<b><u>15 credits</u></b>
*ITE 475 CIM	OR	
*ITE 462 Invent Scheduling & Planning		3 crs.
*ITE 481 Concepts and Issues in Indus. Tech.		3 crs.
NMT 495 Nano Manufacturing Internship		6 crs.
300 or 400 level General Education Course		3 crs.

### **Bachelor of Science in Education:**

#### **Certification in Technology Education - 120 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### **Freshman Year**

<b><u>First Semester</u></b>		<b><u>16 credits</u></b>
**ENG 101 English Composition I		3 crs.
**MAT 181 College Algebra		3 crs.
*TED 100 Intro. to Technology Education		3 crs.
*TED 105 Commun Technical Designs		3 crs.
*TED 126 Engineer. Materials & Prod Des		3 crs.
**UNI 100 First Year Seminar		1 cr.

#### **Second Semester**

		<b><u>15 credits</u></b>
**ENG 102 English Composition II		3 crs.
*MAT 191 College Trigonometry		3 crs.
*TED 111 Information Systems		3 crs.
**TED 210 Design & Approp Technology		3 crs.
*TED 226 Appl & Process Engineer. Mat.		3 crs.

#### **Sophomore Year**

<b><u>Third Semester</u></b>		<b><u>15 credits</u></b>
*ITE 250 Intro to Automation		3 crs.
**PSY 100 General Psychology		3 crs.
General Education Courses		9 crs.

\*Praxis exams should be taken during or immediately following the third semester\*

#### **Fourth Semester**

		<b><u>16 credits</u></b>
**EDU 310 Teaching in Multicul. Soc		3 crs.

*PSY 208 Educational Psychology	3 crs.
*TED 300 Assessment & Instruction in TED	3 crs.
General Education Courses	7 crs.
*Students should apply for Admission to Teacher Education during the fourth semester*	

### **Junior Year**

<b><u>Fifth Semester</u></b>	<b><u>15 credits</u></b>
*EDU 340 Mainstreaming Except. Learners	3 crs.
**TED 302 Energy & Control Systems	3 crs.
**TED 316 Structural Design	3 crs.
*TED 335 Transportation Systems	3 crs.
Technical/Technological Elective	3 crs.
*Technological/Technical Electives (Technological – TED 416, 460, 465, 475, 476, 480, 565) (Technical – GCT 200, 240, GET 101, ITE 123, 130, 135, 165, 215, 230, 236, 282, 311, 315, 320, 415, 416, 417, MMT 320, 330, 340)	

<b><u>Sixth Semester</u></b>	<b><u>15 credits</u></b>
**HPE 314 First Aid & Personal Safety	3 crs.
*TED 304 Designs in Bio-Related Tech	3 crs.
*TED 346 Digital Communications	3 crs.
General Education Course	3 crs.
Technological/Technical Elective (see above)	3 crs.

### **Senior Year**

<b><u>Seventh Semester</u></b>	<b><u>15 credits</u></b>
**TED 426 Manufacturing Enterprise	3 crs.
*TED 436 Engineering Design & Develop	3 crs.
*TED 450 Teach. Tech. Secondary School	3 crs.
*TED 500 Teach. Tech. in the Elem. School	3 crs.
Technological/Technical Elective (see above)	3 crs.

<b><u>Eighth Semester</u></b>	<b><u>13 credits</u></b>
*TED 461 Student Teach. – Technology Ed.	10 crs.
*TED 462 Professional Practices in TED	3 crs.
* Required major and related courses	
** Required and recommended General Education course	

## **Associate of Science Degree in Computer Engineering Technology – 63 credits**

The following four-semester schedule of courses provides a recommended framework for completing this program of study in two years.

### **Freshman Year**

<b><u>First Semester</u></b>	<b><u>14 credits</u></b>
**CSC 120 Problem Solve/Program Const.	3 crs.
*EET 110 DC Circuits	4 crs.
**ENG 101 English Composition I	3 crs.
**MAT 199 Pre-Calculus	3 crs.
**UNI 100 First Year Seminar	1 cr.

<b><u>Second Semester</u></b>	<b><u>16 credits</u></b>
**CSC 124 C Programming	3 crs.
*EET 160 AC Circuits	4 crs.
**ENG 217 Scientific & Tech Writing	3 crs.
*MAT 195 Discrete Mathematical Structure	3 crs.
General Education Course	3 crs.



## **Sophomore Year**

### **Third Semester**

**16 credits**

*CET 235 Digital Electronic Design	4 crs.
*CSC 265 Object Oriented Programming	3 crs.
**ECO 100 Elements of Economics	3 crs.
*MAT 281 Calculus I	3 crs.
General Education Course	3 crs.

### **Fourth Semester**

**17credits**

*CET 270 Intro. to Microprocessor Design	4 crs.
*CSC 328 Data Structures	3 crs.
*MAT 282 Calculus II	3 crs.
**PHY 101 College Physics I	4 crs.
General Education Course	3 crs.

\* Required major and related courses

\*\* Required and recommended General Education courses

## **Associate of Science in Drafting and Design Technology—60 credits**

The following four-semester schedule of courses provides a recommended framework for completing this program of study in two years.

### **Freshman Year**

#### **First Semester**

**13 credits**

**ENG 101 English Composition I	3 crs.
*ITE 115 Interpreting & Sketch Tech Draw	3 crs.
**MAT 181 College Algebra	3 crs.
**UNI 100 First Year Seminar	1 cr.
General Education Course	3 crs.

#### **Second Semester**

**16 credits**

**ENG 102 English Composition II	3 crs.
*ITE 210 Technical Drawing II	3 crs.
*ITE 215 Computer Aided Drafting I	3 crs.
*MAT 191 College Trigonometry	3 crs.
**PHY 121 General Physics	4 crs.

## **Sophomore Year**

### **Third Semester**

**16 credits**

**Any CIS/CSC Course on Menu	3 crs.
**CHE 101 General Chemistry	4 crs.
*ITE 218 Descript. Geom. and Surface Devel.	3 crs.
*ITE 315 Computer Aided Drafting II	3 crs.
Technical Elective (ITE 165, 236, 320, 415,416, 417)	3 crs.

### **Fourth Semester**

**15 credits**

**ITE 341 Quality Control	3 crs.
*Technical Electives (see above)	6 crs.
General Education Course	3 crs.
Elective Course	3 crs.

\* Required major and related courses

\*\* Required and recommended General Education courses

## **Associate of Applied Science in Electrical Engineering Technology—69 credits**

The following four-semester schedule of courses provides a recommended framework for completing this program of study in two years.

## **Freshman Year**

### **First Semester**

**CSC 120 or higher	3 crs.
*EET 110 DC Circuits	4 crs.
*EET 235 Digital Electronic Design	4 crs.
**ENG 101 English Composition I	3 crs.
**MAT 181 College Algebra	3 crs.
**UNI 100 First Year Seminar	1 cr.

### **Second Semester**

*EET 160 AC Circuits	4 crs.
*EET 270 Intro to Microprocessor Design	4 crs.
**ENG 217 Scientific and Tech. Writing	3 crs.
*MAT 191 College Trigonometry	3 crs.
Public Speaking Course	3 crs.

## **Sophomore Year**

### **Third Semester**

*EET 215 Intro to Instrumentation	3 crs.
*EET 325 Introduction to Electric Power	4 crs.
*EET 335 Microprocessor Interfacing	4 crs.
*MAT 281 Calc. I <u>OR</u> MAT 273 Basic Calc.	3 crs.
General Education Course	3 crs.

### **Fourth Semester**

*EET 365 Linear Devices	4 crs.
**PHY 101 College Physics I <u>OR</u> PHY 121	
General Physics I	4 crs.
General Education Courses	6 crs.
Elective Course	3 crs.
* Required major and related courses	
** Required and recommended General Education courses	

## **Associate of Science in Industrial Technology - 60 Credits**

### **Freshman Year**

#### **First Semester**

**ENG 101 English Composition I	3 crs.
*ITE 115 Interpreting & Sketch Tech Draw	3 crs.
*MAT 181 College Algebra	3 crs.
**UNI 100 First Year Seminar	3 crs.
General Education Course	3 crs.

#### **Second Semester**

**ENG 102 English Composition II	3 crs.
*ITE 181 Materials Technology I	3 crs.
*ITE 215 Computer Aided Drafting I	3 crs.
**MAT 191 College Trigonometry	3 crs.
**PHY 121 General Physics I	3 crs.

### **Sophomore Year**

#### **Third Semester**

**Any CIS/CSC Course on Menu	3 crs.
**CHE 101 General Chemistry I	3 crs.
**ECO 201 Microeconomics	3 crs.

*ITE 135 Digital Electronics	3 crs.
*ITE 165 Machine Processing I	3 crs.
<b>Fourth Semester</b>	<b>15 credits</b>
*ITE 130 Introductory Circuit Analysis	3 crs.
*ITE 236 Numerical Control Programming I	3 crs.
*ITE 250 Introduction to Automation	3 crs.
**ITE 341 Quality Control	3 crs.
Elective Course	3 crs.
* Required major and related courses	
** Required and recommended General Education courses	

### **Industrial Technology NMT Concentration – 60 credits**

#### **Freshman Year**

<b>First Semester</b>	<b>13 credits</b>
** Any CIS/CSC Course on Menu	3 crs.
**ENG 101 English Composition I	3 crs.
*MAT 181 College Algebra	3 crs.
**UNI 100 First Year Seminar	1 crs.
General Education – Pub Spkg	3 crs.

#### **Second Semester**

	<b>16 credits</b>
**CHE 101 General Chemistry I	4 crs.
**ENG 102 English Composition II	3 crs.
*ITE 135 Digital Electronics	3 crs.
*ITE 215 Computer Aided Drafting I	3 crs.
**MAT 191 College Trigonometry	3 crs.

#### **Sophomore Year**

<b>Third Semester</b>	<b>13 credits</b>
*ITE 130 Introductory Circuit Analysis	3 crs.
*ITE 181 Materials Technology I	3 crs.
**ITE 341 Quality Control	3 crs.
**PHY 121 General Physics I	4 crs.

#### **Fourth Semester**

	<b>18 credits</b>
*NMT 311 Materials, Safety & Equipment Overview	3 crs.
*NMT 312 Basic Nanofabrication Process	3 crs.
*NMT 313 Thin Films of Nanofabrication	3 crs.
*NMT 314 Adv. Lithography & Dielectrics	3 crs.
*NMT 315 Materials Modification in Nanofabrication	3 crs.
*NMT 316 Character., Packaging & Testing	3 crs.
* Required major and related courses	
** Required and recommended General Education courses	

### **Associate of Science Degree in Technical Studies — 60 credits**

The recommended framework for completing this program is flexible and customized to meet specific workforce needs. The program will include 32 credits in a Professional Technical Core, which can include regular college courses, certificate programs, apprenticeship equivalencies, workforce training equivalencies, minors, internships, and on-the-job work experience. The General Education component

includes 28 credits, including UNI 100, ENG 101, 15 credits of General Education elective courses, and three credits each of courses Communication Skills, Mathematics, Social Sciences, and Technological Literacy.

**Minor in Automated Control—21 credits**

Required Courses (12 credits): ITE 115, ITE 165, ITE 236, ITE 250

Elective Courses (9 credits): ITE 460, ITE 267, ITE 336, ITE 350, OR ITE 495

**Minor in Computer Numerical Control—21 Credits**

Required Courses (12 credits): ITE 115, ITE 165, ITE 236, ITE 250

Elective Courses (9 credits): ITE 215, ITE 265, ITE 460, ITE 336, ITE 337, ITE 338, ITE 437, ITE 438, OR ITE 495.

**Minor in Manufacturing Technology—21 crs**

Required Courses (15 credits): ITE 115, ITE 215, ITE 181, ITE 250, ITE 305.

Electives Courses (6 credits): ITE 311, ITE 341, ITE 375, ITE 420, ITE 495.

**Minor in Electrical Engineering Technology – 21 credits**

Required Courses (15 credits): EET 110, EET 235, EET 270, EET 330

Elective Courses (6 credits): EET 160, EET 215, EET 325, EET 360, OR EET 440

**Minor in Graphic Communications Technology – 21 credits**

Required Courses (15 credits): GCT 100, GCT 200, GCT 220, GCT 225, GCT 240

Elective Courses (6 credits): GCT 211, GCT 311, GCT 230, GCT 330, GCT 342, GCT 365, GCT 370, GCT 390, GCT 460

**Minor in CAD/GIS Technology – 21 credits**

Required Courses (9 credits): ITE 123 or GEO 123, ITE 223 or GEO 223, ITE 215 or EAS 273

Elective Courses (12 credits): GEO 110, 311, 362, 550, ITE 315, 415, 416, 417

**NOTE**

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**

## Art and Design

**Faculty:** DeFazio (Interim Chairperson), Harrison, Lambertson, Lloyd, Miecznikowski

### Purpose

The Department of Art and Design provides a liberal education in art, design, and art history that fosters analytical thinking, communication skills, individual initiative and responsibility, as well as knowledge and performance skills in a broad range of art media. Analysis of art works from current and past cultures is central to the department's programs.

### Programs

The department offers a Bachelor of Arts in Art and an Art Certification program for primary and secondary teaching. Students electing the Art Certification program complete the B.A. in Art as well as courses required under the articulation agreement with a cooperating institution that offers art certification. The department also offers a vocationally-oriented Bachelor of Science in Graphic Design. This program combines the strengths of the Art and Design Department and the Applied Engineering and Technology Department to provide strong design and technical skills to students seeking technology-oriented careers. The department also offers minors in ceramics, crafts, graphic design, painting, printmaking, and sculpture.

Collaborative agreements with the Art Institute of Pittsburgh expand students' program and curricular options. Graduates of the Art Institute's two-year program receive sixty credit hours toward a B.A. from California. A second agreement permits California students to spend their junior year at the Art Institute to take courses not offered at California: interior design, illustration, and industrial design technology.

### Careers

Graduates with a B.A. in art have job opportunities in a variety of fields: museums, art galleries, business, medical illustration, and interior design. Additional course work in art prepares students for graduate school, and a minor or second major in another field further expands career options, including historic preservation, law, and government. Art Certification expands opportunities to include teaching K-12. Graduates with a B.S. in Graphic Design have plentiful opportunities for careers in the expanding fields of advertising, graphic design, and web design.

### Bachelor of Arts in Art - 120 credits

Freshman Year

#### First Semester

	<u>16 credits.</u>
*ART 110 Drawing I	3 crs.
*ART 119 Design 2-D	3 crs.
**UNI 100 First Year Seminar	1 cr.
** ENG 101 English Composition I	3 crs.
General Education Courses	6 crs.

<u>Second Semester</u>	<u>15 credits</u>
*ART 120 Design 3-D	3 crs.
*ART 382 Ceramics Studio	3 crs.
**ENG 102 English Composition II	3 crs.
General Education Courses	6 crs.
Sophomore Year	
<u>Third Semester</u>	<u>15 credits</u>
*ART 383 Painting Studio	3 crs.
*ART 385 Sculpture Studio	3 crs.
General Education Courses	9 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
*ART 381 Crafts Studio	3 crs.
*ART 384 Printmaking Studio	3 crs.
General Education Courses	9 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*ART 308 Art History: Ancient to Medieval	3 crs.
General Education Courses	6 crs.
300-400 level General Education Courses	6 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
*ART 309 Art History: Renaissance to Contemporary	3 crs.
General Education Courses	6 crs.
300-400 level General Education Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*Art Elective (ART 310, 413, 493, 496, 497 or 498)	3 crs.
*ART 322 20th Century Art	3 crs.
300-400 level Elective	3 crs.
300-400 level General Education Courses	6 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*300-400 Art Elective (See above)	3 crs.
Electives	9 crs.
General Education courses	3 crs.

*Note: One laboratory course must be completed as part of the general education requirements.*

### **Art Certification**

For Art Certification, students complete the B.A. in Art and need to complete the following education courses at California University of PA:

EDE 205 Art for Elementary Grades	3 crs.
EDF 290 Policy Studies American Educ.	3 crs.
EDF 302 Applied Instructional Technology	3 crs.
PSY 208 Educational Psychology*	3 crs.

\*(PSY 100 is a prerequisite for this course.)

In addition to these, students must complete the following 16 credits at a collaborating institution:

Materials and Methods	4 crs.
Student Teaching	12 crs.

*Note: One laboratory course must be completed as part of the general education requirements. One literature course is required for certification. Suggestion: Take in*

*Humanities or Multi-Cultural section.\* Two math courses are required for certification. Suggestion: Take the second math in Critical Thinking section.\*  
\*Consult advisor for course selections.*

### **Bachelor of Science in Graphic Design - 120 credits**

Freshman Year

First Semester

16 credits

*ART 127 Intro. to Graphic Design	3 crs.
*ART 119 Design 2-D	3 crs.
**UNI 100 First Year Seminar	1 cr.
** ENG 101 English Composition I	3 crs.
General Education Courses	6 crs.

Second Semester

15 credits

*ART 120 Design 3-D	3 crs.
*ART 110 Drawing I	3 crs.
*GCT 100 Graphic Comm. Proc. I	3 crs.
**ENG 102 English Composition II	3 crs.
General Education Course	3 crs.

Sophomore Year

Third Semester

15 credits

*ART 308 Art History: Ancient to Medieval	3 crs.
*ART 384 Printmaking Studio	3 crs.
*ART 227 Graphic Design Studio I	3 crs.
General Education Courses	6 crs.

Fourth Semester

15 credits

*ART 383 Painting Studio	3 crs.
*ART 327 Graphic Design Studio II	3 crs.
*MMT 180 Multimedia Foundations	3 crs.
Elective	3 crs.
General Education Course	3 crs.

Junior Year

Fifth Semester

15 credits

*GCT 110 Screen Printing Tech. <u>OR</u> GCT 200 Graphic Commun. Process II <u>OR</u> GCT 220	
Black and White Photo. <u>OR</u> GCT 330	3 crs.
GCT 330 Flexo/Package Printing	3 crs.
*GCT 240 Electronic Desktop Publishing	3 crs.
General Education Courses	9 crs.

Sixth Semester

15 credits

*MMT 320 Digital Video	3 crs.
*ART 309 Art History: Renaissance to Contemporary	3 crs.
General Education Courses	9 crs.

Senior Year

<u>Seventh Semester</u>	<u>15 credits</u>
*MMT 330 Web Publishing	3 crs.
*ART 427 Graphic Design Studio III	3 crs.
300-400 level Gen. Education Courses	9 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*MMT 340 Animation	3 crs.
*Advisor Approved Elective [e.g. BUS, MKT, MGT, ECO, etc.]	3 crs.
*ART 428 Graphic Design Studio IV	3 crs.
300-400 General Education Courses	6 crs.
* Required major or related courses	
** Required or recommended General Education courses	
<i>Note: One laboratory course must be completed as part of the general education requirements.</i>	

### **Minor in Art – 21 credits**

Art History (3 credits): Select one of the following: ART 106, 308, 309

Drawing (3 credits): Select one of the following: ART 110, 310

Studio Concentration (15 credits): Select one of the following Studio Concentrations:

Ceramics Concentration: ART 382 and 493 (repeated for 12 credits)

Crafts Concentration: ART 381 and 413 (repeated for 12 credits)

Painting Concentration: ART 383 and 496 (repeated for 12 credits)

Printmaking Concentration: ART 384 and 497 (repeated for 12 credits)

Sculpture Concentration: ART 385 and 498 (repeated for 12 credits)

### **Minor in Graphic Design - 21 Credits**

ART 119, 127, 227, 327, 427, 428, MMT 180.

## **NOTE**

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**



## **Biological and Environmental Sciences**

**Faculty:** Paulson (Chairperson), Argent, Bailey, Bocetti, Boehm, Buckelew, Hershberger, Kimmel, Miller, Sylvester, Zuchelkowski.

### **Purpose**

The Biological and Environmental Science programs are intensive scientific curricula that prepare students for graduate work in the biological and environmental sciences and career work in many related areas. Practical laboratory experience emphasizes critical thinking and the use of instrumentation to study living systems.

### **Programs**

A wide variety of majors and concentrations in various degree programs are offered by the department. Students may decide to pursue the B.S. in Biology, the Pre-Professional track, or one of several tracks in the B.S. in Environmental Science. Those interested in teaching may choose the B.S.Ed in Biology. Cooperative programs also allow students to pursue careers in medical technology or mortuary science. The department also offers minors in Biology and in Environmental Studies.

### **Facilities**

The Department of Biological and Environmental Sciences is housed in a modern, four-story building equipped with an array of biological and environmental science instruments. Specialized areas include both scanning and transmission electron microscope facilities, an animal room, greenhouse, herbarium, plant growth facilities, and museum.

### **Academic Societies**

Beta Beta Beta is the national honor society for biological sciences. Students can achieve membership if they maintain a QPA of 3.30 after completing 45 credit hours and are extended an invitation to join. California University's student chapter of the National Wildlife Society was chartered in 1996. Membership is open to all students interested.

### **Careers**

Career opportunities include preparation for graduate work in biology and related fields, for industrial research, for government research, for careers in public health, and in the many health-related fields. A steady demand exists for environmental scientists, such as wildlife biologists, fishery biologists, water analysis technicians, air pollution control monitors, environmental health technicians, and interpretative naturalists.

### **Bachelor of Science in Biology (120 credits):**

#### **Biology Concentration**

Please consult the description of the General Education Program in this catalog for a list of General Education Goals and Objectives and the courses included on the menus for the various goals.

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year	
<u>First Semester</u>	<u>15 credits</u>
BIO 115 Principles of Biology	4 crs.
CHE 101 General Chemistry I	4 crs.
ENG 101 English Composition I	3 crs.
UNI 100 First Year Seminar	1 cr.
General Education Course	3 crs.
<u>Second Semester</u>	<u>17 credits</u>
BIO 120 General Zoology	4 crs.
CHE 102 General Chemistry II	4 crs.
ENG 102 English Composition II	3 crs.
Mathematics	3 crs.
General Education Course	3 crs.
Sophomore Year	
<u>Third Semester</u>	<u>14 credits</u>
BIO 125 General Botany	4 crs.
CHE 331 Organic Chemistry I	4 crs.
Gen. Educ., Minor <u>QR</u> Elective Courses	6 crs.
<u>Fourth Semester</u>	<u>14 credits</u>
BIO 318 Genetics	4 crs.
CHE 332 Organic Chemistry II	4 crs.
Gen. Educ., Minor, <u>QR</u> Elective Courses	6 crs.
Junior Year	
<u>Fifth Semester</u>	<u>14 credits</u>
BIO 310 Ecology	4 crs.
PHY 121 General Physics I	4 crs.
*Gen. Educ., Minor <u>QR</u> Elective Courses	6 crs.
<u>Sixth Semester</u>	<u>17 credits</u>
BIO 478 Evolution	3 crs.
PHY 122 General Physics II	4 crs.
Biology Elective	4 crs.
*300 or 400 level Gen. Educ., Minor, <u>QR</u> Elective Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>13-14 credits</u>
Biology Anatomy course	4 crs.
Biology Elective	3-4 crs
ENS 495 Design & Analysis	3 crs.
*300 or 400 level Gen. Educ., Minor <u>QR</u> Elective Courses	3 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
Biology Physiology course	4 crs.
Biology Electives	7-8 crs.
*300 or 400 level Gen. Educ., Minor, <u>QR</u> Elective Courses	3 crs
* A minimum of 6 General Education credits must be at or above the 300 level for graduation.	

### **Bachelor of Science in Biology (120 credits), Pre-Professional Concentration**

Freshman Year	
<u>First Semester</u>	<u>15 credits</u>
BIO 115 Principles of Biology	4 crs.
CHE 101 General Chemistry I	4 crs.

ENG 101 English Composition I	3 crs.
UNI 100 First Year Seminar	1 cr.
General Education Course	3 crs.
<u>Second Semester</u>	<u>15 credits</u>
BIO 120 General Zoology	4 crs.
BIO 124 General Botany	4 crs.
CHE 102 General Chemistry II	4 crs.
ENG 102 English Composition II	3 crs.
Sophomore Year	
<u>Third Semester</u>	<u>17 credits</u>
BIO 318 Genetics	4 crs.
CHE 331 Organic Chemistry I	4 crs.
MAT 273 Basic Calculus <u>OR</u> MAT 281 Calculus I	3 crs.
General Education Electives Courses	6 crs.
<u>Fourth Semester</u>	<u>17 credits</u>
BIO 326 General Microbiology	4 crs.
CHE 332 Organic Chemistry II	4 crs.
General Education Electives	6 crs.
Unrestricted Elective	3 crs.
Junior Year	
<u>Fifth Semester</u>	<u>14 credits</u>
BIO 480 Cell Biology	4 crs.
BIO 305 Human Anatomy <u>OR</u> BIO 306 Comparative Anatomy	4 crs.
PHY 121 General Physics I	4 crs.
*General Education Course	3 crs.
<u>Sixth Semester</u>	<u>17 credits</u>
BIO 328 Human Physiology <u>OR</u> BIO 486 Comparative Physiology	4 crs.
PHY 122 General Physics II	4 crs.
*300 or 400 level General Education, Minor, <u>OR</u> Elective Courses	7 crs.
Senior Year	
<u>Seventh Semester</u>	<u>12 credits.</u>
*Related Electives	8 crs.
*300 or 400 level General Education Courses	4 crs.
<u>Eighth Semester</u>	<u>14 credits</u>
*Related Electives	4 crs.
*300 or 400 level General Education Courses	4 crs.
Unrestricted Electives	6 crs.
* A minimum of 6 General Education credits must be at or above the 300 level for graduation.	

### **Nanotechnology Concentration**

Freshman Year

#### First Semester

15 credits

BIO 115 Principles of Biology	4 crs.
CHE 101 General Chemistry I	4 crs.
ENG 101 English Composition I	3 crs.
UNI 100 First Year Seminar	1 cr.
Free Elective (Statistics)	3 crs.

<u>Second Semester</u>	<u>14 credits</u>
BIO 120 General Zoology	4 crs.
CHE 102 General Chemistry II	4 crs.
ENG 102 English Composition II	3 crs.
MAT 273 Basic Calculus or MAT 281 Calculus I	3 crs.
Sophomore Year	
<u>Third Semester</u>	<u>14 credits</u>
BIO 125 General Botany	4 crs.
PHY 121 General Physics	4 crs.
General Education Electives	9 crs.
<u>Fourth Semester</u>	<u>14 credits</u>
BIO 318 Genetics	4 crs.
PHY 122 General Physics II	4 crs.
General Education Elective	3 crs.
Free Elective (Digital Electronics)	3 crs.
Junior Year	
<u>Fifth Semester</u>	<u>13 credits</u>
BIO 326 Microbiology	4 crs.
General Education Electives	9 crs.
<u>Sixth Semester</u>	<u>18 credits</u>
NMT 311 Material, Safety & Equipment	3 crs.
NMT 312 Basic Nanofabrication Processes	3 crs.
NMT 313 Thin Films in Utilization	3 crs.
NMT 314 Advanced Lithography/Dielectrics	3 crs.
NMT 315 Material Modification/Nano	3 crs.
NMT 316 Characterization, Packing & Testing of Nanofab Structures	3 crs.
<u>Summer Term or Christmas vacation</u>	<u>6 crs.</u>
NMT 495 Nano Tech Internship or Research Project	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>13 credits</u>
CHE 331 Organic Chemistry I	4 crs.
*300 or 400 level General Education Elective	6 crs.
Free Elective	3 crs.
<u>Eighth Semester</u>	<u>13 credits</u>
BIO 480 Cell Biology	4 crs.
*300 or 400 level General Education Elective	9 crs.
(Internship could go here.)	
*A minimum of 9 General Education credit must be at or above the 300 level for graduation.	

### **Bachelor of Science in Biology: Mortuary Science Track**

This track, through affiliation with the Pittsburgh School of Mortuary Science, is accredited through the American Board of Funeral Service Education, National Association of Colleges of Mortuary Science, National Conference of Funeral Service Examining Boards of the United States, Inc. This program is designed for three years of approved study on campus and one year of study at the Pittsburgh Institute of Mortuary Science. The curriculum requires 120 credits: 92 credits in required and elective California University courses and 28 credits for the institute year. Upon completion of the program, the student is granted a Bachelor of Science degree from California and a diploma from the Pittsburgh Institute. Upon comple-

tion of a one-year resident intern period, the candidate applies for the State Board Examinations and licensure as a funeral director and embalmer.

#### Freshman Year

##### First Semester 15 credits

BIO 115 Principles of Biology 4 crs.

CHE 101 General Chemistry I 4 crs.

ENG 101 English Composition I 3 crs.

UNI 100 First Year Seminar 1 cr.

General Education Elective 3 crs.

##### Second Semester 14 credits

BIO 120 General Zoology 4 crs.

CHE 102 General Chemistry II 4 crs.

ENG 102 English Composition II 3 crs.

General Education Elective 3 crs.

#### Sophomore Year

##### Third Semester 17 credits

BIO 125 General Botany 4 crs.

Edu 3 crs.

General Education Electives 6 crs.

Free Elective 3 crs.

##### Fourth Semester 16 credits

Biology Elective 4 crs.

General Education lectives 12 crs.

#### Junior Year

##### Fifth Semester 16 credits

BIO 306 Human Anatomy 4 crs.

\*300 or 400 level General Education Electives 6 crs.

Free Electives 6 crs.

##### Sixth Semester 16 credits

BIO 328 Humn Physiology 4 crs.

Free Electives 9 crs.

\*300 or 400 level General Education Elective 3 crs.

#### Senior Year

##### Seventh Semester 14 credits

Pittsburgh Institute of Mortuary Science 14 crs.

##### Eighth Semester 16 credits

Pittsburgh Institute of Mortuary Science 14 crs.

\* A minimum of 6 general education credits must be at or above the 300 level for graduation.

### **Bachelor of Science in Education: Cert. in Biology in Secondary Schools**

Please see **Department of Secondary Education and Administrative Programs** section of this catalog.

### **Bachelor of Science in Environmental Studies: All Concentrations - 120 Credits**

#### Freshman Year

##### First Semester 15 credits

BIO 115 Principles of Biology 4 crs.

CHE 101 General Chemistry I 4 crs.

ENG 101 English Composition I 3 crs.

MAT 273 Basic Calc. OR MAT 281 Calc. I	3 crs.
UNI 100 First Year Seminar	1 cr.
<u>Second Semester</u>	<u>15 credits</u>
BIO 120 General Zoology	4 crs.
BIO 125 General Botany	4 crs.
CHE 102 General Chemistry II	4 crs.
ENG 102 English Composition II	3 crs.

**Environmental Conservation Concentration:**

Sophomore Year

Third Semester 16 credits

BIO 310 General Ecology 4 crs.

Ancillary Core Elective 3 crs.

General Education or Elective Courses 9 crs.

Fourth Semester 13 credits

CHE 281 Environmental Chemistry 4 crs.

Ancillary Core Elective 3 crs.

General Education or Elective Courses 6 crs.

Junior Year

Fifth Semester 14 credits

Related Electives 4 crs.

Ancillary Core Elective 4 crs.

General Education or Elective Courses 6 crs.

Sixth Semester 17 credits

Related Electives 4 crs.

Ancillary Core Electives 3 crs.

\*300 or 400 level General Education or Elective Courses 6 crs.

Unrestricted Elective 4 crs.

Senior Year

Seventh Semester 14 credits

\*ENS 495 Design and Analysis 3 crs.

Related Elective 4 crs.

Ancillary Core Elective 4 crs.

\*300 or 400 level General Education or Elective Courses 3 crs.

Eighth Semester 14 credits

BIO 466 Biometry 4 crs.

300 or 400 level Related Elective 8 crs.

Unrestricted Elective 4 crs.

\*A minimum of 12 General Education credits must be at the 300 level or above for graduation

[Ancillary Area - Select one of the following ancillary cores: Anthropology, Business, Earth Science, Parks and Recreation, Social Science. Students must choose at least one course at the 300 level to meet university requirements for graduation.]

**Environmental Science Concentration:**

Sophomore Year

Third Semester 17 credits

BIO 310 General Ecology 4 crs.

CHE 331 Organic Chemistry I 4 crs.

General Education or Elective Courses	9 crs.
<u>Fourth Semester</u>	<u>16 credits</u>
CHE 332 Organic Chemistry II <u>OR</u>	
CHE 381 Environmental Chemistry	4 crs.
Related Elective	3 crs.
General Education or Electives	9 crs.
Junior Year	
<u>Fifth Semester</u>	<u>14 credits</u>
PHY 121 General Physics I	4 crs.
Related Elective	4 crs.
*General Education Electives	6 crs.
<u>Sixth Semester</u>	<u>13 credits</u>
Related Electives	4 crs.
ENS 430 Air Quality Monitoring	3 crs.
*300 or 400 level General Education or Elective Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>16 credits</u>
ENS 495 Design and Analysis	3 crs.
BIO 575 Water Pollution Biology	4 crs.
300 or 400 level Related Electives	3 crs.
300 or 400 level Unrestricted Electives	6 crs.
<u>Eighth Semester</u>	<u>14 credits</u>
BIO 466 Biometry	4 crs.
ENS 431 Solid Waste Management	3 crs.
Related Elective	4 crs.
Unrestricted Elective	3 crs.
* A minimum of 6 credits must be at or above the 300 level for graduation.	

### **Ecology Concentration:**

Sophomore Year	
<u>Third Semester</u>	<u>14 credits</u>
BIO 310 General Ecology	4 crs.
CHE 331 Organic Chemistry I	4 crs.
General Education or Elective Courses	6 crs.
<u>Fourth Semester</u>	<u>16 credits</u>
BIO 318 Genetics	4 crs.
CHE 332 Organic Chemistry II <u>OR</u>	
CHE 281 Environmental Chemistry	4 crs.
General Education Electives	8 crs.
Junior Year	
<u>Fifth Semester</u>	<u>16 credits</u>
*BIO 314 Plant Ecology <u>OR</u> BIO 575 Water Pollution Biol. <u>OR</u> ENS 475 Wetlands Ecol.	4 crs.
BIO 442 Dendrology or Related Elective	3 crs.
PHY 121 General Physics I	4 crs.
*General Education Electives	5 crs.
<u>Sixth Semester</u>	<u>14 credits</u>
BIO 335 Plant Physiology <u>OR</u> BIO 486 Comparative Animal Physiology	4 crs.
BIO 336 Plant Taxonomy <u>OR</u> Related Elective	4 crs.

*300 or 400 level General Education Electives	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>16 credits</u>
ENS 495 Design and Analysis	3 crs.
BIO 478 Evolution	3 crs.
Related Elective	4 crs.
*300 or 400 level General Education Electives	6 crs.
<u>Eighth Semester</u>	<u>14 credits</u>
BIO 466 Biometry	4 crs.
ENS 492 Animal Population Dynamics	4 crs.
Related Elective	3 crs.
* 300 or 400 level General Education Elective	3 crs.
* A minimum of 6 credits of General Education must be at or above the 300 level for graduation.	

### **Fisheries & Wildlife Biology Concentration:**

Sophomore Year	
<u>Third Semester</u>	<u>16 credits</u>
BIO 310 General Ecology	4 crs.
COM 101 Oral Communication	3 crs.
MAT 273 Basic Calculus or MAT 281 Calculus I	3 crs.
General Education Requirement	6 crs.
<u>Fourth Semester</u>	<u>16/17 credits</u>
BIO 318 Genetics	4 crs.
CIS 101 Micro/Appl Software or CIS 201 Windows/Internet	3 crs.
Physical Science Requirement	3/4 crs.
General Education Requirements	6 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
ENS 420 Wildlife Management or ENS 424 Fisheries Management	4 crs.
ENS 495 Design and Analysis	4 crs.
Fisheries or Wildlife Biology Course	4 crs.
*General Education Requirement	3 crs.
<u>Sixth Semester</u>	<u>14 credits</u>
ENS 492 Animal Population Dynamics	4 crs.
BIO 466 Biometry	4 crs.
Law Policy and Planning	3 crs.
*300 or 400 level General Education Requirement	3 crs.
Senior Year	
<u>Seventh Semester</u>	<u>14 credits</u>
ENS 423 Wildlife Techniques	4 crs.
Fisheries or Wildlife Biology Course	4 crs.
300 or 400 level General Education Requirement	3 crs.
Unrestricted Elective	3 crs.
<u>Eighth Semester</u>	<u>15/16 credits</u>
*BIO 336 Plant Taxonomy or BIO 442 Dendrology	4/3 crs.
Law Policy and Planning	3 crs.
*300 or 400 level General Education Requirement	3 crs.
Unrestricted Electives	6 crs.



\* A minimum of 3 General Education credits must be at or above the 300 level for graduation.

### **Bachelor of Science in Education: Certification in Environmental Education for Secondary Schools (120 credits)**

Please see **Department of Secondary Education and Administrative Programs** section of this catalog.

### **Bachelor of Science in Medical Technology**

The program involves a three-year program on campus and one year (12 months) at one of the approved affiliated schools or one acceptable to California University. Upon the completion of the clinical or internship year, the student is granted a Bachelor of Science degree from California University as well as a certificate in medical technology from the hospital school. In addition, graduates take the national test given by the Registry of Medical Technologists of the American Society of Clinical Pathologists. The students who successfully pass this examination become registered medical technologists M.T. (A.S.C.P.)

To enhance the opportunity of being accepted by one of our affiliated hospital schools of medical technology for the fourth or clinical year, it is strongly recommended that the student maintain a minimum of a 3.0 quality point average in the natural sciences (Biology, Chemistry, Physics, and Mathematics) and a minimum of a 3.0 overall quality point average.

Freshman Year

#### First Semester

BIO 115 Principles of Biology	4 crs.
CHE 101 General Chemistry I	4 crs.
ENG 101 English Composition I	3 crs.
UNI 100 First Year Seminar	1 cr.
MAT 181 College Algebra	3 crs.

15 credits

#### Second Semester

BIO 120 General Zoology	4 crs.
CHE 102 General Chemistry II	4 crs.
ENG 102 English Composition II	3 crs.
General Education Electives	6 crs.

17 credits

Sophomore Year

#### Third Semester

BIO 318 Genetics	4 crs.
CHE 331 Organic Chemistry I	4 crs.
PHY 121 General Physics I	4 crs.
General Education Elective	3 crs.

15 credits

#### Fourth Semester

BIO 326 General Microbiology	4 crs.
PHY 122 General Physics II	4 crs.
General Education Electives	6 crs.

14 credits

Junior Year

#### Fifth Semester

BIO 306 Human Anatomy	4 crs.
CHE 261 Analytical Chemistry	4 crs.
General Education Elective	6 crs.

14 credits

<u>Sixth Semester</u>	<u>16 credits</u>
BIO 328 Human Physiology	4 crs.
BIO 450 Immunology	3 crs.
300 or 400 level General Education Electives	9 crs.

Seventh and eighth semesters at an approved School of Medical Technology 29 crs.  
 \* A minimum of 6 General Education credits must be at or above the 300 level for graduation.

**Minor in Biology—21 credits**

Required Course (12 credits): **BIO 115, 120, 125.**

A minimum of nine credits of BIO electives selected in consultation with an advisor.

**Minor in Environmental Science—22-24 credits**

Required Courses (16 credits): **BIO 115, 120, 125, 310.**

Elective Courses (6-8 credits): two animal and plant ecology courses selected in consultation with an advisor.

**NOTE**

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**

## **Business & Economics**

**Faculty:** B. Brown (Chairperson), Blossel, Chawdhry, Clingerman, Cole, DeHainaut, D. Jones, Lazorchak, LeMasters, Mendola, Mongell, Park, Roberts, Serafin, Tarullo.

### **Purpose**

The Business and Economics Department offers a number of degree programs, with emphasis given to the development of fundamental skills that will be beneficial to graduates in both their professional and private lives. The department's programs are fully supported with state-of-the-art computer facilities including current software utilized in the business community, and the faculty offers a diverse background of practical business experience and scholarly achievement to equip the graduating student with the skills necessary for success in business.

### **Awards**

Achievement is recognized in several ways. Membership is open to qualified successful students in Omicron Delta Epsilon, an honorary Economics Fraternity, Phi Beta Lambda-Future Business Leaders, the Student Accounting Association, the Economics Club, the Finance Club, the Marketing Club, and the Society for the Advancement of Management. The Alfred Zeffiro Award for Excellence in the Study of Business Management, John Apossos Memorial Award for Excellence in the Study of Business, Wall Street Journal Award, PA Institute of Certified Public Accountants Award for Highest Achievement in the Study of Accounting, and the Amy Lyne Marunyak Memorial Band Scholarship are presented to graduating seniors yearly.

### **Careers**

Career opportunities are in such positions as those of accountant, banker, city manager, general manager, government agency administrator, hospital administrator, industrial relations manager, insurance agent, office manager, personnel manager, production manager, purchasing agent, retail manager, sales, manager, sales representative, securities analyst, and stock broker.

### **Bachelor of Science in Business Administration—120 credits**

Concentration (27 credits)

Students should select one of the following concentrations:

Accounting Concentration (27 credits)

Specialized Accounting (ACC) Courses (18 credits)

Electives: ACC, BUS, ECO, FIN, MGT OR MKT courses, 300 level or above (9 crs.)

Business Economics Concentration (27 credits)

Specialized Economics (ECO) Courses (18 credits)

Electives: ACC, BUS, ECO, FIN, MGT or MKT courses 300 level or above (9 credits)

Finance Concentration (27 credits)

Specialized Finance (FIN) Courses (18 credits)

Electives: ACC, BUS, ECO, FIN, MGT OR MKT courses 300 level or above (9 credits)

General Business Administration Concentration (27 credits)

ACC, BUS, ECO, FIN, MGT OR MKT courses 300 level or above (27 credits)

Human Resource Management Concentration (27 credits)

Specialized Human Resource Management Courses (18 credits)

Electives: ACC, BUS, ECO, FIN, MGT OR MKT courses 300 level or above (9 credits)

Information Technology Management Concentration (27 credits)

Specialized Comp. Sci. (CSC, CIS, IST) and Management (MGT) Courses (18 credits)

Electives: ACC, BUS, ECO, FIN, MGT OR MKT courses 300 level or above (9 credits)

Management Concentration (27 credits)

Specialized Management (MGT) Courses (18 credits)

Electives: ACC, BUS, ECO, FIN, MGT OR MKT courses 300 level or above (9 credits)

Marketing Concentration (30 credits)

Specialized Marketing (MKT) Courses (18 credits)

Electives: ACC, BUS, ECO, FIN, MGT OR MKT courses 300 level OR above (9 crs.)

**Bachelor of Science in Business Administration - 120 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

**Freshman Year**

First Semester

16 credits

\*\*BUS 100 Introduction to Business

3 crs.

\*\*ENG 101 English Composition I

3 crs.

\*\*PSY 100 General Psychology

3 crs.

\*\*UNI 100 First Year Seminar

1 cr.

General Education Courses

6 crs.

Second Semester

15 credits

\*ACC 200 Financial Accounting

3 crs.

\*\*CSC 101 Micros. and Applic. Software

3 crs.

\*\*ENG 102 English Composition II

3 crs.

General Education Courses

6 crs.

Sophomore Year

Third Semester

15 credits

\*\*CSC 201 DOS, Windows & Internet

3 crs.

\*ECO 201 Introductory Microeconomics

3 crs.

\*\*MAT 225 Business Statistics

3 crs.

\*MGT 300 Principles of Management

3 crs.

General Education OR Elective Courses

3 crs.

Fourth Semester

15 credits

\*ACC 321 Managerial Accounting

3 crs.

\*ECO 202 Introductory Macroeconomics

3 crs.

\*MKT 300 Principles of Marketing

3 crs.

General Education OR Elective Courses

6 crs.

**Junior Year**

Fifth Semester

15 credits

\*FIN 301 Financial Management

3 crs.

\*BUS 242 Business Law I

3 crs.

\*BUS 371 Analytical Methods

3 crs.

*Specialized Concentration Courses/Business Electives	3 crs.
General Education <u>OR</u> Elective Courses	3 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
*MGT 371 Management Info. Systems	3 crs.
*Specialized Concentration Course	3 crs.
*Business Elective	3 crs.
300 or 400 level General Education <u>OR</u> Elective Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*MGT 402 Strategic Management	3 crs.
*Specialized Concentration Courses	6 crs.
*Business Electives	3 crs.
300 or 400 level General Education <u>OR</u> Elective Courses	3 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*Specialized Concentration Courses	6 crs.
*Business Electives	6 crs.
General Education <u>OR</u> Elective Courses	3 crs.
* Required major and related courses	
** Required and recommended General Education courses	

**Bachelor of Arts: Administration and Management AND Economics Concentrations - 120 credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

<u>First Semester</u>	<u>16 credits</u>
**BUS 100 Introduction to Business	3 crs.
**ENG 101 English Composition I	3 crs.
**PSY 100 General Psychology	3 crs.
**UNI 100 First Year Seminar	1 cr.
General Education Courses	6 crs.
<u>Second Semester</u>	<u>15 credits</u>
*ACC Financial Accounting	3 crs.
**CSC 101 Micros. and Applic. Software	3 crs.
**ENG 102 English Composition II	3 crs.
General Education Courses	6 crs.

**Administration and Management Concentration**

Sophomore Year

<u>Third Semester</u>	<u>15 credits</u>
**CSC 201 DOS, Windows & Internet	3 crs.
*ECO 201 Introductory Microeconomics	3 crs.
**MAT 225 Business Statistics	3 crs.
*MGT 300 Principles of Management	3 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	3 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
*ACC 321 Managerial Accounting	3 crs.
*ECO 202 Introductory Macroeconomics	3 crs.
*MKT 300 Principles of Marketing	3 crs.

Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*FIN 301 Financial Management	3 crs.
*ECO 304 Money and Banking	3 crs.
BUS 242 Business Law I	3 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	3 crs.
*Specialized Courses/Business Electives	3 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
*MGT 362 Labor Relations	3 crs.
*ECO 311 Labor Economics	3 crs.
*Business and Management Electives	3 crs.
300 or 400 level Gen. Educ., Minor, <u>OR</u> Elective Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*Specialized Courses	6 crs.
*Business <u>OR</u> Management Elective	3 crs.
*Economics Elective (300 or 400 level)	3 crs.
300 or 400 level Gen. Educ., Minor <u>OR</u> Elective Courses	3 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*Business and Management Electives	3 crs.
300 or 400 level Gen. Educ., Minor, <u>OR</u> Elective Courses	12 crs.
* Required major and related courses	
** Required and recommended General Education courses	

### **Economics Concentration**

Sophomore Year	
<u>Third Semester</u>	<u>15 credits</u>
**CSC 201 DOS, Windows & Internet	3 crs.
*ECO 201 Introductory Microeconomics	3 crs.
**MAT 225 Business Statistics	3 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	6 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
*ECO 202 Introductory Macroeconomics	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	12 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*ECO 301 Intermediate Microeconomics	3 crs.
*Economics Elective (300 level or higher)	3 crs.
*Related Elective (selected in consultation with advisor)	3 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	6 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
*ECO 302 Intermediate Macroeconomics	3 crs.
*Economics Elective (300 level or above)	3 crs.
*Related Elective (see above)	3 crs.
300 or 400 level Gen. Educ., Minor, <u>OR</u> Elective Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*Economics Electives (300 level or above)	6 crs.

*Related Elective (see above)	3 crs.
300 or 400 level Gen. Educ., Minor <u>OR</u> Elective Courses	6 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*Economics Electives (300 level or above)	6 crs.
*Related Elective (see above)	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	6 crs.
* Required major and related courses	
** Required and recommended General Education courses	

### **Bachelor of Arts in International Studies:**

#### **Business and Economics Concentration—120 credits**

[This program is administered by the Foreign Languages and Cultures Department, 201 South Hall, 724-938-4246.]

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### **Freshman Year**

##### First Semester 16 credits

**ENG 101 English Composition I	3 crs.
**UNI 100 First Year Seminar	1 cr.
*(FRE <u>OR</u> SPN) 101 Elementary I	3 crs.
General Education Courses	9 crs.

##### Second Semester 15 credits

*ACC 200 Financial Accounting	3 crs.
**ENG 102 English Composition II	3 crs.
*(FRE <u>OR</u> SPN) 102 Elementary II	3 crs.
General Education Courses	6 crs.

#### **Sophomore Year**

##### Third Semester 15 credits

*ECO 201 Introductory Microeconomics	3 crs.
*MGT 300 Principles of Management	3 crs.
*(FRE <u>OR</u> SPN) 203 Intermediate I	3 crs.
General Education <u>OR</u> Elective Courses	6 crs.

##### Fourth Semester 15 credits

*(FRE <u>OR</u> SPN) 204 Intermediate II	3 crs.
*ECO 202 Introductory Macroeconomics	3 crs.
*MKT 300 Principles of Marketing	3 crs.
General Education <u>OR</u> Elective Courses	6 crs.

#### **Junior Year**

##### Fifth Semester 15 credits

*FIN 301 Financial Management	3 crs.
*(FRE <u>OR</u> SPN) 311 Conversation, Composition, and Phonetics I	3 crs.
*Language Elective	3 crs.
*Culture Course	3 crs.
General Education <u>OR</u> Elective Courses	3 crs.

##### Sixth Semester 15 credits

*MKT 431 International Bus. Management	3 crs.
*(FRE <u>OR</u> SPN) 312 Conversation, Composition, and Phonetics II	3 crs.

*Language Elective	3 crs.
300 or 400 level General Education <u>OR</u> Elective Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
300 or 400 level General Education <u>OR</u> Elective Courses	15 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
General Education <u>OR</u> Elective Courses	15 crs.
* Required major and related courses	
** Required and recommended General Education courses	

### **Associate of Science in Accounting—64 credits**

**General Education (28 credits):** ENG 101, 211, MAT 181 OR 182, CSC 101, PHI 246, UNI 100, Humanities Elective, Social Science Elective, Natural Science Elective, Free Elective

**Major (36 credits):** Required Courses (12 credits): BUS 100, ACC 200, 331, MGT 300. Economics Electives (6 credits): select two courses from the following list: ECO 100, 200, 201, OR 202. Accounting Electives (9 credits): select courses with advisor's approval. Electives (9 credits): elect courses from the following list with advisor's approval: ACC, BUS, ECO, FIN, MGT OR MKT courses (3-9 credits), COM 250, MAT 171, 225, OR PSY 209.

### **Associate of Science in Administration and Management – 64 credits**

**General Education (28 credits):** ENG 101, 211, MAT 181 OR 182, CSC 101, PHI 246, UNI 100, Humanities Elective, Social Science Elective, Natural Science Elective, Free Elective.

**Major (36 credits):** Required Courses (6 credits): ACC 20, MGT 300

Concentration – 27 credits: select one of the following concentrations:

**Administration and Management Concentration:** Required Course: BUS 100, Economics Electives- (6 credits): (ECO 100, 200, 201, OR 202)

Business Electives (9-15 credits): ACC, BUS, ECO, FIN, MGT or MKT courses with advisor's approval.

Related Electives (3-9 credits): select courses from the following list: COM 250, MAT 171, 225, PSY 209, CSC electives, PSY electives, SOC electives.

**Banking Concentration:** Required Courses (27 credits): ACC 321, BUS 100, 242, ECO 100, 201, 202, 304, FIN 301, MGT 300

Finance elective (3 credits)

Banking Electives (6 credits)

A.I.B. courses or courses selected from BUS, MAT, and FIN with advisor's approval.

### **Information Technology Management Concentration:**

**Required Courses (18 credits):** ACC 200, 321, 331, BUS 100, MGT 300, 371 OR 373,

Business/Economics Elective

Economics Electives (9 credits): ECO 100, 200, 201, OR 202

Computer Science Electives (9 credits): Select CSC courses with advisor's approval



## **Minors In Business Administration – 21 credits**

### Accounting Concentration

Required Courses (12 credits): **BUS 100, ECO 100, ACC 200, 331.**

Accounting Electives (9 credits): select upper-level (300 and above) ACC courses.

### Business Concentration

Required Courses (12 credits): **BUS 100, ECO 100, ACC 200, MGT 300.**

Business Electives (9 credits): select upper-level (300 and above) ACC, BUS, FIN, MGT OR MKT courses.

### Finance Concentration

Required Courses (15 credits): **BUS 100, ECO 100, ACC 200, FIN 211, 301.**

Finance Electives (6 credits): select upper-level (300 and above) FIN courses.

### Management Concentration

Required Courses (12 credits): **BUS 100, ECO 100, MGT 300, 301.**

Management Electives (9 credits): select upper-level (300 and above) MGT courses.

### Marketing Concentration

Required Courses (12 credits): **BUS 100, ECO 100, MKT 222, 300.**

Marketing Electives (9 credits): select upper-level (300 and above) MKT courses.

### Minor in Economics – 21 credits

Required Courses (9 credits): **BUS 100, ECO 201, 202.**

Economics Electives (12 credits): select upper-level (300 and above) ECO courses.

## **NOTE**

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**

## Chemistry and Physics

**Faculty:** Gould (Chairperson), Baikir, J. Cignetti, Dieterle, Dominick, Rickert, Yasmin.

### Purpose

The Department, located in the New Science Building, houses both the Chemistry and Physics programs at the university, as well as the program in Natural Science. These programs provide students with a strong foundation in chemistry, physics, and related disciplines and prepare them for employment in the private and public sector as well as for advanced professional or graduate study. The department also offers a Nanofabrication Manufacturing Technology concentration for the B. S. in Chemistry and the B. A. in Physics.

### Programs

The department offers the B. S. in Chemistry, the B. A. in Physics, and the B. S. in Natural Science. In addition, students interested in secondary school teaching may select B. S. ED. certification programs in chemistry, physics, or general science. The B. S. in Natural Sciences is an extremely flexible program that provides the student with an opportunity to structure a course of study that encompasses the broad areas of science and mathematics. For the Nanofabrication Manufacturing Technology concentration, 24 credits of electives are replaced with an 18-credit capstone semester and 6 credits of upper level nanofabrication related electives or internship. The capstone semester is spent at the nanofabrication facility located in the Research Park of the Pennsylvania State University.

### Careers

Career opportunities include positions as analytical chemist, quality control specialist, industrial management trainee, technical writer, chemical purchasing agent and sales person with the chemical industry. Some graduates have chosen to continue their education or to pursue careers in medicine, dentistry, pharmacy, management, and college and university teaching and research.

### Bachelor of Science in Chemistry — 120 Credits

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### Freshman Year

<u>First Semester</u>	<u>14 credits</u>
*CHE 101 General Chemistry I	4 crs.
**ENG 101 English Composition I	3 crs.
**UNI 100 First Year Seminar	1 cr.
General Education Electives (Math course if needed)	6 crs.

#### Second Semester

	<u>16 credits</u>
*CHE 102 General Chemistry II	4 crs.
**ENG 102 English Composition II	3 crs.
General Education Electives (Math course if needed)	9 crs.

#### Sophomore Year

#### Third Semester

	<u>17 credits</u>
*CHE 331 Organic Chemistry I	4 crs.
*MAT 281 Calculus I	3 crs.
*CHE 261 Analytical Chemistry	4 crs.

*Related Elective	3 crs.
General Education Elective	3 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
*CHE 305 Inorganic Chemistry	4 crs.
*CHE 332 Organic Chemistry II	4 crs.
*MAT 282 Calculus II	3 crs.
*PHY 101 College Physics I	4 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*CHE 451 Physical Chemistry	4 crs.
PHY 202 College Physics II	4 crs.
300 or 400 Level Related Elective	4 crs.
General Education Elective	3 crs.
<u>Sixth Semester</u>	<u>14 credits</u>
*CHE 452 Physical Chemistry II	4 crs.
Related Elective	4 crs.
300 or 400 level General Education Course	4 crs.
Elective	3 crs.
Senior Year	
<u>Seventh Semester</u>	<u>14 credits</u>
*CHE 368 Individual Work	1 crs.
300 or 400 level Related Elective	4 crs.
300 or 400 level General Education Electives	6 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*CHE 361 Instrumental Methods	4 crs.
*CHE 495 Chemistry Seminar	1 crs.
300 or 400 level Related Elective	3 crs.
300 or 400 level General Education Electives	3 crs.
* Required major or related course	
** Required or recommended General Education course	
<b>NOTE:</b> In order to obtain the minimum of 48 credits at or above the 300 level, 10 credits of Related Electives and 12 credits of General Education must be taken at or above the 300 level.	

### **Bachelor of Science in Chemistry —**

#### **Nanofabrication Manufacturing Technology Concentration — 120 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

<u>First Semester</u>	<u>14 credits</u>
*CHE 101 General Chemistry I	4 crs.
**ENG 101 English Composition I	3 crs.
**UNI 100 First Year Seminar	1 cr.
General Education Electives (Math course if needed)	6 crs.
<u>Second Semester</u>	<u>16 credits</u>
*CHE 102 General Chemistry II	4 crs.
**ENG 102 English Composition II	3 crs.
General Education Electives (Math course if needed)	9 crs.

Sophomore Year	
<u>Third Semester</u>	<u>14 credits</u>
*CHE 331 Organic Chemistry I	4 crs.
*MAT 281 Calculus I	3 crs.
*CHE 261 Analytical Chemistry	4 crs.
General Education Elective	3 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
*CHE 305 Inorganic Chemistry	4 crs.
*CHE 332 Organic Chemistry II	4 crs.
*MAT 282 Calculus II	3 crs.
*PHY 101 College Physics I	4 crs.
Junior Year	
<u>Fifth Semester</u>	<u>13 credits</u>
*PHY 202 College Physics II	4 crs.
Elective	3 crs.
General Education Electives	6 crs.
<u>Sixth Semester (CAPSTONE)</u>	<u>18 credits</u>
*NMT 311 Mat., Safety, Health, Equip.	3 crs.
*NMT 312 Basic Nanofab. Processes	3 crs.
*NMT 313 Thin Films in Nanofabrication	3 crs.
*NMT 314 Adv. Litho. For Nanofabrication	3 crs.
*NMT 315 Mats. Modif. In Nanofabrication	3 crs.
*NMT 316 Char., Pkg., Testing in Nanofab.	3 crs.
Summer or Winter Break	
*NMT 495 Nanofab. Manu. Tech. Intern. <u>OR</u>	
Research Project	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>11 credits</u>
*CHE 451 Physical Chemistry I	4 crs.
*CHE Individual Wrok	1 cr.
*CHE 495 Chemistry Seminar	1 cr.
300 or 400 level General Education Electives	6 crs.
<u>Eighth Semester</u>	<u>13 credits</u>
*CHE 361 Instrumental Methods	4 crs.
*CHE 452 Physical Chemistry II	4 crs.
General Education Course	3 crs.
Elective	2 crs.
* Required major or related course	
** Required or recommended General Education course	

### **Bachelor Science in Education:**

#### **Certification in Chemistry for Secondary Schools (120 credits)**

Please see **Department of Secondary Education and Administrative Programs** section of this catalog.

### **Bachelor of Arts in Physics - 120 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year	
<u>First Semester</u>	<u>14 credits</u>
**CHE 101 General Chemistry I	4 crs.
**ENG 101 English Composition I	3 crs.
**UNI 100 First Year Seminar	1 cr.
General Education Courses	6 crs.
<u>Second Semester</u>	<u>17 credits</u>
**CHE 102 General Chemistry II	4 crs.
**ENG 102 English Composition II	3 crs.
**MAT 281 Calculus I	3 crs.
*PHY 101 College Physics I	4 crs.
General Education Courses	3 crs.
Sophomore Year	
<u>Third Semester</u>	<u>16 credits</u>
**CSC 120 Prob. Solv. & Prog. Constructs	3 crs.
*MAT 282 Calculus II	3 crs.
*PHY 202 College Physics II	4 crs.
General Education Course	3 crs.
Elective Course	2 crs.
<u>Fourth Semester</u>	<u>7 credits</u>
*MAT 381 Calculus III	3 crs.
*PHY 203 College Physics III	4 crs.
*PHY 221 Intermediate Mechanics	4 crs.
General Education Elective	6 crs.
Junior Year	
<u>Fifth Semester</u>	<u>13 credits</u>
*MAT 382 Calculus IV	3 crs.
*PHY 301 Intermed. Electricity and Magnet.	4 crs.
PHY 331 Modern Physics	3 crs.
General Education Elective	3 crs.
<u>Sixth Semester</u>	<u>14 credits</u>
*MAT 406 Differential Equations	3 crs.
*Elective	5 crs.
*Advisor Approved Elective	3 crs.
300 or 400 level General Education Course	3 crs.
Senior Year	
<u>Seventh Semester</u>	<u>14 credits</u>
300 or 400 level General Education Course	3 crs.
300 or 400 level Electives	6 crs.
Elective Courses	5 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*PHY 495 Physics Seminar	1 cr.
300 or 400 level General Education Course	3 crs.
300 or 400 level Elective Courses	6 crs.
Elective Courses	5 crs.
* Required major or related course	
** Required or recommended General Education course	

## **Bachelor of Arts in Physics —**

### **Nanofabrication Manufacturing Technology Concentration — 120 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### **Freshman Year**

##### **First Semester 14 credits**

**\*\*CHE 101 General Chemistry I** 4 crs.

**\*\*ENG 101 English Composition I** 3 crs.

**\*\*UNI 100 First Year Seminar** 1 cr.

**General Education Courses** 6 crs.

##### **Second Semester 17 credits**

**\*\*CHE 102 General Chemistry II** 4 crs.

**\*\*ENG 102 English Composition II** 3 crs.

**PHY 101 College Physics I** 4 crs.

**MAT 281 Calculus I** 3 crs.

**General Education Electives** 3 crs.

#### **Sophomore Year**

##### **Third Semester 13 credits**

**\*\*CSC 120 Prob. Solv. & Prog. Constructs** 3 crs.

**\*MAT 282 Calculus II** 3 crs.

**\*PHY 202 College Physics II** 4 crs.

**General Education Electives** 3 crs.

##### **Fourth Semester 17 credits**

**\*MAT 381 Calculus III** 3 crs.

**\*PHY 203 College Physics III** 4 crs.

**General Education Courses** 6 crs.

#### **Junior Year**

##### **Fifth Semester 13 credits**

**\*MAT 382 Calculus IV** 3 crs.

**\*PHY 221 Intermediate Mechanics** 4 crs.

**PHY 331 Modern Physics** 3 crs.

**General Education Course** 3 crs.

##### **Sixth Semester (CAPSTONE) 18 credits**

**\*NMT 311 Mat., Safety, Health, Equip.** 3 crs.

**\*NMT 312 Basic Nanofab. Processes** 3 crs.

**\*NMT 313 Thin Films in Nanofabrication** 3 crs.

**\*NMT 314 Adv. Litho. For Nanofabrication** 3 crs.

**\*NMT 315 Mats. Modif. In Nanofabrication** 3 crs.

**\*NMT 316 Char., Pkg., Testing in Nanofab.** 3 crs.

#### **Summer or Winter Break**

**\*NMT 495 Nanofab. Manu. Tech. Intern. QR Research Project** 6 crs.

#### **Senior Year**

##### **Seventh Semester 12 credits**

**General Education Courses** 6 crs.

**Electives** 6 crs.

##### **Eighth Semester 10 credits**

**\*PHY 495 Physics Seminar** 1 cr.

**\*MAT 406 Differential equations** 3 crs.

**\*Advisor Approved Elective** 3 crs.

**General Education Course** 3 crs.

\* Required major or related course

\*\* Required or recommended General Education course

### **Bachelor Science in Education in Physics:**

#### **Certification for Secondary Schools (120 credits)**

Please see **Department of Secondary Education and Administrative Programs** section of this catalog.

### **Bachelor of Science in Natural Sciences - 120 Credits**

Additional information on this program is available in the Chemistry and Physics Department Office, the Office of the Eberly College of Science and Technology, and the Office of Lifelong Learning.

**General Education (49-51 credits):** Please consult the description of the General Education Program in this catalog for a list of General Education Goals and Objectives and the courses included on the menus for the various goals.

**Major (60 credits):** Students may select courses from the following disciplines: Biology (BIO), Chemistry (CHE), Computer Science (CSC), Earth Science (EAS), Environmental Science (ENS), Mathematics (MAT), Physical Science (PHS), and Physics (PHY). At least 38 credits must be above the introductory level.

Electives (9-11 credits)

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

First Semester 14 credits

\*\*ENG 101 English Composition I 3 crs.

\*\*UNI 100 First Year Seminar 1 cr.

Natural Science Courses 7 crs.

General Education Elective 3 crs.

Second Semester 16 credits

\*\*ENG 102 English Composition II 3 crs.

Natural Science Courses 7 crs.

General Education Electives 6 crs.

Sophomore Year

Third Semester 15 credits

Natural Science Courses 7 crs.

General Education Electives 8 crs.

Fourth Semester 15 credits

Natural Science Courses 7 crs.

General Education Electives 8 crs.

Junior Year

Fifth Semester 14 credits

Natural Science Courses 8 crs.

General Education Electives 6 crs.

Sixth Semester 16 credits

Natural Science Courses 7 crs.

General Education Electives 6 crs.

Free Elective 3 crs.

Senior Year

<u>Seventh Semester</u>	<b>16 credits</b>
Natural Science Courses	10 crs.
General Education Elective	3 crs.
Free Elective	3 crs.
<u>Eighth Semester</u>	<b>14 credits</b>
Natural Science Courses	8 crs.
General Education Electives	3 crs.
Free Elective	3 crs.
* Required major or related course	
** Required or recommended General Education course	

### **Bachelor of Science in Natural Sciences**

#### **Nanomanufacturing Technology Concentration - 120 Credits**

Additional information on this program is available in the Chemistry and Physics Department Office, the Office of the Eberly College of Science and Technology, and the Office of Lifelong Learning.

**General Education (50-51 credits):** Building A Sense of Community, UNI 100; Critical Thinking Skills, 3 crs.; Communication Skills, ENG 101, 102; Public Speaking, 3 crs.; Mathematics, MAT 181\*; Natural Science, PHY 121\*, CHE course; Social Science, 6 crs.; Humanities and Fine Arts, 6 crs.\*\*; Multicultural Awareness, 3 crs.; Values, 3 crs.; Technological Literacy, 6 crs.; Health & Wellness, 3 crs.; Writing Component Courses, 6 crs.

Major (60 credits):

#### **Introductory—36 credits**

Choose from BIO, CHE, CSC, EAS, MAT, PHS, PHY.

#### **Nanofabrication Manufacturing Technology—24 credits**

NMT 311 Material, Safety, Equipment Overview	3 crs.
NMT 312 Basic Nanofabrication Process	3 crs.
NMT 313 Thin Films in Nanofabrication	3 crs.
NMT 314 Advanced Litho & Dielectrics in Nanofabrication	3 crs.
NMT 315 Material Modification in Nanofabrication	3 crs.
NMT 316 Char. Pkg. & Testing of Nano Structure	3 crs.
MNT 495 Nano Manufacturing Internship	6 crs.

#### **Electives—9-10 credits**

NOTE: \*Required courses. If these courses are not completed as part of the student's general education, he or she should complete them within the elective category.

\*\*Select one course from the Humanities menu and one from the Fine Arts Menu

### **Bachelor Science in Education:**

#### **Cert. in General Science for Secondary Schools (120 credits)**

Please see **Department of Secondary Education and Administrative Programs** section of this catalog.

### **Minor in Chemistry – 20 credits**

Required Courses (20 credits): CHE 101, 102, 261, 331

The remaining four credits are to be selected from among: CHE 332, 361, 451



# Communication Disorders

**Faculty:** Bonfanti (Chairperson), Belsterling, Carlino, Skwarecki

## Purpose

The Communication Disorders program, accredited by the Council on Academic Accreditation (CAA) of the American Speech, Language and Hearing Association (ASHA), provides students with a broad understanding of the scientific bases of normal speech and hearing processes and the diagnostic and rehabilitation procedures necessary to work with individuals who have communication problems. This degree is the first step in becoming a certified speech-language pathologist (SLP). SLPs work with patients of all ages and disorders, such as stuttering, "stroke," learning disability, birth defects, serious disease, hearing impairment, and voice disorders.

The objectives of the program are to: (1) develop an understanding of the basic acoustical, anatomical and neurological development of normal speech, language and hearing; (2) develop knowledge of the various communication disorders, (3) create awareness of assessment and therapeutic instruments and procedures; and (4) instill the principles and practices of ethical professional behavior.

At this time, career opportunities are excellent. The US Bureau of Labor Statistic's Occupational Outlook Handbook 2003 states that "employment of SLPs is expected to grow much faster than the average for all occupations through the year 2010."

## Program

The B.S.Ed. in Communication Disorders (CMD) is a pre-professional degree program. Students, therefore, should be aware that they are preparing for future graduate training before employment as a speech-language pathologist (SLP) is possible. It is important to maintain a QPA of 3.0 or higher because few graduate schools will accept less.

## Clinical Experience

Students must experience "hands-on" clinical contact early in their program of study, and the Department of Communication Disorders provides such contact by having students in this program: work in the Department's Pre-School Program, assist in providing diagnostic and therapeutic services in the Speech & Hearing Clinic housed within the Department, and assist in the Department's Audiology Clinic.

## Bachelor of Science in Educ. in Communication Disorders – 120 credits

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years. The schedules for the sophomore and junior years will be determined by the departmental course rotation. Students may complete a maximum of six credits in CMD 400 Clinical Practicum.

Freshman Year

### First Semester

*#CMD 100 Survey of Speech Pathology	16 credits 3 crs.
*#CMD 108 Nature of Language	3 crs.
**ENG 101 English Composition I	3 crs.
**UNI 100 First Year Seminar	1 cr.
Gen. Educ. <u>QR</u> Related Prof. Courses	6 crs.

<u>Second Semester</u>	<u>15 credits</u>
*#CMD 105 Language and Speech Develop.	3 crs.
*#CMD 203 Phonetics	3 crs.
**ENG 102 English Composition II	3 crs.
Gen. Educ. <u>OR</u> Related Prof. Course	6 crs.
Sophomore/Junior Year	
<u>Third/Fifth Semester</u>	<u>15 credits</u>
*CMD 216 Articulation	3 crs.
*CMD 221 Speech Science	3 crs.
*CMD 300 Speech Pathology I	3 crs.
Gen. Educ. <u>OR</u> Related Prof. Course	6 crs.
<u>Fourth/Sixth Semester</u>	<u>14-17 credits</u>
*CMD 310 Anatomy and Physiology	3 crs.
*CMD 220 Communication Across Lifespan	4 crs.
*CMD 305 Introduction to Audiology	3 crs.
*#CMD 400 Clinical Practicum	1 cr.
*CMD 350 Sign Language and Braille	3 crs.
Gen. Educ. <u>OR</u> Related Prof. Courses	0-6 crs.
Sophomore/Junior Year	
<u>Third/Fifth Semester</u>	<u>15 credits</u>
*CMD 319 Intro to Clinic Proc	3 crs.
*CMD 301 Speech Pathology II	3 crs.
Gen. Educ. <u>OR</u> Related Prof. Courses	9 crs.
<u>Fourth/Sixth Semester</u>	<u>16 credits</u>
CMD 306 Acoustic/Psychoacoustic	3 crs.
*#CMD 400 Clinical Practicum	1 cr.
*PSY 225 Psychological Statistics	3 crs.
300 or 400-level General Education <u>OR</u> Related Courses	3-9 crs.
Senior Year	
<u>Seventh Semester</u>	<u>16 credits</u>
*CMD 320 Assess. of Speech and Lang.	3 crs.
*CMD 321 Common Organic Disorders	3 crs.
*CMD 400 Clinical Practicum	1 cr.
300 or 400-level Gen. Educ. <u>OR</u> Related Prof. Courses	9 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*CMD 322 Technical Writing Health/Ed	3 crs.
*CMD 400 Clinical Practicum	3 crs.
Gen. Educ. <u>OR</u> Related Prof. Courses	9 crs.
# These courses offered every year in the semester indicated	
* Required major and related courses	
** Required and recommended General Education courses	

## **Communication Studies**

**Faculty:** McGukin (Chairperson), Backus, Carter, Cumings, Foil, Jasko, Kale, Milford, Sholar, Spicer, Yochum

### **Purpose**

Communication Studies is the discipline that focuses on human communicative behavior and its influence on our personal, professional, social and cultural lives. The faculty in Communication Studies believes that human communication is fundamental to an individual's capacity to function as an effective and ethical participant in an information society. The department offers courses and activities designed to help students deal with the demands of varied communication situations.

### **Programs**

Students majoring in Communication Studies have four academic program options: The Speech Communication Concentration focuses on developing an understanding of the uniquely human capacity for producing and using symbols. Students in this program develop an understanding of and skill in the human ability to share and examine facts, ideas, opinions, values, and attitudes.

The Radio/Television Concentration emphasizes the application of mass communication theory to audio and video production. The on-campus television studio and radio station provide students with "hands-on" production experience in the electronic media.

The Public Relations Concentration seeks to create graduates who understand how public opinion emerges and changes. It provides the tools graduates will need for helping clients track changes in public opinion and create messages using an ever increasing variety of media.

The fourth concentration is for persons who want to teach in the area of Communication. The Communication Studies Department in cooperation with the College of Education and Human Services provides course work necessary for secondary school certification in communication with a speech concentration.

In addition to the four options identified above, students majoring in any other program on campus may minor in one of three minor concentrations available in Communication Studies—Public Communication, Public Relations, and Television Production.

### **Honor Society**

Pi Kappa Delta is the honor society for intercollegiate debaters, individual events competitors, and teachers of communication.

### **Careers**

Aside from the obvious careers in broadcast journalism or public relations, graduates can obtain positions in management training programs, as speech writers and as salespeople.

An undergraduate major or minor in Communication Studies is an asset for careers in law, religion, education, labor relations, politics, marketing and human resource development.

### **Bachelor of Arts in Communication Studies:**

#### **Speech Communication - 120 credits**

The following eight-semester schedule of courses provides a recommended

framework for completing this program of study in four years.

**Speech Communications Concentration:**

Freshman Year

First Semester 16 credits

UNI 100 First Year Seminar 1 cr.

ENG 101 English Composition I 3 crs.

COM 100 Perspectives on Comm 3 crs.

COM 101 Oral Communication 3 crs.

COM 165 Interpersonal Comm OR COM 220 Group Communication 3 crs.

General Education Courses 3 crs.

Second Semester 15 credits

COM 105 Survey of Radio, TV, and Film 3 crs.

ENG 102 English Composition II 3 crs.

General Education Courses 9 crs.

Sophomore Year

Third Semester 15 credits

COM 165 Interpersonal Communication OR COM 220 Group Communication 3 crs.

General Education, Minor OR Elective Courses 12 crs.

Fourth Semester 15 credits

COM 230 Argumentation and Debate 3 crs.

COM 315 Language Behavior OR COM 350 Persuasion 3 crs.

General Education, Minor OR Elective Courses 9 crs.

Junior Year

Fifth Semester 15 credits

COM Elective 3 crs.

\*General Education, Minor OR Elective Courses 12 crs.

Sixth Semester 15 credits

COM 370 Public Commun. Law and Policy 3 crs.

COM 315 Language Behavior OR COM 350 Persuasion 3 crs.

\*General Education, Minor OR Elective Courses 9 crs.

Senior Year

Seventh Semester 15 credits

COM 481 Comm Research Techniques OR COM 490 Comm Theory 3 crs.

COM 461 Comm Criticism 3 crs.

\*300 or 400 level General Education, Minor OR Elective Courses 9 crs.

Eighth Semester 15 credits

COM 481 Comm Research Techniques 3 crs.

COM 490 Communication Theory 3 crs.

COM Elective 3 crs.

\*300 or 400 level General Education, Minor OR Elective Courses 9 crs.

**Public Relations Concentration:**

Freshman Year

First Semester 16 credits

COM 100 Perspectives on Communication 3 crs.

COM 101 Oral Communication 3 crs.

ENG 101 English Composition I 3 crs.

UNI 100 First Year Seminar 1 crs.

General Education Courses 6 crs.

<u>Second Semester</u>	<u>15 credits</u>
ENG 102 English Composition II	3 crs.
COM 105 Survey of Radio, TV, and Film	3 crs.
General Education Courses	9 crs.
Sophomore Year	
<u>Third Semester</u>	<u>15 credits</u>
ENG 167 Journalism I	3 crs.
General Education, Minor <u>OR</u> Elective Courses	12 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
COM 203 Introduction to Public Relations	3 crs.
GCT 240 Electronic Desktop Publishing	3 crs.
General Education, Minor <u>OR</u> Elective Courses	9 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
COM 303 Public Relations Applications	3 crs.
PR Writing Elective	3 crs.
*General Education, Minor <u>OR</u> Elective Courses	9 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
COM 370 Communication Law and Policy	3 crs.
COM 438 P. R. Campaign Management	3 crs.
PR Writing Elective	3 crs.
*300 or 400 level General Education, Minor <u>OR</u> Elective Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
COM 481 Communication Research Techniques OR COM 490 Comm Theory	3 crs.
COM 484 PR Cases and Problems	3 crs.
* 300 or 400 level General Education, Minor <u>OR</u> Elective Courses	9 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
COM 481 Communication Research Techniques OR COM 490 Comm Theory	3 crs.
*General Education, Minor <u>OR</u> Elective Courses	12 crs.

### **Radio/Television Concentration:**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

<u>First Semester</u>	<u>16 credits</u>
COM 100 Perspectives on Communication	3 crs.
COM 101 Oral Communication	3 crs.
COM 141 Audio Production I	3 crs.
ENG 101 English Composition I	3 crs.
UNI 100 First Year Seminar	1 cr.
General Education Course	3 crs.
<u>Second Semester</u>	<u>15 credits</u>
COM 105 Survey of Radio, TV, and Film	3 crs.
COM 142 Video Production I	3 crs.
ENG 102 English Composition II	3 crs.
General Education Courses	6 crs.
Sophomore Year	

<u>Third Semester</u>	<u>15 credits</u>
Performance Elective <u>OR</u> COM Production Elective	3 crs.
General Education, Minor <u>OR</u> Elective Courses	12 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
COM Performance or Production Elective	3 crs.
General Education, Minor <u>OR</u> Elective Courses	12 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
COM Writing Elective	3 crs.
COM Management Elective <u>OR</u>	
*General Education, Minor <u>OR</u> Elective Courses	12 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
COM 445 Radio/TV in Free Society <u>OR</u> COM 463 Media Criticism	3 crs.
COM Writing Elective (see above)	3 crs.
COM Management Elective <u>OR</u>	
*300 or 400 level General Education, Minor <u>OR</u> Elective Courses	9 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
COM 481 Communication Research Techniques <u>OR</u> COM 490 Comm Theory	3 crs.
*General Education, Minor <u>OR</u> Elective Courses	12 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
COM 481 Communication Research Techniques <u>OR</u> COM 490 Comm Theory	3 crs.
COM 445 Radio and TV in a Free Society <u>OR</u> COM 463 Media Criticism	3 crs.
*300 or 400 level General Education, Minor <u>OR</u> Elective Courses	9 crs.
*48 credits must be taken in 300 or 400 level courses to graduate	

### **Bachelor of Science in Education: Certification in Communication (Speech Concentration) for Secondary Schools (120 credits)**

Please see **Department of Secondary Education and Administrative Programs** section of this catalog.

#### **Minor in Communication Studies**

Concentration in Public Communication—21 credits

Required Courses (21 credits): **COM 101, 105, 203, 235, 370, 445, 461**

Concentration in Public Relations—21 credits

Required courses (21 credits): **COM 203, 303, 315, 370, 438, 481, 484**

Concentration in Television Production—21 credits

Required courses (12 credits): **COM 105, 141, 142, 242**

Writing Electives (6 credits)

Select two courses from the following list: **COM 331, 332, 335**

Electives (3 credits): **COM 336, 360, OR 410**

## Earth Science

**Faculty:** Moses (Chairperson), Conte, Gill, Kauffman, Mueller, Nikitina, Ryan, Wickham.

### Purpose

The Department of Earth Science is committed to the practical advancement of knowledge; to serving the local, national, and world community; and to the education of earth scientists and geographers. The goal of the department is to produce a well-rounded, well-trained individual who is ready for a professional career or for graduate school.

The department provides students with opportunities to work with modern technologies, software, data bases, and field methods. In addition to the traditional courses, the department offers field courses designed to give practical experiences.

### Programs

The Earth Science major has four concentrations: Environmental Earth Science, Operational Meteorology, Water Resources, and Broadcast Meteorology. The Geography major has two concentrations: Planning and Geographic Information Science, and Travel and Tourism. In addition, there are three single concentration majors: Geology, International Studies: Geography, and Parks and Recreation Management. The department, in conjunction with the College of Education and Human Services, provides teacher certification programs for those interested in teaching Earth Science and Environmental Education in secondary schools.

### Honors

The national Earth Science honor society, Sigma Gamma Epsilon, has a chapter (Zeta Alpha) on campus. Students recognized for their academic and professional achievements are elected to it. Honor students in Geography are eligible for induction into Gamma Theta Upsilon. Membership is also available to students of high scholastic attainment in the California University Chapter of Rho Phi Lambda Fraternity, the professional honor society for parks and recreation majors.

### Careers

A student who desires a professional career in the earth sciences or in geography in most instances will need to have an advanced degree. Undergraduates seeking employment, however, will find opportunities in businesses involved in environmental assessments.

Students with undergraduate majors in Parks and Recreation Management or Travel and Tourism can enter directly the job market, in such positions as directors or staff persons in schools, governmental agencies (municipal and military, for example), industries or resorts with recreational programs or as travel managers, sales staff or meeting planners.

### Bachelor of Science in Earth Science (120 credits): All Concentrations

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

#### First Semester

\*EAS 100 Introduction to Earth Science

17 credits  
3 crs.

\*EAS 150 Introduction to Geology

4 crs.

*EAS 241 Meteorology	3 crs.
**ENG 101 English Composition I	3 crs.
**UNI 100 First Year Seminar	1 cr.
**Math Course (MAT 181 College Algebra)	3 crs.
<u>Second Semester</u>	<u>15 credits</u>
*EAS 163 Introduction to Oceanography	3 crs.
*EAS 242 Climatology	3 crs.
*EAS 202 Hydrology	3 crs.
**ENG 102 English Composition II	3 crs.
*GEO 110 Map Principles	3 crs.
General Education Elective	3 crs.

### **Environmental Earth Science Concentration**

Sophomore Year

#### Third Semester

15 credits

\*BIO 103 Contemporary Issues in Biology 3 crs.

\*EAS 131 Intro. to Environmental Geology 3 crs.

Math Elective 3 crs.

Gen. Educ., Minor OR Elective Courses 6 crs.

#### Fourth Semester

15 credits

\*ENS 101 Intro. to Environmental Science 3 crs.

Math Elective 3 crs.

Gen. Educ., Minor, OR Elective Courses 9 crs.

Junior Year

#### Fifth Semester

15 credits

\*EAS 541 Adv. Environmental Geology. 3 crs.

300 or 400 level Earth Science Elective 3 crs.

Gen. Educ., Minor OR Elective Courses 9 crs.

#### Sixth Semester

15 credits

300 or 400 level Earth Science Electives 6 crs.

300 or 400 level Gen. Educ., Minor, OR Elective Courses 9 crs.

Senior Year

#### Seventh Semester

15 credits

300 or 400 level Earth Science Electives 6 crs.

Gen. Educ., Minor OR Elective Courses 9 crs.

#### Eighth Semester

15 credits

300 or 400 level Earth Science Electives 6 crs.

300 or 400 level Gen. Educ., Minor, OR Elective Courses 9 crs.

### **Operational Meteorology Concentration**

Sophomore Year

#### Third Semester

16 credits

\*EAS 340 Synoptic Meteorology I 3 crs.

\*EAS 346 Tropical Meteorology 3 crs.

\*Quantitative Elective 3 crs.

General Education Elective 3 crs.

\*\*PHY 121 Gen. Physics I (recommended) 4 crs.

#### Fourth Semester

16 credits

\*EAS 323 Atmos. Instr. & Measurement 3 crs.

\*EAS 345 Synoptic Meteorology II 3 crs.



*EAS 449 Mesoscale Meteorology	3 crs.
*Quantitative Elective	3 crs.
**PHY 122 Gen. Physics II (recommended)	4 crs.

Junior Year

Fifth Semester

	<u>15 credits</u>
*EAS 385 Hydro-Meteorology	3 crs.
*EAS 465 Seminar in Atmospheric Science	3 crs.
*Quantitative Elective	3 crs.
300 or 400 level Gen. Educ., Minor <u>QR</u> Elective Courses	6 crs.

Sixth Semester

	<u>15 credits</u>
*EAS 381 Severe Weather	3 crs.
*EAS 445 Adv. Synoptic Meteorology	3 crs.
*Quantitative Elective	3 crs.
Gen. Educ., Minor, <u>QR</u> Elective Courses	6 crs.

Summer Session

	<u>3 credits</u>
GEO 479 Internship	3 crs.

Senior Year

Seventh Semester

	<u>12 credits</u>
*EAS 365 Remote Sensing Radar & Sat.	3 crs.
*EAS 542 Applied Climatology	3 crs.
300 or 400 level Gen. Educ., Minor <u>QR</u> Elective Courses	6 crs.

Eighth Semester

	<u>15 credits</u>
*EAS 352 Thermodynamic Meteorology	3 crs.
Gen. Educ., Minor, <u>QR</u> Elective Courses	12 crs.

**Water Resources Concentration**

Sophomore Year

Third Semester

	<u>16 credits</u>
*Lithospheric Elective	3 crs.
*Quantitative Elective	3 crs.
**PHY 121 Gen. Physics I (recommended)	4 crs.
Gen. Educ., Minor <u>QR</u> Elective Courses	6 crs.

Fourth Semester

	<u>16 credits</u>
*Quantitative Elective	3 crs.
**PHY 122 Gen. Physics II (recommended)	4 crs.
Gen. Educ., Minor, <u>QR</u> Elective Course	9 crs.

Junior Year

Fifth Semester

	<u>15 credits</u>
*EAS 402 Groundwater Hydrology	3 crs.
*300 or 400 level Techniques Elective	3 crs.
*300 or 400 level Atmo./Hydro./Bio. Elective	3 crs.
*300 or 400 level Quantitative Elective	3 crs.
Gen. Educ., Minor, <u>QR</u> Elective Courses	3 crs.

Sixth Semester

	<u>15 credits</u>
*300 or 400 level Lithospheric Elective	3 crs.
*300 or 400 level Techniques Elective	6 crs.
300 or 400 level Gen. Educ., Minor, <u>QR</u> Elective Courses	6 crs.

Summer Session

	<u>3 credits</u>
GEO 479 Internship	3 crs.

## Senior Year

### Seventh Semester

* 300 or 400 level GEO 311 Geographic Information Systems	3 crs.
*300 or 400 level Lithospheric Elective	3 crs.
Gen. Educ., Minor <u>QR</u> Elective Courses	6 crs.

### Eighth Semester

*EAS 538 Comp. Appl. in Water Resources	3 crs.
*EAS 548 Watershed Evaluation	3 crs.
Gen. Educ., Minor <u>QR</u> Elective Courses	9 crs.

## **Broadcast Meteorology Concentration**

### Sophomore Year

#### Third Semester

*COM 210 Voice and Artic. (recommended) 3 crs.	
*EAS 340 Synoptic Meteorology I	3 crs.
*EAS 346 Tropical Meteorology	3 crs.
*Hydro-Meteorology	3 crs.
**PHY 121 Gen. Physics I (recommended)	4 crs.

#### Fourth Semester

*COM 142 Video Production I	3 crs.
*EAS 345 Synoptic Meteorology II	3 crs.
EAS 371 Weather Forecasting	3 crs.
**PHY 122 Gen. Physics II (recommended)	4 crs.
300 or 400 level General Education Elective	3 crs.

### Junior Year

#### Fifth Semester

*COM 242 Video Prod. II (recommended)	3 crs.
EAS 445 Synoptic Meteorology II	3 crs.
*EAS 431 Practicum in Broadcast Met. I	3 crs.
*EAS 465 Seminar in Atmospheric Science	3 crs.
**GEO 100 Intro. to Geog. (recommended)	3 crs.

#### Sixth Semester

*EAS 381 Severe Weather	3 crs.
*EAS 432 Practicum in Broadcast Meteor. II	3 crs.
**GEO 220 Geog. of U.S. and Pa. (recom.)	3 crs.
**THE 100 Intro. to Theatre (recom.)	3 crs.
300 or 400 level Gen. Educ., Minor, <u>QR</u> Elective Courses	3 crs.

#### Summer Session

GEO 479 Internship	3 credits
--------------------	-----------

### Senior Year

#### Seventh Semester

*EAS 365 Remote Sensing Sat./Rad. Int.	3 crs.
*EAS 542 Applied Climatology	3 crs.
*EAS 385 Hydro-Meteorology	3 crs.
**THE 131 Fund. of Acting (recommended)	3 crs.
300 or 400 level Gen. Educ., Minor <u>QR</u> Elective Courses	3 crs.

#### Eighth Semester

*COM 246 Radio and TV Announcing	3 crs.
*EAS 352 Thermodynamic Meteorology	3 crs.
EAS 353 Statistical Atmospheric Science	3 crs.

- \*EAS 323 Atmospheric Instrum. And Measure. 3 crs.
- 300 or 400 level Gen. Educ., Minor, OR Elective Courses 3 crs.
- \* Required major and related courses
- \*\* Required and recommended General Education courses

### **Bachelor of Arts in Geography (120 credits): All Concentrations**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### **Freshman Year**

<u>First Semester</u>	<u>16 credits</u>
**ENG 101 English Composition I	3 crs.
*GEO 100 Introduction to Geography	3 crs.
**UNI 100 First Year Seminar	1 cr.
General Education Courses	9 crs.
<u>Second Semester</u>	<u>15 credits</u>
**ENG 102 English Composition II	3 crs.
*GEO 303 Crime Mapping & Spatial Analysis	3 crs.
General Education Courses	9 crs.

#### **Planning and GIS Concentration**

##### **Sophomore Year**

<u>Third Semester</u>	<u>15 credits</u>
GEO 311 Geographic Information Systems	3 crs.
GEO 217 Demographic Analysis	3 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
GEO 362 Site Planning and Design	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	12 crs.

##### **Junior Year**

<u>Fifth Semester</u>	<u>15 credits</u>
GEO 474 Developing the Master Plan	3 crs.
GEO 426 Impacts and Sustain. of Tourism	3 crs.
300 or 400 level Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
300 or 400 level Planning and GIS Elective	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.

##### **Senior Year**

<u>Seventh Semester</u>	<u>15 credits</u>
GEO 485 Seminar in Planning	3 crs.
300 or 400 level Planning and GIS Elective	3 crs.
300 or 400 level Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
GEO 550 Advanced GIS	3 crs.
300 or 400 level Planning and GIS Elective	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.

#### **Travel & Tourism Concentration**

##### **Sophomore Year**

<u>Third Semester</u>	<u>15 credits</u>
*GEO 311 Geographic Information Systems	3 crs.

*GEO 426 Impacts and Sustain. of Tourism Gen. Educ., Professional Competencies, Minor, <u>OR Elective Courses</u>	3 crs. 9 crs. <b>15 credits</b>
<u>Fourth Semester</u> *GEO 217 Demographic Analysis	3 crs.
*GEO 351 Research Methods for Travel and Tourism Gen. Educ., Professional Competencies, Minor, <u>OR Elective Courses</u>	3 crs. 9 crs.
Junior Year <u>Fifth Semester</u>	<b>15 credits</b>
*GEO 474 Developing the Master Plan 300 or 400 level Gen. Educ., Professional Competencies, Minor, <u>OR Elective Courses</u>	3 crs. 12 crs.
<u>Sixth Semester</u> *GEO 374 Managing and Developing Leisure Enterprises Gen. Educ., Professional Competencies, Minor, <u>OR Elective Courses</u>	3 crs. 12 crs.
Senior Year <u>Seventh Semester</u>	<b>15 credits</b>
300 or 400 level Gen. Educ., Professional Competencies, Minor, <u>OR Elective Courses</u>	15 crs.
<u>Eighth Semester</u> *GEO 358 Comprehensive Travel Planning Gen. Educ., Professional Competencies, Minor, <u>OR Elective Courses</u>	3 crs. 12 crs.
* Required major and related courses ** Required and recommended General Education courses	

**Bachelor of Arts in International Studies: Geography Track.** (For other tracks please see Foreign Languages and Cultures and Business and Economics Departments.)

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year <u>First Semester</u>	<b>16 credits</b>
*GEO 100 Intro to Geography	3 crs.
**ENG 101 English Composition I	3 crs.
**UNI 100 First Year Seminar	1 crs.
*FRE (SPN) 101 Elementary I General Education courses	3 crs. 6 crs.
<u>Second Semester</u>	<b>15 credits</b>
*GEO 105 Human Geography	3 crs.
**ENG 102 English Composition II	3 crs.
*FRE (SPN) 102 Elementary II General Education Courses	3 crs. 6 crs.
Sophomore Year	

<u>Third Semester</u>	<u>15 credits</u>
*GEO 200 Economic Geography	3 crs.
*GEO 325 Geography of Europe	3 crs.
*FRE (SPN) 203 Intermediate I	3 crs.
Gen. Educ., Minor <u>QR</u> Elective Courses	6 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
*GEO 328 Geography of Latin America	3 crs.
*FRE (SPN) 204 Intermediate II	3 crs.
*French (Spanish) Culture Course	3 crs.
300 or 400 level Gen. Educ., Minor, <u>QR</u> Elective Courses	6 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*GEO 338 Geog. of the Pacific Basin	3 crs.
*FRE (SPN) 311 Conv., Comp., and Phon. I	3 crs.
300 or 400 level Gen. Educ., Minor <u>QR</u> Elective Courses	9 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
*FRE (SPN) 312 Conv., Comp., and Phon. II	3 crs.
*Geography Elective (300 or 400 level)	3 crs.
Gen. Educ., Minor, <u>QR</u> Elective Courses	9 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*Language Elective (400 level)	3 crs.
300 or 400 level Gen. Educ., Minor <u>QR</u> Elective Courses	12 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*Language Elective (400 level)	3 crs.
Gen. Educ., Minor, <u>QR</u> Elective Courses	12 crs.
* Required major and related courses	
** Required and recommended General Education courses	

### **Bachelor of Science in Geology - 120 credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### **Freshman Year**

<u>First Semester</u>	<u>14 credits</u>
*EAS 150 Intro to Geology	4 crs.
**ENG 101 English Composition I	3 crs.
*Math/Computer Sci Elective	3 crs.
**UNI 100 First Year Seminar	1 crs.
General Education course	3 crs.

<u>Second Semester</u>	<u>17 credits</u>
*CHE 101 General Chemistry I	4 crs.
*EAS 200 Historical Geology	4 crs.
**ENG 102 English Composition II	3 crs.
*Math/Computer Sci Elective	3 crs.
General Education Courses	3 crs.

#### **Sophomore Year**

<u>Third Semester</u>	<u>13 credits</u>
*CHE 102 General Chemistry II	4 crs.
*EAS 131 Intro. to Environmental Geol.	3 crs.
*EAS 202 Hydrology	3 crs.

Gen. Educ., Minor <u>OR</u> Elective Courses	3 crs.
<u>Fourth Semester</u>	<u>16 credits</u>
*PHY 121 General Physics I	4 crs.
*Math/Computer Sci Elective	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.
Junior Year	
<u>Fifth Semester</u>	<u>13 credits</u>
*EAS 331 Mineralogy	3 crs.
*PHY 122 General Physics II	4 crs.
300 or 400 level Gen. Educ., Minor <u>OR</u> Elective Courses	6 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
*EAS 332 Petrology	3 crs.
*EAS 343 Geomorphology	3 crs.
*EAS 402 Groundwater Hydrology	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*EAS 421 Sedimentology	3 crs.
*EAS 425 Structural Geology	3 crs.
300 or 400 level Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*EAS 422 Stratigraphy	3 crs.
*EAS 527 Tectonics	3 crs.
300 or 400 level Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.
* Required major and related courses	
** Required and recommended General Education courses	

### **Bachelor of Arts in Parks and Recreation Management - 120 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

<u>First Semester</u>	<u>16 credits</u>
**ENG 101 English Composition I	3 crs.
*GEO 110 Map Principles	3 crs.
*Parks and Recreation Mgt. Elective	3 crs.
**UNI 100 First Year Seminar	1 cr.
General Education Courses	6 crs.

<u>Second Semester</u>	<u>15 credits</u>
**ENG 102 English Composition II	3 crs.
*Parks and Recreation Mgt. Elective	3 crs.
General Education Courses	9 crs.

Sophomore Year

<u>Third Semester</u>	<u>15 credits</u>
*Parks and Recreation Mgt. Elective	6 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.

<u>Fourth Semester</u>	<u>15 credits</u>
*Parks and Recreation Mgt. Electives	6 crs.
300 or 400 level Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.

Junior Year

<u>Fifth Semester</u>	<u>15 credits</u>
-----------------------	-------------------

*GEO 374 Devel. & Manag. Leisure Enterp.	3 crs.
*GEO 474 Developing the Master Plan	3 crs.
300 or 400 level Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Sixth Semester</u>	<u>12 credits</u>
300 or 400 level Related Electives	6 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	6 crs.
<u>Summer Session</u>	<u>4 credits</u>
*GEO 479 Internship	4 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*GEO 362 Site Planning and Design	3 crs.
*GEO 378 Recreation Industry Management	3 crs.
300 or 400 level Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Eighth Semester</u>	<u>13 credits</u>
*GEO 412 Program Planning and Admin.	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	10 crs.
* Required major and related courses	
** Required and recommended General Education courses	

**Bachelor of Science in Environmental Studies: Environmental Resources Concentration - 120 credits.** (For other concentrations see the Biological and Environmental Sciences Department listings.)

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

First Semester 14 credits

**ENG 101 English Composition I	3 crs.
**UNI 100 First Year Seminar	1 cr.
*EAS 150 Intro. To Geology	4 crs.
General Education Courses	6 crs.

Second Semester 17 credits

**ENG 102 English Composition II	3 crs.
*EAS 200 Historical Geology	4 crs.
*CHE 101 General Chemistry I	4 crs.
General Education Courses	6 crs.

Sophomore Year

Third Semester 13 credits

*EAS 331 Mineralogy	3 crs.
*PHY 121 General Physics I	4 crs.
*Related Elective	3 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	3 crs.

Fourth Semester 16 credits

*EAS 332 Petrology	3 crs.
*BIO 125 General Botany	4 crs.
*Related Electives	6 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	3 crs.

Junior Year

Fifth Semester 15 credits

*EAS 202 Hydrology	3 crs.
--------------------	--------

*EAS 421 Sedimentology	3 crs.
*EAS 425 Structural Geology	3 crs.
300 or 400 level Gen. Educ., Minor <u>OR</u> Elective Courses	6 crs.
<u>Sixth Semester</u>	<b>15 credits</b>
*EAS 241 Meteorology	3 crs.
*EAS 402 Groundwater Hydrology	3 crs.
*EAS 527 Tectonics	3 crs.
300 or 400 level Related Electives	3 crs.
300 or 400 level Gen. Educ., Minor, <u>OR</u> Elective Courses	3 crs.
Senior Year	
<u>Seventh Semester</u>	<b>15 credits</b>
*300 or 400 level Related Electives	6 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Eighth Semester</u>	<b>15 credits</b>
*300 or 400 level Related Elective	3 crs.
300 or 400 level Gen. Educ., Minor, <u>OR</u> Elective Courses	12 crs.
* Required major and related courses	
** Required and recommended General Education courses	

**Bachelor of Science in Education: Certification in Environmental Education for Secondary Schools (120 credits)**

Please see **Department of Secondary Education and Administrative Programs** section of this catalog.

**Minor in Earth Science – 23 credits**

Required Courses (14 credits): EAS 150, 200, 346, 541, and any field course in Earth Science.

Electives (9 credits): Select three of the following: EAS 163, 202, 241, 242.

**Minor in Geology – 24 credits**

Required Courses (8 credits): EAS 150 and 200

Geology Electives (15 credits, select five): EAS 331, 332, 343, 421, 425, 521#, 527#.

**Minor in Geographic Information Science - 21 credits**

GEO/ITE 123, GEO 311, 319, 550, EAS 273, 335, 365.

**Minor in Geography – 21 credits**

Required Courses (9 credits): GEO 325, 311 OR 317, 345.

Electives (12 credits): select four of the following: GEO 100, 105, 200, 210, 220.

**Minor in Parks and Recreation - 21 credits**

GEO 165, 365, 362, 374, 378, 412, 474.

**Minor in Planning - 21 credits**

GEO/ITE 123, GEO 110, 175, 311, 317, 474, 485.

**Minor in Meteorology - 21 credits**

Meteorology Core (12 credits): EAS 100, 241, 242, MAT 181.



Tools/Techniques Electives (6 credits, select two): **EAS 323, 340, 365.**

Advanced Elective (3 credits, select one): **EAS 445, 449, 352.**

**Minor in Travel and Tourism – 24 credits**

Required Courses (12 credits): **GEO 150, 351, 358 and 426.**

Electives (12 credits min.): **GEO 110, 123, 205, 217, 374, 479.**

**Crime Mapping Certificate**

(Criminal Justice major—12 crs. #): **GEO 110, 311, GEO/ITE 123.**

(Non-Criminal Justice major—18 crs. #): **CRJ 101, 485, 497/597, GEO 110, GEO 311, GEO/ITE 123.**

**GEO Business Certificate**

(Business major—12 crs. #): **GEO/ITE 123, GEO 306, 311.**

(Non-Business majors—18 crs. #): **ECO 100, MGT 201, MKT 271, GEO/ITE 123, GEO 306, 311.**

#Students will also be required to present at either the Cal U Undergraduate Research Recognition Day or the Cal U GIS Conference.

**NOTE**

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**

## **Elementary/Early Childhood Education**

**Faculty:** Sheffield (Chairperson), Bonari, D.M. Campbell, P. Cignetti, Dickerson, Farrer, Kearney-Vakulick, Melenzyer, Nettles, Peterson, Shimkanin, J. Vargo, R. Wyman

### **Purpose**

The Elementary/Early Childhood Education Department, accredited by the National Council for Accreditation of Teacher Education (NCATE), has as its goal to prepare elementary and early childhood teachers with the knowledge, skills, and disposition essential to becoming successful members of the teaching profession. All course work and experiences in the major prepare students to meet the following standards: (1) knowledge of subject matter, (2) knowledge of human development and learning, (3) adapting instruction for individual needs, (4) multiple instructional strategies, (5) classroom motivation and management skills, (6) communication skills, (7) instructional planning skills, (8) assessment of student learning, (9) professional commitment and responsibility, and (10) partnerships.

### **Programs**

The Elementary/Early Childhood Education Department offers 3 programs leading to the Bachelor of Science in education degree with elementary teacher certification in Early Childhood Education, Elementary Education, and a dual certification in Early Childhood and Elementary Education. In addition, the department offers non-certification majors in Early Childhood Education Services and Elementary Education Services, which lead to a Bachelor of Science degree. The department also offers an Associate of Science degree in Early Childhood Education.

The Elementary/Early Childhood and Special Education Departments together offer two dual-certification programs: Elementary/Special Education and Early Childhood/Special Education. See the section on Special Education for more information on these programs.

### **Honor Society**

Kappa Delta Pi, an international honor society in education, has a California University chapter. Students in education who have demonstrated a high level of academic achievement are invited to apply for induction.

### **Careers**

With the anticipated retirements of millions of public school teachers, the future looks bright for those students interested in a professional career in early childhood and elementary education. Career prospects for the education services graduates are also encouraging; potential employers include adoption agencies, tutorial learning organizations, community recreation centers, camps, publishers, school service supply companies and child abuse centers. Students with undergraduate degrees in these fields are prepared to pursue advanced study in a variety of disciplines. Career Services provides assistance to students seeking positions locally and out-of-state.

Admission to the Elementary and Early Childhood Education Certification Programs Students must be admitted to Teacher Education before being able to major in any of the 3 certification programs. The following requirements must be fulfilled by the

completion of 65 credits:

- An overall GPA of 2.8 (3.0 needed to student teach)
- Passing scores of the PRAXIS I tests (Pre-professional skills: reading, math, and writing) and Fundamental Subjects Content Knowledge
- Act 34 and 151 clearances
- Speech and hearing test
- One American/English Literature course
- One college level English composition course
- Two college level mathematics courses

### **Bachelor of Science in Education:**

Early Childhood Education with certification (120 credits)

Elementary Education with certification (120 credits)

Elementary and Early Childhood Education with dual certifications (129 credits)

### **Bachelor of Science:**

Early Childhood Education Services (120 credits)

Elementary Education Services (120 credits)

Please consult the description of the General Education Program in this catalog for a list of General Education Goals and Objectives and the courses included on the menus for the various goals.

To satisfy certification requirements, students also need to complete 3 additional credits in Mathematics, 6 additional credits in Social Science (with courses in U.S. History, Geography, Economics, and Political Science), and 3 additional credits in Natural Science (with courses in Physical Science, Life Science and Earth Science). The following 8-semester schedules of courses provide a recommended framework for completing these programs in 4 years. The Early Childhood and Elementary Education with dual certification requires 9 semesters.

### **Freshman Year**

#### First Semester

**UNI 100 First Year Seminar	1 cr.
**ENG 101 English Composition I	3 crs.
**MAT 120 Elementary Topics I	3 crs.
General Education Courses	9 crs.

#### Second Semester

**Literature Course	3 crs.
*PSY 100 General Psychology	3 crs.
**MAT 130 Elementary Topics II	3 crs.
General education Courses	6 crs.

### Sophomore Year

#### Third Semester

**ENG 102 English Composition II	3 crs.
*EDE 211 Instructional Strategies	3 crs.
**HPE 105 Current Health Issues	3 crs.
General Education Courses	6 crs.

#### Fourth Semester

*EDF 290 Policy Studies in Amer. Educ.	3 crs.
*Child Psychology	3 crs.
*EDE 311 Children's Literature	3 crs.
**COM Oral Communication	3 crs.
*EDF 301 Instructional Tech. I	3 crs.

Early Childhood Education and Early Childhood Education Services:

Junior Year

Fifth Semester 15 credits

\*EDU 340 Mainstreaming Except. Learn. 3 crs.

\*PSY 208 Educational Psychology 3 crs.

\*ECE 304 Thematic Teaching 3 crs.

\*ECE 315 Math Content Early Childhood 3 crs.

\*ECE 405 Early Childhood Education Seminar 3 crs.

Sixth Semester 15 credits

\*EDU 210 Teaching in a Multicult. Society 3 crs.

\*ECE 320 Field Experience Infant Toddler/Preschool 3 crs.

\*EDE 450 Assessing Child Perf. 3 crs.

\*ECE 302 Emerging Literacy 3 crs.

300 or 400 level Related Elective 3 crs.

Senior Year

Seventh Semester 18 credits

\*ECE 319 Parent and Community Involve. 3 crs.

\*EDF 302 Instructional Tech. II 3 crs.

\*EDE 321 Primary Field Experience K-3 3 crs.

\*Related Elective (with cert. only) 3 crs.

300 or 400 level General Education Courses 6 crs.

Eighth Sem. (Early Child. Ed. with Cert.) 12 credits

\*EDE 461 Student Teaching 12 crs.

Eighth Sem. (Early Child. Ed. Services) 15 credits

Related Electives 15 crs.

Elementary Education and Elementary Education Services:

Junior Year

Fifth Semester 15 credits

\*EDU 340 Mainstreaming Except. Learners 3 crs.

\*PSY 208 Educational Psychology 3 crs.

\*EDE 300 Language and Literacy I 3 crs.

\*EDE 305 Math Cont. Meth. Elem. 3 crs.

300 or 400 level General Education Course 3 crs.

Sixth Semester 15 credits

\*EDU 210 Teach. in a Multicult. Society 3 crs.

\*EDE 321 Primary Field Experience K-3 3 crs.

\*EDE 450 Assessing Child. Performance 3 crs.

\*EDE 340 Language and Literacy II 3 crs.

\*EDE 306 Teaching Social Studies Elem. 3 crs.

Senior Year

Seventh Semester 18 credits

\*EDE 320 Intermediate Field Experience 4-6 3 crs.

\*EDE 319 Parent and Community Involve. 3 crs.

\*EDF 302 Instructional Technology II 3 crs.

\*EDE 307 Teaching Science Elementary 3 crs.

Related Elective (with certification only) 3 crs.

300 or 400 level General Education Course 3 crs.

Eighth Sem. (Elem. Educ. with Cert.) 12 credits

\*EDE 461 Student Teaching 12 crs.

Eighth Sem. (Elem. Educ. Services) 15 credits  
 Related Electives 15 crs.

Elementary and Early Childhood Education with Dual Certification:  
 Junior Year

Fifth Semester 15 credits  
 \*EDU 340 Mainstreaming Except. Learners 3 crs.  
 \*PSY 208 Educational Psychology 3 crs.  
 \*ECE 304 Thematic Teaching 3 crs.  
 \*EDE 300 Language and Literacy I 3 crs.  
 \*ECE 315 Math Content Early Childhood 3 crs.

Sixth Semester 15 credits  
 \*EDU 210 Teach. in a Multicultural Society 3 crs.  
 \*ECE 319 Parent and Community Involve. 3 crs.  
 \*EDE 450 Assessing Child Performance 3 crs.  
 \*EDE 302 Emerging Literacy 3 crs.  
 \*EDE 340 Language and Literacy II 3 crs.

Senior Year

Seventh Semester 15 credits  
 \*EDF 302 Instructional Technology II 3 crs.  
 \*EDE 321 Primary Field Experience K-3 **OR**  
 \*EDE 320 Intermediate Field Experience 4-6 3 crs.  
 \*EDE 305 Math Content Elementary 3 crs.  
 \*EDE 306 Teaching Social Studies Elem. 3 crs.  
 \*ECE 405 Early Childhood Educaton Seminar 3 crs.

Eighth Semester 12 credits  
 \*ECE 320 Field Experience Infant Toddler/Preschool 3 crs.  
 \*EDE 307 Science Elementary 3 crs.  
 300 or 400 level Related Electives 6 crs.

Ninth Semester 12 credits  
 \*EDE 461 Student Teaching 12 crs.

\* Required major and related course

\*\* Required or recommended General Education course

**Associate of Science in Early Childhood Education (72 credits)**

Humanities 9 crs.  
 Natural Sciences 6-7 crs.  
 Social Science 6 crs.  
 Health and Wellness 3 crs.  
 Professional Education and Specialization 36 crs.  
 (EDU 210, PSY 205, 208, EDF 301, 302, EDE 211, 311, 450, ECE 302, 304, 319)  
 Area of specialization 12 crs.

## English

**Faculty:** M. Smith (Chairperson), Carlisle, Chute, Forsythe, Good, Hartman, Hendricks, Kearcher, McVey, Natali, Pathak, Schwerdt, VanKeuren, Waterhouse, Wilson, Yahner

### Purpose

English is a comprehensive discipline. Its scope encompasses a study of the evolution of the language itself, the various types of writing, the literature in English (poetry, drama, fiction, and essay regardless of national origin), and the comparative study of literature. As a course of study, English enables people to express themselves clearly and to read their ideas and those of others in an appreciative and critical manner. The ideas expressed are boundless, the content emotive as well as rational.

Language competency is essential to the exchange of ideas, the successful completion of course work and meaningful employment. To insure that students will develop their language skills and will have the means to meet these expectations, the university requires that all entering students take the English placement examination for placement into either ENG 100 English Language Skills or ENG 101 Composition I. All students are encouraged to take the two composition courses during their first semesters.

### Programs

The English major has several concentrations including the Literature program and two concentrations in Professional Writing: Creative Writing and Journalism. For persons who want to teach English or to teach in an allied area, secondary school certification in English and in Communication (Speech Communication and Theater) are offered in cooperation with the College of Education and Human Services. A well developed internship system supports classroom studies in the Professional Writing Program.

### Honor Society

Sigma Tau Delta is the National English Honor Society. The California University chapter, Delta Theta, was chartered in 1959 and is the oldest chapter in the Pennsylvania State System of Higher Education.

### Careers

Besides preparing students for graduate work in English and American literature, English education, linguistics, library studies, law, communication, and a number of other fields, the English program offers career opportunities in such positions as secondary school teacher, newspaper reporting, magazine editing, creative writing, public information, advertising, copywriting, communications, proof reading, and radio and TV editing.

### Bachelor of Arts in English - 120 credits: All Concentrations

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year	
<u>First Semester</u>	<u>16 credits</u>
ENG 101 English Composition I	3 crs.
UNI 100 First Year Seminar	1 cr.
General Education Courses	12 crs.
<u>Second Semester</u>	<u>15 credits</u>
ENG 102 English Composition II	3 crs.
General Education Courses	12 crs.

### **Literature Concentration**

Sophomore Year

<u>Third Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
*Writing Core course	3 crs.
Literature Elective (300 or 400 Level)	3 crs.
General Education, Minor OR Elective Courses	6 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
*Writing Core course	3 crs.
Literature Elective (300 or 400 Level)	3 crs.
General Education, Minor OR Elective Courses	6 crs.

Junior Year

<u>Fifth Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
*Writing Core course	3 crs.
Literature Elective (300 or 400 Level)	3 crs.
*General Education, Minor OR Elective Courses	6 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
Literature Elective (300 or 400 Level)	3 crs.
*General Education, Minor OR Elective Courses	9 crs.

Senior Year

<u>Seventh Semester</u>	<u>15 credits</u>
Literature Elective (300 or 400 Level)	3 crs.
*General Education, Minor OR Elective Courses	12 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
Literature Elective (300 or 400 Level)	3 crs.
*General Education, Minor OR Elective Courses	12 crs.
Literature Core Electives: ENG 205, 206, 301, 302, 337, 338	

Creative Writing Concentration

Sophomore Year

<u>Third Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
*Writing Core course	3 crs.
Creative Writing Elective	3 crs.
*General Education, Minor OR Elective Courses	6 crs.
<u>Fourth Semester</u>	<u>15 credits</u>

*Literature Core course	3 crs.
*Writing Core course	3 crs.
*Creative Writing Elective	3 crs.
*General Education, Minor OR Elective Courses	6 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
*Writing Core course	3 crs.
*Creative Writing Elective	3 crs.
*General Education, Minor OR Elective Courses	6 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
*Creative Writing Elective	3 crs.
*General Education, Minor OR Elective Courses	9 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*Creative Writing Elective	3 crs.
*General Education, Minor OR Elective Courses	12 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*Creative Writing Elective	3 crs.
*General Education, Minor OR Elective Courses	12 crs.
Creative Writing Electives: ENG 351, 375, 376, 377, 378, 430, 495	

### **Journalism Concentration**

Sophomore Year	
<u>Third Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
*Writing Core course	3 crs.
ENG 167 Journalism I	3 crs.
*General Education, Minor OR Elective Courses	6 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
*Writing Core course	3 crs.
ENG 169 Journalism II	3 crs.
*General Education, Minor OR Elective Courses	6 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
*Writing Core course	3 crs.
ENG 334 Newspaper Reporting	3 crs.
*General Education, Minor OR Elective Courses	6 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
ENG 312 Journalism III	3 crs.
*General Education, Minor OR Elective Courses	9 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*Journalism Elective	3 crs.
*General Education, Minor OR Elective Courses	9-12 crs.



<u>Eighth Semester</u>	<u>15 credits</u>
*Journalism Elective	3 crs.
*General Education, Minor OR Elective Courses	12 crs.
Journalism Electives: ENG 254, 306, 313, 336, 351, 401, 419, 437	

### **Technical Writing Concentration**

Sophomore Year

<u>Third Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
*Writing Core course	3 crs.
*Technical Writing Elective	3 crs.
*General Education, Minor OR Elective Courses	6 crs.

#### Fourth Semester

<u>15 credits</u>	
*Literature Core course	3 crs.
*Writing Core course	3 crs.
ENG 217 Scientific and Technical Writing I	3 crs.
*General Education, Minor OR Elective Courses	6 crs.

Junior Year

<u>Fifth Semester</u>	<u>15 credits</u>
*Literature Core course	3 crs.
*Writing Core course	3 crs.
ENG 218 Scientific and Technical Writing II	3 crs.
*General Education, Minor OR Elective Courses	6 crs.

#### Sixth Semester

<u>15 credits</u>	
*Literature Core course	3 crs.
ENG 437 Advertising	3 crs.
*General Education, Minor OR Elective Courses	9 crs.

Senior Year

<u>Seventh Semester</u>	<u>15 credits</u>
*Technical Writing Elective	3 crs.
*General Education, Minor OR Elective Courses	9-12 crs.

#### Eighth Semester

<u>15 credits</u>	
*Technical Writing Elective	3 crs.
*General Education, Minor OR Elective Courses	12 crs.

Technical Writing Electives: ENG 211, 401, 419, CSC 201, GCT 225, 240

\*48 of the 120 credits must be 300 or 400 level courses.

Writing Core Courses: ENG 308, 352, 496, 345 or 346 or 347, 348 or 448

### **Bachelor of Science in Education:**

#### **Certification in English for Secondary Schools (120 credits)**

Please see **Department of Secondary Education and Administrative Programs** section of this catalog.

### **Minors in English – 21 credits**

Students may select one of the following concentrations:

Literature Concentration

Required Courses: (select one): **ENG 106, 107, OR 108**;

Literature Core (6 credits, select two): **ENG 205, 206, 301, 302, 337 OR 338**.

Literature Electives (12 credits at 300-400 level)

**Creative Writing Concentration**

Writing Core (select one): ENG 308, 345, 346, 347, 348, 352, 448, OR 496.

Literature Core (select one): ENG 205, 206, 301, 302, 337, OR 338.

Creative Writing Courses (15 credits): ENG 351, 375, 378, 430, and 495.

**Journalism Concentration**

Writing Core (select one): ENG 308, 345, 346, 347, 348, 352, 448, OR 496.

Literature Core (select one): ENG 205, 206, 301, 302, 337, OR 338.

Journalism Electives (15 credits, select five): ENG 254, 313, 336, 351, 401, OR 437.

**NOTE**

**For all freshman students entering Fall 2004  
and after, 40 percent of the credits  
required to complete their program  
(a minimum of 48 credits) must be taken  
in 300 or 400-level courses.**

# Foreign Languages & Cultures

Faculty: Gonzalez, Ribar

## Purpose

Rapid political and economic changes in the world require that students not only understand other cultures but that they can communicate with persons in those cultures. In this sense familiarity with speaking and reading a foreign language and being aware of how persons in other countries think about the world is pragmatic.

## Programs

The department administers four programs: liberal arts language programs in French and Spanish; a language certification program for students who plan to teach in one of the language areas; and an International Studies program with options in Business and Economics, Foreign Languages, Geography, and Political Science.

Language and culture are closely aligned, and a series of culture courses, taught in English, are available. These indicate how artistic expression, geography, and economic and historical development mutually influence each other.

Minors in foreign languages are offered in French and Spanish.

## Placement

Students entering a foreign language course will be evaluated in order to determine the proper course level placement for them. Students who wish to receive credit for previously acquired language proficiency can take a CLEP examination or a challenge examination.

## Careers

Linguistic ability in languages other than English can promote employment opportunities in organizations working internationally, especially legal, banking and commercial corporations, national and regional governmental agencies, social service and religious organizations, educational institutions, communications, import-export and travel businesses and a variety of translation services.

## Bachelor of Arts in French [Spanish] — 120 Credits

The following eight-semester schedule of courses provides a recommended framework for completing these programs of study in four years.

For all departmental programs, please consult the description of the General Education Program in this catalog for a list of General Education Goals and Objectives and the courses included on the menus for the various goals.

Freshman Year

### First Semester

FRE 101 [SPN] Elementary I **OR**

\*FRE 203 [SPN] Intermediate I

\*\*UNI 100 First Year Seminar

\*\*ENG 101 English Composition I

General Education courses

**16 credits**

3 crs.

1 cr.

3 crs.

9 crs.

### Second Semester

FRE [SPN]102 Elementary II **OR**

\*FRE [SPN] 204 Intermediate II

\*\*ENG 102 English Composition II

General Education Courses

**15 credits**

3 crs.

3 crs.

9 crs.

Sophomore Year	
<u>Third Semester</u>	<u>15 credits</u>
FRE [SPN] 203 Intermediate I <u>OR</u>	
FRE [SPN] 311 Conversation, Composition, and Phonetics	3 crs.
300 or 400-level French (Spanish) Culture course	3 crs.
SPN [FRE] course	3 crs.
General Education, Minor <u>OR</u> Elective	6 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
FRE [SPN] 204 Intermediate II <u>OR</u>	
FRE [SPN] 312 Conversation, Composition, and Phonetics II	3 crs.
300 or 400-level French (Spanish) Culture course	3 crs.
SPN [FRE] course	3 crs.
General Education, Minor, <u>OR</u> Electives	6 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
FRE [SPN] 311 Conversation, Composition, and Phonetics <u>OR</u> FRE [SPN] 401 Advanced Composition: Grammar and Stylistics	3 crs.
GEO 325 Geography of Europe [GEO 328 Geography of Latin America]	3 crs.
General Education, Minor or Elective	9 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
FRE [SPN] 312 Conversation, Composition, and Phonetics II <u>OR</u> FRE [SPN] 450 Colloq.	3 crs.
300 or 400-level General Education, Minor, <u>OR</u> Electives	6 crs.
General Education, Minor, <u>OR</u> Electives	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
FRE [SPN] 421 Survey of Literature I	3 crs.
300 or 400-level General Education, Minor <u>OR</u> Electives	6 crs.
General Education, Minor, <u>OR</u> Electives	6 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
FRE [SPN] 422 Survey of French Literature II [Survey of Spanish American Lit.]	3 crs.
300 or 400-level General Education, Minor, or Electives	9 crs.
General Education, Minor, or Electives	3 crs.

\* Required major and related courses

\*\* Required and recommended General education courses.

### **Bachelor of Science in Education:**

#### **Certification in French [Spanish] for Secondary Schools (120 credits)**

Please see **Department of Secondary Education and Administrative Programs** section of this catalog.

**Bachelor of Arts in International Studies:****Foreign Language Track (120 credits)**

(For other tracks please see Earth Science and Business and Economics Departments)

**Freshman Year****First Semester****16 credits**FRE 101 Elem. I OR \*FRE 203 Intern. I

3 crs.

\*\*UNI 100 First Year Seminar

1 cr.

\*\*ENG 101 English Composition I

3 crs.

General Education courses

9 crs.

**Second Semester****15 credits**FRE 102 Elem. II OR \*FRE 204 Intern. II

3 crs.

\*\*ENG 102 English Composition II

3 crs.

General Education Courses

9 crs.

**Sophomore Year****Third Semester****15 credits**\*FRE 203 Intern. I OR FRE 311 Convers.,  
Comp., and Phonetics I

3 crs.

300 or 400-level French Culture course

3 crs.

SPN 101 Elem. I OR \*SPN 203 Intern. I

3 crs.

General Education, Minor OR Elective

6 crs.

**Fourth Semester****15 credits**\*FRE 204 Intern. II OR \*FRE 312 Conversation,  
Composition, and Phonetics II

3 crs.

SPN 102 Elem. II OR \*SPN 204 Intern. II

3 crs.

300 or 400-level SPN Cultural course

3 crs.

General Education, Minor, OR Electives

6 crs.

**Junior Year****Fifth Semester****15 credits**\*SPN 311 Convers., Comp., and Phonetics OR  
SPN 401 Adv. Comp.: Gram. and Styl.

3 crs.

\*FRE Language Elective at the 400 level

3 crs.

300 or 400-level General Education, Minor or Electives

6 crs.

General Education, Minor or Elective

3 crs.

**Sixth Semester****15 credits**\*SPN 312 Convers., Comp., and Phonetics II  
OR SPN 450 Colloquium.

3 crs.

300 or 400-level General Education, Minor, OR Electives

6 crs.

General Education, Minor or Elective

6 crs.

**Senior Year****Seventh Semester****15 credits**

\*SPN Elective at the 400 level

3 crs.

\*FRE Elective at the 400 level

3 crs.

300 or 400-level General Education, Minor OR Electives

9 crs.

**Eighth Semester****15 credits**

\*SPN Elective at the 400 level

3 crs.

300 or 400-level General Education, Minor, or Electives

6 crs.

General Education, Minor, or Electives

6 crs.

\* Required major and related courses

\*\* Required and recommended General education courses.

**Minors in Foreign Language**

**Minor in French [Spanish] – 21 credits**

Required Courses (18 credits): FRE [SPN] 101, 102, 203, 204, 311, 312.

Elective (3 credits): select one course from the following: FRE [SPN] 401, 421, 422, 450.

**NOTE**

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**

## Health Science and Sport Studies

**Faculty:** Biddington (Chairperson), Barnhart, Bruce, Cramer Roh, Federico, Hart, Hatton, Heft, R. Hess, Kane, Kreis, LaCarte, Romani-Ruby, Reuter, Taylor, West, Yarbrough.

### Purpose and Programs

The Department of Health Science and Sport Studies offers degree programs in the disciplines of athletic training, gerontology, physical therapist assistant and sport management. The department is housed in the recently renovated and expanded Hamer Hall.

The athletic training education program (ATEP) is accredited by the Commission on Accreditation for Allied Health Education Programs (CAAHEP). Students may major in athletic training or combine athletic training with physical therapist assistant or teacher education. Athletic training is the prevention, treatment and rehabilitation of injuries to the physically active population. Students that complete the ATEP are eligible for certification as an athletic trainer after passing the National Athletic Trainers' Association Board of Certification (NATABOC) examination. California's ATEP graduates work as athletic trainers in a wide variety of settings nationwide including professional sports, colleges and universities, high schools, hospitals, outpatient clinics, and industrial settings.

Modern, well-equipped athletic training facilities are located in Hamer Hall and Adamson Stadium. The California University intercollegiate athletic program, a strong NCAA Division II program and a member of the Pennsylvania State Athletic Conference (PSAC), comprises 14 varsity sports that enable students to gain valuable experience as athletic training students. Students also receive additional experiences at area high schools, local colleges and the Student Health Center as partial fulfillment of their required clinical education.

The field of gerontology is expanding as the number of older Americans continues to increase, fast outpacing other segments of the population. With 35 million Americans currently over the age of 65 and a projected 40 million older citizens by the 2010, our society is facing crucial issues about aging which will impact the health and welfare of every single American. Implications for academic study and training in Gerontology are enormous. The study of aging will be of critical importance during the next century as the "baby boomers" pass into the ranks of the older generations. California University offers two academic programs to meet these needs – the B.S. in Gerontology and the Aging Specialist Certificate.

The Sport Management Studies Program provides students with a depth of knowledge on a broad range of competencies in management, marketing, and communication. The program requires that students gain experience through practica and internships in their specialty area. The Cal U Sport management program is North American Society of Sport Management (NASSM) approved. This approval makes this program one out of only 30 nationally approved programs.

The Physical Therapist Assistant (PTA) Associate of Applied Science degree program graduates ethical physical therapist assistants who will provide safe, effective, high

quality service to the patients/clients they treat. The physical therapist assistant is an educated health care provider who assists the physical therapist to provide rehabilitation services for individuals who are unable to function due to pathology, impairment, functional limitations, or who want to improve function via prevention. Students gain experience at both campus and off-campus clinical sites. The Physical Therapist Assistant 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 22314-1488. The APTA phone number is 1-800-999-2702.

### **Careers in Athletic Training**

The high incidence of injuries occurring through athletic participation has become a national concern and has created a demand for individuals who have completed athletic training courses, fulfilled clinical requirements, and earned a minimum of a bachelor's degree. Job opportunities for certified athletic trainers have increased substantially, and the employment potential for athletic trainers continues to increase. The ultimate goal of this program is to prepare graduates for certification by the NATABOC and for careers in athletic training. Many high schools utilize athletic trainers to provide better health care for their interscholastic athletic programs. In addition, four-year colleges and universities, as well as junior and community colleges, provide significant possibilities for employment. Positions with professional teams exist; however, they are fewer in number than those associated with interscholastic athletic programs. There is an increasing number of opportunities in physical therapy clinics and industrial settings.

### **Careers in PTA**

The aging of the baby boomer generation has created many new opportunities in physical therapy. Pennsylvania has the nation's second oldest population with 15% of all Pennsylvanians over the age of 65. According to Pennsylvania's Department of Labor and Industry, the need for physical therapist assistants is expected to increase 44% through the year 2008 (as projected by the US Department of Labor). Physical therapist assistants provide therapy services under the supervision and direction of the PT. They assist with data collection; implement delegated patient interventions; make appropriate clinical judgments; modify interventions within the PT's established plan of care; participate in discharge planning and follow-up care; document the care provided; educate and interact with PT and PTA students, aides, volunteers, patients, families, and care givers; and demonstrate an understanding of the significance and impact of cultural and individual differences. (Prepared by the Coalitions for Consensus conference by the APTA Education Division, 1995.)

### **Careers in Sport Management**

Graduates of the Sport Management program move on to challenging and exciting careers in academic settings; professional sports; sports and recreation facilities, as well as in health, fitness, and sport clubs. Students blend general management skills with the specific demands of managing sports organizations. Sport Management majors also acquire a strong foundation in management, finance, communication, ethics, and legal aspects of business. Students supplement classroom teaching with a variety of practical experiences.



## Careers in Gerontology

Graduates of the Gerontology program provide many of direct and indirect services, but specialize primarily in working with or on behalf of older adults, frail or disabled adults, caregivers, and organizations providing community or institutional services for older adults.

## Bachelor of Science in Athletic Training – 120 Credits

Admission into the Athletic Training Education Program (ATEP) is competitive and only a limited number of students are selected each year. In the second semester of the freshmen year, interested pre-professional students submit an application form to the Program Director, who with the other ATEP faculty, screens the applications, conducts interviews and admits students to the professional phase of the ATEP. Candidates must have a 3.00 QPA in athletic training courses, a minimum of 100 documented observation hours, a successful interview, and the ability to comply with the program's technical standards, with or without reasonable accommodation.\* For additional details on admission requirements and/or a copy of the program's technical standards, contact the Program Director at Hamer Hall 114 or visit the program's website at: [www.cup.edu/education/HSSS](http://www.cup.edu/education/HSSS).

\*Probationary admission is available for students with less than a 3.0 QPA in athletic training courses based on availability.

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

### Freshman Year

#### First Semester

**ENG 101 English Composition I	14 credits
*HSC 110 Human Anat. and Physiology I	3 crs.
*PSY 100 General Psychology	4 crs.
**UNI 100 First Year Seminar	3 crs.
General Education Courses	1 cr.
	3 crs.

#### Second Semester

*ATE 150 Introduction to Athletic Training	16 credits
**ENG 102 English Composition II	3 crs.
*HPE 105 Current Health Issues	3 crs.
**HSC 120 Human Anat. and Physiology II	3 crs.
General Education Course	4 crs.
	3 crs.

### Sophomore Year

#### Third Semester

*ATE 225 Evaluative Tech. I with Lab	16 credits
*HSC 275 Functional Kinesiology	4 crs.
*HSC 300 Emergency Medical Technician	3 crs.
*ATE 300 Advanced Ath. Train. Procedures	4 crs.
*ATE 204 Ath. Train. Clinical Education I	3 crs.
	2 cr.

#### Fourth Semester

*ATE 265 Evaluative Tech. II with Lab	16 credits
*HSC 290 Therapeutic Modalities with Lab	4 crs.
*ATE 204 Ath. Train. Clinical Education I	4 crs.
General Education <u>OR</u> Elective Courses	2 cr.
	6 crs.

### Junior Year

#### Fifth Semester

*ATE 330 Therapeutic Exercise with Lab	15 credits
	4 crs.

*ATE 305 Ath. Train. Clinical Education II	2 cr.
300 or 400 level General Education <u>OR</u> Elective Courses	9 crs.
<u>Sixth Semester</u>	<u>14 credits</u>
*HSC Physiology of Exercise	3 crs.
*ATE 340 Sports Nutrition	3 crs.
*ATE 305 Ath. Train. Clinical Education II	2 cr.
300 or 400 level General Education <u>OR</u> Elective Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*ATE 405 Ath. Train. Clinical Education III	2 crs.
*ATE 440 Pharmacology	2 crs.
*ATE 460 Sports Medicine Research	3 crs.
300 or 400 General Education <u>OR</u> Elective Courses	8 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*ATE 405 Ath. Train. Clinical Education III	2 cr.
*ATE 425 Admin. Strategies in Ath. Train.	2 crs.
300 or 400 level General Education <u>OR</u> Elective Courses	13 crs.
* Required major and related courses.	
** Required and recommended General Education courses.	

### **Bachelor of Science in Sport Management – 120 Credits**

Admission to the Sport Management Studies program is open to any student who has been admitted to California University of Pennsylvania. Once a student has requested to be a Sport Management Studies major, a 70-hour practica class of observation/work in an approved sport management environment is required. The practica class is a work experience in a major sport management setting (Heinz Field, PNC Park, community clubs, game day activities to see behind the scene operations of major sporting events).

In major classes, a student is required to take 12 hours (10 weeks x 40 hours = 400 hours) in the internship area. The internship is the student's capstone experience. Students will be assigned to an internship site based on their unique educational needs and experience. Candidates must have a 2.25 GPA overall to a sport management graduate. Any student receiving a grade of D in a major class, must repeat the class.

The Cal U Sport Management program is nationally accredited by the North American Society of Sport Management (NASSM). This NASSM approval makes Cal U one of 30 out of 350 universities with nationally approved programs worldwide.

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

<u>First Semester</u>	<u>16 credits</u>
**ENG 101 English Composition I	3 crs.
*SPT 100 Introduction to Sport Management	3 crs.
*SOC 100 Principles of Sociology	3 crs.
**UNI 100 First Year Seminar	1 cr.
General Education Courses	6 crs.
<u>Second Semester</u>	<u>16 credits</u>
**ENG 102 English Composition II	3 crs.
*SPT 199 Practica in Sport Management	3 crs.

**PSY 100 General Psychology	3 crs.
General Education Courses	7 crs.
Sophomore Year	
<u>Third Semester</u>	<u>15 credits</u>
*SPT 305 Ethics in Sport Management	3 crs.
General Education <u>OR</u> Elective Courses	12crs.
<u>Fourth Semester</u>	<u>15 credits</u>
*SPT 300 Psychology of Sport	3 crs.
*SOC 309 Sociology of Sport	3 crs.
General Education <u>OR</u> Elective Courses	9 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*SPT 310 Sport Marketing	3 crs.
*SPT 315 Facility & Event Management	3 crs.
*HIS 348 History of American Sport	3 crs.
General Education <u>OR</u> Elective Courses	6 crs.
<u>Sixth Semester</u>	<u>16 credits</u>
*COM 363 Sport Com. and Media Relations	3 crs.
*SPT 400 Legal Aspects of Sport	3 crs.
*SPT 425 Org. and Administration of Sport	3 crs.
*SPT 410 Governance in Sport	3 crs.
300 or 400 Level General Education <u>OR</u> Elective Courses	4 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*SPT 415 Sport Finance	3 crs.
*SPT 420 Economics of Sport	3 crs.
*SPT 430 Sport Mgt. Seminar	3 crs.
300 or 400 Level General Education <u>OR</u> Elective Courses	6 crs.
<u>Eighth Semester</u>	<u>12 credits</u>
*SPT 599 Internship in Sport Management (P/F)	12 crs.
* Required major and related courses.	
** Required and recommended General Education courses.	

### **Associate of Applied Science in Physical Therapist Assistant**

Admission to the PTA Program is competitive, and a limited number of qualified students are selected into the professional phase of the program. A student will begin in the pre-professional phase of the program, after which application to the program is made during the fall semester, first year. Criteria for section to the professional phase of the program are a minimum of a 2.50 GPA, 20 to 40 volunteer hours within a physical therapy clinic, a letter of recommendation from a licensed PT or PTA, and an interview with the PTA Advisory Committee.

The following five-semester schedule of courses provides a recommended framework for completing this program of study in 21 months.

#### **Pre-Professional Phase**

<u>Fall Semester***, Year One</u>	<u>15 credits</u>
**COM 101 Oral Communication	3 crs.
**HSC 110 Human Anat. and Physiology I	4 crs.
**PSY 100 General Psychology	3 crs.

*PTA 100 Intro. to Physical Therapist Assist.	3 crs.
*PTA 101 Basic Physical Therapy Procedures	1 cr.
**UNI 100 First Year Seminar	1 cr.
<i>***This semester is designed to be a rigorous test of students' academic abilities. The students' performance during the fall semester of the first year will largely determine if the student is admitted to the professional phase of the program.</i>	

### **Professional Phase**

#### **Spring Semester, Year One** **18 credits**

**ENG 101 English Composition I	3 crs.
**HSC 120 Human Anat. and Physiology II	4 crs.
*HSC 290 Therapeutic Modalities	4 crs.
*PTA 230 Phys. Ther. Across the Lifespan	4 crs.
**SOC 100 Principles of Sociology	3 crs.

#### **Summer Semester, Year One** **6 credits**

*PTA 110 Introduction to Pathology	2 crs.
*PTA 150 Physical Therapy Clinical Intern. I	4 crs.

#### **Fall Semester, Year Two** **13 credits**

*HSC 275 Functional Kinesiology	3 crs.
*PTA 205 Interventions in Cardiopulmonary Impairments	2 crs.
*PTA 210 Interventions in Neurologic Impairments	4 crs.
*PTA 225 Interventions in Orthopedic Impairments	4 crs.

#### **Spring Semester, Year Two** **14 credits**

*PTA 200 Professional Issues in Phys. Ther.	2 crs.
*PTA 300 Phys. Therapy Clinical Intern. II	12 crs.

\* Required major and related courses.

\*\* Required and recommended General Education courses.

### **Bachelor of Science in Gerontology—120 Credits**

The bachelor's degree is a career-oriented course of study that can accommodate both full- and part-time students, students with or without professional experience and incoming freshmen and transfer students. 120 semester credits are required for the degree, including 42 credits of gerontology coursework. Students do 6 to 12 credits of internship work in an agency or facility serving older adults.

Variety is the best word to describe jobs in gerontology. The bachelor's degree in Gerontology prepares students to pursue graduate education in gerontology or a related discipline or to work with older people in settings including :long-term care facilities, retirement communities, senior housing, federal, state and local government offices on aging, home health care agencies, senior centers, adult day services, adult protective service agencies, care management agencies, business and industry, leisure programs and health promotion programs.

### **One of a Kind Opportunities for Students**

Gerontology students at California University have a wide variety of opportunities to become involved in working with older adults. The Center in the Woods, an innovative agency serving older adults affiliated with the Gerontology Program, is located near campus. The Center's services include senior housing and supportive services, adult day services, health services, educational, social and exercise programs for older adults. Gerontology students regularly volunteer at the Center

and participate in Center activities. A shuttle operates between the campus and the Center to provide access for students without transportation. Students who have participated at the Center said the following: *"I thought this was the major for me – Now I know it is!" "I never dreamed there were so many career paths for students working with older adults" "I hear it in the classroom one day and see it in action the next. What a great way to learn!"*

For more information about the BS or certificate programs in gerontology contact: Mary Hart, assistant professor of gerontology, 724/938-3554 or hart\_ma@cup.edu.

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### Freshman Year

<u>First Semester</u>	<u>15 credits</u>
ENG 101 English Comp I	3 crs.
GTY 100 Intro to Gerontology	3 crs.
UNI 100 First Year Seminar	1 crs.
General Education Courses	8 crs.

<u>Second Semester</u>	<u>15 credits</u>
ENG 102 English Comp II	3 crs.
GTY 102 Aging in American Society	3 crs.
General Education Courses	9 crs.

#### Sophomore Year

<u>Third Semester</u>	<u>15 credits</u>
MAT 215 Statistics	3 crs.
GTY 300 Gerontology Elective	3 crs.
General Education or Elective Courses	9 crs.

<u>Fourth Semester</u>	<u>15 crs.</u>
GTY 305 Biology of Aging	3 crs.
GTY 310 Aging and the Family	3 crs.
Related Elective	3 crs.
General Education or Elective Courses	6 crs.

#### Junior Year

<u>Fifth Semester</u>	<u>15 credits</u>
GTY 340 Diversity and Aging	3 crs.
PHI 307 Medical Ethics	3 crs.
Related Elective	3 crs.
General Education or Elective Courses	9 crs.

<u>Sixth Semester</u>	<u>15 credits</u>
GTY 315 Practicum in Gerontology	3 crs.
GTY 410 Res. Methods in Gerontology	3 crs.
GTY 330 Dying, Death & Bereavement	3 crs.
300 or 400 Level General Education or Elective Courses	6 crs.

<u>Seventh Semester</u>	<u>15 crs.</u>
-------------------------	----------------

GTY 32 Alternatives in LTC	3 crs.
GTY 400 Adult Development & Aging	3 crs.
GTY 380 Wellness and Aging	3 crs.
300 or 400 Level Related Electives	6 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
GTY 430 Seminar in Gerontology	3 crs.
GTY 440 Internship	6-12 crs.
Related Electives	0-6 crs.

### **Aging Specialist Certificate—18 Credits**

The Aging Specialist Certificate is designed for both people currently working with older adults and undergraduate students majoring in other areas (social work, nursing, communication disorders, psychology, sociology etc) who are interested in an in-depth study of aging. The 18 credit program includes the following courses:

Introduction to Gerontology	3 crs.
Aging Policies and Services	3 crs.
Field Experience	3 crs.
Gerontology Electives (3 courses from those below)	9 crs.
Biology of Aging, Adult Development and Aging, Research Methods in Gerontology, Aging and the Family, Alternatives in Long Term Care, Dying, Death and Bereavement, Diversity in Aging, Wellness and Aging and Seminar in Gerontology.	

## **NOTE**

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**

## **History and Political Science**

**Faculty:** Tuennerman-Kaplan (Interim Chair), Blumberg, Fitch, Heim, Madden, Marak, Slaven, Spratt, Wood, Yamba.

### **Purpose**

The recording and explanation of the events that constitute social, organizational, or personal existence comprise the discipline of history. History, with its special concern for what is unique in human events, is an integrative discipline. Its narratives and explanations are contextual. As such, historians take cognizance of the works of artists, philosophers, and social scientists.

Political Science is the study of the ideas, institutions, and processes of public affairs.

### **Programs**

The department offers a Bachelor of Arts degree and a minor in history and a Bachelor of Arts degree and a minor in political science. The history major is general in nature, providing students with the opportunity to select areas of topical interest. Political science is a highly prescribed discipline. It limits its interests to the political aspects of human behavior, both national and international, including the study of power and organizations.

Political science offers three concentrations: general political science, public policy, and pre-law.

Under the international studies program, political science advises the international studies: political science concentration. This course of study is interdisciplinary.

### **Honor Society**

Students who meet the academic requirements are eligible for membership in Phi Alpha Theta, the International Honor Society in History or Pi Sigma Alpha, the National Honorary Political Science Society.

### **Careers**

Teacher, archivist and museum curator are professions directly related to the history major. Careers in law, religion, foreign service, both corporate and government, and diplomacy have a great reliance on historical knowledge. In addition, history majors are employed in the marketing field, in the communications industry and the insurance industry.

Students may choose to concentrate in a major field of study in Political Science, Pre-Law, or Public Policy. A degree in any of these concentrations prepares the student for a variety of careers in the public and private sectors. Students may be employed in: national, state, and local government agencies; international government and public agencies; fields such as criminal justice, environmental protection, consumer affairs, or urban planning; political consulting and research firms; nonprofit organizations and citizen action groups; and public policy analysis.

### **Bachelor of Arts in History — 120 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year	
<u>First Semester</u>	<u>16 credits</u>
100 Level History course	3 crs.
**UNI 100 First Year Seminar	1 cr.
**ENG 101 English Composition I	3 crs.
General Education courses	9 crs.
<u>Second Semester</u>	<u>15 credits</u>
100 Level History course	3 crs.
History course	3 crs.
**ENG 102 English Composition II	3 crs.
General Education Courses	6 crs.
Sophomore Year	
<u>Third Semester</u>	<u>15 credits</u>
100 Level History course	3 crs.
History course	3 crs.
General Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
100 Level History course	3 crs.
*History course (non-western)	3 crs.
HIS 295 The Craft of History	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	6 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
300 or 400-level History course	3 crs.
300 or 400-level Gen. Educ., Minor <u>OR</u> Elective Courses	6 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	6 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
300 or 400-level History elective	3 crs.
*300 or 400-level History course (non-western)	3 crs.
300 or 400-level Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
300 or 400-level History courses	6 crs.
300 or 400-level Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*HIS 495 Seminar in U.S. History	3 crs.
300 or 400-level Gen. Educ., Minor, <u>OR</u> Elective Courses	6 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	6 crs.
* Required major and related courses	
** Required and recommended General education courses.	

### **Bachelor of Arts in Political Science: All Concentrations - 120 Credits**

Please consult the description of the General Education Program in this catalog for a list of General Education Goals and Objectives and the courses included on the menus for the various goals.

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

<u>First Semester</u>	<u>16 credits</u>
*POS 100 Introduction to Political Science	3 crs.



**UNI 100 First Year Seminar	1 cr.
**ENG 101 English Composition I	3 crs.
General Education Courses	9 crs.
<u>Second Semester</u>	<u>15 credits</u>
*POS 105 American Politics	3 crs.
**ENG 102 English Composition II	3 crs.
General Education Courses	9 crs.

### **Political Science and Pre-Law Concentrations**

Sophomore Year

Third Semester 15 credits

Political Science (American Politics) Course 3 crs.

Gen. Educ., Minor OR Elective Courses 12 crs.

Fourth Semester 15 credits

\*Political Science International Relations/  
Comparative Politics) Course 3 crs.

Gen. Educ., Minor, OR Elective Courses 12 crs.

Junior Year

Fifth Semester 15 credits

\*POS 301 Quantitative Political Analysis 3 crs.

\*300 or 400-level Political Science (Political Theory) Course 3 crs.

\*Pol. Sci. Course (300 level or above) 3 crs.

Gen. Educ., Minor OR Elective Courses 6 crs.

Sixth Semester 15 credits

\*300 or 400-level Political Science (Public Policy) Course 3 crs.

\*Pol. Sci. Course (300-level or above) 3 crs.

300 or 400-level Gen. Educ., Minor, OR Elective Courses 9 crs.

Senior Year (**Political Science Concentration**)

Seventh Semester 15 credits

\*300 or 400-level Pol. Sci. Course (300 level or above) 3 crs.

300 or 400-level Political Science Course 3 crs.

300 or 400-level Gen. Educ., Minor OR Elective Courses 9 crs.

Eighth Semester 15 credits

\*POS 450 Seminar in American Politics 3 crs.

300 or 400-level Gen. Educ., Minor, OR Elective Courses 12 crs.

Senior Year (**Pre-Law Concentration**)

Seventh Semester 15 credits

\*300 or 400-level Pol. Sci. (Public Law) Course 3 crs.

300 or 400-level Political Science Course 3 crs.

300 or 400-level Gen. Educ., Minor OR Elective Courses 9 crs.

Eighth Semester 15 credits

\*POS 450 Seminar in American Politics 3 crs.

300 or 400-level Gen. Educ., Minor, OR Elective Courses 12 crs.

### **Public Policy Concentration**

Sophomore Year

Third Semester 15 credits

\*POS 220 Intro. to Public Administration 3 crs.

Gen. Educ., Minor <u>QR</u> Elective Courses	12 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
*POS 300 Introduction to Public Policy	3 crs.
Gen. Educ., Minor, <u>QR</u> Elective Courses	12 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*POS 301 Quantitative Political Analysis	3 crs.
300 or 400-level Political Science Electives	6 crs.
300 or 400-level Gen. Educ., Minor <u>QR</u> Elective Courses	6 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
300 or 400-level Political Science Course	3 crs.
300 or 400-level Political Science Electives	9 crs.
300 or 400-level Gen. Educ., Minor, <u>QR</u> Elective Courses	3 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
300 or 400-level Political Science Courses	6 crs.
300 or 400-level Gen. Educ., Minor <u>QR</u> Elective Courses	9 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
POS 450 Seminar in American Politics	3 crs.
Gen. Educ., Minor, <u>QR</u> Elective Courses	12 crs.
* Required major and related courses	
** Required and recommended General education courses.	

### **Bachelor of Arts in International Studies:**

#### **Political Science Concentration (120 credits)**

Please consult the description of the General Education Program in this catalog for a list of General Education Goals and Objectives and the courses included on the menus for the various goals.

Freshman Year

First Semester 16 credits

\*POS 100 Introduction to Political Science 3 crs.

\*\*UNI 100 First Year Seminar 1 cr.

\*\*ENG 101 English Composition I 3 crs.

FRE [or SPN] 101 Elementary I 3 crs.

General Education Courses 6 crs.

Second Semester 15 credits

\*POS 105 American Government 3 crs.

\*\*ENG 102 English Composition II 3 crs.

FRE [or SPN] 102 Elementary II 3 crs.

General Education Courses 6 crs.

Sophomore Year

Third Semester 15 credits

\* POS 210 Politics of Western Europe 3 crs.

\*FRE [or SPN] 203 Intermediate I 3 crs.

Gen. Educ., Minor QR Elective Courses 9 crs.

Fourth Semester 15 credits

\*POS 236 Intro. to International Relations 3 crs.

\*FRE [or SPN] 204 Intermediate II 3 crs.

Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*POS 237 International Organizations	3 crs.
*POS 281 Politics of Russia	3 crs.
*FRE [or SPN] 311 Conv, Comp., & Phon. I	3 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	6 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
*POS 322 Politics of the Middle East	3 crs.
*300 or 400-level FRE [or SPN] Culture class	3 crs.
*FRE [or SPN] 312 Conv., Comp., & Pho. II	3 crs.
300 or 400-level Gen. Educ., Minor, <u>OR</u> Elective Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*POS 323 Politics of Latin America	3 crs.
Language Elective (400 level)	3 crs.
300 or 400-level Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*POS 325 Politics of Asia OR POS 326	
Politics of Africa	3 crs.
Language Elective (400 level)	3 crs.
300 or 400-level Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.
* Required major and related courses	
** Required and recommended General education courses.	

### **Minor in History — 21 credits**

Required Courses (12 credits): HIS 101, 102, 104, 106

History Electives: any three HIS courses at the 300-level or higher.

### **Minor in Political Science – 21 credits**

Select one of the following concentrations: Political Science Concentration

Required (6 credits): POS 100, 105

Electives (15 credits): select two: 200-level Political Science (POS) courses and three: 300 or 400-level Political Science (POS) courses.

Public Policy Concentration

Required (9 credits): POS 100, 105, 220

Electives (12 credits): select four of the following: POS 205, 235, 300, 306, 310, 314, 315, 316, 317, 415.

## **Honors Program**

**Honors Advisory Board:** E. Chute (English), Director. J. Cignetti (Chemistry), L. Colelli, Dean of Eberly College of Science and Technology, G. Gould (Physical Science), R. Helldobler, Dean of Liberal Arts, G. Jones, Dean of Education and Human Services, D. McGukin (Communications), B. Melenyzer (Elementary Education), E. Mountz (Professional Studies), Assistant Director, M. Nolf (Library Services), M. Slavin (Theatre), C. Waterhouse (English), J. Wood (Social Science)

### **Purpose**

The Honors Program at California University of Pennsylvania provides an opportunity for an enhanced educational experience to our most talented students and faculty. Honors Program students desire to pursue intellectual and creative growth beyond the usual requirements of their major field of study and intend to cultivate their individual and personal aspirations to learn. Honors Program students and faculty expect to explore and participate in scholarly, professional, and artistic exercises outside the classroom; they engage in community service activities, which complement their academic studies and nurture their personal sense of commitment and communal responsibility. Honors students anticipate exercising leadership while at California University; they prepare to become leaders while students in our program, and they expect to continue as leaders when they graduate.

### **Membership**

Membership in the University Honors Program is by invitation only. However, the Honors Program promotes outstanding intellectual achievement throughout the university, and undergraduate students in any program or division of the university may participate in the Honors Program. Each year, the applications of all incoming first year and transfer students are reviewed, and those students with the very highest indicators of past and future academic success are invited to participate in the Honors Program.

### **Programs**

Each summer (since 1985) two Honors Program students receive scholarships to participate in the Pennsylvania State System of Higher Education Summer Honors Program. This program is noted for its academic quality and its opportunity, typically, to study abroad in such places as Russia (1995), Austria (1996), England (1997), Italy (1998), Renaissance and Reformation Europe (1999), Edinburgh, Scotland (2000), South Africa (2001), Spain (2002), Ecuador (2003) and Costa Rica (2004). Honors Program students have the opportunity to participate in the Honors Program Residence Hall, which includes specialty housing in Building A as well as educational, social, and recreational programming. The Honors Program maintains a small, but high quality, computer facility in residence hall complex reserved for the exclusive use of its students and faculty. Each spring semester, the Honors Program conducts and coordinates a special grouping of courses and faculty for its students that focuses on a particular area, rotating in a three year cycle from Science (2005), Science (2006), through Arts and Humanities (2007), to Social Science (2005). Honors Program students are encouraged to be active scholars and have presented their work at local, regional, national, and international conferences and in international publications.

### **Awards**

Currently, the Honors Program annually presents the following awards: Senior Thesis Project Award and the Outstanding Honors Program Graduating Senior Award.

### **Curriculum**

Courses, designated as Honors Courses, are restricted to members of the Honors Program and are offered at all class levels. In such courses enrollment is kept low, to encourage and ensure close interaction between student and professor. Additionally, most regular university course offerings at all levels may have an honors component. In such courses (called addenda), honors students fulfill the same requirements as other students in the class but honors students perform certain independent work which is designed to enhance the regular departmental courses and which is agreed upon in writing by the student, the professor, and the Honors Program. In all such courses, the successful completion of the course and its honors component is indicated on the student's transcript.

Honors Program students are expected to maintain a minimum grade-point average sufficient to achieve the Dean's List and to graduate with Honors. Additionally, students must complete a minimum of 24 credits, including addenda and thesis project, within the Honors Program.

Inquiries about the Honors Program may be made at 724-938-4535 or e-mail [mountz@cup.edu](mailto:mountz@cup.edu).

### **NOTE**

**For all freshman students entering Fall 2004  
and after, 40 percent of the credits  
required to complete their program  
(a minimum of 48 credits) must be taken  
in 300 or 400-level courses.**

## Justice Studies

**Faculty:** Black (Chairperson), Al-Khattar, Cencich, R. Michael, Nass

### Purpose

The criminal justice program at California University of Pennsylvania serves two primary purposes: 1) To allow for serious and esoteric study of the functions and processes of the American justice system; and 2) To prepare students for professional careers in the justice system, whether in policing, law, corrections, investigations or human service positions.

The program's course offerings reflect diverse classroom experiences from traditional lecture to applied field exercises. The program also affords independent study opportunities for serious individualized scholarship, specialized topics and courses of instruction on timely issues in the justice system, and the ability to travel abroad for foreign study in law and justice.

Anthropology is the most comprehensive offering, since there is no aspect of human development or behavior that it does not study, although it traditionally has focused on pre-industrial societies. Anthropology includes such diverse subject areas as ethnology, medical and psychological anthropology, archaeology, and human evolution. Field experiences are available in archaeology. An archaeology field school runs during the summer sessions (in odd years beginning in 2003), where students participate in the excavation of a site.

### Programs

The criminal justice major consists of FIVE components: the CORE, in which students learn about the fundamental systems inherent in the justice model; and specialized studies in four tracks - *Police and Law Enforcement, Law and Legal Process, Crime and Criminology, and Criminal Justice Electives*.

Transfer students with an associate's degree, depending upon institutional agreement, generally are required to complete 30-36 hours of course work in the Criminal Justice major. The program has designed course requirements for completion in the third and fourth years of study. Advisors play a crucial role in the plan and completion of these degree requirements.

### Honor Societies

The Criminal Justice program participates in the *National Criminal Justice Honor Society* (Alpha Phi Sigma) and will soon have a recognized chapter. Anthropology majors are eligible for membership in the Gamma Chapter of Lambda Alpha, the national honor society.

### Special Program Offerings

Criminal justice faculty and students involve themselves in numerous activities beyond the normal academic experience. The program is an active participant in regional and national conferences where student research is highlighted and will be host to regional conferences. There are opportunities for student internships, participation on the Mock Trial team and membership in the Criminal Justice Club.

### Careers

Criminal justice graduates are qualified for numerous justice positions in agencies like the Pennsylvania, Ohio and West Virginia State Police, Pittsburgh and other municipal police departments, state corrections department, children and youth

services, county prosecutor and public defender's offices, victim assistance units, court systems, and a variety of criminal justice agencies throughout the nation. Many serve in federal agencies such as the Central Intelligence Agency, the State Department, Secret Service, Drug Enforcement Administration, Federal Bureau of Investigation, U.S. Customs, Immigration and Naturalization, Department of Defense, and Federal Probation and Parole. Others are employed in the private security field. Other graduates continue post-baccalaureate education in law, criminal justice, counseling and public administration.

Anthropology graduates can pursue numerous careers, including archaeological excavation crew member, cultural resource management specialist, environmental impact reviewer, government foreign service, graduate study, museum curator and researcher.

### **Bachelor of Arts in Anthropology - 120 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### **Freshman Year**

##### **First Semester 16 credits**

*ANT 100 Introduction to Anthropology	3 crs.
**UNI 100 First Year Seminar	1 cr.
**ENG 101 English Composition I	3 crs.
General Education Courses	9 crs.

##### **Second Semester 15 credits**

*ANT 290 Archaeology	3 crs.
**ENG 102 English Composition II	3 crs.
General Education Courses	9 crs.

#### **Sophomore Year**

##### **Third Semester 15 credits**

*Anthropology Elective Courses	6 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.

##### **Fourth Semester 15 credits**

*Anthropology Elective Course	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	12 crs.

#### **Junior Year**

##### **Fifth Semester 15 credits**

*ANT 255 World Ethnology	3 crs.
*ANT 355 Prehistoric American Indians	3 crs.
*PSY 220 Descriptive Statistics	3 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	6 crs.

##### **Sixth Semester 15 credits**

*ANT 390 Human Origins	3 crs.
*SOC 415 Social Science Research Methods	3 crs.
*Anthropology Elective Course	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	6 crs.

#### **Senior Year**

##### **Seventh Semester 15 credits**

*ANT 421 Anthropological Thought	3 crs.
*Anthropology Elective Course	3 crs.
300 or 400 Level Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.

<u>Eighth Semester</u>	<u>15 credits</u>
*Anthropology Elective Course	3 crs.
300 or 400 Level Gen. Educ., Minor, <u>OR</u> Elective Courses	12 crs.
NOTE: ANT 101 Archaeology Field School is offered during the Summer sessions only. Students must complete three (3) credits of ANT 101 during the first three years of the program of study.	
* Required major and related courses	
** Required and recommended General Education courses	

Concentration 2- First-Time Freshmen and Transfer Students without an Associate Degree in Criminal Justice

Freshman Year

<u>First Semester</u>	<u>16 credits</u>
**ENG 101 English Composition I	3 crs.
*CRJ 101 Intro. to Criminal Justice <u>OR</u> POS 222 Admin. of Crim. Justice in U.S.	3 crs.
**UNI 100 First Year Seminar	1 cr.
General Education Courses	6 crs.

<u>Second Semester</u>	<u>15 credits</u>
**ENG 102 English Composition II	3 crs.
*Police and Law Enforce. Elect. (see above)	3 crs.
*Crime and Criminology Elect. (see above)	3 crs.
General Education Courses	6 crs.

Sophomore Year

<u>Third Semester</u>	<u>15 credits</u>
*Police and Law Enforce. Elect. (see above)	6 crs.
*Law and Legal Proc. Elect. (see above)	6 crs.
*Related Elective (see above)	3 crs.

<u>Fourth Semester</u>	<u>15 credits</u>
*Crime and Criminology Elect. (see above)	6 crs.
General Education Courses	9 crs.

Junior Year

<u>Fifth Semester</u>	<u>15 credits</u>
*CRJ 375 Criminal Law	3 crs.
*Crime and Criminology Elect. (see above)	6 crs.
*Police and Law Enforce. Elect. (see above)	3 crs.
General Education Courses	3 crs.

<u>Sixth Semester</u>	<u>15 credits</u>
*CRJ 495 Legal and Justice Research Meth. <u>OR</u> SOC 415 Social Science Research Methods	3 crs.
*Law and Legal Process Elect. (see above)	6 crs.
300 or 400 Level General Education Courses	6 crs.

Senior Year

<u>Seventh Semester</u>	<u>15 credits</u>
* Related Elective (see above)	3 crs.
*Law and Legal Process Elect. (see above)	3 crs.
General Education <u>OR</u> Elective Courses	9 crs.

<u>Eighth Semester</u>	<u>15 credits</u>
*Related Elective (see above)	3 crs.
*Police and Law Enforce. Elect. (see above)	3 crs.



300 or 400 Level General Education Courses	9 crs.
* Required major and related courses	
** Required and recommended General Education courses	

### **Bachelor of Science in Criminal Justice - 120 credits**

#### Concentration 1- Transfer Students with Associate Degree in Criminal Justice

##### Junior Year

##### Fifth Semester 15 credits

\*CRJ 375 Criminal Law 3 crs.

\*Criminal Justice (Related) Elective (**CRJ** 305, 325, 345, 395, 399, 400, 490, 498, 499, **PHI** 220, 370, OR **POS** 220) 3 crs.

\*Police and Law Enforce. Elective (**CRJ** 102, 104, 201, 202, 351, 394, OR 465) 3 crs.

General Education OR Elective Courses 6 crs.

##### Sixth Semester 15 credits

\*CRJ 495 Legal and Justice Research Meth. OR SOC 415 Social Science Research Methods 3 crs.

\*Crime and Criminology Elect. (**ANT** 101, 254, 290, **CRJ** 211, 215, 309, 429, 470, **SOC** 311, 317, 300, OR **SOW** 364) 3 crs.

\*Law and Legal Process Elect. (**CRJ** 331, 335, 361, 376, 455, 485, 497, **POS** 315, 316, OR 335) 3 crs.

300 or 400 Level General Education OR Elective Courses 6 crs.

##### Senior Year

##### Seventh Semester 15 credits

\*Crime and Criminology Elect. (see above) 3 crs.

\*Criminal Justice (Related) Elective 3 crs.

\*Law and Legal Process Elect. (see above) 3 crs.

General Education OR Elective Courses 3 crs.

##### Eighth Semester 15 credits

\*Law and Legal Process Elect. (see above) 3 crs.

\*Police and Law Enforce. Elect. (see above) 3 crs.

300 or 400 Level General Education OR Elective Courses 9 crs.

\* Required major and related courses

\*\* Required and recommended General Education courses

### **Associate of Science in Criminal Justice - 62 Credits**

#### Freshman Year

##### First Semester 16 credits

\*\*ENG 101 English Composition I 3 crs.

\*\*SOC 100 Principles of Sociology 3 crs.

\*XJJ 155 Administration of Criminal Justice 3 crs.

\*XJJ 160 Criminal Law I 3 crs.

\*XJJ 261 Interview and Interrogation 3 crs.

\*\*UNI 100 First Year Seminar 1 cr.

##### Second Semester 15 credits

\*\*ENG 102 English Composition II 3 crs.

\*\*PSY 100 General Psychology 3 crs.

*XJJ 156 Narcotics and Drug Abuse	3 crs.
*XJJ 157 Correctional Administration	3 crs.
*Criminal Justice Elective	3 crs.
Sophomore Year	
<u>Third Semester</u>	<u>16 credits</u>
**Biology Laboratory Course	4 crs.
*Criminal Justice elective	3 crs.
**Humanities Elective	3 crs.
*XJJ 270 Criminology	3 crs.
*XJJ 282 Police Ethics and Problems	3 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
**COM 101 Oral Communication	3 crs.
**Comp. Science <u>OR</u> Soc. Science Elective	3 crs.
*Criminal Justice Electives	6 crs.
*XJJ 262 Criminal Evidence	3 crs.
* Required major and related courses	
** Required and recommended General Education courses	

**Minor in Anthropology – 21 credits**

Required (3 credits): ANT 100

Select three of the following (9 credits): ANT 231, 250, 255, 280, 290.

Select three of the following (9 credits): ANT 300, 355, 360, 390.

**Minor in Criminal Justice– 21 credits**

Required Courses: CRJ 101, 104, 201, 361, 375, 394, 470.

**NOTE**

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**

## **Liberal Studies**

### **Purpose**

The Liberal Studies degree is interdisciplinary/multidisciplinary in structure and is designed for students whose academic interests span traditional disciplinary boundaries. This major provides a flexible completion program for students whose circumstances have precluded the traditional degree route. The program is overseen by the Dean of Liberal Arts and an advisory committee composed of faculty from diverse disciplines.

### **Bachelor of Arts in Liberal Studies – 120 credits**

Courses from the humanities, sciences, and social sciences are used to fulfill the major requirements. They are: Humanities—art, communication studies, English, foreign languages, literature, music, philosophy, and theatre; Natural Sciences—biology, chemistry, computer science, earth science, environmental science, mathematics, physical science, and physics; Social Sciences—anthropology, criminal justice, economics, geography, history, political sciences, psychology, sociology and social work.

No more than 24 credits of courses with the same course prefix should be included in the plan of study. A minimum of 18 credits must be upper level, 300 level or higher.

### **Minor in Leadership—21 credits**

The College of Liberal Arts offers a minor in Leadership Studies. Leaders are found in all facets of life including education, business, politics and local communities. With a leadership studies minor, students will gain the educational tools and social skills necessary to give them the competitive edge in the global economy. The leadership minor complements all majors because it is interdisciplinary, drawing electives from across the curriculum.

### **Careers**

This minor is an excellent addition to any degree program because all careers of distinction demand both an understanding of and an ability to demonstrate leadership skills. In addition, this minor enhances and deepens an individual's ability to make sense of local, national, and world events, the decisions made by individuals and groups with control over resources, and provides another set of conceptual tools for being a critical and responsible citizen of the world.

The minor requires 21 credits, including an internship and portfolio. Students must obtain permission prior to enrolling in the internship. Students are also required to assemble a portfolio of their work by selecting assignments completed in courses that apply to the minor. The portfolio will be discussed in detail in LEA 100 and will be used in maker presentations in LEA 400.

**Required Courses (12 credits)**

LEA 100 Introduction to Leadership Studies/Leadership and Power	3 crs.
LEA 397 Internship in Leadership Studies	6 crs.
LEA 400 Capstone/Seminar in Leadership	3 crs.

**Leadership Electives (9 credits minimum)**

Students must select at least one course from each of the following area.

Two courses (6 credits) must be at the 300-400 level.

**Theory and Institutions Area**

FIN 311, HIS 320, SOC 410, WST 200, BUS 342, MGT 311, CRJ 101, CRJ 361,  
HON 286, HON 388, MGT 300, MGT 301, POS 306, POS 310

**Applied Area**

CRJ 465, EDF 290, MGT 452, NUR 375, SOC 378, COM 230, COM 320, GEO  
378, GEO 474, POS 318, POS 319

**Ethics Area**

BUS 343, CRJ 394, HON 285, PSY 211, SPT 305, PHI 220, PHI 320

## Math and Computer Science

**Faculty:** Ford (Chairperson), Benbourenane, Boukaabar, Hall, Hess, Hoffman, Kholief, Novak, Pyzdrowski, Skocik, Sible, Skroupa, Williams

### Purpose and Programs

The Bachelor of Science in Computer & Information Science with a Concentration in Applied Computer Science is designed to provide the student with a strong computer science background supplemented with a substantial core of courses in a related academic discipline.

The Bachelor of Science in Computer & Information Science with a Concentration in Information Technology (formerly called Industrial Management: Management and Computer Science Concentration) is designed to prepare the student for continued study at the graduate level or for employment in business, industry, or government.

The Bachelor of Science in Mathematics and Computer Science is a careful blending of courses that offers the student both theory and applications in mathematics and computer science.

The Bachelor of Arts in Mathematics is a sufficiently flexible program that permits the student to select courses that meet particular interests and needs. It allows for both depth and breadth of study in mathematics as well as study in the natural sciences.

The Bachelor of Science in Education degree is a program designed for the student who wishes to pursue a career in secondary teaching of mathematics.

The Associate degree in Computer Science is a two-year program designed to provide the student with career-oriented computer science technology background. Provision is made in several of the departmental programs to accommodate student internships.

In addition to the degree programs, the department offers three 21-credit hour minors in Computer Science, Information Technology, and Mathematics and an 18-credit hour certificate program in personal computer applications.

### Bachelor of Science in Computer Science—124 credits

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### Freshman Year

#### First Semester

	<u>16 credits</u>
CSC 120 Problem Solving & Programming Constructs	3 crs.
ENG 101 English Composition I	3 crs.
UNI 100 First Year Seminar	1 cr.
MAT 199 Pre-Calculus	3 crs.
General Education Course	3 crs.
General Education Course	3 crs.

<u>Second Semester</u>	<u>15 credits</u>
CSC 124 C Programming	3 crs.
ENG 102 English Composition II	3 crs.
MAT 195 Discrete Mathematical Structures	3 crs.
General Education Course	3 crs.
General Education Course (Related Elective)	3 crs.
<u>Sophomore Year</u>	
<u>Third Semester</u>	<u>15 credits</u>
CSC 216 Logic & Switching Theory	3 crs.
CSC 265 Object-Oriented Programming	3 crs.
MAT 281 Calculus I	3 crs.
Public Speaking	3 crs.
General Education Course (Related Elective)	3 crs.
<u>Fourth Semester</u>	<u>16 Credits</u>
CSC 323 Assembly Language Programming	3 crs.
CSC 328 Data Structures	3 crs.
ENG 217 Science & Technical Writing	3 crs.
MAT 282 Calculus II	3 crs.
Laboratory Science I	4 crs.
<u>Junior Year</u>	
<u>Fifth Semester</u>	<u>16 credits</u>
CSC 360 Analysis of Algorithms	3 crs.
CSC 378 Computer Architecture	3 crs.
MAT 381 Calculus III (General Education Course)	3 crs.
CS Elective (Related Elective)	3 crs.
Laboratory Science II	4 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
CSC 400 Operating Systems	3 crs.
MAT 341 Linear Algebra I	3 crs.
MAT 382 Calculus IV (General Education Course)	3 crs.
CS Elective	3 crs.
CS Elective(Related Elective)	3 crs.
<u>Senior Year</u>	
<u>Seventh Semester</u>	<u>16 credits</u>
CSC 490 Senior Project I	3 crs.
CS Elective (Related Elective)	3 crs.
300 or 400 Level General Education Course	3 crs.
CS Elective	3 crs.
Scientific Method	4 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
CSC 475 Theory of Languages	3 crs.
CSC 492 Senior Project II	3 crs.
MAT 461 Statistical Analysis I	3 crs.
CS Elective	3 crs.
300 or 400 Level General Education Course	3 crs.

**Bachelor of Science in Computer & Information Science  
Information Technology Concentration – 120 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

<u>First Semester</u>	<b>16 Credits</b>
UNI 100 First Year Seminar	1 crs.
CSC 120 Problem Solving & Pgm Construct	3 crs.
IST 121 Principles of Info Technology	3 crs.
ENG 101 English Composition I	3 crs.
MAT 199 Pre-Calculus	3 crs.
General Education	3 crs.

<u>Second Semester</u>	<b>15 Credits</b>
CIS 150 Intro Database Applications	3 crs.
CSC 124 C Programming	3 crs.
ENG 102 English Composition II	3 crs.
MAT 195 Discrete Structures	3 crs.
General Education	3 crs.

Sophomore Year

<u>Third Semester</u>	<b>15 Credits</b>
CSC 265 Object Oriented Pgming	3 crs.
CIS 201 Windows & Internet	3 crs.
MAT 215 Statistics or MAT 225 Business Statistics	3 crs.
Elective	3 crs.
Public Speaking	3 crs.

<u>Fourth Semester</u>	<b>15 Credits</b>
CSC 302 Visual Programming	3 crs.
IST 356 DB Programming & Mgmt	3 crs.
Elective	3 crs.
General Education	3 crs.
General Education	3 crs.

Junior Year

<u>Fifth Semester</u>	<b>15 Credits</b>
CSC 304 COBOL	3 crs.
IST 315 Telecomm & LANs	3 crs.
IST 305 Web Programming	3 crs.
300 and 400 level General Education	6 crs.

<u>Sixth Semester</u>	<b>15 Credits</b>
IST 311 Database Web Development	3 crs.
CSC 375 Systems Analysis	3 crs.
300 and 400 level Related Elective	3 crs.
300 and 400 level General Education Elective	3 crs.
General Education	3 crs.

Senior Year

<u>Seventh Semester</u>	<b>15 Credits</b>
CSC 405 Data Communications	3 crs.
CSC 456 Thy & Design of Databases	3 crs.
300 and 400 level Related Electives	6 crs.
300 and 400 level General Education	3 crs.

<u>Eighth Semester</u>	<b>14 Credits</b>
CET 440 Computer Networking	4 crs.
IST 476 Physical Design & Implement	3 crs.
300 and 400 level General Education Elective	3 crs.
Elective	4 crs.
* Required major and related courses	
** Required and recommended General Education courses	

### **Bachelor of Science in Computer Science - 124 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### Freshman Year

<u>First Semester</u>	<b>16 credits</b>
**CSC 120 Problem Solving & Prog. Const.	3 crs.
**ENG 101 English Composition I <u>OR</u>	3 crs.
**HON 150 Honors Composition I	
**UNI 100 First Year Seminar <u>OR</u>	1 cr.
**HON 100 Honors & University Orientation	
Free Elective	3 crs.
General Education Electives	6 crs.

#### Second Semester

	<b>15 credits</b>
**CSC 124 C Programming	3 crs.
**ENG 102 English Composition II <u>OR</u>	3 crs.
**HON 250 Honors Composition II	
*MAT 195 Discrete Mathematical Structures	3 crs.
General Education Electives	6 crs.

#### Sophomore Year

<u>Third Semester</u>	<b>15 credits</b>
*CSC 216 Logic & Switching Theory	3 crs.
*CSC 260 Data Structures	3 crs.
*MAT 281 Calculus I	3 crs.
General Education Electives	6 crs.

#### Fourth Semester

	<b>16 credits</b>
*CSC 265 Object-Oriented Programming	3 crs.
*CSC 270 Assembly Language Programming	3 crs.
**ENG 217 Science & Technical Writing	3 crs.
*MAT 282 Calculus II	3 crs.
**Laboratory Science I	4 crs.

#### Junior Year

<u>Fifth Semester</u>	<b>16 credits</b>
*CSC 360 Analysis of Algorithms	3 crs.
*CSC 378 Computer Architecture	3 crs.
*MAT 381 Calculus III	3 crs.
*Computer Science Elective	3 crs.
**Laboratory Science II	4 crs.

#### Sixth Semester

	<b>15 credits</b>
*CSC 400 Operating Systems	3 crs.
*MAT 341 Linear Algebra I	3 crs.
*MAT 382 Calculus IV	3 crs.
*Computer Science Electives	6 crs.



Senior Year	
<u>Seventh Semester</u>	<u>16 credits</u>
*CSC 475 Theory of Languages	3 crs.
*CSC 490 Senior Project I	3 crs.
*Computer Science Elective	3 crs.
300 or 400 Level General Education Elective	3 crs.
*Scientific Method Elective	4 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*CSC 492 Senior Project II	3 crs.
*MAT 461 Statistical Analysis I	3 crs.
*Computer Science Elective	3 crs.
300 or 400 Level Free Elective	3 crs.
300 or 400 Level General Education Elective	3 crs.
* Required major and related courses	
** Required and recommended General Education courses	

### **Bachelor of Arts in Mathematics - 120 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year	
<u>First Semester</u>	<u>16 credits</u>
**ENG 101 English Composition I	3 crs.
**MAT 272 Discrete Mathematics	3 crs.
*MAT 281 Calculus I	3 crs.
**UNI 100 First Year Seminar	1 cr.
General Education Courses	6 crs.
<u>Second Semester</u>	<u>15 credits</u>
**ENG 102 English Composition II	3 crs.
*MAT 282 Calculus II	3 crs.
*MAT 303 Geometry	3 crs.
General Education Courses	6 crs.
Sophomore Year	
<u>Third Semester</u>	<u>16 credits</u>
*MAT 381 Calculus III	3 crs.
*MAT 290 Technology for Math	3 crs.
**CHE 101 General Chemistry I <u>OR</u>	
**PHY 101 College Physics I	4 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	6 crs.
<u>Fourth Semester</u>	<u>13 credits</u>
*MAT 341 Linear Algebra I	3 crs.
*MAT 382 Calculus IV	3 crs.
**CHE 102 General Chemistry II <u>OR</u>	
**PHY 102 College Physics I I	4 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	3 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*MAT 351 Abstract Algebra	3 crs.
*MAT 406 Differential Equations	3 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Sixth Semester</u>	<u>15 credits</u>

*MAT 304 History of Mathematics	3 crs.
*MAT 461 Statistical Analysis I	3 crs.
**Programming Language Course	3 crs.
300 or 400 Level Gen. Educ., Minor, <u>OR</u> Elective Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*MAT 441 Linear Algebra II	3 crs.
*Mathematics Elective	3 crs.
300 or 400 Level Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*MAT 496 Senior Research Project	3 crs.
*MAT 481 Real Analysis I	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.
* Required major and related courses	
** Required and recommended General Education courses	

### **Bachelor of Science in Education in Mathematics:**

#### **Certification for Secondary Education - 120 Credits**

Please see **Department of Secondary Education and Administrative Programs** section of this catalog.

### **Associate of Science in Computer Science Technology – 61 credits**

The following four-semester schedule of courses provides a recommended framework for completing these program of study in two years.

#### **Computer Science Concentration 61 credits**

##### Freshman Year

##### First Semester

CSC 120 Problem Solving & Programming Constructs	3 crs.
ENG 101 English Composition I	3 crs.
MAT 199 Pre-Calculus	3 crs.
General Education Course	3 crs.
General Education Course	3 crs.

15 Credits

##### Second Semester

CSC 124C Programming	3 crs.
ENG 102 English Composition II	3 crs.
MAT 195 Discrete Mathematical Structures	3 crs.
General Education	3 crs.
Elective ***	3 crs.

15 Credits

##### Sophomore Year

##### Third Semester

CSC 216 Logic & Switching Theory	3 crs.
CSC 265 Object-Oriented Programming	3 crs.
MAT 281 Calculus I	3 crs.
Public Speaking	3 crs.
Elective ***	3 crs.

16 Credits

##### Fourth Semester

CSC 323 Assembly Language Programming	3 crs.
---------------------------------------	--------

CSC 328	Data Structures	3 crs.
ENG 217	Science & Technical Writing Programming Language	3 crs. 3 crs.
	Natural Science **	4 crs.

### **Information Science Technology Concentration 60 credits**

#### Freshman Year

##### First Semester

**15 Credits**

CSC 120	Problem Solving & Programming Constructs	3 crs.
IST 121	Principles of Information Technology	3 crs.
ENG 101	English Composition I	3 crs.
MAT 199	Pre-Calculus	3 crs.
	General Education	3 crs.

##### Second Semester

**15 Credits**

CIS 150	Introduction to Database Applications	3 crs.
CSC 124C	Programming	3 crs.
ENG 102	English Composition II	3 crs.
MAT 195	Discrete Mathematical Structures	3 crs.
	General Education Course	3 crs.

#### Sophomore Year

##### Third Semester

**15 Credits**

CSC 265	Object Oriented Programming	3 crs.
CIS 201	Windows & Internet	3 crs.
MAT 215	Statistics or	
MAT 225	Business Statistics	3 crs.
IST 315	Telecommunications & LANS	3 crs.
	Public Speaking	3 crs.

### **Minors in Computer Science—21 credits**

#### Computer Science Concentration

Required (15 credits): **CSC 120,124, 216, 265; MAT 195**

Electives (6 credits): Select any two of the following courses: **CSC 302, 304, 306, 328, 419**

#### Information Technology Concentration

Required (18 credits): **CIS 101, 150, 201; CSC 10, 202; IST 215**

Electives (3 credits): Select any two of the following: **CSC 124, 300, 218, 419**

### **Minor in Mathematics – 21 credits**

Required: (15 credits): **MAT 272, 281, 282, 341, 381**

Electives (6 credits):

Select any two of the following courses: **MAT 290, 303, 351, 382, 400, 406, 441, 461**

#### Personal Computer Application Certificate – 18 credits

Computer Programming (6 credits): **CSC 120, 202**

Application Software (12 credits): **CSC 101, 201, CIS 150, 215**

## Music

**Faculty:** Gonano (Chairperson), E. Michael

### Purpose

Did you ever meet anyone who did not like some type of music? Well, neither did we. Music is an important form of expression and enjoyment. To fully appreciate music, you have to understand it. At California University we provide the opportunity to experience this art form completely as a listener, performer and student.

### Program

Though the university has no major in music, we do offer a minor. The attainment of the Music Minor may be especially valuable to those who seek to enhance their chosen field. The Music Department offers courses in basic musicianship, theory, music history, education, applied electives and ensemble performance.

### Minor in Music – 24 credits

Nine of the 24 credits for the Minor must be at 300 and/or 400 level. To achieve the minor in 24 credits, any student who begins private instruction at the 100 or 200 level must take their 300 level courses from the History, Theory and Education Elective List.

Required Courses (9 credits): MUS 100, 215, 315

History, Theory and Education Electives (9 crs. min.): MUS 202, 300, 301, 303, 304, 306, 308

Applied Electives (3 credits minimum): MUS 104, 211

Private Instruction courses are available to Music Minors.

The following courses are repeatable to a maximum of 4 credits each): MUS 109-409, 119-419, 129-429, 149-449, 159-459

Performance Electives (3 credits minimum)

The following courses are repeatable to a maximum of 4 credits): MUS 191, 192, 196, 198, 199

## NOTE

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**

## Nursing BSN Program

**Faculty:** Marcinek (Chairperson), O'Connor, Palko, Shelapinsky, Stefanik

### Purpose

California University's Nursing Department offers an upper-division program leading to a Bachelor of Science in Nursing for registered nurses from associate degree and diploma programs. The program is accredited by the Commission on Collegiate Nursing Education.

The RN/BSN program is designed to provide the graduate with an educational foundation in the arts and sciences as well as nursing, to serve as a basis for graduate education and as a commitment for lifelong learning. Additionally, the program assists the RN with the synthesis of theories and research findings into the role of the professional nurse, and builds upon the RN's competencies in nursing by providing increasingly complex experiences in a variety of settings.

### Requirements

Eligibility to register for upper-division nursing courses requires that students be graduates of an NLNAC accredited associate degree or diploma program, have current licensure as an RN in the Commonwealth of Pennsylvania, and complete the Entry Level Portfolio. Specific information concerning these requirements is available in the Nursing Department. All of the graduation requirements of the university apply to the Nursing program. In addition, a minimum grade of "C" is required in each upper-division nursing course.

Students may complete the BSN program on the California University campus, at the Southpointe Center, or at the Community College of Allegheny County– South Campus.

### Bachelor of Science in Nursing — 120 Credits

The Academic Passport recognizes 30 credits of general education from the basic nursing program (if academic credits were awarded). Students with more than 30 credits may transfer the additional coursework as appropriate to meet program requirements. Students with fewer than 30 credits of general education must meet with an academic advisor to determine courses needed for graduation. Registered nurses receive 30 credits in nursing upon admission to the BSN program. Fifteen additional credits will be awarded through the student's portfolio evaluation.

Freshman Year and Sophomore Year

Associate OR Diploma program in Nursing- should include English Comp. I and II, Anatomy and Physiology I and II, Microbiology, and 6 credits in the Social Sciences.

Junior Year

#### Fifth Semester

\*NUR 350 Health Assessment

\*\*Humanities

\*NUR 330 Philosophy of Professional Nursing

\*\*Communications

12 credits

3 crs.

3 crs.

3 crs.

3 crs.

#### Sixth Semester

\*\*Computer Science Course

\*NUR 370 Methods of Nursing Research

12 credits

3 crs.

3 crs.

*NUR 375 Leadership & Change in Nursing	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>14 credits</u>
**MAT 215 Stat. OR MAT 225 Bus. Stat.	3 crs.
*NUR 410 Research Utilization in Nursing	2 crs.
*NUR 470 Family Health Nursing	6 crs.
300 or 400 Level Elective (if needed)	3 crs.
<u>Eighth Semester</u>	<u>13 credits</u>
*NUR 450 Trends & Issues in Nursing	3 crs.
*NUR 475 Community Health Nursing	6 crs.
*NUR 485 Professional Development	1 crs.
300 or 400 Level Elective (if needed)	3 crs.
* Required major and related courses.	
** Required and recommended General Education courses.	

### **School Nurse Certification**

The School Nurse Certification program is offered jointly through the College of Education and Human Services and the Department of Nursing. The registered nurse who completes the School Nurse Certification program will have the ability to apply the knowledge and skills obtained in the BSN program in meeting the health care needs of children in elementary and secondary school settings. Students who successfully complete the program are eligible to apply for the School Nurse Certificate (Education Specialist I) issued by the Pennsylvania Department of Education.

RN/BSN students may complete the 15 required credits for certification while they complete the BSN major. Registered nurses who have previously earned a BSN must complete a minimum of the 15 required credits.

In order to participate in the school nurse practicum experience, the student must provide evidence of: current licensure as a registered nurse in Pennsylvania, current CPR certification, first aid certification, physical exam including tuberculin testing or chest X-ray, attendance at OSHA in-service on universal precautions, professional liability insurance, and Child Abuse and Criminal Record Clearance forms.

**Requirements for Admission**- Eligibility for the School Nurse Certification program includes graduation from an accredited BSN program (or enrollment in California's BSN); 3 credits English Composition; 3 credits literature; 6 credits college-level math.

<b>Certification Requirements (15 credits)</b>	
EDF 290 Policy Studies in Amer. Educ.	3 crs.
ESP 501 Intro. to the Exceptional Child	3 crs.
NUR 406 School Health Nursing	6 crs.
PSY 208 Educational Psychology	3 crs.

# Philosophy

Faculty: Hoy (Chairperson), Burns

## Purpose

The word “philosophy” comes from two Greek words that mean love (phileo) and wisdom (sophia), and throughout much of history anyone who sought knowledge was called a philosopher. Philosophy students study the historical development of theories about the nature of knowledge, reality, and values, and they learn how to assess such theories. Students develop abilities to think logically, to explore issues from different perspectives, and to present their ideas effectively in writing.

## Programs

The philosophy major is a program of study covering the history of philosophy, logic, and issues in philosophy which might be grouped as ethical, epistemological, or metaphysical. The department also offers a minor in philosophy.

## Activities

The Philosophy Department advises the Philosophy Club, which gives students informal social opportunities for discussions, debates, and lectures. The Department also hosts topical lectures and forums.

## Careers

Philosophy majors go on to a variety of careers: law, ministry, teaching, civil service, management, to name a few. Indeed, the philosophy major is well suited for any career that values critical reasoning, logical problem solving, and an ability to look at issues from many perspectives. Increasingly the business world is looking for this kind of liberally educated person.

## Bachelor of Arts in Philosophy - 120 Credits

Please consult the description of the General Education Program in this catalog for a list of General Education Goals and Objectives and the courses included on the menus for the various goals.

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

### First Semester

*PHI 201 History of Ancient Philosophy	3 crs.
**UNI 100 First Year Seminar	1 cr.
**ENG 101 English Composition I	3 crs.
General Education courses	9 crs.

### Second Semester

*PHI 115 Logic and Language <u>OR</u> PHI 211 Formal Logic I	3 crs.
*PHI 206 16th to 18th Century Philosophy	3 crs.
**ENG 102 English Composition II	3 crs.
General Education Courses	6 crs.

Sophomore Year

<u>Third Semester</u>	<b>15 credits</b>
*PHI 225 Social and Political Philosophy	
<u>QR 370</u> Philosophy of Law	3 crs.
Gen. Educ., Minor, <u>QR</u> Elective Courses	12 crs.
<u>Fourth Semester</u>	<b>15 credits</b>
*PHI 320 Ethical Theory	3 crs.
Gen. Educ., Minor, <u>QR</u> Elective Courses	12 crs.
Junior Year	
<u>Fifth Semester</u>	<b>15 credits</b>
300 or 400-level Philosophy Electives	6 crs.
300 or 400-level Gen. Educ., Minor <u>QR</u> Elective Courses	9 crs.
<u>Sixth Semester</u>	<b>15 credits</b>
*PHI 325 Philosophy of Science <u>QR</u>	
PHI 405 Epistemology	3 crs.
Gen. Educ., Minor, <u>QR</u> Elective Courses	12 crs.
Senior Year	
<u>Seventh Semester</u>	<b>15 credits</b>
*PHI 410 Metaphysics <u>QR</u> PHI 415	
Philosophy of Mind	3 crs.
300 or 400-level Philosophy Elective	3 crs.
300 or 400-level Gen. Educ., Minor <u>QR</u> Elective Courses	9 crs.
<u>Eighth Semester</u>	<b>15 credits</b>
300 or 400-level Philosophy Elective	3 crs.
300 or 400-level Gen. Educ., Minor, <u>QR</u> Elective Courses	12 crs.
* Required major and related courses.	
** Required and recommended General Education courses.	

**Minor in Philosophy – 21 credits**

Required Courses (9 credits): **PHI 115** QR 211, 201, 206

Philosophy Electives (12 credits): select Philosophy courses at the 300-400 level.

**NOTE**

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**



## Psychology

**Faculty:** S. Lonich (Chairperson), Adair, Cavasina, Ditkoff, John, Martin, Mason, Regeth, Scott, Sweeney, Sweitzer, Toth

### Purpose

Psychology is one of the social/behavioral sciences engaged in the systematic study of behavior and mental processes. Psychology focuses on the study and explanation of patterns of individual behavior, thoughts and emotions. It does so from a variety of perspectives that emphasize intrapersonal and interpersonal, social and physiological factors. The field of psychology seeks to understand individual behavior and use that information to assist people in living more adjusted and fulfilling lives.

### Programs

The department offers the Bachelor of Arts in Psychology degree with two concentrations: General Psychology and Industrial/Organizational Psychology. Within the General Psychology concentration there are options for students interested in counseling and mental health care careers, or educational, child, or developmental psychology. Industrial/Organizational Psychology is the research and applied specialty concerned with implementing the principles of psychology to business. It is the major for students interested in human resource management careers.

Minors in Psychology and Industrial/Organizational Psychology are also offered to students in other programs.

### Honor and Professional Societies

Qualified majors can join Psi Chi, the national honor society. The department also sponsors a Psychology Club which hosts guest speakers, organizes trips to conferences of professional interest, and provides career and employment information.

### Careers

Traditionally, psychologists have been employed in universities, schools and clinics. Today, more than ever before, they can be found working in businesses, hospitals, private practice, courtrooms, sports competitions, police departments, government agencies, private laboratories, the military and other settings.

A student with a concentration in Industrial/Organizational Psychology can find employment in personnel resource management. Students will be prepared to do personnel recruitment, training, testing, and supervision. Many career opportunities in psychology, however, require an advanced degree.

### Bachelor of Arts in Psychology - 120 Credits\*: Both Concentrations

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### Psychology Concentration

Freshman Year

##### First Semester

\*\*ENG 101 English Composition I

\*PSY 100 General Psychology

\*\*UNI 100 First Year Seminar

General Education Courses

16 credits

3 crs.

3 crs.

1 cr.

9 crs.

<u>Second Semester</u>	<b>15 credits</b>
**ENG 102 English Composition II	3 crs.
Psychology Content Course	3 crs.
General Education Courses	9 crs.
Sophomore Year	
<u>Third Semester</u>	<b>15 credits</b>
*PSY 220 Descriptive Statistics in Psychology	3 crs.
General Education, Minor <u>OR</u> Elective Courses	12 crs.
<u>Fourth Semester</u>	<b>15 credits</b>
*PSY 331 Inferential Statistics in Psychology	3 crs.
*PSY 345 History and Systems of Psychology	3 crs.
Psychology Content Course	3 crs.
General Education, Minor <u>OR</u> Elective Courses	6 crs.
Junior Year	
<u>Fifth Semester</u>	<b>15 credits</b>
*PSY 340 Psychological Testing	3 crs.
Psychology Content Course (300 or 400 level)	3 crs.
General Education, Minor <u>OR</u> Elective Courses	9 crs.
<u>Sixth Semester</u>	<b>15 credits</b>
PSY 360 Experimental Psychology	3 crs.
PSY 400 Abnormal Psychology	3 crs.
General Education, Minor <u>OR</u> Elective Courses (300 or 400 level)	9 crs.
Senior Year	
<u>Seventh Semester</u>	<b>15 crs.</b>
Psychology Content Course (300 or 400 level)	3 crs.
300 or 400 Level General Education, Minor <u>OR</u> Elective Courses	12 crs.
<u>Eighth Semester</u>	<b>15 credits</b>
*PSY 520 Senior Capstone Seminar	3 crs.
Psychology Content Course (300 or 400 level)	3 crs.
General Education, Minor <u>OR</u> Elective Courses (300 or 400 level)	9 crs.
(48 of the 120 credits must include 300 or 400 level courses.)	
<b>Industrial/Organizational Psychology Concentration</b>	
Freshman Year	
<u>First Semester</u>	<b>16 credits</b>
*PSY 100 General Psychology	3 crs.
MAT 181 College Algebra	3 crs.
**UNI 100 First Year Seminar	1 cr.
**ENG 101 English Composition I	3 crs.
General Education courses	6 crs.
<u>Second Semester</u>	<b>15 credits</b>
*PSY 220 Descriptive Statistics	3 crs.
PSY 209 Industrial Psychology	3 crs.
**ENG 102 English Composition II	3 crs.
General Education Courses	
Sophomore Year	
<u>Third Semester</u>	<b>15 credits</b>
*PSY 211 Social Psychology	3 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	12 crs.

<u>Fourth Semester</u>	<u>15 credits</u>
*PSY 345 History and Systems of Psych.	3 crs.
*MGT 352 Human Resource Management	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.

Junior Year

<u>Fifth Semester</u>	<u>15 credits</u>
*PSY 340 Psychological Testing	3 crs.
*PSY 370 Interviewing Skills	3 crs.
*Related Elective [BUS 100, BUS 242, COM 250, ECO 100, <u>OR</u> ENG 211]	3 crs.
General Education, Minor <u>OR</u> Elective Courses (300 or 400 level)	6 crs.

Sixth Semester

*PSY 360 Experimental Psychology	3 crs.
*MGT 353 Compensation Management	3 crs.
*MGT 362 Labor Relations	3 crs.
*PSY 428 Advanced Industrial Psychology	3 crs.
General Education, Minor <u>OR</u> Elective Courses (300 or 400 level)	3 crs.

Senior Year

<u>Seventh Semester</u>	<u>15 credits</u>
General Education, Minor <u>OR</u> Elective Courses	15 crs.

Eighth Semester

General Education, Minor <u>OR</u> Elective Courses (300 or 400 level)	<u>15 credits</u>
* Required major and related courses	15 crs.
** Required or recommended General Education courses	

### **Minor in Psychology – 21 credits**

#### **Psychology Concentration**

Required: (9 credits): **PSY** 100, 220, and 305 OR 360

Electives: (6 credits): select one: **PSY** 205, 206, OR 207. Select one: **PSY** 208, 209, 211, OR 235

Select two 300- or 400-level Psychology Electives: (6 credits)

#### **Industrial Organizational Psychology Concentration**

Required: (21 credits) **PSY** 100, 209, 370, 428, **MGT** 352, 353, 362.

## Secondary Education and Administrative Programs

**Faculty:** Hepner (Chairperson), D.N. Campbell, Edwards, Gillette, Huffman, Lordon, Sapone, Zisk.

### Purpose

The Department of Secondary Education and Administrative Programs is responsible for the Secondary Education Program at the undergraduate level, the Master of Arts Teaching and the Principals and Superintendents Programs at the graduate level, and professional courses in the College of Education and Human Services and in the Graduate School.

The department is committed to educational reform and works in partnerships with a number of public schools. Through field experiences and student teaching, Secondary Education majors are expected to become involved in these teaching centers and in the activities of the department. All programs in the department are engaged in professional development. Periodic reviews of student progress including board review are part of that professional preparation as are long-term personal/professional relationships.

### Programs

Secondary certification is offered in Biology, Chemistry, Physics, Social Studies, Communications, English, Citizenship, Earth Science, Mathematics, and Modern Foreign Languages (French and Spanish). Technology Education is offered through the Department of Applied Engineering and Technology. Art certification is available for Art majors through a cooperative agreement with other area colleges. These opportunities are described more fully in the description of the department offering these majors.

Individuals with bachelor's degrees may become certified through the Certification Only Program taking those courses required for public school certification.

Secondary Education Majors are advised both in the Department of Secondary Education and Administrative Programs and in the department of their academic area.

All Pennsylvania teachers must pass the Praxis examinations for certification. A grade point average of 3.0 overall must be maintained to be admitted to and maintain good standing in the teacher education program.

### Bachelor of Science in Education:

#### Cert. in Biology in Secondary Schools (120 credits)

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### Freshman Year

##### First Semester

BIO 115 Principles of Biology	4 crs.
EDS 150 Introduction to Secondary Education	3 crs.
ENG 101 English Composition I	3 crs.
PSY 100 General Psychology	3 crs.
UNI 100 First Year Seminar	1 cr.

##### Second Semester

BIO 120 General Zoology	4 crs.
CHE 101 General Chemistry	4 crs.

ENG 102 English Composition II	3 crs.
MAT 199 Pre-Calculus	3 crs.
Humanities Literature Requirement	3 crs.
Sophomore Year	
<u>Third Semester</u>	<u>17 credits</u>
BIO 125 General Botany	4 crs.
CHE 102 General Chemistry II	4 crs.
EDS 200 Instructional Strategies I	3 crs.
MAT 281 Calculus I	3 crs.
General Education Course	3 crs.
<u>Fourth Semester</u>	<u>16 credits</u>
EDF 321 Schools and Values	3 crs.
EDU 310 Teaching in a Multicultural Society	3 crs.
HPE 105 Current Health Issues	3 crs.
PSY 208 Educational Psychology	3 crs.
EAS Earth Science Elective	4 crs.
Junior Year	
<u>Fifth Semester</u>	<u>13 credits</u>
EDF 301 Instructional Technology I	3 crs.
EDS 300 Field Experience in Secondary Education	3 crs.
PHY 121 General Physics I	4 crs.
General Education Course	3 crs.
<u>Sixth Semester</u>	<u>17 credits</u>
BIO 306 Human Anatomy	4 crs.
BIO 310 Ecology	4 crs.
EDF 302 Instructional Technology II	3 crs.
EDU 340 Mainstreaming the Exceptional Learner	3 crs.
General Education Course	3 crs.
Senior Year	
<u>Seventh Semester</u>	<u>14 credits</u>
BIO 318 Genetics	4 crs.
CHE 331 Organic Chemistry	4 crs.
EDS 400 Instructional Strategies II	3 crs.
EDS 467 Teaching Science (Fall only)	3 crs.
<u>Eighth Semester</u>	<u>12 credits</u>
EDS 461 Student Teaching and School Law	12 crs.

### **Bachelor Science in Education:**

#### **Certification in Chemistry for Secondary Schools (120 credits)**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### **Freshman Year**

<u>First Semester</u>	<u>14 credits</u>
CHE 101 General Chemistry I	4 crs.
ENG 101 English Composition I	3 crs.
MAT 199 Pre-Calculus	3 crs.
PSY 100 General Psychology	3 crs.
UNI 100 First Year Seminar	1 cr.
<u>Second Semester</u>	<u>17 credits</u>
CHE 102 General Chemistry II	4 crs.

ENG 102 English Composition II	3 crs.
EDS 150 Intro. to Secondary Education	3 crs.
PHY 101 General Physics I	4 crs.
Sophomore Year	
<u>Third Semester</u>	<u>17 credits</u>
CHE 261 Analytical Chemistry	4 crs.
CHE 331 Organic Chemistry	4 crs.
EDS 200 Instructional Strategies I	3 crs.
MAT 281 Calculus I	3 crs.
General Education Course	3 crs.
<u>Fourth Semester</u>	<u>18 credits</u>
CHE 281 Environmental Chemistry	4 crs.
CHE 305 Inorganic Chemistry	4 crs.
CHE 332 Organic Chemistry II	4 crs.
HPE 105 Current Health Issues	3 crs.
MAT 381 Calculus II	3 crs.
Junior Year	
<u>Fifth Semester</u>	<u>16 credits</u>
CHE 451 Physical Chemistry I	4 crs.
EDF 301 Instructional Technology I	3 crs.
EDU 310 Teaching in a Multicultural Society	3 crs.
PSY 208 Educational Psychology	3 crs.
General Education	3 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
CHE 361 Instrumental Methods	4 crs.
EDF 302 Instructional Technology II	3 crs.
EDS 300 Field Experience in Secondary Education	3 crs.
EDU 340 Mainstreaming the Exceptional Learner	3 crs.
Senior Year	
<u>Seventh Semester</u>	<u>13 credits</u>
CHE 368 Individual Work	3 crs.
EDS 400 Instructional Strategies II	3 crs.
EDS 467 Teaching Science (Fall only)	3 crs.
General Education Course	3 crs.
<u>Eighth Semester</u>	<u>12 credits</u>
EDS 461 Student Teaching and School Law	12 crs.

**Bachelor Science in Education in Physics:  
Certification for Secondary Schools (120 credits)**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

<u>First Semester</u>	<u>17 credits</u>
CHE 101 General Chemistry I	4 crs.
EDS 150 Introduction to Secondary Education	3 crs.
ENG 101 English Composition I	3 crs.
UNI 100 First Year Seminar	1 cr.
PSY 101 General Psychology	3 crs.
General Education Course	3 crs.

<u>Second Semester</u>	<u>17 credits</u>
CHE 102 General Chemistry II	4 crs.
ENG 102 English Composition II	3 crs.
MAT 199 Pre-Calculus	3 crs.
PHY 101 General Physics I	4 crs.
Humanities Literature Requirement	3 crs.
<u>Sophomore Year</u>	
<u>Third Semester</u>	<u>17 credits</u>
CHE 261 Analytical Chemistry I	4 crs.
CHE 331 Organic Chemistry I	4 crs.
EDS 200 Instructional Strategies I	3 crs.
General Education Course	3 crs.
<u>Fourth Semester</u>	<u>17 credits</u>
CHE 281 Environmental Chemistry	4 crs.
CHE 305 Inorganic Chemistry II	4 crs.
CHE 332 Organic Chemistry II	4 crs.
HPE 105 Current Health Issues	3 crs.
MAT 381 Calculus II	3 crs.
Junior Year	
<u>Fifth Semester</u>	<u>16 credits</u>
CHE 451 Physical Chemistry I	4 crs.
EDF 301 Instructional Technology	3 crs.
EDU 310 Teaching in a Multicultural Society	3 crs.
PSY 208 Educational Psychology	3 crs.
General Education Course	3 crs.
<u>Sixth Semester</u>	<u>13 credits</u>
CHE 361 Instrumental Methods	3 crs.
EDF 302 Instructional Technology	3 crs.
EDS 300 Field Experience in Secondary Education	3 crs.
EDU 340 Mainstreaming the Exceptional Learner	3 crs.
<u>Senior Year</u>	
<u>Seventh Semester</u>	<u>13 credits</u>
EDS 400 Instructional Strategies II	3 crs.
EDS 467 Teaching of Science (Fall only)	3 crs.
EDF 321 Schools and Values	3 crs.
CHE 368 Individual Work	1 cr.
General Education Course	3 crs.
<u>Eighth Semester</u>	<u>12 credits</u>
EDS 461 Student Teaching and School Law	12 crs.

### **Bachelor of Science in Education:**

#### **Certification in Communications for Secondary Schools (120 credits)**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### **Freshman Year**

<u>First Semester</u>	<u>16 credits</u>
COM 101 Oral Communications	3 crs.
EDS 150 Introduction to Secondary Education	3 crs.
ENG 101 English Composition I	3 crs.

MAT 110, 120 OR 130	3 crs.
PSY 100 General Psychology	3 crs.
UNI 100 First Year Seminar	1 cr.
<u>Second Semester</u>	<u>15 credits</u>
ENG 102 English Composition II	3 crs.
ENG 301 English Literature I OR ENG 302 English Literature II	3 crs.
THE 131 Fundamentals of Acting	3 crs.
General Education Course	3 crs.
Math Course	3 crs.
Sophomore Year	
<u>Third Semester</u>	<u>18 credits</u>
COM 142 Video Production I	3 crs.
COM 230 Argumentation and Debate	3 crs.
COM 224 Oral Interpretation OR THE 201 Voice and Interpretation	3 crs.
EDS 200 Instructional Technologies I	3 crs.
ENG 337 Survey of American Lit I or ENG 338 Survey of American Lit II	3 crs.
The 141 Stagecraft	3 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
EDF 321 Schools and Values	3 crs.
EDU 310 Teaching in a Multicultural Society	3 crs.
HPE 105 Current Health Issues	3 crs.
PSY 208 Educational Psychology	3 crs.
General Education Course	3 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
EDF 301 Instructional Technology I	3 crs.
EDS 300 Field Experience in Secondary Education	3 crs.
ENG 347 Introduction to Linguistics	3 crs.
ENG 372 Comp Theory and Teaching of Writing	3 crs.
THE 302 History of the Theatre OR THE 303 American Theatre History	3 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
EDF 302 Instructional Technology II	3 crs.
EDU 340 Mainstreaming the Exceptional Learner	3 crs.
ENG 345 English Grammar and Usage	3 crs.
THE 320 Fundamentals of Directing	3 crs.
THE 304 World Drama OR THE 306 Modern Drama	3 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
COM 490 Communication Theory	3 crs.
COM 445 Radio/TV in a Free Society	3 crs.
EDS 400 Instructional Strategies II	3 crs.
EDS 440 Teaching of English (Fall only)	3 crs.
THE 305 Shakespeare in the Theatre OR ENG 425 Shakespeare	3 crs.
<u>Eighth Semester</u>	<u>12 credits</u>
EDS 461 Student Teaching and School Law	12 crs.

### **Certification in English for Secondary Schools (120 credits)**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year



<u>First Semester</u>	<u>16 credits</u>
EDS 150 Introduction to Secondary Education	3 crs.
ENG 101 English Composition I	3 crs.
ENG 301 English Literature I	3 crs.
MAT 110 Applications of Math, MAT 120 Elementary Topics in Math I OR	
MAT 130 Elementary Topics in Math II	3 crs.
PSY 100 General Psychology	3 crs.
UNI 100 First Year Seminar	1 cr.
<u>Second Semester</u>	<u>15 credits</u>
COM 101 Oral Communications	3 crs.
ENG 102 English Composition II	3 crs.
ENG 302 English Literature II	3 crs.
Mathematics Elective	3 crs.
General Education Course	3 crs.
Sophomore Year	
<u>Third Semester</u>	<u>18 credits</u>
COM 230 Argumentation and Debate	3 crs.
EDS 200 Instructional Strategies	3 crs.
ENG 337 Survey of American Literature I	3 crs.
ENG 346 History of the American Language	3 crs.
HPE 105 Current Health Issues	3 crs.
General Education Course	3 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
EDU 310 Teaching in a Multicultural Society	3 crs.
ENG 302 English Literature II	3 crs.
ENG. 345 English Grammar and Usage	3 crs.
PSY 208 Educational Psychology	3 crs.
General Education Course	3 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
EDF 301 Instructional Technology I	3 crs.
EDF 321 Schools and Values	3 crs.
EDS 300 Field Experience in Secondary Education	3 crs.
ENG 371 Critical Theory & the Teaching of Literature	3 crs.
World Literature Elective	3 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
EDF 302 Instructional Technology II	3 crs.
EDU 340 Mainstreaming the Exceptional Learner	3 crs.
ENG 347 Introduction to Linguistics	3 crs.
ENG 372 Composition Theory & Teaching of Writing	3 crs.
300 or 400 Level Literature Elective	3 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
EDS 400 Instructional Strategies II	3 crs.
EDS 440 Teaching English (Fall only)	3 crs.
ENG 375 Advanced Writing	3 crs.
ENG 425 Shakespeare	3 crs.
300 or 400 Level Literature Elective	3 crs.
<u>Eighth Semester</u>	<u>12 credits</u>
EDS 461 Student Teaching & School Law	12 crs.

**Bachelor of Science in Education:****Certification in Citizenship for Secondary Schools (120 credits)**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

**Freshman Year****First Semester****16 credits**

EDS 150 Introduction to Secondary Education	3 crs.
ENG 101 English Composition I	3 crs.
HIS 101 History of the U.S. to 1877	3 crs.
PSY 100 General Psychology	3 crs.
UNI 100 First Year Seminar	1 cr.
General Education Course	3 crs.

**Second Semester****15 credits**

ENG 102 English Composition II	3 crs.
ENG Humanities Literature Requirement	3 crs.
GEO 100 Introduction to Geography	3 crs.
HIS 102 History of the U.S. since 1877	3 crs.
MAT 110, 120 or 130	3 crs.

**Sophomore Year****Third Semester****18 credits**

ECO 201 Introduction to Microeconomics	3 crs.
EDS 200 Instructional Strategies	3 crs.
HIS 104 History of Western Soc. to 1740	3 crs.
HIS 106 History of Western Society since 1740	3 crs.
Mathematics Elective	3 crs.
General Education Course	3 crs.

**Fourth Semester****15 credits**

ECO 202 Introductory Macroeconomics	3 crs.
EDU 310 Teaching in a Multicultural Society	3 crs.
HPE 105 Current Health Issues	3 crs.
POS 100 Introduction to Political Science	3 crs.
PSY 208 Educational Psychology	3 crs.

**Junior Year****Fifth Semester****15 credits**

EDS 300 Field Experience in Secondary Education	3 crs.
EDU 340 Mainstreaming the Exceptional Learner	3 crs.
EDF 301 Instructional Technology I	3 crs.
GEO 220 Geography of US and Pennsylvania	3 crs.
HIS 240 History of the Cold War	3 crs.

**Sixth Semester****15 credits**

EDF 302 Instructional Technology II	3 crs.
EDF 321 Schools and Values	3 crs.
GEO 328 Geography of Latin America	3 crs.
POS 105 American Politics	3 crs.
General Education Course	3 crs.

**Senior Year****Seventh Semester****14 credits**

EDS 400 Instructional Strategies II	3 crs.
EDS 445 Teaching of Citizenship (Fall only)	3 crs.
GEO 338 Geography of the Pacific Basin	3 crs.

HIS 347 History of Race & Ethnicity in the US	3 crs.
General Education Course	3 crs.
<u>Eighth Semester</u>	<u>12 credits</u>
EDS 461 Student Teaching & School Law	12 crs.

### **Bachelor Science in Education:**

#### **Certification in Earth Science for Secondary Schools (120 credits)**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### Freshman Year

<u>First Semester</u>	<u>16 credits</u>
ENG 101 English Composition I	3 crs.
UNI 100 First Year Seminar	1 cr.
EAS 100 Introduction to Earth Science	3 crs.
MAT 199 Pre-Calculus	3 crs.
PSY 100 General Psychology	3 crs.
General Education Course	3 crs.

<u>Second Semester</u>	<u>15 credits</u>
EAS 131 Introduction to Environmental Geology	3 crs.
EAS 163 Introduction to Oceanography	3 crs.
EDS 150 Introduction to Secondary Education	3 crs.
ENG 102 English Composition II	3 crs.
ENG Humanities Literature Requirement	3 crs.

#### Sophomore Year

<u>Third Semester</u>	<u>16 credits</u>
CHE 101 General Chemistry I	4 crs.
EDS 200 Instructional Strategies I	3 crs.
MAT 281 Calculus	3 crs.
PHS 137 Introduction to Environmental Chemistry	3 crs.
PHS 145 Astronomy	3 crs.

<u>Fourth Semester</u>	<u>16 credits</u>
EAS 200 Historical Geology	4 crs.
EDU 210 Teach. in a Multicultural Society	3 crs.
HPE 105 Current Health Issues	3 crs.
PSY 208 Educational Psychology	3 crs.
General Education Course	3 crs.

#### Junior Year

<u>Fifth Semester</u>	<u>15 credits</u>
EAS 202 Hydrology	3 crs.
EAS 241 Meteorology	3 crs.
EDF 301 Instructional Technology I	3 crs.
EDS 300 Field Experience in Sec. Educ.	3 crs.
General Education Course	3 crs.

<u>Sixth Semester</u>	<u>16 credits</u>
EAS 300 or 400 level Geology or Hydrology Course	3 crs.
EDF 302 Instructional Technology II	3 crs.
EDF 321 Schools and Values	3 crs.
GEO 240 Human Ecology	3 crs.
PHY 121 General Physics	4 crs.

#### Senior Year

<u>Seventh Semester</u>	<u>15 credits</u>
EAS 300 or 400 level Atmos/Geo/Hydro	3 crs.
EAS 300 or 400 level Atmospheric	3 crs.
EDS 400 Instructional Strategies	3 crs.
EDS 467 Teaching of Science (Fall only)	3 crs.
EDU 340 Mainstream. Except. Child	3 crs.
<u>Eighth Semester</u>	<u>12 credits</u>
EDS 461 Student Teaching & School Law	12 crs.

**Geo/Hydro Science Option:** EAS 302, 331, 332, 402, 421, 422, 425, 527, 538, 541, 548.

**Atmospheric Science Option:** EAS 323, 340, 342, 346, 365, 449, 414, 445, 465, 542.

**Bachelor of Science in Education in Mathematics:  
Certification for Secondary Education (120 credits)**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

<u>First Semester</u>	<u>16 credits</u>
ENG 101 English Composition I	3 crs.
EDS 150 Intro. to Secondary Education	3 crs.
MAT 199 Pre-Calculus	3 crs.
PSY 101 General Psychology	3 crs.
UNI 100 First Year Seminar	1 cr.
General Education Course	3 crs.

<u>Second Semester</u>	<u>15 credits</u>
ENG 102 English Composition II	3 crs.
ENG Humanities Literature Requirement	3 crs.
MAT 215 Statistics	3 crs.
General Education Courses	6 crs.

Sophomore Year

<u>Third Semester</u>	<u>18 credits</u>
EDS 200 Instructional Strategies I	3 crs.
MAT 272 Discrete Mathematics	3 crs.
MAT 281 Calculus I	3 crs.
General Education Course	3 crs.

<u>Fourth Semester</u>	<u>15 credits</u>
EDF 321 Schools and Values	3 crs.
EDU 310 Teaching in a Multicultural Society	3 crs.
HPE 105 Current Health Issues	3 crs.
MAT 282 Calculus II	3 crs.
PSY 208 Educational Psychology	3 crs.

Junior Year

<u>Fifth Semester</u>	<u>15 credits</u>
EDF 301 Instructional Technology I	3 crs.
EDS 300 Field Exper. in Secondary Education	3 crs.
MAT 341 Linear Algebra I	3 crs.
MAT 381 Calculus III	3 crs.

MAT 305 Theory of Equations	3 crs.
<b><u>Sixth Semester</u></b>	<b><u>18 credits</u></b>
EDF 302 Instructional Technology II	3 crs.
EDU 340 Mainstreaming Exceptional Learners	3 crs.
MAT 303 Geometry	3 crs.
MAT 304 History of Mathematics	3 crs.
MAT 351 Abstract Algebra I	3 crs.
General Education Course	3 crs.
Senior Year	
<b><u>Seventh Semester</u></b>	<b><u>14 credits</u></b>
EDS 400 Instructional Strategies II	3 crs.
EDS 460 Teaching of Mathematics	3 crs.
MAT 400 Mathematical Modeling	3 crs.
MAT 461 Statistical Modeling	3 crs.
MAT Mathematics Elective	3 crs.
<b><u>Eighth Semester</u></b>	<b><u>12 credits</u></b>
EDS 461 Student Teaching & School Law	12 crs.

**Bachelor of Science in Education:**

**Certification in French [Spanish] for Secondary Schools (120 credits)**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year

<b><u>First Semester</u></b>	<b><u>16 credits</u></b>
EDS 150 Introduction to Secondary Education	3 crs.
ENG 101 English Composition I	3 crs.
FRE [SPN] 203 Intermediate I	3 crs.
MAT General Education Course	3 crs.
PSY 100 General Psychology	3 crs.
UNI 100 First Year Seminar	1 cr.

<b><u>Second Semester</u></b>	<b><u>15 credits</u></b>
ENG 102 English Composition II	3 crs.
ENG Humanities Literature Requirement	3 crs.
FRE [SPN] 204 Intermediate II	3 crs.
MAT General Education Course	3 crs.
General Education Course	3 crs.

Sophomore Year

<b><u>Third Semester</u></b>	<b><u>18 credits</u></b>
EDS 200 Instructional Strategies	3 crs.
FRE [SPN] 311 Conversation and Phonetics	3 crs.
FRE [SPN] 421 Survey of Literature I	3 crs.
HPE 105 Current Health Issues	3 crs.
General Education Courses	6 crs.

<b><u>Fourth Semester</u></b>	<b><u>15 credits</u></b>
EDU 210 Teaching in a Multicultural Society	3 crs.
FRE [SPN] 312 Conversation and Phonetics II	3 crs.
FRE [SPN] 422 Survey of Literature II	3 crs.
PSY 208 Educational Psychology	3 crs.

General Education Course	3 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
EDS 300 Field Exper. in Secondary Educ.	3 crs.
EDF 301 Instructional Technology I	3 crs.
EDF 321 Schools and Values	3 crs.
French [Spanish] Culture course	3 crs.
SPN [FRE] Second Language Course	3 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
EDF 302 Instructional Technology II	3 crs.
EDU 340 Mainstreaming the Exceptional Learner	3 crs.
French [SPN] Culture course	3 crs.
SPN [FRE] Second Language Course	3 crs.
General Education Course	3 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
EDS 400 Instructional Strategies II	3 crs.
EDS 466 Teaching Modern Languages	3 crs.
FRE [SPN] 401 Advanced Composition, Grammar & Stylistics	3 crs.
FRE [SPN] 450 Foreign Language Colloquium	3 crs.
General Education Elective	3 crs.
<u>Eighth Semester</u>	<u>12 credits</u>
EDS 461 Student Teaching & School Law	12 crs.
Studies in French Culture (French Majors Only): FRE 340, 341, 342, 343, 344, 345, 346.	
Studies in Spanish Culture (Spanish Majors Only): SPN 244, 342, 345, 346, 348, 349, 350	

For **Art Certification**, see the **Department of Art and Design** section of this catalog.

For **Technology Education Certification**, see the **Department of Applied Engineering and Technology** section of this catalog.

## NOTE

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**

# Sociology

Faculty: E. Jones (Chairperson), Barber, Schweiker

## Purpose

Sociology is the systematic study of all features of group life beginning with family and extending to global arrangements.

The primary purpose of the Sociology Program is to prepare students for graduate work in Sociology or a related Social Science advanced degree. The sociology program is also a strong liberal arts major which provides its graduates with the necessary skills for entry level positions requiring knowledge of human behavior. Our graduates hold positions in community agencies at the local, national, and international level; non-profit organizations; trade associations; labor unions; foundations; and small and large corporations.

## Programs

In addition to the B.A. in Sociology and a minor in Sociology, the department, in conjunction with the College of Education and Human Services, provides a teacher certification program for those interested in teaching the social sciences in secondary schools. The department also works with the Women's Studies Program and offers a selection of courses on gender issues in social institutions and social movements.

## Honor Societies and Organizations

Students in the sociology program are eligible for membership in Pi Gamma Mu, the social science honor society, Alpha Kappa Delta, the honor society for sociology, the Sociology Club, and the student section of the American Sociological Association (ASA).

## Careers

Students with an undergraduate degree in sociology find work in a variety of social settings. Material published by the American Sociological Association indicate that sociologists pursue careers in teaching and research in universities, federal, state, and local government, corporations, and small business and non-profit organizations.

## Bachelor of Arts in Sociology — 120 Credits

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

### Freshman Year

#### First Semester

\*SOC 100 Principles of Sociology

16 credits

3 crs.

\*\*UNI 100 First Year Seminar

1 cr.

\*\*ENG 101 English Composition I

3 crs.

General Education Courses

9 crs.

#### Second Semester

15 credits

\*SOC 210 Social Stratification

3 crs.

\*Sociology Elective

3 crs.

\*\*ENG 102 English Composition II

3 crs.

General Education Courses

6 crs.

Sophomore Year	
<u>Third Semester</u>	<u>15 credits</u>
*Sociology Elective	3 crs.
*Social Institutions Elective	3 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
*Sociology Elective	3 crs.
*Social Institutions Elective	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*SOC 305 Symbolic Interactionism	3 crs.
*Social Institutions Elective	3 crs.
Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
*Social Institutions Elective	3 crs.
*PSY 225 Psychological Statistics	3 crs.
300 or 400 Level Gen. Educ., Minor, <u>OR</u> Elective Courses	9 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*SOC 410 Social Theory & Society	3 crs.
*SOC 415 Social Science Research Methods	3 crs.
300 or 400 Level Gen. Educ., Minor <u>OR</u> Elective Courses	9 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
*Sociology Elective	3 crs.
Gen. Educ., Minor, <u>OR</u> Elective Courses	12 crs.
* Required major and related courses.	
** Required and recommended General Education courses.	

### **Bachelor of Arts in Sociology, Applied Concentration — 120 Credits**

The applied concentration in sociology is geared to the student who wishes to pursue a career in research in applied settings and who seeks practical experience using sociological concepts, methods and theory. Students are required to take nine credits in social research methods, statistics, and a six-credit internship in the second semester of their senior year.

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

Freshman Year	
<u>First Semester</u>	<u>16 credits</u>
*SOC 100 Principles of Sociology	3 crs.
**UNI 100 First Year Seminar	1 cr.
**ENG 101 English Composition I	3 crs.
General Education Courses	9 crs.
<u>Second Semester</u>	<u>15 credits</u>
*SOC 210 Social Stratification	3 crs.
*Sociology Elective at 210 level	3 crs.
*Sociology Elective at 200 level	3 crs.
**ENG 102 English Composition II	3 crs.
General Education Courses	6 crs.
Sophomore Year	



<u>Third Semester</u>	<u>15 credits</u>
MAT 215 Statistics	3 crs.
SOC 203 Applied Sociology	3 crs.
*Sociology Elective at 200 level	3 crs.
General Education Courses	6 crs.
<u>Fourth Semester</u>	<u>15 credits</u>
GEO 217 Demographic Analysis	3 crs.
*Sociology Elective 200 or 300 level	3 crs.
General Education Course with lab	3 crs.
General Education or Elective Course	3 crs.
Junior Year	
<u>Fifth Semester</u>	<u>15 credits</u>
*Sociology Electives 300 level	6 crs.
300 or 400 level General Education Course	3 crs.
Elective Courses	3 crs.
<u>Sixth Semester</u>	<u>15 credits</u>
*SOC 410 Social Theory & Society	3 crs.
*300 or 400 level Sociological Elective	3 crs.
300 or 400 level General Education Elective	3 crs.
Elective Courses	6 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*SOC 415 Social Science Research Methods	3 crs.
300 or 400 Level General Education Course	3 crs.
Sociology Elective	3 crs.
Elective Courses	6 crs.
<u>Eighth Semester</u>	<u>15 credits</u>
SOC 425 Evaluation Research	3 crs.
SOC 429 Sociological Internship	6 crs.
Sociology Elective	3 crs.
Elective Course	3 crs.
* Required major and related courses.	
** Required and recommended General Education courses.	

### **Bachelor of Arts in Social Sciences–120 credits**

General Education (48-51 credits, 15 credits in 300 or 400-level courses)

Please consult the description of the General Education Program in this catalog for a list of General Education Goals and Objectives and the courses included on the menus for the various goals.

Major (42 credits)

Lower Division Courses (21 credits): students must complete a 100 or 200 level course from each of the following disciplines: ANT, ECO, GEO, POS, PSY, HIS and SOC.

Upper Division Courses (21 credits): students must complete a 300 or 400 level course from each of the following disciplines: ANT, ECO, GEO, POS, PSY, HIS and SOC.

Electives ( 30 credits)

**Bachelor of Science in Education:**

**Cert. in Comprehensive Social Studies for Secondary Schools (120 credits)**

Please see **Department of Secondary Education and Administrative Programs** section of this catalog.

**Minor in Sociology – 21 credits**

Required (12 credits): SOC 100, (210 OR 315), (165 OR 216 OR 225), 240, 415.

Sociology Electives (9 credits): select three of the following: SOC 305, 310, 330, 410, 495.

**NOTE**

**For all freshman students entering Fall 2004  
and after, 40 percent of the credits  
required to complete their program  
(a minimum of 48 credits) must be taken  
in 300 or 400-level courses.**

## Social Work

Faculty: Christopher (Chairperson), Barksdale, E. Brown, Hayden, Perry-Burney, Smiley, Tata, Twiss, Wass, Willison.

### Programs

The Social Work Program is accredited by the Council on Social Work Education.

The program's objectives are:

- to provide the student with generalist skills for entry into beginning social work practice in a variety of agencies and human service settings;
- to prepare students for entrance into graduate programs of social work and related professional schools;
- to contribute to the general college education non-social work majors by helping students understand social welfare needs, services, and issues relevant to a modern industrial democracy; and
- to contribute to the provision of social welfare services and to the social work profession through service, research and continuing education.

The **Social Work Program** does not give credit for life experience or previous work experience in field practicum or professional foundation areas.

### Careers

Graduates of the Social Work Program are eligible for membership in the National Association of Social Workers and for advanced standing in most accredited graduate social work programs. This degree provides career opportunities in a variety of human service settings including government agencies, mental and/or behavioral health care facilities, hospitals and out-patient health care agencies, schools, drug and alcohol programs, prisons and other legal settings, family service agencies, etc. Social Workers provide direct or indirect services on behalf of individuals, families, groups, and communities.

### Bachelor of Science in Social Work - 120 Credits

Full admission into the upper division skills classes of the Social Work Program requires that the student apply for degree candidacy after they have (1) completed a minimum of 50 credit hours; (2) completed SOW 150, ENG 101, and ENG 102 with a minimum grade of C; (3) achieved an overall GPA of 2.0; (4) documented the completion of 50 volunteer hours at a human service agency or worked in a human service setting; and (5) submitted a typed essay. Students need to maintain a 2.5 GPA in the major to remain in good standing and to graduate from the program.

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

### Freshman Year

#### First Semester

	<u>16 credits</u>
**ENG 101 English Composition I	3 crs
**UNI 100 First Year Seminar	1 cr
**PSY 100 General Psychology	3 crs
SOW 150 Introduction to Social Work	3 crs.
General Education Courses	6 crs

<u>Second Semester</u>	<u>15 credits</u>
**ENG 102 English Composition II	3 crs
**SOC 100 Principles of Sociology	3 crs
*SOW 330 Child Welfare <u>OR</u> SOW 306 Social Work in Rural Envir	3 crs
General Education Courses	6 crs
<b>Sophomore Year</b>	
<u>Third Semester</u>	
*SOW 301 Social Work Interviewing	3 crs
*SOW 308 Minority Group Relations	3 crs
*SOW 315 Human Growth and Behavior I	3 crs
General Education Courses	6 crs
<u>Fourth Semester</u>	<u>15 credits</u>
*SOW 316 Human Growth and Behavior II	3 crs
*SOW 320 Hist. and Philos. of Soc. Welfare	3 crs
*Social Work Elective ( <b>SOW</b> 306, 330, 340, 350, 364, 410, <u>OR</u> 495)	3 crs
General Education Courses	6 crs
<b>Junior Year</b>	
<u>Fifth Semester</u>	<u>15 credits</u>
*SOW 302 Micro Practice	3 crs
*SOW 303 Human Sexuality & Society	3 crs
*SOW 366 Policy Analysis/Service Delivery	3 crs
*Social Work Elective (see above)	3 crs
General Education Course	3 crs
<u>Sixth Semester</u>	<u>15 credits</u>
*SOW 348 Mezzo Practice Methods	3 crs
*SOW 370 Social Change	3 crs
*Social Work Elective (see above)	3 crs
Free Electives	6 crs
<b>Senior Year</b>	
<u>Seventh Semester</u>	<u>15 credits</u>
*SOW 349 Macro Practice Methods	3 crs
*SOW 405 Social Work Research Methods	3 crs
*Social Work Electives (see above)	3 crs
General Education Courses	6 crs
<u>Eight Semester</u>	<u>14 credits</u>
*SOW 419 Social Work Practicum I	6 crs
*SOW 420 Social Work Practicum II	6 crs
General Education Courses	2 crs

\*Required major and related courses

\*\*Required and recommended General Education courses

## Special Education

**Faculty:** Koury (Chairperson), Belch, Lazor, Seman.

### Purpose

The Department of Special Education, accredited by the National Council for Accreditation of Teacher Education (NCATE), offers programs leading to the baccalaureate degree with a major in Special Education. Students in either Early Childhood or Elementary Education may pursue a dual major in Special Education. Graduates of these dual-major programs receive certification in both Early Childhood or Elementary Education and Special Education.

Special Education programs, leading to the Pennsylvania Instructional Level I certification, entitle the graduate to teach children with the following disabilities: mental retardation, learning disability, physical handicaps, emotional disturbance, and brain damage.

### Careers

The field of Special Education, both within Pennsylvania and nationally, continues to grow, providing excellent professional career opportunities. Graduates of the Special Education program are qualified to assume several professional roles including: special education classroom teacher, resource room teacher, homebound instruction teacher, hospital teacher, and a variety of roles in sheltered workshops and community-living arrangements for adults with disabilities. Teachers trained in Early Childhood or Special Education will be able to provide excellent resource services to both children and the other staff members of an elementary school.

### Bachelor of Science in Education:

#### Comprehensive Special Education - 120 Credits

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

#### Freshman Year

##### First Semester

**ENG 101 English Composition I	15 credits
*ESP 101 Exceptional Child I	3 crs.
*ESP 301 Behavior Principles I	4 crs.
**UNI 100 First Year Seminar	4 crs.
General Education Courses	1 cr.

##### Second Semester

**ENG 102 English Composition II	3 crs.
*ESP 200 Exceptional Child II	4 crs.
*ESP 401 Behavior Principles II	4 crs.
*PSY 100 General Psychology	3 crs.
General Education Courses	3 crs.

#### Sophomore Year

##### Third Semester

*PSY 207 Developmental Psychology	15 credits
General Education <u>QR</u> Elective Courses	3 crs.

##### Fourth Semester

*Elem. Educ. <u>QR</u> Early Childhood Educ.	15 credits
Elective ( <u>ECE</u> 304, <u>EDE</u> 211, 300, 305, 306, 307, 311, 330, <u>QR</u> 340)	3 crs.

*PSY 208 Educational Psychology	3 crs.
General Education <u>OR</u> Elective Courses	9 crs.
Junior Year	
<u>Fifth Semester</u>	<u>16 credits</u>
*EDF 301 Computers for Teachers	3 crs.
*ESP 502 Educ. of Severe./Profound. Hand.	4 crs.
*Elem. Educ. <u>OR</u> Early Childhood Educ.	
Elective (see above)	3 crs.
300 or 400 Level General Education <u>OR</u> Elective Courses	6 crs.
<u>Sixth Semester</u>	<u>16 credits</u>
*EDF 290 Policy Studies in Amer. Educ.	3 crs.
*EDF 302 Applied Instructional Technology	3 crs.
*EDU 210 Teach. in a Multicultural Society	3 crs.
*ESP 503 Diagnost. Testing/Prescrip. Teach.	4 crs.
300 or 400 Level General Education <u>OR</u> Elective Courses	3 crs.
Senior Year	
<u>Seventh Semester</u>	<u>15 credits</u>
*ESP 504 Curriculum Plan. and Methods I	4 crs.
*ESP 505 Curriculum Plan. and Methods II	4 crs.
*ESP 506 Habilitation Training	4 crs.
300 or 400 Level General Education <u>OR</u> Elective Courses	3 crs.
<u>Eighth Semester</u>	<u>12 credits</u>
*ESP 461 Student Teaching	12 crs.
* Required major and related courses	
** Required and recommended General Education courses	

**Bachelor of Science in Education: Special Education & Early Childhood Education (Dual Major) AND Special Education & Elementary Education (Dual Major) - 145 Credits**

The dual major is a five-year program that may be completed in four years by completing a minimum of nine credits each summer. To satisfy certification requirements, students in this teacher education program also need to complete: three additional credits in Mathematics; six additional credits in Social Science with courses in American History, Geography, Economics and Political Science; and three to four additional credits in Natural Science with courses in Physical Science, Life Science and Earth Science.

Freshman Year

<u>First Semester</u>	<u>18 credits</u>
**ENG 101 English Composition I	3 crs.
*ESP 101 Exceptional Child I	4 crs.
*ESP 301 Behavior Principles I	4 crs.
**UNI 100 First Year Seminar	1 cr.
General Education Courses	6 crs.
<u>Second Semester</u>	<u>17 credits</u>
**ENG 102 English Composition II	3 crs.
*ESP 200 Exceptional Child II	4 crs.
*ESP 401 Behavior Principles II	4 crs.
*PSY 100 General Psychology	3 crs.
General Education Courses	3 crs.

**Special Education & Early Childhood Education (Dual Major):**

Sophomore Year

Third Semester15 credits

\*PSY 205 Child Psychology

3 crs.

General Education

12 crs.

Fourth Semester15 credits

\*PSY 208 Educational Psychology

3 crs.

\*ECE 302 Emerging Literacy

3 crs.

\*EDE 211 Instructional Strategies

3 crs.

General Education

6 crs.

Junior Year

Fifth Semester16 credits

\*ECE 315 Math. Content in Early Childhood

3 crs.

\*ECE 319 Parent and Community Involve.

3 crs.

\*EDF 290 Policy Studies in Amer. Educ.

3 crs.

\*EDF 301 Computers for Teachers

3 crs.

\*ESP 502 Educ. of Severe./Profound. Hand.

4 crs.

Sixth Semester13 credits

\*ECE 405 Early Childhood Seminar

3 crs.

\*EDF 302 Applied Instructional Technology

3 crs.

\*ESP 503 Diagnost. Testing/Prescrip. Teach.

4 crs.

300 or 400 Level General Education

3 crs.

Senior Year

Seventh Semester15 credits

\*ECE 203 Field Exper. Infant/Toddler/Day

3 crs.

\*EDE 311 Children's Literature

3 crs.

300 or 400 Level General Education

9 crs.

Eighth Semester12 credits

\*ECE 304 Thematic Teach. in Early Child.

3 crs.

\*EDE 321 Field Experience Elementary

3 crs.

\*EDU 210 Teach. in a Multicultural Society

3 crs.

300 or 400 Level General Education

3 crs.

Fifth Year

Ninth Semester12 crs.

\*ESP 504 Curriculum Plan. and Methods I

4 crs.

\*ESP 505 Curriculum Plan. and Methods II

4 crs.

\*ESP 506 Habilitation Training

4 crs.

Tenth Semester12 credits

\*ESP 461 Student Teaching

12 crs.

\* Required major and related courses

\*\* Required and recommended General Education courses

**Special Education & Elementary Education (Dual Major):**

Sophomore Year

Third Semester15 credits

\*PSY 205 Child Psychology

3 crs.

General Education

12 crs.

Fourth Semester15 credits

\*EDE 211 Instructional Strategies

3 crs.

\*EDE 305 Math. Content and Methods in

the Elementary School	3 crs.
*PSY 208 Educational Psychology	3 crs.
General Education	6 crs.
Junior Year	
<u>Fifth Semester</u>	<u>16 credits</u>
*ECE 319 Parent and Community Involve.	3 crs.
*EDE 306 Teach. Social Stud. Elem. Grades	3 crs.
*EDF 301 Computers for Teachers	3 crs.
*ESP 502 Educ. of Severe./Profound. Hand.	4 crs.
General Education	3 crs.
<u>Sixth Semester</u>	<u>13 credits</u>
*EDE 300 Language and Literacy I	3 crs.
*EDE 307 Science for Elem./Early Childhood	3 crs.
*EDF 290 Policy Studies in Amer. Educ.	3 crs.
*ESP 503 Diagnost. Testing/Prescrip. Teach.	4 crs.
<u>Seventh Semester</u>	<u>15 credits</u>
*EDF 302 Applied Instructional Technology	3 crs.
*EDE 340 Language and Literacy II	3 crs.
300 or 400 Level General Education	9 crs.
<u>Eighth Semester</u>	<u>12 credits</u>
*EDE 311 Children's Literature	3 crs.
*EDE 321 Field Experience Elementary	3 crs.
*EDU 210 Teach. in a Multicultural Society	3 crs.
300 or 400 Level General Education	6 crs.
Fifth Year	
<u>Ninth Semester</u>	<u>12 credits</u>
*ESP 504 Curriculum Plan. and Methods I	4 crs.
*ESP 505 Curriculum Plan. and Methods II	4 crs.
*ESP 506 Habilitation Training	4 crs.
<u>Tenth Semester</u>	<u>12 credits</u>
*ESP 461 Student Teaching	12 crs.
* Required major and related courses	
** Required and recommended General Education courses	

## NOTE

**For all freshman students entering Fall 2004  
and after, 40 percent of the credits  
required to complete their program  
(a minimum of 48 credits) must be taken  
in 300 or 400-level courses.**



## **Theatre and Dance**

**Faculty:** Slavin (Chairperson), Callery, O'Donnell, Pagen

### **Purpose**

The Department of Theatre and Dance exists to prepare students (majors and minors) for entry-level professional positions or for further education. In doing so, the department also services the educational and cultural needs of the University community and Southwestern Pennsylvania.

### **Programs**

Theatre is an undergraduate degree program in the College of Liberal Arts and is included in the undergraduate degree Secondary Education Communication Certification program in the College of Education and Human Services. Theatre serves a dual function, providing occupational education and training for talented students pursuing careers in theatre, and providing educational and performance opportunities for all students.

Dance is an undergraduate program in the College of Liberal Arts. Dance, like theatre, serves a dual function, providing occupational education and training for talented students pursuing careers in theatre, and providing education and performance opportunities for all students.

The Department of Theatre and Dance sponsors five play-producing groups with membership open to all students: University Players, which produces Main Stage Productions; Children's Theatre, which annually performs before young audiences of more than 3,000; Stories 'n' Things, which carries theatre directly to schools; Mon Valley Dance Council, producing dance productions; and Theatre Now, which presents experimental drama with innovative staging. These organizations either individually or in combination, annually present six on-campus play, dance, and musical productions.

The Department of Theatre and Dance rewards creative excellence by offering opportunities for upper level students to produce shows, choreograph pieces and to direct, or design both major and minor (one-act plays) productions. Theatre and Dance majors are required to take practicum credits, which give students practical experience in various areas of production: technical production, dance, acting, design, management, directing, technical direction, touring theatre, and summer theatre.

### **Honor Society**

Since 1938, outstanding students have annually been elected to the University Players' Hall of Fame. Membership in Alpha Psi Omega, the national honorary Theatre fraternity, is earned through both active participation in theatre productions and achievement of satisfactory academic progress.

### **Careers**

Graduates of California University work throughout the country in professional and semi-professional theatre, in film and television, in teaching, in community and regional theatre, in recreation, and in rehabilitation theatre, public relations, interior decoration, costuming, and arts management.

## **Bachelor of Arts in Theatre - 120 Credits**

The following eight-semester schedule of courses provides a recommended framework for completing this program of study in four years.

### **Freshman Year**

<u>First Semester</u>	<u>16 credits</u>
ENG 101 English Composition I	3 crs.
THE 141 Stagecraft I	3 crs.
UNI 100 First Year Seminar	1 cr.
General Education Courses	9 crs.

<u>Second Semester</u>	<u>16 credits</u>
ENG 102 English Composition II	3 crs.
THE 131 Fundamentals of Acting	3 crs.
THE 150 Intro to Theatrical Design	3 crs.
Theatre Practicum	1 cr.
General Education Courses	6 crs.

### **Sophomore Year**

<u>Third Semester</u>	<u>16 credits</u>
DAN 132 or 133 or 301	3 crs.
THE 302 History of Theatre I	3 crs.
Theatre Practicum	1 cr.
Gen. Educ., Minor OR Elective Courses	9 crs.

<u>Fourth Semester</u>	<u>16 credits</u>
THE 312 History of Theatre II	3 crs.
THE 320 Fundamental of Directing	3 crs.
Theatre Practicum	1 crs.
General Education, Minor, OR Elective Courses	9 crs.

### **Junior Year**

<u>Fifth Semester</u>	<u>15 credits</u>
Theatre Practicum	1 crs.
Theatre Major Elective	3 crs.
General Education, Minor OR Elective Courses	9 crs.

<u>Sixth Semester</u>	<u>15 credits</u>
Theatre Practicum	1 crs.
Theatre Major Elective	3 crs.
General Education, Minor OR Elective Courses	9 crs.

### **Senior Year**

<u>Seventh Semester</u>	<u>12-15 credits</u>
THE 450 Theatre Practicum OR Senior Thesis	1-3 crs.
Theatre Major Elective	3 crs.
300 or 400 Level General Education, Minor OR Elective Courses	6-11 crs.

<u>Eighth Semester</u>	<u>12-15 credits</u>
THE 450 Theatre Practicum OR Senior Thesis	1-3 crs.
300 or 400 Level General Education, Minor OR Elective Courses	9-14 crs.

## **Bachelor of Science in Education: Certification in Communication (Theatre Concentration) for Secondary Schools (120 credits)**

Please see **Department of Secondary Education and Administrative Programs** section of this catalog.

**Minor in Theatre**

Concentration in Theatre— 21 credits

Required courses (12 credits): **THE** 131, (132 OR 133), 141, 150

Theatre Practicum (9 credits): **THE** 350-358

Concentration in Dance – 21 credits

Required courses (21 credits): **THE** 131, DAN 132, 133, 232, 233, 300, 302

Concentration in Children's Drama—21 credits

Required Courses (13 credits): **THE** 100, 240, 245, 255, 357

Theatre Practicum (8 credits) **THE** 350-358

Concentration in Theatre History/Literature – 21 credits

Required Courses (21 credits): **THE** 100, 302, 303, 312, 304, 305, 306 OR 352

Concentration in Technical Theatre/Design – 21 credits

Required Courses (6 credits): **THE** 141, 150

Theatre Electives (9 credits): select three of the following courses: **THE** 211, 311, 271, 371, 225, 325, 328, 341

Theatre Practicum (6 credits): **THE** 350-358

Concentration in Acting—21 credits

Required Courses (18 crs.): **THE** 101, 131, 231, 331, DAN 301, 302

Theatre Electives (3 credits): **THE** 231, 233, 309 OR 350

**NOTE**

**For all freshman students entering Fall 2004 and after, 40 percent of the credits required to complete their program (a minimum of 48 credits) must be taken in 300 or 400-level courses.**

## Women's Studies

Women's Studies is an interdisciplinary field that examines the diverse experiences, contributions, and perspectives of women. It is a process of discovering how the concept of gender has shaped human lives. Gender is a social construct that interacts with other categories of analysis, such as race, class, age, ethnicity, and sexual identity. This minor explores how these complex interactions influence the use and distribution of power in a society.

In a clearly pragmatic way, a Minor in Women's Studies better equips a person to deal effectively with gender relations in professional and personal life. Today advancement and success in many professional fields require taking advantage of the recent explosion of new information about women and gender theories. Students with a background in Women's Studies may pursue careers in any human relation field, retail management, social service agencies, education, personnel management, or communications, to name a few. They may become consultants in advertising, research, or marketing, or some students may use this training to pursue an advanced degree.

In short, the Women's Studies program affords students the opportunity to examine, in one academic program, the expanding scholarship on women that has affected numerous disciplines, to do so in ways that encourage active learning, and to benefit tangibly from their studies.

21 credits (12 of the 21 required credits must be 300-400 level)

Required courses:

WST	200	Introduction to Women's Studies	3 credits
WST	400	Feminist Scholarship and Research: A Seminar	3 credits
Choose at least one of the following courses:			
SOC	320	International Women's Movements	3 credits
HIS	325	Women in American History	3 credits

*The remaining course work should include four of the following courses. You may include the remaining course not chosen above.*

WST	300	Selected Topics in Women's Studies	3 credits
WST	430	Internship in Women's Studies	3 credits
ANT	300	Cultural Views of Women	3 credits
ART	307	Women Artists	3 credits
CMD	290	Gender Communication	3 credits
ENG	315	Survey of American Women Writers	3 credits
HIS	312	Women in Ancient/Medieval European History	3 credits
HIS	325	Women in US History	3 credits
LIT	127	Woman as Hero	3 credits
NUR	101	Women's Health Issues	3 credits
PSY	311	Psychology of Gender Roles	3 credits
SOC	125	Social Minorities	3 credits
SOC	315	International Women's Movements	3 credits
SOW	303	Human Sexuality	3 credits
SOW	495	Seminar in SW/Sexual Assault Counseling	3 credits
XGE	202	Middle Years of Life	3 credits

Inquiries may be made of the Director, Women's Studies Program, California University of Pennsylvania, 250 University Ave., California, PA 15419.

## Course Descriptions

### Accounting – ACC

**ACC 200. FINANCIAL ACCOUNTING.** The fundamentals of accounting concepts and procedures for sole proprietors, partnerships, and corporations. The interpretation and use of financial statements and other relevant accounting information will be emphasized. (3 crs.)

**ACC 201. ACCOUNTING I.** The fundamentals of debit and credit; the use of journals and ledgers; basic accounting procedures; adjusting and closing entries; completion of accounting cycle; preparation of pertinent financial statements. (3 crs.)

**ACC 202. ACCOUNTING II.** A continuation of basic accounting principles with an emphasis on partnership and corporate accounting. Prerequisite: ACC 201. (3 crs.)

**ACC 218. FEDERAL INCOME TAX I.** An introduction to individual federal income tax accounting. (3 crs.)

**ACC 301. INTERMEDIATE ACCOUNTING I.** In-depth treatment of basic accounting principles and concepts. A preparation for advanced courses in accounting and for the theory and practice sections of the uniform CPA examination. Prerequisite: ACC 200. (3 crs.)

**ACC 302. INTERMEDIATE ACCOUNTING II.** A continuation of the in-depth treatment of basic accounting principles and concepts with the emphasis on corporations. A preparation for advanced courses in accounting and for the theory and practice sections of the uniform CPA examination. Prerequisite: ACC 301. (3 crs.)

**ACC 318. FEDERAL INCOME TAX II.** Advanced topics in federal taxation. Partnerships, decedents, estates, trusts, corporations, pension and profit sharing plans, foreign income, securities transactions, etc. Prerequisite: ACC 218. (3 crs.)

**ACC 321. MANAGERIAL ACCOUNTING.** For non-accounting majors; emphasizes the use of accounting data in the decision-making process of a business enterprise. Topics covered are cost-volume relationships; manufacturing costs and analysis; relevant cost analysis; budgeting and variance analysis; responsibility accounting and cost allocation; job and process product costing. Prerequisite: ACC 200. (3 crs.)

**ACC 331. COST ACCOUNTING I.** An introduction to basic cost-accounting principles, cost-volume, profit analysis, standard costing, process and job order costing and departmental budgeting. Prerequisite: ACC 200. (3 crs.)

**ACC 332. COST ACCOUNTING II.** A survey of special topics in the field of manufacturing accounting. Prerequisites: ACC 331. (3 crs.)

**ACC 341. NONPROFIT ACCOUNTING.** An introduction to accounting for governmental and not-for-profit organizations, including analysis of current, plant, and other general and special funds. Emphasis will be given to planning, programming, and budgeting to achieve institutional objectives. Cost benefit analysis will also be developed within the framework of funds allocation to specific programs. (3 crs.)

**ACC 401. ADVANCED FINANCIAL ACCOUNTING.** Special topics in accounting. Mergers and acquisitions, consolidated financial reports, fiduciaries, etc. Prerequisite: ACC 200. (3 crs.)

**ACC 418. TAX PLANNING AND CONCEPTS.** This course deals with the broad recognition of the tax effect on business decisions, and a practical approach to tax planning for both the corporate and individual taxpayer. (3 crs.)

**ACC 431. INTERNATIONAL ACCOUNTING.** A study of the current state of International Accounting standards (IFAC's) and their relationship to the multinational corporation. Prerequisite: ACC 302. (3 crs.)

**ACC 441. AUDITING.** Internal control evaluation and financial compliance, professional ethics, auditing standards and procedures, statistical sampling and EDP auditing. Prerequisite: ACC 301. (3 crs.)

**ACC 491. ACCOUNTING INTERNSHIP.** Practicum with Public Accounting firms, government, or industry. Prerequisites: 18 credits in Accounting and permission of instructor. (Repeatable; Variable crs.; a maximum of 12 credits may be used towards a baccalaureate degree.)

**ACC 495. SEMINAR IN ACCOUNTING THEORY.** A review of the Accounting literature with special emphasis on those topics concerning contemporary issues in Accounting. Prerequisite: ACC 302. (3 crs.)

### Anthropology - ANT

**ANT 100. INTRODUCTION TO ANTHROPOLOGY.** An introduction to biological anthropology (primatology, hominid evolution, variation in modern humans), archaeology (methods, evidences of the evolution and diffusion

of culture), anthropological linguistics, and cultural anthropology (methods of participant observation, comparative data from non-Western societies, diversity and unity of culture). (3 crs.)

**ANT 101. ARCHAEOLOGY FIELD SCHOOL.** An introduction to archaeological procedures by participation in the excavation of a site. Students will be involved in all phases of an archaeological excavation, from initial preparation of the site for excavation through the processing of artifacts at the campus archaeological laboratory. (3-6 crs., summer only)

**ANT 200. OLD WORLD PREHISTORY.** A middle-level survey of the main archaeological focal points of the Old World, requiring a basic understanding of archaeological concepts, goals and techniques. (3 crs.)

**ANT 210. PRIMITIVE INSTITUTIONS.** Analysis and comparison of the social, political, and religious institutions of pre-literate and pre-industrial peoples. (3 crs.)

**ANT 220. AZTECS, MAYAS, AND INCAS.** An introduction to and survey of the ethnology and pre-conquest archaeology of the advanced American Indian cultures of Meso-America and the Andean Culture area. Inquiry into the problems of cultural precocity. Prerequisite: ANT 100. (3 crs.)

**ANT 225. EIGHTEENTH AND NINETEENTH CENTURY FOLK CRAFTS AND TRADITIONS.** Placing American folk crafts and traditions in cultural perspective by learning how to identify such crafts and traditions, determining how they have evolved through time, and identifying the role such practices held in the American family. Students learn the rudiments of a number of the crafts and traditions by observing them being performed and by doing them. They learn how to gather material folk cultural data by collecting data on a craft or folk tradition in Southwestern Pennsylvania. (3 crs.)

**ANT 231. MEDICAL ANTHROPOLOGY.** An introductory course that emphasizes the contributions from biological anthropology, archaeology, and cultural anthropology to the study of human sickness and health. Prerequisite: ANT 100. (3 crs.)

**ANT 235. ENCULTURATION.** A cross-cultural examination of the universal human problem of transforming a neonate into a functioning adult in a particular culture. (3 crs.)

**ANT 250. CULTURE CHANGE AND CULTURE SHOCK.** Conditions and factors which stimulate or retard cultural change are considered with reference to specific historical, ethnological and sociological data and theories. Emphasizes the impact of Western technology upon non-Western cultures while also treating of the primitivization of the Western world. Prerequisite: ANT 100. (3 crs.)

**ANT 254. FORENSIC ANTHROPOLOGY.** This course teaches the basic analysis of human remains for the medio-legal profession, covering the development of the field of forensic anthropology, how the biological profile of an individual is determined from the skeleton, how skeletal trauma are evaluated, estimation of the interval since death and how far these assessments can be supported. The course includes discussion of investigation of crime scenes, the legal role of the physical anthropologist as an expert witness and the importance of report preparation. Case studies of documented individuals are used. While the practical aspects of this field will be the primary focus, attention will also be drawn to the incorporation of anthropological approaches to dealing with death and the handling of human remains. (3 crs.)

**ANT 255. WORLD ETHNOLOGY.** An advanced course in cultural anthropology, in which comparative data from text and films about non-Western cultures are used to reveal cultural differences and similarities and the nature of the ethnographic enterprise. (3 crs.)

**ANT 280. INDIANS OF NORTH AMERICA.** Social anthropology and cultural ecology of American Indian cultures. (3 crs.)

**ANT 281. SUB-SAHARAN AFRICA.** The cultural anthropology of selected African groups, past and contemporary. (3 crs.)

**ANT 290. ARCHAEOLOGY.** A comprehensive survey of archaeology: history, theory and techniques. (3 crs.)

**ANT 300. CULTURAL VIEWS OF WOMEN.** This discussion -based course is structured around the theme of how various world societies have viewed women. The cross-cultural perspective is the means by which American students learn to appreciate other cultural points of view and become more self-aware of their own cultural views about women. (3 crs.)

**ANT 325. CULTURAL RESOURCE MANAGEMENT: HISTORICAL PRESERVATION.** The need for preservation of cultural resources (historic preservation), the legislation supporting such work, and the way the work is performed. Students learn what is meant by historic preservation and cultural resource study, what types of questions preservationists must seek answers to, how significant resources (historic and archaeological) are identified, how to determine whether a resource is considered significant, how to do architectural descriptions of historic structures, and how to complete the National Register of Historic Places nomination forms. Part of the course involves on-site study of resources. Prerequisite: ANT 100. (3 crs.)

ANT 329. ANTHROPOLOGY INTERNSHIP. Learning new ideas and skills, as well as applying those already learned in class, is the objective of an internship. Internships are conducted under the guidance of both an on-site and a campus supervisor. Internships are a means for exploring career opportunities. (Variable crs.)

ANT 355. PREHISTORIC AMERICAN INDIANS. The archaeology and reconstructed culture of Indians of the eastern United States. (3 crs.)

ANT 360. HISTORIC SITES ARCHAEOLOGY. Techniques, philosophy, work, and aims of that branch of history and anthropology that studies the American past from a cultural-archaeological point of view. The course includes study of military and community restorations based on historical archaeology, such as Colonial Williamsburg, Plymouth Plantation, Independence Square, Fort Michilimackinac, Fort Ligonier, and Fort Necessity. Some laboratory and field experiences included. Prerequisite: ANT 100. (3 crs.)

ANT 379. SPECIAL PROBLEMS IN ANTHROPOLOGY. (Variable crs.)

ANT 385. PRIMATE SOCIETIES AND BEHAVIOR. Advanced study of the non-human primates, including classification to the generic level. Prerequisite: ANT 285 or permission of the instructor. (3 crs.)

ANT 390. HUMAN ORIGINS. Contemporary biological anthropology, emphasizing the evolutionary theory, genetics, non-human primates, taxonomic classification, the evolution of human beings as part of the evolution of the primates, the importance of technology, and the emergence and development of culture. (3 crs.)

ANT 421. ANTHROPOLOGICAL THOUGHT. Within a seminar context, the history of anthropological thought is examined from the period of the Enlightenment until modern times. Particular emphasis is placed on the emergence of the various schools of anthropology that have developed and waned over the past 100 years. Prerequisite: Junior or Senior Anthropology major, or permission of the instructor. (3 crs.)

#### **Arabic - ARB**

ARB 101. ELEMENTARY ARABIC I. For the student without previous knowledge of Arabic. The development of the fundamental skills of the Arabic language. Instruction in basic comprehension, sentence structure, reading, writing and speaking. Acquaint the students with the culture of the Arab and Islamic world. Classroom study is supplemented by laboratory study and practice. Three class hours each week and one hour of language laboratory study per week. (3 crs.)

#### **Art - ART**

ART 106. ART APPRECIATION. An introduction to the major movements in art which helped shape western civilization. This course is a survey of historical and contemporary approaches to painting, sculpture, and architecture. (3 crs.) Fall & spring.

ART 110. DRAWING I. A beginning course in drawing skills and techniques stressing line, contour and value studies, and the study of linear perspective. This course stresses rendering techniques and the visual skills necessary for students to draw what they see. (3 crs.) Fall & spring.

ART 119. DESIGN 2-D. An examination of elements and principles used in two-dimensional visual composition. The student uses a variety of media to solve problems in the theory and practice of art fundamentals. (3 crs.) Fall & spring.

ART 120. DESIGN 3-D. An examination of elements and principles of three-dimensional visual composition. These include all the elements and principles used in two-dimensional design, as well as the concepts of mass and volume. (3 crs.) Fall & spring.

ART 127. INTRODUCTION TO GRAPHIC DESIGN. This course provides a foundation in visual communication, provides an understanding of the major concepts of graphic design and how design relates to advertising and marketing, and introduces the computer as a production tool. (3crs.) Fall & spring.

ART 165. ARTIST'S WORKSHOP. Through contact with distinguished visiting artists, this course provides insight to the basic language elements, media, tools, techniques and principles of art production as a professional endeavor. (VA crs. Repeatable) As needed.

ART 166, 266, 366, 466. SELECTED TOPICS. This course will provide material not covered in regular art studios or art history classes. It will provide faculty and students the opportunity to explore new ideas and techniques of selected topics in depth. (VA crs. Repeatable) As needed.

ART 227, 327, 427, 428. GRAPHIC DESIGN STUDIO. A progressive level of graphic design courses that will emphasize creative, visual problem solving, graphic design history, theory, and criticism, the creation of portfolio quality work, and client relationships and professional practices. Prerequisites: ART 127 & ART 119. (3 crs.) ART 227 & 427, fall; ART 327 & 428, spring.

**ART 308. ART HISTORY: ANCIENT TO MEDIEVAL.** Introduces students to the historical unfolding of the earliest significant ideas, images, events, artists and personalities involved with the visual arts – from cave art to the dawning of the Renaissance. The textual focus is upon these earliest visual arts from Europe, Asia, and Northern Africa. Through lectures, visual aids, and opportunities for study in the field, students with or without prior knowledge of visual art will learn how to make the art of this period accessible and useful. (3 crs.) Fall.

**ART 309. ART HISTORY: RENAISSANCE TO CONTEMPORARY.** Introduces students to the historical unfolding of the significant ideas, images, events, artists and personalities involved with the visual arts in Europe between the 15<sup>th</sup> and 20<sup>th</sup> centuries. The textual focus is upon the visual arts from Europe, but will also include outstanding visual examples from other parts of the world. Through lectures, visual aids, and opportunities for study in the field, students with or without prior knowledge of visual art will learn how to make the art of this period accessible and useful. (3 crs.) Spring.

**ART 310. ADVANCED DRAWING.** This advanced drawing course explores expressive drawing techniques and drawing media, and is a continuation of work to improve performance of academic drawing skills. Emphasis is placed on drawing from a model to develop a knowledge of human anatomy and to understand its effects on the surface information of the human form. Basic drawing skills are required. Prerequisite: ART 110 Drawing I or equivalent. (3 crs. - repeatable to 18 crs.) Fall & spring.

**ART 321. NINETEENTH CENTURY ART.** Examines the visual arts from roughly 1750 to 1900, surveying Neo-Classicism, Romanticism, Realism, Impressionism, and Post-Impressionism. Intellectual currents, political revolutions, and industrialization will be treated as they are reflected in art and as they affected its creation. A major sub-theme of the course is the development of the modern industrialized consciousness and how art expresses it. The goals of the course are to survey the major issues in 19<sup>th</sup> century art and culture and to develop skills required for visual literacy, critical thinking, and effective expression. Prerequisite: Any one of the following: ART 106, ART 308, ART 309, or permission of the instructor. (3 crs.) Spring.

**ART 322. TWENTIETH CENTURY ART.** Examines the visual arts from roughly 1880 to the present, surveying Fauvism, Cubism, German Expressionism, Revolutionary Art in Russia, Dadaism, Surrealism, Abstract Expressionism, Pop-Art, and Post-Modernism. Intellectual currents, political revolutions, ideology, and industrialization will be treated as they are reflected in art and affect its creation. The goals of the course are to treat the major issues in 20<sup>th</sup> century art and culture and to develop skills required for visual literacy, critical thinking, and effective expression. Prerequisite: Any one of the following: ART 106, ART 308, ART 309, or permission of the instructor. (3 crs.) Fall.

**ART 323. WOMEN ARTISTS.** Examines the artistic production of women from the ancient world to today, focusing on the modern period. The course begins with an analysis of work by women in its social, political, cultural, and economic context. Then texts representative of critical trends in scholarship will be discussed and related to works by women. Prerequisite: Any one of the following: ART 106, ART 308, ART 309, or permission of the instructor. (3 crs.) As needed.

**ART 329. ART INTERNSHIP.** Supervised experience providing the specific technical skills used in the art world outside the classroom and studio, e.g., mounting exhibits, techniques of art restoration, graphic arts production techniques, and promoting arts and cultural events. (Variable crs.) Fall & spring.

**ART 381. CRAFTS STUDIO.** Students will explore the principles of basic studio techniques using fiber arts, stained glass and jewelry. Design issues will be addressed through a variety of studio problems using each media. Problem solving skills and craftsmanship will be stressed, as well as understanding the role of the craftsperson in society as a producer of objects within a specialized discipline. (3 crs.) Fall.

**ART 382. CERAMICS STUDIO.** An introductory exploration of clay through hand building techniques and the potter's wheel. Students examine the various forms and functions of the ceramic vessel. The course focuses on forming processes and the glazing and firing of pieces made in the studio. (3 crs.) Fall & spring.

**ART 383. PAINTING STUDIO.** An introduction to the fundamentals of painting. Emphasis is placed on fundamental techniques of rendering, including the study of light and shadow, color, intensity control and projection and recession of objects in space. Work and exercises are done primarily in oil paints. Work in watercolor or acrylic may be done with prior approval of the instructor. (3 crs.) Fall & spring.

**ART 384. PRINTMAKING STUDIO.** A hands-on introduction to the fundamental ideas, processes, practices, styles, methods, techniques and professional presentation of printmaking as an art form. The history, aesthetics, and critical frontiers of printmaking as an art form will also be addressed throughout the course. (3 crs.) Fall & spring.

**ART 385. SCULPTURE STUDIO.** Introduction to the basic language, elements, media, tools, techniques and principles of the organization of sculpture. The basic techniques of manipulation, subtraction, substitution and addition involving different media and tools. (3 crs.) Fall & spring.

**ART 413. ADVANCED CRAFTS.** The Advanced Crafts course is designed to permit the student an opportunity to explore a large spectrum of contemporary textile, stained glass or jewelry techniques. Areas of investigation



for the textile area, for example, include advanced loom work, textile treatment, innovative design of soft sculpture. In the jewelry concentration, the students could explore centrifugal or lost wax casting, enameling, found material. In the stained glass area, the students will experience slumping, fusing, beveling and sculptural forms. Emphasis is, at all times, on innovative design, imagination in the utilization of technique and material, as well as general craftsmanship. Prerequisite: ART 381. (3 crs.) (ART 413 is repeatable to 18 crs.) As needed.

**ART 493. ADVANCED CERAMICS.** Advanced courses in ceramic skills and techniques on the potter's wheel and in-hand forming methods. Considerable emphasis will be placed on glazing and firing a body of work completed through an in-depth study area in clay. Prerequisite: ART 382. (3 crs.) (ART 493 is repeatable to 18 crs.) Fall & spring.

**ART 496. ADVANCED PAINTING.** Repeatable painting studio to develop proficiencies in painting techniques, rendering skills, and the visual analysis of forms. Students explore a variety of painting methods, subjects and themes towards the goal of having each student achieve a unique approach to form and content. Prerequisite: ART 383. (3 crs.) (ART 496 is repeatable to 18 crs.) Fall & spring.

**ART 497. ADVANCED PRINTMAKING.** A repeatable studio course in printmaking designed to enable students who are seriously interested in printmaking the opportunity to experiment with many versions of the main types of traditional and experimental non-toxic printmaking processes. Students are expected to learn how to engage in independent critical thinking and contribute regularly to strong studio dialog. Students learn how to behave as artists through, and emphasis upon, visual problem-finding, problem-solving, aesthetic analysis, and historical perspective as it connects to their individual artistic voice in printmaking. Prerequisite: ART 384. (3 crs.) (ART 497 is repeatable to 18 crs.) Fall & spring.

**ART 498. ADVANCED SCULPTURE.** A repeatable studio course in sculpture designed to enable students who are seriously interested in sculpture the opportunity to experiment with many types of media and to investigate other seasonable materials which can be used as sculpture. They will also be expected to impose on themselves problems which demonstrate critical thinking and analysis of materials. Prerequisite: ART 385 (3 crs.) (ART 498 is repeatable to 18 crs.) Fall & spring.

#### **Athletic Training - ATE**

**ATE 105. CURRENT ISSUES IN ATHLETICS.** A comprehensive overview of life skills that provide educational experience and services in order to develop well balanced life styles for the student athletes and other interested students. The course examines decision making, planning and fulfillment of life goals, as well as contemporary issues, problems and controversies within the intercollegiate athletic setting. (3 crs.) Fall & spring.

**ATE 115. FOUNDATIONS OF WEIGHT TRAINING AND CONDITIONING.** To facilitate an understanding of strength training and conditioning concepts, the adaptation of strength training and conditioning on the human body, and the practical application of this knowledge in designing resistance training programs. (2 crs.) Spring.

**ATE 150. INTRO TO ATHLETIC TRAINING.** This course provides an opportunity to learn and understand common injury and illnesses associated with athletic participation. Additionally, the course introduces the student to rehabilitation and treatment approaches for athletic injuries. The course also addresses the prevention and implication of athletic injuries (3 crs.) Spring.

**ATE 204. ATHLETIC TRAINING CLINICAL EDUCATION I.** This course permits the undergraduate athletic training student to gain clinical and administrative skills through experiences with interscholastic and intercollegiate teams in the athletic training room and competition areas. Additionally, students complete the sophomore level clinical proficiencies on a one to one basis in the classroom as part of the athletic training program's learning over time model. This course is repeated one time. (3 crs.)

**ATE 225. EVALUATIVE TECHNIQUES I WITH LABORATORY.** This course entails the study of evaluation techniques of injuries to the lower extremities. Review of anatomy, injury recognition, muscle testing, treatment protocols and preventative measures are also examined. Prerequisites: Must be formally enrolled ATEP or by permission of the instructor. (4 crs.) Fall.

**ATE 265. EVALUATIVE TECHNIQUES II WITH LABORATORY.** This course entails the study of evaluation techniques of injuries to the spine and upper extremities. Review of anatomy, injury recognition, muscle testing, treatment protocols and preventative measures are also examined. Prerequisites: Must be formally enrolled ATEP student or by permission of the instructor. (4 crs.) Spring.

**ATE 300. PRACTICUM ATHLETIC TRAINING III.** This course will provide the student with the understanding of advanced athletic training applications and techniques used in the prevention and rehabilitation of athletic injuries and other special clinical situations. (3 crs.) Fall.

**ATE 205. ATHLETIC TRAINING CLINICAL EDUCATION I.** This course permits the undergraduate athletic training student to gain clinical and administrative skills through experiences with interscholastic and intercollegiate teams in the athletic training room and competition areas. Additionally, students complete the

junior level clinical proficiencies on a one to one basis in the classroom as part of the athletic training program's learning over time model. This course is repeated one time. (3 crs.)

**ATE 330. THERAPEUTIC EXERCISE WITH LABORATORY.** Lectures and laboratory exercises that explain the use and theory of therapeutic exercise and equipment used for rehabilitation in the sports medicine setting. Prerequisite: Must be formally enrolled ATEP student or by permission of the instructor. (4 crs.) Fall.

**ATE 340. SPORTS NUTRITION.** Nutrition and its applications to health and sports; designed to provide the student with a sound nutritional background so that sound decisions may be made concerning all aspects of nutrition. Additionally, specific nutritional techniques used to improve athletic performance are addressed. (3 crs.) Spring.

**ATE 405. ATHLETIC TRAINING CLINICAL EDUCATION I.** This course permits the undergraduate athletic training student to gain clinical skills through experiences with interscholastic and intercollegiate teams in the athletic training room and competition areas. Additionally, students complete the senior level clinical proficiencies on a one to one basis in the classroom as part of the athletic training program's learning over time model. This course is repeated one time. (3 crs.)

**ATE 425. ADMINISTRATIVE STRATEGIES IN ATHLETIC TRAINING.** Administrative functions, litigation, staff relationships, ethics, budget and supplies, inventory, facility design, maintenance, safety assessment, student trainer organization and résumé writing. Prerequisite: Must be formally enrolled ATEP student or by permission of the instructor. (2 cr.) Fall.

**ATE 460. SPORTS MEDICINE RESEARCH.** Different types of research, particularly descriptive and experimental are presented. Emphasis is placed on developing library research skills, critically analyzing research, and becoming a knowledgeable consumer of research in order to apply it in the clinical environment. Prerequisite: Must be formally enrolled ATEP student or by permission of the instructor. (3 crs.) Fall.

**ATE 440. PHARMACOLOGY FOR THE ALLIED HEALTH SCIENCES.** The purpose of this course is to provide an overview of drugs commonly used to treat patients seen by persons working in the allied health professions. Medical reasons for drug treatment, specific actions of therapeutic agents, and adverse effects are presented. Prerequisite: Must have completed at least 96 credits or at the discretion of the instructor. (2 crs.) Fall.

## **Biology - BIO**

**BIO 103. CONTEMPORARY ISSUES IN BIOLOGY.** Basic biological principles are applied to the understanding of current social-biological problems and how these relate to an individual's personal life. Topics included are human sexuality, nutrition, health and disease, evolution, behavior, and the diversity of life. Three lecture hours weekly. For students not majoring in Biology. (3 crs.) Fall & spring.

**BIO 108. BIOLOGICAL CONCEPTS.** A one semester preparation course in biology for students who must take BIO 115 as part of their curriculum and who require additional training in the biological sciences. Topics are selected to deal with the fundamental concepts that are requisite to entrance into BIO 115. Three lecture hours weekly. (3 crs.) Fall & spring.

**BIO 109. INTRODUCTION TO HUMAN ANATOMY AND PHYSIOLOGY.** A general summary of basic biological concepts as they relate to an understanding of human anatomy and physiology. The course is intended to prepare students for entry into the sequence of anatomy and physiology I and II. Topics include the chemical components of living organisms, the hierarchy of structural organization, homeostasis, cytology, histology, and basic anatomical terms of position and direction. The course is recommended for nursing students. (3 crs.) Fall.

**BIO 112. BIOLOGY OF SEXUALLY TRANSMITTED DISEASES.** A non-major Biology course pertaining to the causes and consequences of human sexually transmitted diseases. Descriptions of the microorganisms which cause STDs and the factors which are involved in their dissemination will be studied. Special emphasis will be directed towards human behavior patterns and mores which are conducive to contracting these venereal diseases. Viral STDs (Acquired Immune Deficiency Syndrome, Human Papilloma Disease, Herpes Simplex II and Hepatitis B) will be emphasized because they can cause severe diseases or even death in humans; however, the more common venereal diseases (syphilis, gonorrhea, lymphogranuloma, venereum, chancroid and candidiasis) will also be studied. Three lecture hours weekly. (3 crs.) Fall & spring.

**BIO 115. PRINCIPLES OF BIOLOGY.** Structures and functions common to all organisms; cell structure and function, the chemical aspects of biological systems, energy and materials balance in nature, developmental biology, principles of genetics, evolution, and ecology. Three lecture hours and three laboratory hours weekly. (4 crs.) Fall & spring.

**BIO 120. GENERAL ZOOLOGY.** A comprehensive phylogenetic survey of the animal kingdom, with emphasis on evolutionary changes and the interrelationships of animals with their environment. Laboratory studies of representative members of the major phyla. Prerequisite: BIO 115. Three lecture hours and three laboratory hours weekly. (4 crs.) Fall & spring.

**BIO 125. GENERAL BOTANY.** A survey of form and function of the major plant groups as well as the bacteria, algae, water molds, slime molds, and fungi within the overall framework of a modern phylogenetic system of classification. Prerequisite: BIO 115. Three lecture hours and three laboratory hours weekly. (4 crs.) Fall & spring.

**BIO 206. CONSERVATION OF BIOLOGICAL RESOURCES.** A study of biological aspects relating to plants and animals directly associated with water, soil, and environmental changes. Numerous field trips are taken into areas of Western Pennsylvania to observe land reclamation, conservation practices, and basic problems confronting human populations. Prerequisites: none. Three lecture hours and three laboratory hours weekly. (4 crs.) Fall & spring.

**BIO 226. BASIC MICROBIOLOGY.** This course provides a survey of the prokaryotic and the medically important concepts of microbiology including microbial control, acquisition of disease, disease prevention and control. Prerequisites: This course is for students who are enrolled in a nursing program, or have obtained permission of the instructor. Three lecture hours and three laboratory hours weekly. (4 crs.) Summer.

**BIO 228. BASIC PRINCIPLES OF NUTRITION.** This course is designed to provide nursing professionals with the basic principles of normal and therapeutic nutrition which can be used as a basis for making sound nutritional decisions for dietary planning for their clients, their families, or themselves throughout the life cycle, in health or in illness. Prerequisites: This course is for students who are enrolled in a nursing program, or have obtained permission of the instructor. Three lecture hours weekly. (3 crs.)

**BIO 230. ANATOMY AND PHYSIOLOGY I.** A general survey of the basic anatomical terms of position and direction, the relevant scientific units, the chemical components of living organisms, animal cytology, histology, embryology, the integumentary system, the rudiments of neurology, the skeletal system, and the cardiovascular system. Prerequisites: This course is for students who are enrolled in a nursing program, or have obtained permission of the instructor. Three lecture hours and three laboratory hours weekly. (4 crs.) Spring.

**BIO 260. ANATOMY AND PHYSIOLOGY II.** A general survey of the basic structure of the peripheral and autonomic nervous systems, sensory receptors and special sense organs, the endocrine system, the cardiovascular system, the lymphatic system, the respiratory system, the digestive system, the urinary system, homeostasis, the reproductive system, human embryonic development, and metabolism. Prerequisite: BIO 230. Three lecture hours and three laboratory hours weekly. (4 crs.) Fall.

**BIO 305. COMPARATIVE VERTEBRATE ANATOMY.** A comparative study of the vertebrate organs and organ systems of animals in the phylum chordata, with emphasis on evolutionary changes. Prerequisites: BIO 115 & 120. Three lecture hours and three laboratory hours weekly. (4 crs.) Spring.

**BIO 306. HUMAN ANATOMY.** A study of the structure of the human body, including discussion of the eleven fundamental systems. Each system is described in terms of its gross anatomy, with some discussion of histology and physiology where appropriate. Prerequisites: BIO 115 & 120 or permission of the instructor. Three lecture hours and three laboratory hours weekly. (4 crs.) Fall.

**BIO 307. PLANT ANATOMY.** A detailed study of structural differentiations, especially in the higher plants: the structure of meristems and developmental changes in their derivatives. Prerequisites: BIO 115 & 125. Three lecture hours and three laboratory hours weekly. (4 crs.) Alternate falls.

**BIO 310. ECOLOGY.** Ecology presents the biology or environmental science student with a holistic approach to the study of the biological environment. Emphasis is focused on the natural environments of organisms, particularly as biotic assemblages of these organisms interact with their environments from the concrete levels of organization up to the regional and biome levels. Prerequisites: BIO 115, 120 and 125 or permission of the instructor. Three lecture hours and three laboratory hours weekly. (4 crs.) Fall & spring.

**BIO 314. PLANT ECOLOGY.** A consideration of the plant communities which are influenced by both biotic and physical factors. The emphasis is on the vegetation of Pennsylvania, especially in the area of the Appalachian Mountains. Laboratory work provides the student with the opportunity to become familiar with modern methods of vegetation analysis and community sampling. Prerequisites: BIO 115 and BIO 125. Three lecture hours and three laboratory hours weekly. (4 crs.)

**BIO 317. EMBRYOLOGY.** A study of oogenesis and spermatogenesis and resultant developments following fertilization: factors involved in morphogenetic determination; organology; sequences of changes in development. Special emphasis on the chick and comparative examples of development in other animals. Prerequisites: BIO 115 and BIO 120. Three lecture and three laboratory hours weekly. (4 crs.)

**BIO 318. GENETICS.** An introduction to molecular genetics and to the basic principles of inheritance. Gene interactions, multiple-factor inheritance, chromosome inheritance, chromosome mapping, chromosomal and extrachromosomal inheritance. The roles of mutation, selection, migration, and genetic drift are investigated to determine the genetic composition of different populations. Prerequisites: BIO 115, 120, and 125. Three lecture hours and three laboratory hours weekly. (4 crs.) Fall & spring.

**BIO 325. ANIMAL HISTOLOGY.** The study of cellular differentiations in tissue, tissue identification, and special functions, especially in the mammals. Prerequisites: BIO 115 and 120. Three lecture hours and three laboratory hours weekly. (4 crs.)

**BIO 326. MICROBIOLOGY.** A detailed study of bacteria and viruses, with less emphasis on fungi, algae, and protozoans. Special emphasis on medical aspects of bacteriology, immunology, and virology. The cytology, physiology, microbiology, and culture of microbes are pursued in the laboratory. Prerequisites: BIO 115 and BIO 125, CHE 101 and CHE 102, or permission of the instructor. Three lecture hours and three laboratory hours weekly. (4 crs.) Fall.

**BIO 327. PARASITOLOGY.** A study of the etiology, epidemiology, and biology of some common human and animal parasites. Prerequisites: BIO 115 and BIO 120. Three lecture hours and three laboratory hours weekly. (4 crs.) Alternate fall.

**BIO 328. HUMAN PHYSIOLOGY.** The functions of the human body. Basic physiological phenomena are studied with considerable emphasis upon clinical and practical application. Prerequisites: BIO 115 and BIO 120 or permission of the instructor. Three lecture hours and three laboratory hours weekly. (4 crs.) Alternate spring.

**BIO 332. ECONOMIC BOTANY.** A study of mankind's dependence and economic interest in plants. Topics include important metabolic reactions of plants, use of plants as a food source, use of plant cell walls, exudates and extractives as economic products. Prerequisites: BIO 115 and 125. Three lecture hours and three laboratory hours weekly. (4 crs.) Alternate fall.

**BIO 334. SOIL SCIENCE.** An edaphological approach is taken in the study of the soil, i.e., the soil as a natural habitat for plants. The various properties of the soil are considered as they relate to plant production. Since the clay and humus fractions are of tremendous importance, the course will incorporate a colloidal-biological basis. Prerequisites: CHE 101 and CHE 102. Three lecture hours and three laboratory hours weekly. (4 crs.)

**BIO 335. PLANT PHYSIOLOGY.** The physio-chemical foundations of plant functions are investigated, including such topics as water and salt absorption, photosynthesis, respiration, plant growth substances, photoperiodic responses, mineral metabolism, germination and the effects of air pollution on plants. Recent advances in the field of plant physiology are included. Prerequisites: BIO 115 and BIO 125, CHE 101 and CHE 102. Three lecture hours and three laboratory hours weekly. (4 crs.) Spring.

**BIO 336. PLANT TAXONOMY.** A study of relationships among the vascular plants, their classification and methods of identification. Plant families native to Western Pennsylvania are stressed. Prerequisites: BIO 115 and BIO 125. Three lecture hours and three laboratory hours weekly. (4 crs.) Alternate spring.

**BIO 337. ORNITHOLOGY.** The study of bird life. Classification, anatomy, behavior, and recognition of birds, with emphasis on local species and their relationships to people and the ecological balance with other organisms. Prerequisites: BIO 115 and BIO 120. Three lecture hours and three laboratory hours or field activity weekly. (4 crs.) Fall.

**BIO 342. SCIENTIFIC PHOTOGRAPHY.** A basic course in the life and environmental sciences which stresses the myriad ways in which photography can be applied to enhance the effectiveness of teaching and research endeavors of biologists and environmentalists. Special attention is given to photomicroscopy, macrophotography, and field photography. Various other illustrative materials are also prepared utilizing selective photographic equipment and/or procedures. Students can take this course twice for a maximum of 4 credits. Prerequisites: three Biological or Environmental courses with a minimum of one field-oriented course. (2-4 crs.)

**BIO 400. MAMMALOLOGY.** A study of the classification, distribution, and natural history of mammals, with emphasis on eastern North American species. Field studies and preparation of study specimens. Prerequisites: Can be taken with the permission of the instructor. Three lecture hours and three laboratory hours weekly. (4 crs.) Alternate fall.

**BIO 405. HUMAN GENETICS.** Chromosomal abnormalities, Mendel's Laws, and the effect of change of gene action on Mendelian ratios. Other topics include; sex-related inheritance, random mating, consanguinity, allelism, mutations, and maintenance of polymorphism. Prerequisites: BIO 115, 120, 125, and 318. Three lecture hours weekly. (3 crs.)

**BIO 407. MYCOLOGY.** An extensive examination of the fungi, with emphasis on the filamentous forms. The cytology, physiology, and morphology of the fungi are studied to determine their role in the scheme of nature. Laboratory techniques in isolating, culturing, enumerating, and identifying fungi. Prerequisites: BIO 115, 125, and 326. Three lecture hours and three laboratory hours weekly. (4 crs.)

**BIO 418. BIOLOGICAL RESEARCH INVESTIGATIONS.** A research program for advanced undergraduate students who wish to pursue careers in biological or medical areas. Emphasis is placed upon the use of various scientific instruments and biological procedures necessary for research investigations. The student works closely with one or more faculty members on a research project which is departmentally approved. Each research

project is unique, and the data should ultimately be published in a prominent biological journal. The student normally participates in one aspect of an ongoing research study and may pursue work for one or more semesters. Students can take a maximum of 12 credits, 6 of which may be counted in the area of concentration. Prerequisites: BIO 115 and BIO 125 (or BIO 120), one Biology elective course, junior or senior standing, and a 3.0 QPA. (1-4 crs.)

**BIO 426. CLINICAL MICROBIOLOGY.** A survey of the indigenous and pathogenic microorganisms of man, general principles deduced from complexities involving biochemistry and physiology, host-parasite relationships, and laboratory procedures. Organisms studied include: bacteria, fungi, viruses, and rickettsia. Prerequisites: BIO 115, 125 and 326; CHE 101 and 102. Three lecture hours and three laboratory hours weekly. (4 crs.) Alternate spring.

**BIO 431. TECHNIQUES IN ELECTRON MICROSCOPY.** Detailed training in the operation and care of the electron microscope: techniques of specimen preparation for electron microscope visualization including fixation, embedding, and ultrathin sectioning; special techniques such as replication and shadow casting. Prerequisites or concurrent courses: BIO 432, CHE 331, CHE 332, or permission of the instructor. Three lecture hours and three lab hours weekly. (4 crs.)

**BIO 432. CELLULAR ULTRASTRUCTURE.** A study of the generalized cell, the highly specialized cell, and tissues as seen by the electron microscope, with special emphasis on correlation of structure with function. An additional aim is to enhance the student's ability to interpret electron micrographs. Prerequisites: BIO 115, BIO 120, and BIO 125, CHE 331 and CHE 332, a molecular biology course and/or permission of instructor. Three lecture hours weekly. (3 crs.)

**BIO 433. HERPETOLOGY.** A consideration of the Amphibia and Reptilia from taxonomical, morphological, evolutionary, behavioral, and physiological viewpoints with emphasis on ecological relationships. Prerequisites: BIO 115 and BIO 120. Three lecture hours and three laboratory hours weekly. (4 crs.)

**BIO 435. ICHTHYOLOGY.** An introduction to the morphology, taxonomy, ecology, and distribution of the major groups of freshwater fishes, with emphasis on the northeastern U.S. fauna. Prerequisites: BIO 115 and BIO 120. Three lecture hours and three laboratory hours weekly. (4 crs.) Alternate fall.

**BIO 441. ETHOLOGY.** Four principal approaches to ethology: ecology, physiology, genetics, and development are interpreted within the framework of evolutionary biology with emphasis on the patterns of behavioral similarities and differences among different kinds of animals. Prerequisites: BIO 115, BIO 120, BIO 308, BIO 316 or ENS 300. Need permission of the instructor. Three lecture hours and three laboratory hours weekly. (4 crs.) Alternate spring.

**BIO 442. DENDROLOGY.** A study of the tree species of the Kingdom Metaphyta: the importance of these organisms to other biota, especially man, and their prospects of continued survival in a rapidly changing biosphere. Emphasis on the forest communities and tree species of the mixed mesophytic forest regions of southwestern Pennsylvania. Prerequisites: BIO 115 and BIO 125. Three lecture hours weekly. (3 crs.)

**BIO 445. ENTOMOLOGY.** A specialized study of insects: identification and classification development phases, physiological characteristics, economic importance, disease vectors. Prerequisite: BIO 115 and BIO 120. Three lecture hours and three laboratory hours weekly. (4 crs.) Alternate fall.

**BIO 449. BIOLOGY FOR MEDICAL TECHNOLOGY CLINICAL PRACTICUM I.** Upon acceptance to a hospital school of Medical Technology, the student undertakes the clinical training experience required by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Programs of instruction will vary from one hospital to another but usually include hematology, microbiology, parasitology, immunology, urinalysis, and biochemistry. This course is the first of two required terms. (15 crs.)

**BIO 450. IMMUNOLOGY.** A detailed study of the immune system of animals covering nonspecific and specific host responses to foreign materials, the interaction between cells of the specific immune response, the nature and diversity of the immune response, the practical applications of the immune response, and disorders associated with the immune response. Prerequisites: BIO 115, BIO 120 and BIO 318 or BIO 326. Three lecture hours weekly. (3 crs.) Fall.

**BIO 459. BIOLOGY FOR MEDICAL TECHNOLOGY CLINICAL PRACTICUM II.** A continuation of BIO 449. The second of two terms. (14 crs.)

**BIO 466. BIOMETRY.** The fundamental concepts underlying the application and interpretation of statistical methods to biological and ecological research. Practical experience in the development and analysis of laboratory and field projects. Prerequisites: MAT 215 and permission of instructor. Three lecture hours and three laboratory hours weekly. (4 crs.) Spring.

**BIO 478. EVOLUTION.** An advanced course pertaining to the mechanisms that are operative in the process of biological evolution. Life origins and development are investigated, with special emphasis placed upon the importance of genetic and metabolic systems diversity. The recurring and universal themes of mutation and

natural selection are thoroughly discussed as the concept of evolution at the population level is developed. A detailed account of human origins and species diversity is also studied. Prerequisites: BIO 115, BIO 120, BIO 125, and BIO 318. Three lecture hours weekly. (3 crs.) Fall.

**BIO 480. CELL BIOLOGY.** The biology of the cell with emphasis on the relationship of structure and function within the cell. It is a study of cell organelles, growth, division, macromolecules, membranes, synthesis, and regulation. Prerequisites: BIO 115, BIO 120, BIO 125, and CHE 331. Three lecture hours and three laboratory hours weekly. (4 crs.) Spring.

**BIO 486. COMPARATIVE ANIMAL PHYSIOLOGY.** A comparative approach to the study of physiological systems in animals relative to environmental pressures and phylogenetic standing. Prerequisite: BIO 115 and BIO 125. Three lecture hours and three laboratory hours weekly. (4 crs.) Fall.

**BIO 492. BIOLOGICAL AND ENVIRONMENTAL SCIENCE INTERNSHIP.** Student interns are placed with an organization or institution which most nearly approximates their goals for employment. The intent of the internship is to provide students with practical work experience in an environment in which they will be dealing with practical problems requiring real solutions in a relatively short time frame. Advisor and department chairperson approval is required before course enrollment. A total of 6 credits may be applied towards graduation in the following manner: A maximum of 3 credits may be applied to an appropriate core area in the Biology curriculum. In the Environmental Studies and Pre-Professional programs, a maximum of 3 credits can be applied to the related electives area. In addition, a maximum of 3 credits may be applied to the free electives area in the general education requirement of any program. Prerequisite: Junior or Senior standing and permission of the department (Variable: 1-12 crs.)

**BIO 520. NEUROBIOLOGY.** An examination of the structure and function of nervous systems. The course is designed to develop a detailed understanding of nervous system structure and function from the molecular level to the level of complex circuits such as learning and memory. A central theme is the comparison of the neurological circuits across phyla to identify basic organizational principles. Prerequisites: BIO 115, BIO 120, BIO 306, BIO 328, or permission of the instructor. 3 hours of lecture weekly. (3 crs.)

**BIO 575. WATER POLLUTION BIOLOGY.** A survey of the impacts of various types of environmental pollutants on aquatic biological communities. Community responses are analyzed in a lecture/laboratory format with emphasis on collection in the field. Three lecture hours and three laboratory hours weekly. Prerequisites: BIO 115, BIO 120, BIO 125, CHE 101 & CHE 103. (4 crs.) Fall.

## **Business - BUS**

**BUS 100. INTRODUCTION TO BUSINESS.** The internal and functional setting of business enterprise, its organization and control (3 crs.)

**BUS 242. BUSINESS LAW I.** A study of commercial law as it relates to contracts, agency and criminal and constitutional law pertaining to business. Prerequisites: ECO 100 and at least sophomore standing. (3 crs.)

**BUS 243. BUSINESS LAW II.** A continuation of Business Law I. Basic legal concepts of sales, commercial paper, secured transactions and related topics. Prerequisite: BUS 242. (3 crs.)

**BUS 342. BUSINESS, SOCIETY AND GOVERNMENT.** A survey of the historical and contemporary relationship between government and business in the United States. Special emphasis is given to the developments of the past two decades. Prerequisite: ECO 100 or equivalent. (3 crs.)

**BUS 343. CORPORATE SOCIAL RESPONSIBILITY.** Incorporating the concept of social responsibility or corporate social responsiveness in the corporate business strategy; how to assess organizational performance on social issues and design information systems to monitor policies in a large complex organization; the identification of the stages of this process and the characteristic problems and tasks associated with each stage; the evolution and/or design of structures and procedures for handling social issues consistently with business strategies. (3 crs.)

**BUS 371. ANALYTICAL METHODS.** This is a course designed to teach mathematical methods of solving business problems. This will be especially useful to anyone who has opted not to take any calculus. Prerequisite: MAT 181. (3 crs.)

**BUS 379. SPECIAL PROBLEMS IN BUSINESS.** (3 crs.)

**BUS 492. BUSINESS INTERNSHIP.** The student is placed with a business firm, a bank, a government agency, or a non-profit organization for on-the-job and/or counseling experience. It offers a practical training ground for students which supplements academic training by permitting them to address actual problems in a real business environment. Prerequisite: Senior standing or permission of instructor. (Repeatable; Variable crs.; a maximum of 12 credits may be used towards a baccalaureate degree.)

**BUS 495. SEMINAR IN BUSINESS.** An intensive examination of selected subjects from the general field of business. Prerequisite: Consent of instructor. This course is repeatable one time if the subject matter is different. (3 crs.)

### **Career Planning - XCP**

**XCP 194: CAREER PLANNING.** A self-discovery course that provides first and second year students the opportunity to develop career interests and goals. Students will gain an understanding of their interests and personal preferences by completing and critically analyzing the Keirsey Temperament Sorter and the Strong Interest Inventory. Topics include the role of career planning in life planning, decision-making, sources of career information, and the relationship between careers and a college education. Prerequisite: enrollment in one of the programs in the Academic Development Services Department or permission of the instructor. (1 cr.) Spring

### **Computer Engineering Technology - CET**

**CET 235. DIGITAL ELECTRONICS DESIGN.** This is a first course in digital electronics dealing with the theory and practice of modern electronic computer circuitry. Major units of the course include logic gates, integrated circuits, latches, counters, shift registers, arithmetic circuits and memory elements. Laboratory exercises reinforce the theoretical concepts by providing hands-on experience with digital integrated circuits, logic system simulation software, and digital troubleshooting equipment. Prerequisite: College Algebra or equivalent (3 crs.) Fall & Spring

**CET 270. INTRODUCTION TO MICROPROCESSOR DESIGN.** This course introduces the microprocessor from both the hardware and software viewpoints. It covers the stored program concept, addressing modes, the instruction set, bus decoding and timing, interfacing, and data communication. Part of the course is devoted to machine language software development and part to basic interfacing with other devices and the real world. Laboratory exercises are based on a microprocessor evaluation system to provide hands-on experience with the above topics. Prerequisite: CET 235. (4 crs.) Spring

**CET 335 MICROPROCESSOR INTERFACING.** This course deals with advanced concepts in machine language programming and the interfacing of microprocessors to the outside world. It introduces the world of editors, assemblers, and debuggers and covers the advanced architecture of modern microprocessors and their more sophisticated instruction sets and addressing modes. Various input/output methods and applications are presented. The student will develop hardware and software required to apply microprocessors to real world problems. Prerequisites: CET 235 and CET 270. (4 crs) Spring

**CET 360. MICROPROCESSOR ENGINEERING.** This course examines the product development cycle of a typical microcontroller-based product. Methods of hardware and software development as well as their integration and debugging are studied. A term project utilizing these concepts plus various laboratory development tools is constructed by the student. Also included is a survey of recent developments in microcontroller technology. Prerequisite: CET 235, CET 270 and CET 335. (4 crs.) Fall

**CET 440. COMPUTER NETWORKING.** This course involves the electronic hardware of networking systems such as those used to connect heterogeneous computers. Major topics include locality, topologies, media standards, internetworking devices and protocols. Hands-on application of network theory is provided via a laboratory style term project involving a multi-user network computer system. The student will design and develop the hardware and communication software required to implement access to a network available, shared resource. Prerequisite: CET 360 and CSC 124. (4 crs.) Spring

**CET 490. SENIOR PROJECT I.** This course introduces students to software engineering as they study software engineering history, terminology, requirements, specifications, and design. They will write a software definition, specification, and one or more papers on software engineering topics. Prerequisites: CSC 377 and ENG 217. (3 crs.) Spring

**CET 492. SENIOR PROJECT II.** This project course in systems analysis experientially introduces the student to some of the basic concepts and tools of systems analysis, within the context of a real-life business problem and the competitive free-enterprise system. This course introduces the "real world" to future computer science professionals who must be knowledgeable about computer programming, and must also be familiar with "systems concepts:" how to analyze a business's current information system, how to determine the business's additional data needs, and how to design and implement an appropriate system at minimum cost and maximum information processing power. Prerequisite: CET 490. (3 crs.) Spring

**CET 495. COMPUTER ENGINEERING TECHNOLOGY INTERNSHIP.** The internship program is designed to provide the student with an opportunity to gain on-the-job work experience, develop contacts in the workplace and have a chance to earn good wages. Prerequisite: Upper Level Standing. (Variable 1-3 crs.) Fall, Spring & Summer

### **Chemistry - CHE**

**CHE 100. INTRODUCTION TO CHEMISTRY.** A preparatory course emphasizing the mathematical and reasoning skills needed to be successful in General Chemistry. There are no prerequisites, and the course

satisfies requirements in the Natural Science area for non-science majors. This course is not an elective for Chemistry majors. Three class hours each week. (3 crs.) Spring and fall.

**CHE 101. GENERAL CHEMISTRY I.** An introductory course for majors and non-majors. Topics covered include atomic structure, bonding, stoichiometry, chemical reactions (including redox reactions), solutions, and the liquid state. Three class hours and three laboratory hours each week. (4 crs.) Every semester.

**CHE 102. GENERAL CHEMISTRY II.** A continuation of General Chemistry I. The gaseous state, solutions, thermodynamics, kinetics, acids and bases, gaseous and ionic equilibria. Three class and three laboratory hours each week. Prerequisite: CHE 101. (4 crs.) Every semester.

**CHE 150. CHEMISTRY FOR THE HEALTH PROFESSIONS.** The basic principles of general chemistry, organic chemistry, and biochemistry needed for the health sciences (specifically nursing chemistry). Three lecture hours and three laboratory hours each week. (4 crs.) Fall.

**CHE 151 INTRODUCTION TO CHEM LAB** Introduction to Chemistry Lab is a laboratory oriented course in chemistry for nonscience majors, including nursing program students, that already have had Introduction to Chemistry. Laboratory experiments/activities are designed to provide a hands-on introduction to experimental methods. Each experiment allows the student to practice time-honored methods of science: making observations, taking measurements, recording data, and drawing conclusions from the laboratory data. Three laboratory hours per week. Prerequisites: CHE 100 (1 cr.) Spring

**CHE 205. INORGANIC CHEMISTRY.** A continuation of General Chemistry II. Descriptive chemistry of metals and nonmetals, electrochemistry, nuclear chemistry, solid state molecular orbitals, coordination chemistry. Laboratory: Equilibrium and qualitative chemistry of the elements. Three class and three laboratory hours each week. Prerequisite: CHE 102. (4 crs.) Spring.

**CHE 261. ANALYTICAL CHEMISTRY.** This is a traditional first course in quantitative analytical chemistry focusing on "wet" chemical analyses. The theory and application of gravimetric and a variety of titrimetric (neutralization, precipitation and complex-formation) methods of analysis are presented. Emphasis is also given to statistical evaluation of analytical data and study of complex aqueous equilibria. Laboratory activities for this course focus on experimental methods and procedures required for precise and accurate quantitative determination of composition of a variety of unknown samples. Three lecture hours and three laboratory hours each week. Prerequisites: CHE 101 & 102. (4 crs.) Fall

**CHE 281. ENVIRONMENTAL CHEMISTRY.** This course focuses on the chemical basis of environmental issues and the consequences of modern technology, with particular emphasis on air, water, and soil pollution. Topics include ozone depletion, photochemical smog, the greenhouse effect, pollution and toxicology of heavy metals and pesticides, and hazardous wastes. These topics will be developed through lectures, discussions, demonstrations, and laboratory experiments. Prerequisite: CHE 102. (4 crs.) Fall.

**CHE 331. ORGANIC CHEMISTRY I.** An introduction to the basic principles which govern the reactions of carbon compounds. Particular emphasis is placed on the structure and stereochemistry of organic molecules, acid-base theory, reaction mechanisms, and an introduction to the reactions and synthesis of alkanes, alkenes, alkynes, alicyclics, alkyl halides and aromatic compounds. Three hours lecture and three hours laboratory. Prerequisites: CHE 101 & CHE 102. (4 crs.) Summer & fall.

**CHE 332. ORGANIC CHEMISTRY II.** A continuation of the study of organic compounds. The student is introduced to the important functional groups present in such families as alcohols, ethers, carboxylic acids, esters, amides, aldehydes, ketones, amines, phenols, aryl halides, and reactions, and synthetic interconversion of these compounds. Three hours lecture and three hours laboratory. Prerequisites: CHE 331. (4 crs.) Summer & fall.

**CHE 340. ORGANIC SPECTROSCOPIC INTERPRETATION.** Introductory theory and interpretation of infrared spectroscopy, ultraviolet spectroscopy, nuclear magnetic resonance spectroscopy, and mass spectrometry. Three class hours each week. Prerequisites: CHE 101 & CHE 331. (3 crs.)

**CHE 350. COMPUTER APPLICATIONS IN CHEMISTRY.** This course engages the student in activities which focus on computer solution of chemical problems. Both software coding and usage, as well as interfacing of microcomputers to chemical instruments, are covered. Three class hours each week. Prerequisites: CHE 101, CHE 102 & CSC 105. (3 crs.)

**CHE 361. INSTRUMENTAL METHODS.** This course will expose the students to a number of important instrumental methods currently used for chemical analysis. The topics covered fit into three broad categories: 1) electrochemistry and electroanalytical methods, 2) spectroscopic methods and 3) analytical separations and chromatographic methods. Both the theory and the application of these analytical methods are emphasized with particular focus on the technical details of instrumentation, the methodology employed for precise and accurate analytical determinations of samples and the advantages and limitations of each method. An essential component is the incorporation of "hands-on" experience with many instruments in the laboratory portion of this course. Three lecture hours and three laboratory hours each week. Prerequisites: CHE 261. (4 crs) Spring



**CHE 368. INDIVIDUAL WORK I.** An opportunity for students specializing in chemistry to organize, investigate, and report on a specific problem of their own selection. (1 cr.) Spring, summer & fall.

**CHE 410. CHEMISTRY INTERNSHIP.** The student is provided an opportunity to work in an industrial or non-profit research laboratory. This practical training is intended to supplement the academic program. Prerequisite: Junior or Senior standing and permission of the department. (Variable: 1-12 crs.) Spring, summer & fall.

**CHE 411. BIOCHEMISTRY I.** A comprehensive survey of the properties, reactions, and structure of amino acids, proteins, enzymes, carbohydrates, fats and lipids, and nucleic acids. Three class hours each week. Prerequisites: CHE 331 & CHE 332. (3 crs.) Fall.

**CHE 451. PHYSICAL CHEMISTRY I.** Properties of gases, kinetic-molecular theory, molecular energies, classical and statistical development of thermodynamics, with applications to thermochemistry and chemical equilibria. Three lecture hours and three laboratory hours each week. Prerequisites: CHE 261 and mathematics through Integral Calculus. (4 crs.)

**CHE 452. PHYSICAL CHEMISTRY II.** Kinetics of chemical reactions, properties of liquids, phase equilibria, solutions, thermodynamics, properties of electrolytes in solution, and electrochemistry. Three lecture hours and three laboratory hours each week. Prerequisite: CHE 451. (4 crs.)

**CHE 495. CHEMISTRY SEMINAR.** Students may choose a particular topic in chemistry and, under the supervision of a faculty member, prepare and present a seminar report. The topics are to be on material not covered in the undergraduate courses, or extensions of some particular aspect of chemistry included in less detail in an undergraduate course. (1 cr.) Spring & fall.

### **Communication Disorders - CMD**

**CMD 100. SURVEY OF SPEECH PATHOLOGY.** This is the introductory course to communication disorders and the field of speech/language pathology. (3 crs.) Fall

**CMD 105. LANGUAGE AND SPEECH DEVELOPMENT.** Emphasizes the normal development of speech, language, and communication. The form and function of language are considered, i.e., phonology, syntax, morphology, semantics, and pragmatics. (3 crs.) Annually

**CMD 108 NATURE OF LANGUAGE.** This is a course about both the history and current use of language. A major focus of this course is to analyze the various components of language: phonetics, phonology, morphology, semantics, syntax and the written representation. The sociocultural influence (dialects, accents) of language is also discussed. A comparison is made between human and animal languages. Lastly, language function is compared with brain structure. (3 crs.) Annually

**CMD 203. PHONETICS.** Introduces practical phonology and phonetics as they apply to the communicative process. The student is required to learn and use the International Phonetic Alphabet. (3 crs.) Annually

**CMD 204. ANATOMY AND PHYSIOLOGY.** The structure and normal function of the components of the human body participating in the production and reception of speech and language. Prerequisite: CMD 213. (3 crs.) Alternate years

**CMD 215. SPEECH SCIENCE.** An introductory course in Speech Science: the study of the physical characteristics of speech, its perception and its production. (3 crs.) Alternate years

**CMD 216. ARTICULATION.** This course will provide the student with traditional views toward articulation disorders and their assessment and treatment. Current management and assessment procedures will be presented. (3 crs.) Alternate years

**CMD 218. INTRODUCTION TO CLINICAL PROCEDURES.** This course is designed to give the senior-level Communication Disorders student his or her first in-depth view of actual clinical procedures. The major goal of the course is to consider all the issues related to basic/entry-level clinical interaction and to share information with classmates. Topics will include creating an appropriate clinical environment, professional behavior, motivating others, reinforcement principles, legalities of clinical interactions, record keeping, data collection, basic medical terminology, and administering basic speech and hearing screenings. (3 crs.) Alternate years

**CMD 220. COMMUNICATION ACROSS THE LIFESPAN.** Through lecture, reading and direct observations, the student will learn about the normal development of language across the lifespan. He/she will also learn about the abnormalities that occur at specific stages of life, as well as those that occur at all ages. Registration in CMD 220 Laboratory is required and will provide the student with client observations both on and off-campus. (3 crs.) Annually

**CMD 300. SPEECH PATHOLOGY I.** This course provides students with introductory knowledge of children with language and speech disorders. They will become aware of procedures and principles utilized by speech-

language pathologists in the assessment and management of children with language and speech delays/disorders. Prerequisites: CMD 100, 203, 204 and 213. (3 crs.) Alternate years

**CMD 301. SPEECH PATHOLOGY II.** Primary emphasis is placed on several of the major speech disorders, namely: fluency disorders, voice disorders, language disorders in adults, dysarthria, apraxia, and dysphagia. Prerequisites: CMD 203, CMD 204, CMD 213. (3 crs.) Alternate years

**CMD 305. INTRODUCTION TO AUDIOLOGY.** The course will provide the student with an understanding of the genetic and disease processes producing hearing loss in children and adults and the procedures used to assess hearing loss and rehabilitate persons with hearing impairment. Prerequisites: CMD 204 and CMD 213. (3 crs.) Alternate years

**CMD 320. ASSESSMENT OF SPEECH AND LANGUAGE.** The student learns to administer, score, and interpret speech and language tests and write diagnostic reports based upon the administration and results of such tests. (3 crs.) Alternate years

**CMD 400. CLINICAL PRACTICUM.** Provides the student clinician with a variety of therapeutic and evaluation experiences with children or adults having speech, language or hearing disorders. Prerequisites: CMD 300, CMD 301 and a 3.0 in all CMD courses. (Variable crs.) Fall, Spring & Summer

### **Communication Studies - COM**

**COM 100. PERSPECTIVES ON COMMUNICATION.** An introductory course intended primarily for majors in Communication Studies. The course explains the many perspectives from which communication may be studied and serves as an introduction to the discipline. (3 crs.)

**COM 101. ORAL COMMUNICATION.** This course is designed to develop the knowledge and skill necessary for preparing and presenting extemporaneous speeches to accomplish informative and persuasive goals on issues of civil, political, or cultural importance. Course topics include audience analysis, research, organization, language use, and delivery that facilitate effective communication with audiences. (3 crs.)

**COM 105. SURVEY OF RADIO, TELEVISION, AND FILM.** Introduction to communication in radio, television, and film; effects of mass media on the audience and the individual; role of mass media in news, documentaries, commercials, and entertainment broadcasting. (3 crs.)

**COM 141. AUDIO PRODUCTION I.** Fundamentals of radio production including the theory and use of Audio Lab equipment, writing and producing various types of basic radio programs, and the study of FCC rules and regulations as they apply to radio broadcasters. (3 crs.)

**COM 142. VIDEO PRODUCTION I.** Fundamentals of television studio production, including the use of equipment. This course has both a lecture and a laboratory component. Students must register for both the lecture and laboratory components in the same term. (3 crs.)

**COM 165. INTERPERSONAL COMMUNICATION.** This course seeks to help the student develop an awareness of the nature and complexity of interpersonal communication, recognize how perception of the self affects the ability to relate to others, and gain an understanding of those elements that shape the interpersonal communication process. (3 crs.)

**COM 201. INTERCOLLEGIATE FORENSIC ACTIVITIES.** Instruction, practice, and performance of various forms of debate and competitive individual speaking and reading events. Participation in intercollegiate competition, largely on some weekends, is required. Open to students in any major. (3 crs.)

**COM 203. INTRODUCTION TO PUBLIC RELATIONS.** Examines PR as the communication function that allows organizations to interface with their environments and publics. It describes the public relations process as well as its history, the guiding principles and concepts of organizational advocacy, and explores the various career opportunities in the field. (3 crs.)

**COM 210. VOICE AND ARTICULATION.** Introduction to phonetics and to voice production and control, with exercises to develop adequate quality, loudness, pitch, rate, and articulation. (3 crs.)

**COM 220. GROUP COMMUNICATION.** This course examines elements and processes in group communication as they are required for making decisions, solving problems, managing conflict, understanding interpersonal influence and interaction, and evaluating leadership roles. Both theoretical and practical guidelines as they apply to group communication are examined. Group projects and experiential learning activities may require participation in service-learning activities outside of class and off campus. (3 crs.)

**COM 224. INTRODUCTION TO ORAL INTERPRETATION.** Techniques of discovering denotative and connotative meanings in literature for presentation to listeners; solo presentations of different literary forms. (3 crs.)

**COM 230. ARGUMENTATION AND DEBATE.** This course aims to cultivate students' critical understanding of forms of reasoning as these are deployed by advocates in various situations. Students learn about argument form, structures and strategies used in supporting or undermining propositions. Students act as advocates for particular positions in a team debate and write critical analyses of advocates in debates, panel discussions, and argumentative essays. (3 crs.)

**COM 235. PRESIDENTIAL RHETORIC, 1960 TO THE PRESENT.** A study of the written texts, audio tapes, and video tapes of selected speeches by American presidents. The course explores the use of rhetoric in campaigns, in governance and in crises, by the presidents in order to illustrate contemporary political speaking and is an examination of how to understand and evaluate presidential speaking. (3 crs.)

**COM 241. AUDIO PRODUCTION II.** Students will build upon the knowledge and skills learned in Audio Production I, including creating, writing, producing and evaluating various types of more sophisticated production projects. Strong emphasis on theory and practice of field production, creating sound and special effects. Prerequisite: COM 141 or permission of instructor. (3 crs.)

**COM 242. VIDEO PRODUCTION II.** A course designed to prepare a student to perform in the various areas of single camera electronic field production, including the fundamentals of scripting, planning and budgeting field shoots; gathering audio and video in the field; field lighting; skills and aesthetics of editing field produced video; and the understanding and reading of test equipment for video signals. Prerequisite: COM 142 or permission of instructor. (3 crs.)

**COM 246. RADIO AND TELEVISION ANNOUNCING.** Theories and practice of gathering, evaluating, writing, and delivering newscasts, sports, commercials, interviews, for radio and television audiences. Prerequisite: COM 141 or COM 142 or permission of instructor. (3 crs.)

**COM 250. ORAL COMMUNICATION: MANAGEMENT.** Develop an awareness of, and an appreciation for communication in the business world; preparing and presenting oral reports and speeches designed especially for persons who function in organizations, businesses, or industries. (3 crs.)

**COM 275. THE ART OF FILM.** This course provides an introduction to the study of film and covers fundamental concepts in the history, aesthetics, style, technique and critical interpretation of film. The course emphasizes the filmmaker as a creative artist. (3 crs.)

**COM 303. PUBLIC RELATIONS APPLICATIONS.** This course seeks to develop the production skills necessary to function in an entry-level public relations position. Many assignments will help students develop: 1) proficiency using the host of vehicles PR practitioners use, and 2) a portfolio. Effort will be made to create an atmosphere similar to the first job in PR. The instructor will be the first PR supervisor - the boss - editing the work; criticizing style; asking for research; forcing the student to plan, analyze, write, rewrite, prepare, repair, organize, and reorganize. Prerequisite: COM 203. (3 crs.)

**COM 315. LANGUAGE AND BEHAVIOR.** Developing language habits that improve sensory and symbolic perception, inference-making, evaluation, and conflict management/resolution. Prerequisite: COM 165 or permission of instructor. (3 crs.)

**COM 320. INTERCULTURAL COMMUNICATION.** Students will gain insight into the cultural communication problems of individuals and groups in face-to-face communication and in technologically-mediated communication. The course provides description and analysis of cultural factors in communication, such as perception, value systems, language codes, and nonverbal communication. (3 crs.)

**COM 324. ADVANCED ORAL INTERPRETATION.** Detailed analysis and evaluation of literary forms. Creative experimentation in adapting performing literature for solo and group presentations. Prerequisite: COM 224. (3 crs.)

**COM 331. RADIO AND TELEVISION COMMERCIALS.** The writing of commercial messages in varying lengths for both radio and television, including preparation of storyboards. Prerequisite: COM 141 or COM 142 or permission of instructor. (3 crs.)

**COM 332. RADIO AND TELEVISION WRITING: NEWS.** The writing of news, commentary and documentary scripts for radio and television; includes the press conference. Prerequisites: COM 141 or COM 142 or permission of instructor. (3 crs.)

**COM 335. RADIO AND TELEVISION WRITING: DRAMA.** Writing and analyzing teleplays, film and/or radio plays for understanding of dramatic composition and unique needs of specific writing genres and audiences. (3 crs.)

**COM 336. BROADCAST REPORTING.** A further exploration of the principles of reporting for the electronic media. Students will apply reporting techniques, ethical principles, and legal principles in actual field experiences. (3 crs.)

**COM 341. AUDIO: AESTHETICS & APPLICATIONS.** This course is designed as a discussion of various aesthetic principles in audio followed by application of these principles in student productions. Students must have mastered the mechanics of studio and field audio mixing, recording and editing prior to enrollment. Prerequisites: COM 141 & COM 241, or permission of instructor. (3 crs.)

**COM 342. VIDEO: AESTHETICS & APPLICATIONS.** This course is designed as a discussion of various aesthetic principles in video followed by application of these principles in student produced programming. Students must have mastered the mechanics of shooting and editing video tape prior to enrollment in this course. Prerequisites: COM 142 & COM 242. (3 crs.)

**COM 350. PERSUASION.** Methods of changing attitudes and behaviors through communication; analysis of individuals, audiences, occasions, and subjects for persuasive appeals. Study of logical and psychological arrangements and the ethics of persuading and being persuaded. Preparation of persuasive speeches. Prerequisite: COM 101 or COM 250 or permission of instructor. (3 crs.)

**COM 355. BROADCAST MANAGEMENT.** Development of a working knowledge of the managerial structures of broadcast organization. Prerequisite: COM 141 or COM 142. (3 crs.)

**COM 363. SPORT COMMUNICATION AND MEDIA RELATIONS.** This course provides sport management training in sports public relations, publicity, and marketing. It includes writing for the media, managing media relationships, and using media to obtain marketing objectives. Prerequisite: COM 303 or permission of instructor. (3 crs.)

**COM 370. PUBLIC COMMUNICATION LAW AND POLICY.** This course examines the meaning of the speech and press clauses of the First Amendment and the application of those clauses to the formulation of public communication policy. It considers electronic media policy formulation in the area of commercial speech, contemporary speech controversies, privacy, public interest, and evolving communication technologies, from the perspectives of statute limitations, court constitutional interpretations, common law, regulatory mandates, and international treaties. (3 crs.)

**COM 401. INTERNATIONAL BROADCAST SYSTEMS.** An overview of world broadcasting systems. It prepares the student to function as a person with a world view of the field of electronic mass communication. Prerequisites: COM 355, COM 105. (3 crs.)

**COM 410. PROFESSIONAL VIDEO COMMUNICATIONS.** The field of business and institutional video. The course prepares the student to function as a corporate writer, producer, director, and editor of desktop videos, video press releases, videoconferences, training tapes, and other business and institutional videos. Prerequisites: COM 100 & COM 105. (3 crs.)

**COM 429. SPECIAL PROBLEMS IN COMMUNICATION.** Independent study and reporting of topics of interest to the student but not available in scheduled courses. (Variable crs.)

**COM 438. PUBLIC RELATIONS CAMPAIGN MANAGEMENT.** Seeks to increase understanding of the management of public relations campaigns by integrating communications theory with professional practice. Special attention is given to techniques for designing, implementing and evaluating effective campaign strategies for clients. Prerequisites: COM 203, COM 303. (3 crs.)

**COM 445. RADIO AND TELEVISION IN A FREE SOCIETY.** A study of the rights and obligations of the mass media producer, purveyor, and audience. Prerequisite: COM 105 or permission of the instructor. (3 crs.)

**COM 459. COMMUNICATION STUDIES INTERNSHIP.** Opportunities for practical, professional communication work and field experiences in various off-campus settings. Internships are to be jointly administered by an on-site supervisor and the departmental internship supervisor. (Variable crs.)

**COM 461. COMMUNICATION CRITICISM.** The study and application of the methods and critical perspectives used in communication criticism. Students will critique a wide range of communication artifacts which may include speeches, advertisements, films, and the messages of public relations. (3 crs.)

**COM 463. MEDIA CRITICISM.** The study of critical approaches to audio, video and cinematic texts. Emphasis on the discussion and application of approaches that examine: the meaning of media texts, the author's role in producing media texts, the impact of media texts on audiences, and the impact of the social and cultural milieu on the creative and critical process. Prerequisites: COM 105. (3 crs.)

**COM 481. COMMUNICATION RESEARCH TECHNIQUES.** This course is intended to provide an introduction to and practice in the construction of research that is appropriate to the student's area of interest in Communication Studies. It seeks to provide basic research skills to those anticipating graduate studies, and to those anticipating employment in areas of Communication Studies. Prerequisites: Major, junior standing or permission of instructor. (3 crs.)

**COM 484. PUBLIC RELATIONS CASES AND PROBLEMS.** This is the capstone course for students in the public relations Concentration. It seeks to develop analytical skills so that graduates may function in the four primary roles of the public relations practitioner: 1. monitor of public opinion and change; 2. voice of the corporate conscience; 3. advocate for organizations; and 4. monitor of organizational policies and programs. Prerequisite: COM 438 or permission of instructor. (3 crs.)

**COM 490. COMMUNICATION THEORY.** A seminar in which the theories of human communication are analyzed, debated and evaluated. (3 crs.)

### **Computer Information Systems - CIS**

**CIS 150 INTRODUCTION TO DATABASE APPLICATION SOFTWARE.** This course is an introductory study of database application software as it is used on a microcomputer. The more commonly used operations of a selected database applications software package will be presented. Introductory database design techniques, queries, forms, and reports will be presented. Laboratory assignments and projects will be used to combine database theory and database software to solve information management problems. Prerequisite: CSC 101 Recommended or equivalent. (3 crs.)

**CIS 215 TELECOMMUNICATIONS AND LOCAL AREA NETWORKS.** An introduction to telecommunications and networks. Topics include data transmission, communication protocols and layered standards, network hardware, network management, security, and privacy. Both LAN and WAN implementations are addressed. Prerequisite: IST 121 (3 crs.)

### **Computer Science - CSC**

**CSC 101 MICROCOMPUTER APPLICATION SOFTWARE.** This course provides a structured laboratory experience designed to develop and enhance a student's proficiency in using selected *Windows* microcomputer application software packages. (3 crs.)

**CSC 105 BASIC PROGRAMMING LANGUAGE.** This course will provide the student with the knowledge to write well-structured, modular programs on a personal computer. It assumes no prior knowledge of computers or programming. The fundamentals of programming and computer technology are taught in a style consistent with current thinking in the computing field. Prerequisites: High school algebra or equivalent. (3 crs)

**CSC 120 PROBLEM SOLVING AND PROGRAMMING CONSTRUCTS.** This course presents basic computer literacy; introduces operations in VAX and Windows environments; presents problem solving heuristics and structured programming techniques; presents language independent data types, operations, programming constructs and statements; introduces arrays and linked lists; and implements fundamental programs using an appropriate programming language. Prerequisite: High school algebra or equivalent. (3 crs.)

**CSC 123 INTRODUCTION TO COMPUTER SCIENCE WITH PASCAL.** This course provides an introduction to computers, algorithms, and programs. Emphasis is placed on efficient program design using structured programming methods. Students are required to write and test programs in the Pascal language. Prerequisite: High school algebra or equivalent. (3 crs.)

**CSC 124 C PROGRAMMING.** This course builds on CSC 120. It gives the student a thorough understanding of the C language so that the student will develop the ability to program in the C language. Emphasis is placed on efficient software development using structured programming techniques. Students are required to run programs using an appropriate version of C. Prerequisite: CSC 120. (3 crs.)

**CSC 199 FIELD EXPERIENCE IN COMPUTER SCIENCE** Designed for the Associate Degree person majoring in computer science, this course will enable the student to apply her/his knowledge of computers to the real world of computer technology. The field experience will provide the student with an opportunity to see and work with the many aspects of computers in the work place and should enhance the student's job opportunities when the student graduates. Prerequisites: Students should have completed 32 credits with a good QPA and permission of the instructor. (3 crs)

**CSC 201 WINDOWS and the INTERNET.** This course provides a structured laboratory experience designed to enhance a student's proficiency in a *Windows* operating environment and in using the Internet, and to develop a student's proficiency in designing and publishing web pages. (3 crs.)

**CSC 216 LOGIC AND SWITCHING THEORY.** This course provides the student with an in-depth study of the basis of digital computers. Number systems, arithmetic operations, codes, Boolean algebra, Boolean minimization techniques, state transition tables, and state transition graphs are discussed. Extensive emphasis is placed on the analysis and synthesis of synchronous and asynchronous combinational networks which form digital computers. Prerequisite: MAT 195. (3 crs.)

**CSC 260 DATA STRUCTURES.** The design, use, and programming of data structures such as stacks, queues, linked lists, and binary trees will be discussed. Sorting and searching methods are also discussed in this course.

The analysis of algorithms will be considered as well as the applications of the various data structures. Prerequisites: CSC 124 and MAT 195. (3 crs.)

**CSC 265 OBJECT-ORIENTED PROGRAMMING.** This course introduces the student to object-oriented programming. Object-oriented programming offers a natural method for designing software systems that build on the concepts of data abstraction, information hiding, and modularity. Prerequisite: CSC 260.(3 crs.)

**CSC 300 COMPUTER OPERATIONS.** This course is designed for the computer science major who is looking for a general overview of computers, how they operate, how they store and use information, and how peripheral equipment associated with the computer world operates. Prerequisites: At least two computer science courses. (3 crs)

**CSC 302 VISUAL PROGRAMMING.** This course uses both lecture and a structured laboratory experience to develop a student's proficiency writing programs for a *Windows* environment. Programming is done in a visual programming language using the event-driven programming paradigm. Prerequisite: CSC 105 or CSC 120 or CSC 123 or equivalent. (3 crs.)

**CSC 304 COBOL I.** An introduction to the essential elements of the COBOL language using well-structured programming techniques. Students will write and execute report programs, control break programs, data validation programs and programs that implement tables. Good analysis, design and structure will be emphasized. Prerequisites: CSC 120. (3 crs.)

**CSC 306 FORTRAN.** The FORTRAN language will be studied. Most of the major programming constructs of FORTRAN will be covered including assignment statements, loops, decisions, subprograms, arrays, character manipulation, and file processing. Comparisons with other languages will be made and documentation of programs will be emphasized. Prerequisite: CSC 120. (3 crs.)

**CSC 309 OPERATIONS RESEARCH.** This course is a survey of the operations research tools that are available to help a manager make better decisions. It encompasses a number of mathematically oriented techniques that have been developed for/adapted to management problems in the areas of private industry, education, military, health care, and government applications. Mathematical modeling techniques will be studied in both lecture and structured laboratory sessions. Prerequisite: Experience in Excel. (3 crs.)

**CSC 318 COBOL II.** This course is a continuation of COBOL I emphasizing sequential and indexed files, disk storage, table handling, subprograms, library copy facilities, interactive processing, sorting, character manipulation and debugging. Top-down design and principles of structured programming permeate the course. File editing, file updating and file maintenance programs are covered in detail. Prerequisites: CSC 218 (3 crs.)

**CSC 323 ASSEMBLY LANGUAGE PROGRAMMING.** In this course the student will study the VAX assembly language. In doing so, the student will develop some concepts related to the architecture and operations of the VAX computer. Programs will be written and implemented using the instructions in this assembly language. Constructs, such as selection, looping, and subprograms, will be implemented. Prerequisite: CSC 260. (3 crs.)

**CSC 324 COMPUTER GRAPHICS.** This course introduces the student to computer graphics software. Lecture and laboratory sessions will use this software in the development of advanced graphics concepts. Hardware devices will also be discussed. Prerequisite: CSC 265. (3 crs.)

**CSC 357 HYPERMEDIA AND CAI.** In this course, the design, development, and evaluation of instructional software is investigated. Students will design CAI using the methods discussed and an appropriate authoring system. Prerequisite: CSC 120. (3 crs.)

**CSC 360 ANALYSIS OF ALGORITHMS.** This course covers algorithm analysis theory and techniques. Students learn properties of both efficient and inefficient algorithms. The importance of analyzing algorithms before implementing them will be emphasized. This course will teach the skills necessary to determine the best algorithm for a given problem. We will investigate greedy, graph theoretic, divide and conquer, and dynamic algorithms. We will cover both polynomial time algorithms and NP-completeness. Prerequisites: CSC 265. (3 crs.)

**CSC 375 SYSTEMS ANALYSIS.** This course introduces the student to the information system development life-cycle, the basic concepts and tools of system analysis, and the utilization of various system development tools. Prerequisites: CIS 150 and IST 121 (3 crs.)

**CSC 378 COMPUTER ARCHITECTURE.** This course will provide the student with an in-depth study of the organization of the central processing unit, arithmetic logic unit, control unit, instruction formats, and addressing schemes of digital computers. Extensive emphasis is placed on the translation of assembly language instructions into their microsequence operations within the control unit and the interconnection and control of registers, arithmetic logic units, memory units, and busses which form the central processing unit and the digital computer. Prerequisites: CSC 216 and CSC 260 are required and CSC 270 is recommended. (3 crs.)

**CSC 400 OPERATING SYSTEMS.** An introductory study of the main elements of an operating system—memory management, process management, device management and file management. Prerequisite: CSC 260 is required and CSC 378 is recommended. (3 crs.)

**CSC 405 DATA COMMUNICATIONS.** A study of transmission media and techniques, data link protocols, error detection, hardware and selected network standards. Prerequisite: CSC 260 is required and CSC 378 is recommended. (3 crs.)

**CSC 410 LISP PROGRAMMING.** In this course, an introduction to *LISP* (List Processing) will be used as a vehicle for encoding intelligence-exhibiting processes. Topics include a survey of lambda calculus and recursive function theory. Prerequisite: CSC 260. (3 crs.)

**CSC 419 MATHEMATICS AND COMPUTER SCIENCE INTERNSHIP.** This course is designed for the computer science major who is seeking work experience in the computer science area. This intern experience will enable the student to apply her/his knowledge of computers in the real work place. The internship will provide the student with the valuable computer experience that should enhance the student's job opportunities upon graduation. Prerequisites: Students should have completed 64 credits with a good QPA and permission of the instructor. (Variable crs)

**CSC 424 NUMERICAL ANALYSIS.** This course introduces useful numerical techniques for solving a broad spectrum of problems in science and engineering. Topics include series and polynomial approximations, Romberg arrays, numerical differentiation, numerical integration, and numerical equation solution procedures. Error analysis in algorithms is addressed, as well as machine floating point errors and how to control them. Prerequisites: CSC 124 or CSC 224, MAT 341, MAT 195, and (MAT 273 or MAT 282) (3 crs.)

**CSC 455 STRUCTURES OF PROGRAMMING LANGUAGES.** Students will study the four categories of programming languages—imperative, object-oriented, functional, and logic. An in-depth discussion of the imperative languages will be followed by discussions of the other three paradigms. Students will be required to investigate at least one language. Prerequisites: CSC 265 and a minimum of 6 additional credits in programming languages. (3 crs.)

**CSC 456 DATA BASE MANAGEMENT SYSTEMS.** The design, implementation, and application of data base management systems. This is a study of the design of data bases including the normalization of the tables, SQL, E-R modeling, and database design and implementation. Prerequisite: CIS 150 or equivalent database knowledge. (3 crs.)

**CSC 460 LANGUAGE TRANSLATION.** This course studies the design and construction of compilers. Lexical analysis, syntactic analysis, and code generation are investigated in detail. Language design, interpreters, semantic analysis, intermediate code generation, and code optimization are also considered. Prerequisites: CSC 260 and at least one programming language in addition to C. (3 crs.)

**CSC 475 THEORY OF LANGUAGES.** An introduction to finite state automata and formal languages. Topics include regular expressions and regular grammars, context-free grammars, pumping lemmas, pushdown automata, Turing machines, computability, and the classification of formal languages. Prerequisites: MAT 195 is required and CSC 260 is recommended. (3 crs.)

**CSC 485 SPECIAL TOPICS IN COMPUTER SCIENCE.** This course allows current topics in computer science to be offered in a timely fashion. Topics are not covered in other courses and will not be regularly offered as a special topic. The course topic depends on current trends in computer science, the interests of the students and the instructor. Prerequisite: Permission of the instructor. This course may be repeated if a different topic is offered. (3 crs.)

**CSC 490 SENIOR PROJECT I: SOFTWARE ENGINEERING.** This course introduces students to software engineering. They will study its history, terminology, requirements, specifications, and design. The students will write a software definition, specification, and one or more papers on software engineering topics. Prerequisites: CSC 260 and ENG 217.

**CSC 492 SENIOR PROJECT II.** This course is a continuation of the Senior Project I: Software Engineering course and the capstone course of the program. The project proposal developed in the first Senior Project class will be designed and implemented in this course. The student will produce a project users guide and will demonstrate proficiency in the academic program through the development of the project and through a comprehensive outcomes examination. Prerequisite: CSC 490.

**CSC 496 SEMINAR IN COMPUTER SCIENCE.** This course is designed for the highly motivated student wishing to develop certain current computer science topics. Topics covered in this course are chosen by the student under the guidance of the instructor. The class does not meet regularly but, rather, by arrangement between the instructor and the student. Prerequisites: Minimum of 21 hours in computer science course work and permission of the department chair and instructor. (1 to 3 crs.)

**CSC 502 ADVANCED VISUAL PROGRAMMING.** This course uses both lecture and a structured laboratory experience to further enhance a student's proficiency writing programs for a *Windows* environment. Topics might include programming with multimedia, programming with Active X, object-oriented programming, advanced database programming, or web database programming. Prerequisites: CSC 202 and (CIS 150 or equivalent). (3 crs.)

### **Criminal Justice (Bachelor of Science Program) - CRJ**

**CRJ 101 INTRODUCTION TO CRIMINAL JUSTICE.** The course covers the nature, scope and impact of crime in the United States, independent and interdependent operations and procedures of police, courts and corrections, and introductory theories of crime and delinquency. Course introduces the justice model in a systematic way whereby students delve into the numerous components of the justice system including law enforcement, legal and judicial process and correctional operations. Career opportunities will be fully covered throughout the course. (3 crs.)

**CRJ 102 AMERICAN POLICING.** An introduction to the police system in America, which is the gateway to the criminal justice process. Topics considered include the historical foundations of police processes, occupational roles and tasks of law enforcement, and the nature and designs of typical, as well as innovative, police systems. Perennial problems of policing, particularly as it relates to community interaction, are also essential components of the course. (3 crs.)

**CRJ 103 CORRECTIONAL SYSTEMS.** Course examines the management, structure and organizational design of correctional institutions. Correctional planning, construction, program evaluation and community interaction will be considered and improvement strategies for correctional operations will be debated and critiqued. Course provides a broad based overview of the correctional system which incarcerates and confines, treats and reclaims criminal personalities and protects and serves the state and the community by removing threats to the social order. (3 crs.)

**CRJ 104 INTRODUCTION TO SECURITY.** A basic overview of private sector justice is the course's chief aim. Types of security operations and functions comprises much of the course coverage including perimeter and physical security, intelligence gathering, retail and industrial security, terrorism and executive protection as well as security in select business and industrial centers. Careers, regulation and licensure, the debate on professionalization are other areas of major intellectual concern. (3 crs.)

**CRJ 201 CRIMINAL INVESTIGATION.** This course is a comprehensive examination of civil and criminal investigations in both public and private modes, including most major felony processes and relevant civil actions. Focus is on the fundamentals of the investigative process and the range of skills necessary for successful performance and management of investigations, including evidence gathering and analysis, witness assessment, field techniques, and linkage between investigative and prosecutorial agencies. (3 crs.)

**CRJ 202 INDUSTRIAL AND RETAIL SECURITY.** Course covers a wide array of issues relevant to the protection of industrial, retail and commercial interests, including administrative and managerial aspects of the security field in both the public and private sector; consideration of unique security management problems arising from labor disputes; demonstration, civil disorders, and riots; white collar and organized crime; and industrial espionage. Management issues peculiar to organizations which operate under constraints imposed by federal and state regulatory agencies is also dealt with. Tactical steps and strategies to combat the various forms of criminality in the commercial marketplace will be analyzed and discussed. (3 crs.)

**CRJ 211 ORGANIZED CRIME.** A complete examination of the dynamic referred to as "organized crime" commencing with its historical underpinnings. Specific crimes, like racketeering, extortion, bribery, official corruption, graft, drugs, prostitution and other illicit trafficking will be analyzed. Investigative techniques and prosecutorial strategies that relate to the identification and elimination of organized crime are a major component of the course content. (3 crs.)

**CRJ 215 THE VICTIM AND THE JUSTICE SYSTEM.** This course will examine issues surrounding the central character in a criminal act - the victim. Contents are designed to develop an understanding of what it means to be victimized, including the physical, psychological, and economic impact of crime upon victims, their families, and society in general. Special consideration will be given to specific victim populations (i.e. survivors of homicides, sexual assault, and family violence), secondary victimization by the criminal system, victim assistance programs, and future trends in this field. A full review of how the American justice system has responded to the needs of victims is part of the course content and includes a look at victim testimony at sentencing and parole and probation hearings, victim notification, Meghan's law, victim advisory and protection services, and other means in which the judicial system assures victim participation during the adjudicative phase. (3 crs.)

**CRJ 305 INTERNATIONAL CRIMINAL JUSTICE.** Compares and contrasts the criminal justice system of the United States with the systems of other countries on a substantive and procedural basis. A thorough examination of other cultural models of law and justice in order that differences in justice processing and definition become apparent. Some emphasis is placed on international policing and legal enforcement; whether through INTERPOL or treaty or other regulation. (3 crs.)



**CRJ 309 WHITE COLLAR CRIME.** This course considers crime committed by corporations as well as white collar criminals: how such crimes are defined; who commits or is victimized by it; which moral, ethical, legal and social contexts promote it and how society responds. Procedural and policy considerations in the investigation and enforcement of relevant statutes will also be covered, including the concept of legal privilege, the role of the grand jury and other pre-trial processes, evidentiary questions, litigation strategies, and potential sanctions and other punishments. (3 crs.)

**CRJ 325 LAW, JUSTICE AND FAMILY.** A full-fledged review of the justice system's response to the establishment and maintenance of family in the American culture. How the family is defined, its heritage of rights and protections and the differentiated roles of parent and child are central considerations. Further review includes a look at family dissolution, divorce, custody and support disputes and the ongoing problems of visitation. The emerging problems of spousal and child abuse will be keenly analyzed and how the legal systems provides protection from these abuses will be closely scrutinized. (3 crs.)

**CRJ 331 JUVENILE JUSTICE SYSTEM.** This course covers the juvenile justice system, with special emphasis on the way it procedurally differs from adult offender adjudication. The parts of the juvenile justice system, hearings, due process standards and constitutional mandates are fully reviewed. Status offenders and other youth classifications are considered, together with a historical summary of juvenile court philosophy. New trends in the procedural disposition of juveniles especially transfer to adult jurisdiction, types of punishment, suitability of the death penalty are discussed. (3 crs.)

**CRJ 335 PRIVATE SECURITY LAW.** A focused examination familiarizes students with the origins and development of private security, with an emphasis on defining security's role in the administration of justice, its historical underpinnings, types of security services in the American marketplace, and the legal aspects of private sector justice. Further considerations are regulation, licensing, the civil and criminal liability of security personnel, and the ongoing constitutional debate that surrounds private security enforcement. Exactly how private sector justice operatives are legally liable for their conduct, as contrasted with the public justice official, is a major feature of the course design. (3 crs.)

**CRJ 345 PROBATION AND PAROLE.** This course examines the theory and practices of probation and parole with juvenile and adult offenders including release philosophy, bail and petition, hearings on grant, revocation or denial, alternative community based corrections and legal issues that emerge in award revocation or imposition of probation and parole. (3 crs.)

**CRJ 351 CIVIL LIABILITY OF CRIMINAL JUSTICE PERSONNEL.** A comprehensive examination of civil law issues, often witnessed in a justice agency, brought about by justice personnel in the performance of their duties. Examples include civil rights violations; consequences of excessive force, assault and other tortuous conduct; negligent hiring, retention and entrustment; defamation and slander; and dereliction of duty. Course employs a series of actual litigations involving civil liability in police departments, tracing the original infliction of harm through the jury verdict. Defense strategies to citizen actions are provided. (3 crs.)

**CRJ 361 JUDICIAL ADMINISTRATION.** An examination of the American judicial system, highlighting state, local, and federal tribunals, including an assessment of their hierarchy, subject matter jurisdiction, and administration. Also reviewed will be judicial reasoning, judicial process and the chief personnel responsible for judicial operations. More particularly the course will expose the various phases inherent in civil and criminal litigation including the concepts of jurisdiction, venue, parties and the pleadings that guide advocacy. Typical case calendars and dockets will be examined throughout the course so that students may acquire a complete understanding of the litigation process. (3 crs.)

**CRJ 375 CRIMINAL LAW.** An introduction to substantive criminal law that reviews the social, philosophical, and legal foundations of criminal codification. In addition, the course covers the historical development of criminal law in the U.S. Other subject matter includes parties to crimes including principals/accessories, criminal capacity, criminal elements, e.g. *mens rea* and *actus reus*, and the specific crimes against person, property, and public order. Lastly, the course captures criminal law from the defendant's perspective by reviewing the accused's mental states, potential defenses and uses of mitigation. (3 crs.)

**CRJ 376 CRIMINAL PROCEDURE.** A procedural law course which includes a review of the law of arrests, search, and seizure, the making of bail, adjudication, pre- and post-trial activities and the nature of plea bargaining. Substantial emphasis is given the constitutional protections afforded through the Bill of Rights, particularly the 1<sup>st</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 14<sup>th</sup>. Course deals extensively with case law applications of these principles and the role of judge and jurist in the crafting of criminal process standards. (3 crs.)

**CRJ 394 PROBLEMS IN POLICING.** This course involves discussion and study of specific problems of law enforcement and policing in contemporary American society. It emphasizes the development, nature and function of law enforcement as it relates to public criminal justice rather than private sector justice. Topical coverage consists of ethics, corruption, deadly force, and civil liabilities and other dilemmas commonly faced in the modern police system. (3 crs.)

**CRJ 395 THE DEATH PENALTY.** An examination of death penalty policies in the American justice system from a legal, ethical and jurisprudential perspective. An analysis of case and statutory law, the principles of due process and appellate rights are included. (3 crs.)

**CRJ 399 SELECTED TOPICS IN LAW AND JUSTICE.** A focused examination of an emerging and dynamic problem or issue in the study and practice of criminal justice. Special subject matter not ordinarily covered in the existing curricula can be presented by interested faculty. Examples include but are not limited to: alternative punishment schemes, euthanasia and mercy killing, civil disobedience and the rule of law, minorities in the justice system, affirmative action policy, police use of force and women in criminal justice. (3 crs.)

**CRJ 400 FOREIGN STUDY IN CRIMINAL JUSTICE.** A semester or summer based experience in a foreign nation, e.g. Ireland, Hungary, London or Germany, by enrolling in actual classes at a foreign host institution for purposes of credit. Class instruction relates to the study of law and justice and affords a comparative critique of foreign justice models. The experience consists of not only study, but also visitations to justice agencies, research, travel to historical and cultural locations and social activities. Credits awarded will vary according to course offerings, time and length of experience. (Variable crs. to a maximum of 12 crs.)

**CRJ 429 TERRORISM.** Examines current terrorism, its origins and ideological bases, with particular attention to its relation to political institutions and the criminal justice process. Specific attention is given methods and means of the terrorist, motivations and modus operandi trends and predictability and law enforcement's multi-faceted reactions to its many devious forms. Legislative efforts to curb the scourge of terrorism are also highlighted. (3 crs.)

**CRJ 455 LEGAL TRADITIONS.** This course encompasses a complete examination of the law, its origins, roots and underpinnings in a jurisprudential context. Coverage includes a focused examination of classical, medieval and contemporary legal thinkers. Problems of personal privacy, sexual freedom, procreative control, the imposition of penalties, and notions of good will be considered. Course participants will consider these questions: What is law? Is law related to religion and morality? What are the foundations of law in Western Culture? Can law, ethics and morality be differentiated? How can a legal system be just? Can law shape morality or does morality shape law? How does Western legal tradition resolve ethical questions such as *abortion*, *suicide*, *euthanasia*, and the death *penalty*? Is there a unified vision of law that consists of the good, of virtue and the idea of justice? (3 crs.)

**CRJ465 POLICE ORGANIZATION AND MANAGEMENT.** The study of command-level problems and trends in police organizations and management. Principles of organization, control, planning and leadership relating to police agencies are freely assessed. Topics consist of personnel, budget, policy making, crime response tactics and measurements of some. (3 crs.)

**CRJ 470 CRIMES AGAINST CHILDREN.** This is a course that examines criminal activity targeted against children. The course will focus on the physical and sexual abuse, neglect, kidnapping, and sexual exploitation of children. Students will explore methods of identifying victims, investigating offenders, and court presentation of criminal cases. Special attention is focused on the dynamics of the relationship between victims and offenders and how that is a factor in the investigation and prosecution of criminal acts. (3 crs.)

**CRJ 485 FORENSIC LAW.** An interdisciplinary course covering law, criminal justice, science and technological issues in the evidentiary arena. Coverage in the course provides a broad-based assessment of expert witnesses, microanalysis, pathological evidence, admissibility and investigatory practice, ballistics, fingerprints, *vascar*/radar, and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, the course will delve into the rules of evidence, which guide the admissibility of forensic evidence in a court of law. Examination includes threshold tests for reliability and admissibility, qualification of witnesses competent to testify, scientific rigor required for admission and case law determinations on the use and abuse of scientific evidence. (3 crs.)

**CRJ 490 FORENSIC ACCOUNTING.** An advanced review of strategies and tactics essential to the fraud examination process. Course presentation assumes basic accounting knowledge and guides the student into specialized, applied settings indicative of forensic accounting. Coverage includes: financial statement analysis, interpretation and scrutiny of financial records and documentation, trace techniques, reporting irregularities, fraud examination approaches, and legal rules and statutory construction pertinent to accounting practices. Students will prepare a series of field exercises in common fraud cases such as bankruptcy, insurance, employee/employer reporting, covert examinations, trading practices and money laundering schemes. (3 crs.)

**CRJ 495 LEGAL AND JUSTICE RESEARCH METHODS.** A criminal justice exploration of the specialized methods and sources of legal and justice research in these areas: Justice publications and resources, case collections, computer-assisted research, constitutional materials, legal history, legal periodicals, legislative history, practice and procedure, and social science materials related to law. Application of legal research strategies will be required. (3 crs.)

**CRJ 497 LAW AND EVIDENCE.** A comprehensive review of evidentiary principles, both common law and statutory, and how evidentiary standards affect and govern both civil and criminal process. Topical coverage includes: Real and physical evidence, demonstrative substitution, hearsay and first-hand evidence, witness scope and qualification, as well as privilege principles. Both federal and state rules will be interpreted. Students will be required to advocate cases utilizing these evidentiary principles in a mock court environment and to research an area of emerging evidence law. (3 crs.)

**CRJ 498 CRIMINAL JUSTICE INTERNSHIP.** An on-site, experiential learning experience where students work at a variety of justice agencies for academic credit is the central aim of the internship program. Intern locations have included government agencies, police departments, prisons, federal and state law enforcement, private security firms, judicial clerkships, legal offices and legal research concerns. Interns must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and a paper outlining the internship experience, work 45 hours per internship credit, and present an acceptable recommendation from the internship supervisor upon completion of the experience. Attendance at internship seminars for the department is required. (Variable crs.)

**CRJ 499 INDEPENDENT STUDY IN LAW AND JUSTICE.** This course is independent in design, allowing students to act and engage in mature thought and academic review of topics of interest. The course requires a scholarly, yet practical completion of a large research project in conjunction with a faculty mentor. Projects must be approved in advance of registration and must be concerned with significant intellectual subject matter that involves the administration of law and justice. (3 crs.)

**CRJ 500 CRIMINOLOGICAL THEORIES.** This course focuses on the study of crimes, criminals, causes of criminal behavior and victimization issues. Students explore how the classical, psychological, sociological, economic, biological and political theories of crime explain criminal behavior and the impact of these theories on the work of the criminal justice system. Prerequisites: CRJ 101, 103 and 375. (3 crs.)

### **Criminal Justice (Associate Program) - XJJ**

These courses are offered by faculty from the Community College of Beaver County as part of the Cooperative Criminal Justice Program with California University.

**XJJ 132. INTRODUCTION TO SECURITY.** The practical and legal basis of security, the role of the security agent in modern society, and the interaction with law enforcement are addressed. Basic goals of security and loss prevention, areas of specialization, and career opportunities are discussed. (3 crs.)

**XJJ 134. COMMUNICATION SKILLS FOR SECURITY OFFICERS.** The aim of this course is to develop effective and basic writing and communication strategies for security officers. (3 crs.)

**XJJ 155. ADMINISTRATION OF CRIMINAL JUSTICE.** An overview of the American criminal justice system dealing with the role of the police, courts, and correctional institutions. The course also covers constitutional limits of police power; the trial process; and sentencing structure; and the functions of the numerous agencies within the criminal justice system. (3 crs.)

**XJJ 156. NARCOTICS & DRUG ABUSE.** Study of narcotics, dangerous drugs, and the people who abuse them. Implementation, evaluation and coordination of drug control programs. Consideration of private treatment programs, civil commitment, procedures, public education programs, and medical treatment programs. (3 crs.)

**XJJ 157. CORRECTIONAL ADMINISTRATION.** Organization, objectives and functions of a correctional agency will be studied. Principles of Administration relating to the sound and efficient operation of correctional facilities will be discussed with emphasis on the special problems encountered in the field. (3 crs.)

**XJJ 158. PROTECTIVE SECURITY LAW.** The course acquaints the student with the basic legal issues facing the private security officer. An overview of legal powers, limitations, and general liabilities will be addressed. Major topics include the powers of detention, arrest, search and seizure, use of force, interrogation, and most importantly, probable cause. Special emphasis will be placed on criminal and civil penalties applicable to security agents concerning abusive powers or illegal activities. (3 crs.)

**XJJ 160. CRIMINAL LAW I.** The laws of arrest, use of force, interrogation, and evidence are studied. Pennsylvania law applicable to the law enforcement officer will be emphasized. (3 crs.)

**XJJ 165. SECURITY OPERATIONS & PRINCIPLES OF LOSS PREVENTION.** The course introduces the technical and applied practice of security. Emphasis will be on procedures and practices of security personnel, the theoretical use of alarm systems, locks, surveillance equipment, the application of safety practices and risk assessment. Uniform security standards, survey techniques will be discussed, Loss prevention programs related to internal employee theft, retail theft, and insurance considerations will be emphasized. Presents an overview of security investigative equipment, interview and interrogation skills and preparing investigative reports will be highlighted. (3 crs.)

**XJJ 170. SUPERVISORY TECHNIQUES.** This course is an introduction to the duties and responsibilities of the supervisor in all organizations. Topics to be covered are business tools and skills a supervisor utilizes as manager; interrelationships between the supervisor and other departments and techniques dealing with employee problems and groups. (3 crs.)

**XJJ 175. FIRST AID & CPR/FIRST RESPONSE.** Theory and practice of general first aid techniques are covered, including the treating of illness, wounds, shock, and emergency rescue. Also included will be Hazmat Response, identification and treatment of communicable diseases, and identification of local health organizations. (3 crs.)

**XJJ 180. OCCUPATIONAL SAFETY & FIRE PREVENTION.** The course provides an introduction and examines regulations regarding "Right To Know Laws, Material Safety Data Sheets (MSDS), basic Occupational Safety & Health Act (OSHA) requirements, hazardous materials identification and response. The course examines occupational hazards, injuries, diseases and relative prevention. (3 crs.)

**XJJ 185. SPECIAL SECURITY ISSUES & PROBLEMS.** This course is a study of requirements and specific problems in security such as substance abuse, organized labor awareness, domestic violence, and protection from abuse petitions, work place violence and employee escort. The course also examines typical improprieties of the industry, security officer negligence, stress management, and interactions with public law enforcement. (3 crs.)

**XJJ 215. INVESTIGATIVE CONCEPTS.** This course reveals fundamentals of investigative theory developing informational processes, principles of interviewing and question construction, instrumentation techniques, identification of persons and things, investigation, and current issues involving invasion of privacy are also considered. (3 crs.)

**XJJ 249. DIRECTED STUDIES.** This is a seminar for advanced criminal justice students who will study and analyze typical criminal justice problems. Extensive library work is required along with independent study of various problems. Special seminars may be considered for course credit at the discretion of the criminal justice coordinator. (3 crs.)

**XJJ 256. PROBATION, PARDON & PAROLE.** Probation, pardon and parole are examined as judicial process and an executive function. Emphasis is to be placed on the philosophical approach to probation, pardon and parole. Contemporary methods such as work release programs, halfway houses, and parole clinics are to be examined. (3 crs.)

**XJJ 257. RULES OF CRIMINAL PROCEDURE.** A study of criminal procedures which will examine the process by which the criminal law is brought to bear on individuals in society - as spelled out in the Pennsylvania rules. The course considers all aspects of the criminal processes from the filing of the complaint through the pretrial and trial stages and into the sentencing and pretrial or trial sentencing phases such as probation, parole, and post correctional proceedings as controlled by these rules. (3 crs.)

**XJJ 261. INTERVIEW & INTERROGATION.** Fundamentals of the interviewing process and interrogative technology, taking into consideration the nature, methods, and principles of interviewing with emphasis on role playing in interviews. (3 crs.)

**XJJ 262. CRIMINAL EVIDENCE.** A comprehensive analysis of the rules of evidence. Particular subjects include Judicial Notice Presumptions, the Nature of Real and Circumstantial Evidence, Burden of Proof, Province of Court and Jury, Documentary Evidence, Confessions, Admissions and Witnesses. The course will give particular emphasis to evidence in criminal cases. Prerequisites: XJJ 155. (3 crs.)

**XJJ 270. CRIMINOLOGY.** The nature and causation of crime. Approaches to the study of crime and its treatment and prevention. The sociology of criminal law and the nature of criminal behavior: theories and research. Prerequisite: HS155. (3 crs.)

**XJJ 275. JUVENILE DELINQUENCY.** Biological, psychological and sociological factors in juvenile delinquency. A survey of theories of juvenile delinquency. Modern trends in prevention and treatment. (3 crs.)

**XJJ 281. ORGANIZED CRIME.** This course is a study in the development, structure, and operation of organized crime in the United States today. Emphasized will be the major crime families, the extend and types of their criminal activities, as well as present efforts utilized to combat organized crime in both the public and private sectors. (3 crs.)

**XJJ 282. POLICE ETHICS & PROBLEMS.** Police Ethics and Problems introduces the student to the psychological and sociological factors effecting law enforcement and community response. Critical issues examined will include dissent and civil disobedience, discriminatory and selective law enforcement, police militancy, police ethics, and the effects of stress and job burnout in the criminal justice profession. (3 crs.)

**XJJ 283. CRIMINAL JUSTICE INTERNSHIP.** The Criminal Justice Internship affords second year students an opportunity to work with a local law enforcement or criminal justice agency. Cooperating agencies include the Sheriff's office, a local magistrate, a police department, Juvenile and Adult Probation, and Drug and Alcohol Services. (Variable crs.)

#### **Dance—DAN**

**DAN 132. BALLET TECHNIQUE I.** Introductory instruction in the basic techniques applicable to ballet as practiced in western Europe and in the United States. Basic techniques include barre exercises, port de bras, and center practice with jumps, beats, and turns. This course is only suitable for the student who has no previous experience. Fall or Spring (3 crs.)

**DAN 133. JAZZ TECHNIQUE I.** Introductory, entry level experience instruction in the basic techniques applicable to American jazz dance. The focus is on lengthening muscles and developing isolation techniques necessary for most forms of jazz dance. Includes standing floor, warm-up/stretch, and center practice jumps, turns, and isolations. Fall or Spring (3 crs.)

**DAN 232. BALLET TECHNIQUE II.** The development of strength and fluidity through an extension of techniques demonstrated in specialized study and drill. Emphasis is placed on quick retention of complex combinations. Further emphasis is placed on center work to develop the student's artistry in the dance form. Prerequisite: DAN 132 or permission of instructor. Variable credits are awarded depending on the student's experience and abilities. Fall and Spring (1-3 crs., repeatable only for a maximum of 7 credits to count toward graduation.)

**DAN 233. JAZZ TECHNIQUE II.** The development of strength and fluidity through an extension of jazz techniques demonstrated in specialized study and drill. Emphasis is placed on quick retention of complex combinations. Further emphasis is placed on center work to develop the student's artistry in the dance form. Prerequisite: DAN 133 or permission of instructor. Variable credits are awarded depending upon student's experience and abilities. Fall or Spring (1-3 crs., repeatable only for a maximum of 7 credits to count toward graduation.)

**DAN 260. MODERN DANCE.** Modern dance is an expressive form of movement which serves to enhance individual creativity and exploration. The class will emphasize creative problem solving through movement, and modern dance technique. The development of movement quality, as well as the use of force, time and energy will be explored while learning the rich history of modern dance. Every second Spring. (1-3 crs.)

**DAN 298. POINTE TECHNIQUE.** This studio based course will provide students with the instruction of pointe technique used in classical ballet. This class will include lecture/demonstrations in barre and center exercises that will strengthen technique, improve musicality, and increase knowledge of the ballet vocabulary. Students will be expected to attend class, teach a class using proper vocabulary and giving proper corrections, and perform variations from classical and contemporary ballets. Students will be placed into appropriate levels by their advisor or instructor of the course. Females must complete a total of eight (8) credits in course. Fall and Spring (1 cr.)

**DAN 300. PAS DE DEUX.** Instruction in the art of partnering which will provide students with a better understanding of working together and learning the art of balancing techniques, turning as well as the understanding of the physics of leverage in lifting. Fall and Spring (1 cr.)

**DAN 301. THEATRE DANCE I.** Introductory instruction in the basic techniques applicable to the various dance forms used in the musical theatre. Basic forms include tap, jazz, and ballroom dancing. An excellent course for a student desiring a career in musical theatre. Fall (3 crs.)

**DAN 302. THEATRE DANCE II.** The development of strength and fluidity through an extension of techniques demonstrated in specialized study and drill. Emphasis is placed on the principles stressed in Theatre Dance I with the addition of character shoes for the women, and partnering work. Prerequisite: DAN 302 Fall (3 crs.)

**DAN 320. PAS DE DEUX.** Instruction in the art of partnering which will provide students with a better understanding of working together and learning the art of balancing techniques, turning as well as the understanding of the physics of leverage in lifting. Fall and Spring (1 cr.)

#### **DAN 398. POINTE TECHNIQUE**

This studio based course will provide students with the instruction of pointe technique used in classical ballet. This class will include lecture/demonstrations in barre and center exercises that will strengthen technique, improve musicality, and increase knowledge of the ballet vocabulary. Students will be expected to attend class, teach a class using proper vocabulary and giving proper corrections, and perform variations from classical and contemporary ballets. Students will be placed into appropriate levels by their advisor or instructor of the course. Females must complete a total of eight (8) credits in course. Fall and Spring (1 cr.)

**DAN 399. DANCE HISTORY.** The historical investigation of dance in its traditional, social and theatrical contexts. The student will be expected to give oral presentations, write papers and take part in group projects and discussions. Spring semester odd years. (3 crs)

**DAN 498. POINTE TECHNIQUE.** This studio based course will provide students with the instruction of pointe technique used in classical ballet. This class will include lecture/demonstrations in barre and center exercises that will strengthen technique, improve musicality, and increase knowledge of the ballet vocabulary. Students will be expected to attend class, teach a class using proper vocabulary and giving proper corrections, and perform variations from classical and contemporary ballets. Students will be placed into appropriate levels by their advisor or instructor of the course. Females must complete a total of eight (8) credits in course. Fall and Spring (1 cr.)

## **Earth Science - EAS**

**EAS 100. INTRODUCTION TO EARTH SCIENCE.** This introductory course is designed to acquaint the student with the four general areas of earth science: astronomy, geology, meteorology, and oceanography. The course consists of two hours of lecture and one hour of lab work. (3 crs.)

**EAS 131. INTRODUCTION TO ENVIRONMENTAL GEOLOGY.** This course deals with the interaction between man and his geologic environment. Emphasis is placed on the understanding of basic geologic principles and case studies of some of the classic examples of environmental problems. Laboratory exercises and problems are an integral part of the course. This is intended as a survey course and a student needs only a limited background in geology. (3 crs.)

**EAS 150. INTRODUCTION TO GEOLOGY.** A survey course intended primarily for the non-science major. Topics considered include the make-up of the earth, internal and external processes that occur within or on the earth, rocks and minerals, fossils, earth's origin and evolution, and the origin and evolution of life on this planet. Laboratory work is an integral part of the course. (4 crs.)

**EAS 160. PHYSICAL GEOGRAPHY.** The study of the physical aspects of human environment including climate, soils, water, vegetation, and topography. Map reading and air photo interpretation are also treated. (3 crs.)

**EAS 163. INTRODUCTION TO OCEANOGRAPHY.** An introductory course in the study of the four main branches of oceanography: (1) geology of the oceanic basins (origins of the oceans, structure and geomorphology of the ocean's floor, methods of investigation); (2) chemistry of the ocean waters; (3) physics of the oceans (currents, waves, tides, etc.); (4) biology of the oceans (marine plants and animals). No preliminary studies required but previous course work in EAS 100 or EAS 150 recommended. (3 crs.)

**EAS 166. GEOLOGY OF PENNSYLVANIA.** A survey of the Commonwealth's geologic setting, geologic history, and mineral resources. There are no prerequisites. Students will be introduced to the necessary geologic concepts and terminology. Students are expected to participate in at least three of the four planned field trips. (3 crs.)

**EAS 175. FIELD COURSE IN EARTH SCIENCE I.** This course provides the student with opportunities to study meteorological, climatological, geological and oceanographic phenomena in situ, to apply the scientific method, to acquire critical thinking skills by examining earth features and processes and by examining anthropogenic effects on selected natural phenomena, to understand the value of selected earth processes and features and to quantify natural phenomena. Students will participate in an excursion. (3 crs.)

**EAS 200. HISTORICAL GEOLOGY.** A study of the geologic history of Earth and the succession of the major groups of plants and animals as based on the geologic interpretation of rock formations and fossils. Field trips are an integral part of the course. (4 crs.)

**EAS 202. HYDROLOGY.** A survey course about the existence of water on Earth. Topics include the occurrence and movement of water, physical and chemical characteristics of water, and climatologic and geologic considerations of surface and sub-surface water. (3 crs.)

**EAS 210. SOILS.** The study of the distribution of the soils of the earth, their characteristics, and how they developed. Emphasis will be placed upon the relationship between man and the soils of a given environment. (3 crs.)

**EAS 232. EARTH RESOURCES.** An introductory course in metallic and nonmetallic resources with emphasis on the nature of minerals, the lithosphere, and economic uses of earth resources. (3 crs.)

**EAS 241. METEOROLOGY.** The physics of the atmosphere as influenced by the earth-atmosphere interaction. The effects of the physical controls as they alter the elements are emphasized. The construction and analysis of weather maps are an integral part of the course. (3 crs.)

**EAS 242. CLIMATOLOGY.** In this course the elements and controls of climate are analyzed in a systematic fashion. Various methods and techniques of classifying climates are presented. The climate of each continent is regionalized and the factors which produce the climatic patterns are investigated. (3 crs.)

**EAS 264. SCENIC AREAS OF THE UNITED STATES.** This course provides an analysis of the physical setting of some scenic areas in the United States. The focus is on differences in soils, vegetation, climates and landforms in scenic areas with special emphasis given to natural history. (3 crs.)

**EAS 273. COMPUTER CARTOGRAPHY.** This course provides an analysis of different methods and techniques of representing spatial data through the use of various computer-based technologies. The focus is centered upon the cartographic representation of surface data through the use of a personal-computer based program. (3 crs.)

**EAS 323 – ATMOSPHERIC INSTRUMENTATION & MEASUREMENT.** An upper-division course in Meteorology dealing with the specifics of data collection and instrument functionality. Time will be spent dealing with proper site selection, the physical mechanisms present within an automated sensor array, and quality control for data collected. Students taking this course should have a detailed understanding of the role each meteorological parameter has in making a weather forecast (3 crs.).

**EAS 331. MINERALOGY.** An introduction to the morphology and internal structure of crystals and the chemical and physical characteristics of minerals. Laboratory time is devoted to the study of crystal models and the identification of selected mineral specimens. (3 crs.)

**EAS 332. PETROLOGY.** A complete survey of the major rock types (igneous, sedimentary, and metamorphic) forms the basis of this course. Consideration is given to their origin, description, and classification. Of particular importance is the relationship of the various rock types to the composition and historical development of the solid earth. Laboratory component emphasizes hand specimen identification, but some microscopic thin section work is also done. (3 crs.)

**EAS 335. REMOTE SENSING: MAP AND AERIAL PHOTOGRAPHY INTERPRETATION.** This course covers the composition and interpretation of aerial photographs and various types of maps. Students will learn how to interpret photos and maps for quantitative and qualitative information on natural and anthropogenic features. Some of the work requires independent and group interpretation of maps, photographic slides of satellite imagery, computer processed and enhanced images, and SLAR imagery. (3 crs.)

**EAS 340. SYNOPTIC METEOROLOGY I.** An examination of the development and structure of large-scale weather systems and fronts. Emphasis on the technique of analyzing and forecasting synoptic scale weather situations. (3 crs.)

**EAS 343. GEOMORPHOLOGY.** This course involves the study of the origin, history, and characteristics of landforms and landscapes as they are produced by the processes of weathering, mass-wasting, fluvial, glacial, wind, and wave erosion (or a combination of these) acting upon the geological materials and structures of Earth's crust. (3 crs.)

**EAS 345. SYNOPTIC METEOROLOGY II.** Continuation of EAS 340. Emphasis is placed on the application of synoptic principles to specific types of atmospheric circulation systems and case studies of storm complexes. (3 crs.)

**EAS 346 – TROPICAL METEOROLOGY.** An upper-division meteorology course focused specifically on the weather and climate of tropical locations. Emphasis is placed on the structure and dynamics of tropical storm systems, their prediction, and understanding. Students will also focus on the prediction of monsoons and land/sea breezes. Large scale ocean-atmosphere interactions within the tropics, including El Nino and La Nina, are introduced as well as the tropical impact of Global Hydrology. (3 crs.)

**EAS 352. THERMODYNAMIC METEOROLOGY.** An in-depth examination of the forces and laws that govern atmospheric flow. Topics investigated and analyzed include scale analyses, geostrophic and gradient wind models, vorticity, vertical motion and boundary layer dynamics. (3 crs.)

**EAS 353. STATISTICAL ATMOSPHERIC SCIENCE.** A statistical and scientific writing course designed as a follow-up to basic meteorology. The course is concerned with the use of meteorological instruments to measure local weather conditions; analyzing and plotting and analyzing these conditions. Other weather problems and two research papers are part of the course. (3 crs.)

**EAS 361. WEATHER ANALYSIS.** Introduction to real-time weather information such as DIFAX charts, satellite and radar imagery, and text data, and its analysis. (3 crs.)

**EAS 365. REMOTE SENSING: SATELLITE & RADAR INTERPRETATION.** This course emphasizes the characteristics and scientific role of radar and satellite interpretation, as well as computer-assisted processing of spectral data acquired by satellites, as they relate to atmospheric analysis. (3 crs.)

**EAS 371. WEATHER FORECASTING.** Introduction to the process of creating and disseminating weather forecasts. Use of actual weather data in creating daily forecasts for the local area, including oral and written forecasts. (3 crs.)

**EAS 372. FIELD MAPPING.** This is a field-oriented course in which the student will learn proper use of measuring and mapping instruments and the techniques used in the construction of basic maps. (3 crs.)

**EAS 373. STATISTICAL CARTOGRAPHY.** The statistical approach to cartographic representation. Methods of data manipulation, problems of symbolization and techniques of presentation are emphasized. (3 crs.)

**EAS 381. SEVERE WEATHER.** An introduction to the various types of severe weather, atmospheric circulation patterns that are associated with them, and tropical atmospheric phenomena. Special attention is applied to tornadoes and hurricanes. (3 crs.)

**EAS 385. HYDROMETEOROLOGY.** An advanced class designed to provide an understanding of the interrelationships between the atmosphere and the hydrosphere, and their applications to problems in the physical environment. (3crs.)

**EAS 402. GROUNDWATER HYDROLOGY.** This course is designed as a follow-up course to Hydrology. It gives students the opportunity to study the principles governing the movement and occurrences of groundwater. (3 crs.)

**EAS 421. SEDIMENTOLOGY.** An advanced course that deals with the detailed analysis of sediments and sedimentary rocks. Both qualitative and quantitative techniques are utilized to derive the maximum information from rock samples. This information relates to the erosional, transportational and depositional history of rocks. To the greatest extent possible, the student works independently through a complete set of problems. (3 crs.)

**EAS 422. STRATIGRAPHY.** In this course a study is made of the basic principles governing the origin, interpretation, correlation, classification, and naming of stratified rock units. The gross stratigraphy of the United States is considered, with particular emphasis placed on the rocks of the Pennsylvanian System. (3 crs.)

**EAS 425. STRUCTURAL GEOLOGY.** The primary and secondary structures of rock masses and their formation are covered in this course. Actual structures are examined in the field. Geologic maps are utilized. (3 crs.)

**EAS 430. OPTICAL MINERALOGY.** An in-depth examination of the optical behavior of mineral crystals in polarized light with emphasis on identification. (3 crs.)

**EAS 431. PRACTICUM IN BROADCAST METEOROLOGY I.** Introduction to television weather broadcasts with emphasis on creating accurate forecasts and on the techniques of communicating weather information to the public. (3 crs.)

**EAS 432. PRACTICUM IN BROADCAST METEOROLOGY II.** Continuation of EAS 431. Emphasis is placed on studio performance of weather casts. (3 crs.)

**EAS 436. FIELD METHODS IN EARTH SCIENCE.** This is a course designed to provide majors with knowledge of problems encountered in field work and the techniques utilized to solve these problems. This course consists of planned trips. Lectures and discussions are used to supplement the trips. (3 crs.)

**EAS 437. FIELD METHODS IN GEOLOGY.** This is a course designed to provide students with a knowledge of geologic problems encountered in field work and the techniques utilized to solve those problems. The student is exposed to geologic and topographic maps as well as various geologic instruments. The course consists of planned trips to areas of geologic interest. Summary reports, field exercises, and laboratory problems constitute the students' work responsibility. (3 crs.)

**EAS 449 – MESOSCALE METEOROLOGY.** An upper-division meteorology course focused on weather phenomena and processes that occur on scales of motion from a few kilometers to a few hundred kilometers. This course will show the differences and interactions among synoptic, mesoscale and convective processes, and discuss requirements for observing, analyzing and forecasting mesoscale systems. Forecasting issues will be focused on the next generation of mesoscale models. Students taking this course should already be experienced in making short-term forecasts and nowcasts.

**EAS 463. SEMINAR IN OCEANOGRAPHY.** This seminar is designed for those who wish to improve their scientific writing abilities and to learn more about the oceans. The course is built around an excursion to sites of oceanographic interest, library information and data collection, the writing of both short and long papers and the presentation of research. (3 crs.)

**EAS 465. SEMINAR IN ATMOSPHERIC SCIENCE.** A scientific writing and speaking course that covers recent and historical developments in the atmospheric sciences. Students are required to participate in group presentations, complete two written research projects, and produce a critique of classmates' research projects. (3 crs.)

**EAS 491. FIELD COURSE IN EARTH SCIENCE.** This course is designed for Earth Science students who desire to apply their classroom knowledge to specific sites and earth science field problems. Each semester will include trips to various sites at which geologic, meteorological, or oceanographic processes, principles, and phenomena can be studied. (Variable crs.)

**EAS 492. FIELD COURSE IN GEOLOGY.** This course provides advanced geology students with opportunities to study geology *in situ*. Field trips to classic and less well known sites will be incorporated with lectures, data collection, and scientific reporting. Laboratory exercises will reflect field experiences. (Variable crs.)

**EAS 494. GEOLOGY WORKSHOP.** Provides the student with a variety of geologic experiences. Included are lectures, laboratory exercises, field work, and problems. To the greatest extent possible, the course also is tailored to meet the needs of individual students. Prerequisite: Permission of the instructor. (Variable crs.)



**EAS 495. SEMINAR IN EARTH SCIENCE.** A scientific writing course in which the student pursues an earth science topic through library or field research. Students learn to define a problem, to obtain relevant literature, to gather data, and to write and defend a research paper. (3 crs.)

**EAS 527. TECTONICS.** To evaluate tectonic theories within a framework of worldwide historical geology, but special attention is given to the Appalachian and the North American Cordilleran orogenic events. (3 crs.)

**EAS 538. COMPUTER APPLICATIONS IN WATER RESOURCES.** An upper-level course designed to provide students opportunity to apply computer and mathematical procedures to the solution of hydrologic problems. Applications from other areas within the earth sciences may be considered. (3 crs.)

**EAS 541. ADVANCED ENVIRONMENTAL GEOLOGY.** This course deals with the natural environment, particularly geologic factors that may impact upon human life or way of life. Emphasis is placed on an in-depth study of environmental problems and possible alternative solutions to such problems. Basic engineering principles as applied to geological problems are considered. Laboratory exercises, problems, and written reports are an integral part of the course. (3 crs.)

**EAS 542. APPLIED CLIMATOLOGY.** An advanced course that deals with the application of various analytical methods and classification systems in climatology. The Koppen classification of climates is stressed. The climate patterns of each continent and the factors which produce them are investigated. Prerequisite: EAS 242 or permission of the instructor. (3 crs.)

**EAS 548. WATERSHED EVALUATION.** The purpose of this course is to analyze watershed characteristics. Physical and biotic watershed characteristics will be studied using lecture, illustrations and in-field demonstrations. A major component of the course is an extensive, written watershed study design. (3 crs.)

**EAS 551. INVERTEBRATE PALEONTOLOGY.** This course involves a detailed study of fossil representatives of the various invertebrate phyla as well as a consideration of the more important of these as index fossils. Emphasis is on laboratory exercises and problem solving. It is hoped that this course will prove to be of interest to students in biology as well as those in geology. (3 crs.)

**EAS 563. COASTAL GEOMORPHOLOGY AND MARINE RESOURCES.** A study of the physical processes that shape coastal landforms and the pelagic and neritic resources of the oceans. Topics include longshore transport, wave action, swash zone dynamics, estuarine and deltaic geomorphology, ferromanganese and petroleum resources, and beach structure. Prerequisite: EAS 163 or permission of the instructor. (3 crs.)

### **Early Childhood Education – ECE**

**ECE 302. EMERGING LITERACY.** The purpose of this course is to prepare early childhood students to become facilitators of early literacy learning. The content of this class deals with concepts of emerging literacy and instruction in language arts strategies for children from infancy through the primary grades. Prerequisite: 2.5 GPA, EDE 211. (3 crs.) Spring

**ECE 304 . THEMATIC TEACHING IN EARLY CHILDHOOD.** This course introduces a thematic approach to teaching integrated curricula and focuses on teaching science, social studies, and health concepts. Students will gain understanding and skill in developing and implementing thematic units. Prerequisite: 2.5 GPA, EDE 211. (3 crs.) Fall.

**ECE 315. MATHEMATICAL CONTENT IN EARLY CHILDHOOD.** The student is introduced to how mathematics develops in the very young child and how to assess this development. The student is introduced to the teaching of arithmetic, measurement, and geometry to the young child. Skills and understandings that children acquire from infancy to age eight are covered. Prerequisite: 2.5 GPA, EDE 211. (3 crs.) Fall.

**ECE 319. PARENT AND COMMUNITY INVOLVEMENT IN EDUCATION.** This course emphasizes the role of parents and community in the framework of educational planning for young children. The student will demonstrate skills in planning education workshops. Students will use interview and conferencing techniques to learn from parents and community people actively involved in programs for children. Prerequisite: 2.5 GPA, EDE 211. (3 crs.) Fall and spring.

**ECE 320. FIELD EXPERIENCES WITH INFANTS, TODDLERS, AND PRESCHOOLERS.** This course is intended to provide the student with an introduction to working with young children ages infancy through five, by providing field experiences in infant/toddler day care centers and preschool centers (day care, Head Start, or nursery school). The student observes, plans activities, and prepares learning materials for children in group settings. Lectures and classroom teaching are combined to give students an opportunity to discover their aptitude for and interest in working with very young children. Prerequisites: Admission to Teacher Education. (3 crs.) Spring.

**ECE 405. EARLY CHILDHOOD EDUCATION SEMINAR.** This course investigates how young children have been viewed and educated by society throughout history. The present-day circumstances of children and families are studied. Students receive background in how to work together with parents, communities, other

professionals, and policy-makers to ensure a quality, developmentally-appropriate education for young children. Prerequisites: Admission to Teacher Education. (3 crs.) Fall.

## **Economics - ECO**

**ECO 100. ELEMENTS OF ECONOMICS.** An introduction to the elements of economic analysis, structured particularly for the nonmajor. The student is exposed to the mechanics of the market system and a survey of modern macroeconomic theory and policy. (3 crs.)

**ECO 200. CURRENT ECONOMIC ISSUES.** An application of contemporary economic principles. Current readings in economics are examined. Prerequisite: ECO 100 or ECO 201. (3 crs.)

**ECO 201. INTRODUCTORY MICROECONOMICS.** An introduction to the market mechanism in a modern mixed economy; supply and demand analysis is applied to consumer markets as well as resource markets. (3 crs.)

**ECO 202. INTRODUCTORY MACROECONOMICS.** An introduction to the determination of national income; problems of inflation and unemployment; international trade and economic growth. Emphasis is placed on the roles of monetary and fiscal policy in the conduct of macroeconomic policy. Prerequisite: ECO 100 or ECO 201 is recommended. (3 crs.)

**ECO 242. GOVERNMENT AND BUSINESS.** A study of the legal framework within which business operates, including the Sherman Anti-Trust Act, Clayton Act, Robinson-Patman Act, Federal Trade Act, and other newer forms of social control regulation. The course explores the relationships between government and business: government as regulator, subsidizer, partner, and competition. (3 crs.)

**ECO 251. DEVELOPMENT OF THE AMERICAN ECONOMY.** A survey of the beginning, development, and growth of the American economy with emphasis on the business sector. Prerequisite: ECO 100 or ECO 201 or ECO 202. (3 crs.)

**ECO 301. INTERMEDIATE MICROECONOMICS.** An analysis of the theories of consumer behavior and of firms in the allocation of resources, and of general price and distribution theory, with application to current economic issues. Prerequisites: ECO 201 & ECO 202 or permission of instructor. (3 crs.)

**ECO 302. INTERMEDIATE MACROECONOMICS.** Analysis of the determination of national income, employment and price levels. Discussion of consumption, investment, inflation, and government fiscal and monetary policy. Prerequisite: ECO 201 & ECO 202. (3 crs.)

**ECO 304. MONEY AND BANKING.** Relation of money and credit to economic activity and prices; impact of public policy in financial markets and for goods and services; policies, structure and the functions of the Federal Reserve System; organization, operations, and functions of the commercial banking system, as related to questions of economic stability and public policy. Prerequisites: ECO 201 & ECO 202. (3 crs.)

**ECO 306. PUBLIC FINANCE.** A study of the role of federal, state, and local governments in meeting public wants. Topics include analysis of tax theory and policy, government expenditures, public debt management, government budgeting, benefit cost analysis and income redistribution. Prerequisites: ECO 201 & ECO 202. (3 crs.)

**ECO 307. STATE AND LOCAL FINANCE.** Principles and problems of financing state and local governments. Topics include taxation, expenditures, intergovernmental grants, and governmental fiscal relations. Prerequisite: ECO 100 or equivalent. (3 crs.)

**ECO 311. LABOR ECONOMICS.** An introduction to labor economics, theories of the labor movement, the American labor movement, wage and employment theory, comparative labor movements and trade union impact on wages, prices, and national income. Prerequisites: ECO 201 & ECO 202. (3 crs.)

**ECO 314. INTERNATIONAL ECONOMICS.** A descriptive and theoretical analysis of international trade, balance of payment accounts, comparative costs, mechanisms of international financial relations. Prerequisites: ECO 201 & ECO 202. (3 crs.)

**ECO 320. MATHEMATICAL ECONOMICS.** A course designed to enable Economics and Business majors to understand the simpler aspects of mathematical economics. Relationships of functions and graphs, simultaneous equations, maximization techniques, and those parts of algebra and calculus required for economic analysis are presented. Prerequisites: ECO 201, ECO 202 & MAT 181 or MAT 182. (3 crs.)

**ECO 322. MANAGERIAL ECONOMICS.** A survey of analytical techniques available to the modern business manager. Topics include economics for managers, business forecasting, cost and production functions, industrial pricing, profit planning, business decision making. Prerequisites: ECO 201, ECO 202 & BUS 271 or a course in calculus. (3 crs.)

**ECO 331. REGIONAL ECONOMICS.** An introduction to regional analysis: theories of city locations and hierarchies, industrial location patterns, land-use patterns, the short-run impact of industrial change upon employment in one community and on long-run differentials of per capita income between regions. Prerequisite: ECO 100 or ECO 201 or ECO 202. (3 crs.)

**ECO 342. ENVIRONMENTAL ECONOMICS.** Environmental pollution, failure of the market system, and optimum resource allocation; levels of pollution abatement and public policy; energy and public policy. Prerequisite: ECO 201 & ECO 202. (3 crs.)

**ECO 351. COMPARATIVE ECONOMIC SYSTEMS.** An analysis of the institutional structure of each type of economy and understanding of the reasons for the similarities and differences of institutional structures by comparing capitalist, socialist, and communist economic systems. Prerequisites: ECO 100 or ECO 201 or ECO 202. (3 crs.)

**ECO 379. SPECIAL PROBLEMS IN ECONOMICS.** This course is designed to meet the changing interests of students and faculty. Topics vary in response to those interests. Prerequisites: ECO 201 & ECO 202 or permission of instructor. (Variable crs.)

**ECO 401. INDUSTRIAL ORGANIZATION.** Analysis of market structure and its relation to market performance, changing structure of U.S. industry, and pricing policies in different industrial classifications of monopoly and competition in relation to the problems of public policy. Prerequisite: ECO 201. (3 crs.)

**ECO 421. APPLIED ECONOMETRICS.** The formulation, estimation and testing of economic models. Topics include single variable and multiple variable regression techniques, estimation of lagged relationships, use of dummy variables, problems of multicollinearity and autocorrelation and system of equations. Prerequisites: MAT 225, ECO 201 & ECO 202. (3 crs.)

**ECO 433. ECONOMICS OF GROWTH AND DEVELOPMENT.** Understanding of the obstacles to economic growth, requirements for growth, and other topics related to economic growth in underdeveloped countries. Prerequisites: ECO 201 & ECO 202. (3 crs.)

**ECO 451. HISTORY OF ECONOMIC THOUGHT.** An extensive survey of the development of economic thought from ancient times to the present stressing the contributions of Smith, Ricardo, Marx, Marshall and Keynes. This course should be taken quite late in the undergraduate career. Prerequisites: ECO 201 & ECO 202. (3 crs.)

**ECO 492. ECONOMICS INTERNSHIP.** The student is placed with a business firm, a bank, an industrial firm, a government office, a health care facility or a similar institution for on-the-job experiences related to classroom course work. This course should be taken quite late in the undergraduate career. Credit hours will range from 1 to 12 depending upon the nature of the particular assignment. Prerequisite: Senior standing or permission of instructor. A maximum of 12 credits can be used toward the completion of degree. (Variable crs.)

**ECO 495. SEMINAR IN ECONOMICS.** An intensive examination of selected subjects from the fields of Economics, Management, Business and Labor Relations. It is a repeatable course if course content is different. Prerequisite: Permission of instructor. (3 crs.)

## **Education - EDU**

**EDU 110. CRITICAL THINKING AND READING.** Focuses on development of an understanding and ability to apply critical thinking and reading skills as effective tools for academic, career and personal growth. Students explore issues from multiple perspectives, generate and organize ideas, apply knowledge to situations, critically evaluate the logic and validity of information, analyze real life situations, recognize how attitudes and values shape opinions, and evaluate their own learning. (3 crs.) Fall & Spring

**EDU 210. TEACHING IN A MULTI-CULTURAL SOCIETY.** The development of intergroup-interpersonal awareness to promote a better understanding of different races, sexes, religious beliefs, national origins, and socioeconomic backgrounds found in our multicultural society. Emphasis on developing the awareness, knowledge skill and competency needed for positive human relationships. (3crs.)

**EDU 340. MAINSTREAMING EXCEPTIONAL LEARNERS.** This course is designed to prepare educational personnel with the information and skills necessary for accommodating exceptional learners in a variety of school arrangements. Focus is on assessment and remediation of learning problems, classroom organization and management, teaching resources, legal issues, curriculum considerations, parent involvement, condition of professional services, and many other issues pertinent to the education of exceptional learners in the "mainstream" of education. (3 crs.)

**EDU 449. STUDENT TEACHING - SPECIAL EDUCATION.** This course is only for those students who are student teaching overseas or through another college or university. (Variable crs.)

**EDU 459. STUDENT TEACHING - ELEMENTARY EDUCATION.** This course is only for those students who are student teaching overseas or through another college or university. (Variable crs.)

**EDU 469. STUDENT TEACHING - SECONDARY EDUCATION.** This course is only for those students who are student teaching overseas or through another college or university. (Variable crs.)

#### **Educational Foundations - EDF**

**EDF 121. SCHOOLS AND VALUES.** Schools and Values will examine the values that are taught and modeled in classrooms from pre-school through post-secondary levels. The course will consider how teachers and other staff unavoidably contribute to the moral development of the students they serve. Although the course is designed primarily for education majors, it will address issues that should concern other majors who have a vested interest as citizens and parents in how schools influence the moral development of students. (3 crs.)

**EDF 290. POLICY STUDIES IN AMERICAN EDUCATION.** A course for prospective teachers designed to study the educational policy process at all levels, from local school districts to the federal government, as well as a study of the policies that have shaped educational practices in today's schools. Through a critical examination of a number of timely and interesting developments in contemporary education, students will relate historical, philosophical and social perspectives to contemporary interpretation. Prerequisite: Must have sophomore standing. (3 crs.)

**EDF 301. COMPUTERS FOR TEACHERS.** This course in educational computing provides the learner with fundamental concepts and skills that build a foundation for applying computers and other hardware and software in educational settings. The course focuses on the computer as an object of instruction, a productivity tool, and an adjunct to instruction in the classroom. Laboratory assignments requiring use of the university computer facilities are designed to provide generalizable and transferable competencies. (3 crs.)

**EDF 302. APPLIED INSTRUCTIONAL TECHNOLOGY.** This course is the study of the principles of selection, use and development of basic and advanced instructional technology. The student will study "Instructional Systems Technology," and appropriate media. Laboratory sessions include learning and practicing the proper operation of equipment and identifying and solving typical instructional problems. Prerequisite: EDF 301 Computers for Teachers or computer literacy by examination. (3 crs.)

#### **Educational Studies - EDS**

**EDS 300 PROBLEMS OF SECONDARY EDUCATION.** This is a course in professional development which focuses on the practical problems of teaching and learning in the secondary school. Field experiences enable student participation in a range of activities which provide real life experiences with the problems confronting public school teachers today. Prerequisite: Admitted to Teacher Education. (3 crs.)

**EDS 440. TEACHING OF ENGLISH IN SECONDARY SCHOOLS.** The application of principles of educational psychology, philosophy, and sociology to the teaching of English in secondary schools. The course includes both practical techniques of classroom practice and an investigation of the larger problems of the profession. Adequate prior content courses in English are necessary to the student undertaking this course. Prerequisite: Admitted to Teacher Education. (3 crs.)

**EDS 445. TEACHING OF SOCIAL STUDIES IN SECONDARY SCHOOLS.** Methods that may be used in teaching social studies. Emphasis is placed on the philosophy, objectives, courses of study, and organization of subject matter for teaching purposes; curriculum materials; procedures; and development. Prerequisite: Admitted to Teacher Education. (3 crs.)

**EDS 460. TEACHING MATHEMATICS IN SECONDARY SCHOOLS.** To further develop the mathematics required to be an effective teacher of secondary school mathematics. To acquaint the student with general procedures in classroom preparation, organization, control and evaluation. To acquaint the student with specific procedures for developing a problem-solving approach to the teaching of mathematics. Results of mathematical standards according to recent research, studies and trends are indicated. The evaluation and use of technological and visual aids pertaining to mathematics are considered. Prerequisite: Admitted to Teacher Education. (3 crs.)

**EDS 461. STUDENT TEACHING AND SCHOOL LAW.** This is the final and most extensive clinical experience. Students are assigned to a supervising teacher or teaching team at one of our clinical sites. The students spend full time in classroom teaching for a semester of fifteen weeks. A university supervisor observes periodically and a weekly practicum brings student teachers together to discuss common problems and concerns and those aspects of school law pertinent for classroom teachers. Student teaching is scheduled during either the fall or spring terms of the senior year. Pass/fail grade. Prerequisites: Admitted to Teacher Education and recommendation to Student Teaching. (12 crs.)

**EDS 465. DEVELOPMENTAL READING IN THE SECONDARY SCHOOL.** Intended to help the prospective teachers of the Secondary Education academic subject areas develop an understanding and appreciation of the reading skills needed by their students. Methods of establishing awareness of general reading needs as well as

the special skills unique to their subject areas are stressed.. Prerequisite: Admitted to Teacher Education. (2 crs.)

**EDS 466. TEACHING MODERN LANGUAGES (K through 12).** The course covers the theory and practice of teaching modern languages. Instruction in the use of the laboratory is given. Emphasis is given to the student developing an adequate understanding of the needs, interests, learning characteristics and motivations of students at various ages of development, K through 12. Prerequisite: Admitted to Teacher Education. (3 crs.)

**EDS 467. TEACHING OF SCIENCE IN SECONDARY SCHOOLS.** This course prepares pre-service middle school and high school science teachers to engage students in understanding science through personal experience. The course emphasizes strategies that engage students in active inquiry, collaboration with peers, and acquiring and using tools of learning in an experiential learning environment. The approach of the course is experiential, inquiry-oriented and reflective. Prerequisite: 12 hours of work in the major field and junior-level status. Prerequisite: Admitted to Teacher Education. (3 crs.)

**EDS 494. STUDENT TEACHING WORKSHOP.** For those individuals who have had at least one year of teaching experience in a private school, college, military, etc. Approval by the department chair and director of student teaching is required. Typically, students are placed in a public school during the month of May until the close of the school year (5-6 weeks) in order to determine competence in a public school setting for state certification. Prerequisites: Admitted to Teacher Education and Recommendation to Student Teaching. (6 crs.)

### **Electrical Engineering Technology - EET**

**EET 110. DC CIRCUITS.** An introduction to the study of electrical circuits. Topics include resistance, voltage, current, mesh analysis, and nodal analysis. Network theorems pertaining to dc sources are presented. Prerequisite: College Algebra or equivalent. (4 crs.) Fall

**EET 160. AC CIRCUITS.** An introduction to the study of electrical circuits in the sinusoidal steady state. Topics include capacitors, inductors, complex numbers, ac mesh analysis, ac nodal analysis and network theorems pertaining to ac sources. Prerequisite: EET 110. Corequisite: MAT 199. (4 crs.) Spring

**EET 215. INTRODUCTION TO INSTRUMENTATION.** An introduction to the techniques of designing electronic instruments to measure physical quantities with the aid of transducers. Topics include analog and digital signal conditioning circuits, electronic filters and various electronic sensors. Circuits will be designed and tested from mathematical models in order to transfer signals to either an analog or a digital format. Prerequisite: EET 160. Corequisite or Prerequisite: EET 235. (3 crs.) Fall

**EET 235. DIGITAL ELECTRONICS DESIGN.** This is a first course in digital electronics dealing with the theory and practice of modern electronic computer circuitry. Major units of the course include logic gates, integrated circuits, latches, counters, shift registers, arithmetic circuits and memory elements. Laboratory exercises reinforce the theoretical concepts by providing hands-on experience with digital integrated circuits, logic system simulation software, and digital troubleshooting equipment. Prerequisite: College Algebra or equivalent (3 crs.) Fall & Spring

**EET 270. INTRODUCTION TO MICROPROCESSOR DESIGN.** This course introduces the microprocessor from both the hardware and software viewpoints. It covers the stored program concept, addressing modes, the instruction set, bus decoding and timing, interfacing and data communication. Part of the course is devoted to machine language software development and part to basic interfacing with other devices and the real world. Laboratory exercises are based on a microprocessor evaluation system to provide hands-on experience with the above topics. Prerequisite: EET 235. (4 crs.) Spring

**EET 310. METHODS IN ENGINEERING ANALYSIS.** Introduction to matrix theory, classical first and second order transient analysis, active filter and oscillator design, and Fourier analysis. Computer solutions to special problems will be presented. Prerequisites: EET 260, MAT 282, CSC 124. Corequisites: EET 320. (4 crs.) Fall

**EET 320. NETWORK ANALYSIS.** A calculus-based circuit theory course. Topics include the introduction to Laplace transforms, and the use of Laplace transforms in the study of circuit analysis, transfer functions and frequency response. Circuit analysis programming is used to compare computer solutions with analytic solutions. Prerequisites: EET 365. Corequisites: EET 310. (4 crs.) Fall

**EET 325. INTRODUCTION TO ELECTRIC POWER.** A study of three-phase circuits, transformers, dc machines, polyphase ac machines, and single-phase ac machines. Prerequisite: EET 160, CSC 124. (4 crs.) Fall, every three years

**EET 335 MICROPROCESSOR INTERFACING.** This course deals with advanced concepts in machine language programming and the interfacing of microprocessors to the outside world. It introduces the world of editors, assemblers, and debuggers and covers the advanced architecture of modern microprocessors and their more sophisticated instruction sets and addressing modes. Various input/output methods and applications are presented.

The student will develop hardware and software required to apply microprocessors to real world problems. Prerequisites: EET 235 and EET 270. (4 crs) Spring

**EET 360. MICROPROCESSOR ENGINEERING.** This course examines the product development cycle of a typical microcontroller-based product. Methods of hardware and software development as well as their integration and debugging are studied. A term project utilizing these concepts plus various laboratory development tools is constructed by the student. Also included is a survey of recent developments in microcontroller technology. Prerequisite: EET 235, EET 270 and EET 335. (4 crs.) Fall

**EET 365. LINEAR DEVICES.** This course is an introduction to the function of solid state devices. The emphasis is placed upon the internal structure, function and limitations of linear devices such as: diodes, transistors, power amplifiers, operational amplifiers and oscillators. Prerequisite: EET 215. (4 crs.) Spring

**EET 370. INSTRUMENTATION DESIGN I.** The design of electronic instruments utilizing linear and digital integrated circuits. Topics will include electronic thermometers, force, pressure and flow measurements and frequency counters. Numerical linearization methods for non-linear transducers will be introduced.. Prerequisite: EET 310 and EET 320. (4 crs.) Spring

**EET 400. SENIOR PROJECT PROPOSAL.** The student will submit a written proposal for a project. After approval of the project the student will be assigned a faculty advisor. Minimum requirements for the proposal are submission of a functional specification and a time schedule for completion. Prerequisite: EET 360, EET 370 and Senior Status. Corequisite: ENG 217. (1 cr.) Alternate Fall

**EET 410. AUTOMATIC CONTROL SYSTEMS.** Design of feedback control systems and devices as applied to electrical machinery and transducers. Topics will include Bode plots, the root-locus method and Nyquist diagrams. Prerequisite: EET 310 and EET 320. (4 crs.) Spring, every four years

**EET 420. INSTRUMENTATION DESIGN II.** A microprocessor-based instrumentation design course utilizing linear, digital and opto-electronic devices. Software solutions to input/output problems will be considered along with software solutions to nonlinear transducer data. Prerequisite: EET 370. (4 crs.) Spring, every four years

**EET 430. RF COMMUNICATIONS.** Communication systems principles including: AM/FM modulation, AM/FM demodulation, transmitters, receivers, antennas, transmission lines, digital techniques and protocols. Prerequisite: EET 365. (4 crs.) Spring, every two years

**EET 440. COMPUTER NETWORKING.** This course involves the electronic hardware of networking systems such as those used to connect heterogeneous computers. Major topics include locality, topologies, media standards, internetworking devices and protocols. Hands-on application of network theory is provided via a laboratory style term project involving a multi-user network computer system. The student will design and develop the hardware and communication software required to implement access to a network available, shared resource. Prerequisite: EET 360 and CSC 124. (4 crs.) Spring

**EET 450. SENIOR PROJECT.** Employs the design, construction and analysis of an electronic device or instrument. Depending on the complexity of the project, total construction may not be required. With the approval from the advisor, group projects may also be involved. Three laboratory hours per week. Prerequisite: EET 400. (3 crs.) Alternate Spring

**EET 460. DIGITAL SIGNAL PROCESSING.** Introduction to linear systems, digital filters and the Z-Transforms, and the Fast Fourier Transform. Fundamentals of Shannon's sampling theory and the interfacing of analog signals to microprocessor based systems for digital signal processing. Prerequisites: EET 310, EET 320 and EET 360. (4 crs.) Alternate years

**EET 475. BIOMEDICAL ENGINEERING TECHNOLOGY.** A study of widely used medical devices with emphasis upon those types used for patient care in the hospital. The Physics and Engineering of various devices will be presented and their relationship to human anatomy and physiology will be emphasized. Hospital organization and the role of the Clinical Engineering department will be examined. Prerequisite: EET 260. (4 crs.) Spring, every four years

**EET 476. BIOMEDICAL ENGINEERING TECHNOLOGY INTERNSHIP.** Upon acceptance to a hospital the student will work with a Clinical Engineer and/or a Biomedical Equipment Technician inspecting, maintaining, calibrating and modifying biomedical equipment. Programs of instruction will vary from hospital to hospital, but the student will be exposed to medical devices from all special and critical care areas. Prerequisite: EET 475. (4 crs.) Summer

**EET 495 ELECTRICAL ENGINEERING TECHNOLOGY INTERNSHIP.** Upon acceptance to an internship site, the student will work with an electrical engineer and/or an electronic technician inspecting, maintaining, calibrating, testing, analyzing, assembling, modifying or designing various types of electronic devices. Programs of instruction will vary but the student will be provided with practical work experience in a dynamic environment in which they will be dealing with actual problems requiring practical solutions. Advisor, department chairperson

and college dean approval is required before course enrollment. Prerequisite: Upper Level Standing. (4 crs.) Fall, Spring & Summer

### **Elementary Education - EDE**

**EDE 100. READING, STUDY AND LISTENING SKILLS.** The purpose of this course is to develop reading, study, and listening skills at the college level. Included are suggestions for taking more efficient notes, time management, locating and utilizing library resources, development of vocabulary, and improving reading and listening skills for college reading purposes. (3 crs.)

**EDE 205. ART FOR THE ELEMENTARY GRADES.** Emphasis is placed on the nature of creativity and its values in the development of the whole child. Creativity is given personal meaning through the exploration of art materials and techniques. The role of the classroom teacher teaching art is established. (3 crs.)

**EDE 211. INSTRUCTIONAL STRATEGIES IN ELEMENTARY AND EARLY CHILDHOOD EDUCATION.** This course is designed to teach students a set of teaching behaviors that are related to student achievement in the elementary and early childhood classrooms. Topics covered include: conception of elementary/early childhood curriculum, Bloom's taxonomy of cognition, questioning and discussion behaviors, utilization of thinking skills, integration of subject areas, inductive and deductive teaching, observation and assessment of children, cognitive and affective concerns of children as outlined by Piaget, and content presentation skills. Through class discussions, practice sessions, role-playing, and microteaching, the students will learn how to plan for and utilize strategies based on research in effective teaching and in the cognitive and affective development of children. Prerequisite: 2.5 GPA. (3 crs.) Fall & spring.

**EDE 300. LANGUAGE AND LITERACY IN THE ELEMENTARY SCHOOL I.** This is the first in a series of two required courses that examine the development of literacy in elementary-age children. Students are taught how to teach reading, writing, listening, and speaking skills using an integrated approach, consistent with the constructivist theory of teaching and learning. Theoretical orientations to several approaches of literacy instruction are introduced, analyzed, and evaluated. Practical implications of these theories are examined in detail, and students are expected to demonstrate strategies through the use of microteaching, as well as in field work. Prerequisite: 2.5 GPA, EDE 211. (3 crs.) Fall & spring.

**EDE 305. MATHEMATICAL CONTENT AND METHOD IN THE ELEMENTARY SCHOOL.** Emphasis is on understanding children's cognitive development and perception and their work with mathematics. To accomplish this it is suggested that students work with children. The professor demonstrates learning activities appropriate to the developmental and academic levels of children. As time permits, and on the basis of the experiences gained through observing and working with children, critical analyses of commercial arithmetic materials and texts, as well as recent trends and current projects in arithmetic, will be considered. Prerequisites: 32 college credits, 9 natural science credits. Prerequisite: 2.5 GPA, EDE 211. (3 crs.) Fall & spring.

**EDE 306. TEACHING OF SOCIAL STUDIES FOR ELEMENTARY GRADES.** The foundations of the social studies are examined. Instructional strategies for the constructivist classroom will be emphasized. Attention will be given to current trends and the present status of social studies. Prerequisites: 32 college credits, 9 social science credits. Prerequisite: 2.5 GPA, EDE 211. (3 crs.) Fall & spring.

**EDE 307. SCIENCE FOR THE ELEMENTARY SCHOOL.** This course is designed to acquaint students with the history of science curricula, the content of science, and the process of science teaching. The instructor will generate enthusiasm for science, encourage scientific inquiry, demonstrate positive attitudes, enhance appreciation for science and science interests, and model effective science teaching consistent with the Elementary/Early Childhood Department's Constructivist Model for Teaching. Prerequisites: 32 college credits; 9 natural science credits. Prerequisite: 2.5 GPA, EDE 211. (3 crs.) Fall & spring.

**EDE 311. CHILDREN'S LITERATURE.** This course acquaints the student with literature available for children and various techniques that may be employed in elementary classrooms to stimulate interest in reading and telling stories and poems. Prerequisites: 32 college credits; 9 humanities credits. Prerequisite: 2.5 GPA. May take the same semester as EDE 211. (3 crs.) Fall & spring.

**EDE 320. INTERMEDIATE FIELD EXPERIENCES 4-6.** The student receives background and experience in working with intermediate grade children in the classroom. Lectures and classroom teaching experiences are combined to give the student an opportunity to discover an aptitude and interest in working with children. Prerequisite: Admission to Teacher Education. (3 crs.) Fall & spring.

**EDE 321. PRIMARY FIELD EXPERIENCES K-3.** The students receive background and experience in working with elementary grade children in the classroom. Lectures and classroom teaching experiences are combined to give students an opportunity to discover their aptitude and interest in working with young children. Prerequisite: Admission to Teacher Education. (3 crs.) Fall & spring.

**EDE 340. LANGUAGE AND LITERACY IN THE ELEMENTARY SCHOOL II.** This is the second in a series of two required courses that examine the development of literacy in elementary-age children. Students review the theoretical bases of an integrated approach to teaching the language arts. Specific strategies that reflect

these theories are then investigated, demonstrated, and practiced. Such strategies teach children necessary literacy skills through a meaning-centered approach, and emphasize the integration of all subject areas, as well as the connection between the language arts modes. Students are expected to demonstrate their abilities to connect theory to practice in field work. Prerequisite: 2.5 GPA, EDE 211. (3 crs.) Fall & spring.

**EDE 450. ASSESSING CHILDREN'S PERFORMANCE.** This course presents practical methods and techniques for planning, construction and use of oral, performance, essay, and objective tests with an assumption that evaluation's role in the teaching/learning process is both active and fundamental. Prerequisite: Admission to Teacher Education. (3 crs.) Fall & spring.

**EDE 461. STUDENT TEACHING.** During this course the student is assigned to work in two classrooms in the public schools. Under supervision, the student observes and participates in all teaching activities related to the performance of a teacher's work in the elementary grades. Besides field work, students attend practicum class once a week. Discussions are centered around the current materials utilized in all subject areas. Pennsylvania school laws relevant to the work of the classroom teacher are analyzed and discussed. Opportunities are provided to discuss problems encountered by students in their student teaching experiences. Teaching opportunities are identified and discussed on a weekly basis. Prerequisite: Recommendation for Student Teaching. (12 crs.) Fall & spring.

### **English - ENG**

**ENG 100. ENGLISH LANGUAGE SKILLS.** A beginning course which provides guided practice in writing and reading, with emphasis on the interrelationship of reading, thinking, and writing. English Language Skills stresses fundamental principles of and attitudes toward writing, as well as how to put these principles and attitudes into practice. It emphasizes the ability to read correctly and to organize material effectively and, by adherence to the innate logic of language (revealed in its rules of grammar, syntax, punctuation and vocabulary choice), to express ideas clearly and precisely. (3 crs.) Fall & spring.

**ENG 101. ENGLISH COMPOSITION I.** Composition I is a sequel to English Language Skills. It provides guided practice in writing, with emphasis on thoughtful analysis of subject matter, clear understanding of the writing situation, flexible use of rhetorical strategies, and development of stylistic options, particularly those related to an understanding of a variety of purposes and voices. ENG 101 continues the development of the essential writing, reading and thinking skills stressed in ENG 100. (3 crs.) Fall & spring.

**ENG 102. ENGLISH COMPOSITION II.** The sequence of Composition I - Composition II provides guided practice in writing, with an emphasis on more demanding writing situations. It continues the work begun in Composition I with more complicated rhetorical strategies and stylistic options, especially audience-centered considerations. ENG 102 introduces research and research writing at the undergraduate level. Prerequisite ENG. 101 (3 crs.) Fall & spring.

**ENG 106. INTRODUCTION TO POETRY.** An introduction to the elements of poetry through the close analysis and explication of selected poetry from a variety of poets. (3 crs.) Fall & spring.

**ENG 107. INTRODUCTION TO FICTION.** An introduction to the elements of fiction through the close reading of selected short stories and novels by a variety of authors. (3 crs.) Fall & spring.

**ENG 108. INTRODUCTION TO DRAMA.** An introduction to the basic elements of drama. Readings will be selected from works from the Greek Classical Period to the Modern Age. (3 crs.) Fall & spring.

**ENG 155. BLACK LITERATURE.** An introduction to the writings of Black Americans in poetry, fiction, and drama, ranging from the Harlem Renaissance of the 1920s to the contemporary productions of Leroi Jones, Ishmael Reed and Toni Morrison. (3 crs.) Fall.

**ENG 167. JOURNALISM I (NEWSWRITING).** An introduction to basic news gathering and news writing taught by in-class exercises early in the semester, followed by weekly assignments that require submissions to the California Times. (3 crs.) Fall.

**ENG 168. JOURNALISM II (FEATURE WRITING).** Feature writing and in-depth news reporting. Students write four feature articles suitable for publication in the California Times. (3 crs.) Spring.

**ENG 203. GREAT BOOKS.** The texts and historical backgrounds of selections from the most highly regarded literature of the world. The range is from the classical Greek era to the twentieth century. (3 crs.) Fall & spring.

**ENG 205. WORLD LITERATURE TO 1600.** Examples of works from a variety of periods and cultures through 1600 are examined for their literary merit and national characters. Works are read in translation. (3 crs.) Fall.

**ENG 206. WORLD LITERATURE FROM 1600.** Examples of works from a variety of cultures and periods after 1600 are examined for their literary merit and national characters. Works are read in translation. (3 crs.) Spring.



- ENG 211. BUSINESS WRITING I.** An introduction to the analysis, writing, and oral presentation of formal and semi-formal documents essential to the business communities. Prerequisite: ENG 101. (3 crs.) Fall & spring.
- ENG 212. BUSINESS WRITING II.** A continuation in the practice of those skills developed in Business Writing I. Prerequisite: ENG 211 Business Writing I or equivalent writing ability. (3 crs.) Fall & spring.
- ENG 217. SCIENTIFIC AND TECHNICAL WRITING I.** An introduction to the specific techniques used in the preparation of reports and other scientific documents. Recommended for Science and Technology majors. Prerequisite ENG 101. (3 crs.) Fall & spring.
- ENG 218. SCIENTIFIC AND TECHNICAL WRITING II.** A problem solving approach to technical writing: adapting to various audiences, organization of complex documents, computer documentation. Students will prepare extensive technical reports. (3 crs.) Alternate spring.
- ENG 254. AMERICAN JOURNALISM:** A study of the recent history of journalism and of the present state of the profession. The emphasis is on print journalism; however, the news gathering and reporting aspects of radio and television are covered. Prerequisites: ENG 167 & ENG 169. (3 crs.)
- ENG 301. ENGLISH LITERATURE I.** A survey of English literature from the beginnings in the sixth century to the late eighteenth century. (3 crs.) Fall.
- ENG 302. ENGLISH LITERATURE II.** A survey of English literature from the Romantic poets to the present day. (3 crs.) Spring.
- ENG 308. RESEARCH FOR WRITERS.** For students in each of the Professional Writing concentrations. Basic library materials and techniques, on-campus resources, government documents, research libraries, advanced techniques of interviewing, document analysis, etc. Concludes with a prepublication draft of a researched paper in the student's area of specialization. (3 crs.) Alternate fall.
- ENG 310. SURVEY OF OLD AND MIDDLE ENGLISH LITERATURE.** A study of English literature from the beginnings to approximately 1500. Some of the topics, authors, and works are Beowulf, elegiac and Christian poetry, the rise of the drama, the romance (Sir Gawain and the Green Knight and Thomas Malory's *Morte D'Arthur*), and selections from Geoffrey Chaucer's *Canterbury Tales*. Most of the writing is read in Modern English versions. Attention is paid to historical and social backgrounds. (3 crs.) Alternate spring.
- ENG 313. SPORTSWRITING:** A study of the history of sportswriting in America and the techniques of writing daily coverage of sports and athletes. Students will study interviewing, finding and using statistics, the standards and practices of the profession and the make-up, layout and design of the daily sports page. Students will be assigned beats and will be asked to write at least one story per week. (3 crs.)
- ENG 315. SURVEY OF AMERICAN WOMEN WRITERS: METHOD AND TEXT.** The importance of both text and method in the study of American women writers is emphasized in this course. Assigned readings and research workshops introduce students to a variety of texts and sources as well as to methods for reading, discovering, and interpreting writings. Integration of text and method is achieved through a series of writing and research projects that are tied to the assigned readings. (3 crs.)
- ENG 318. POETICS.** Through readings from a text on poetic theory, essays on poetry by poets, and an anthology of poetry, students learn to analyze poems in great detail, stressing poetry as an act of language and something which is made as much as it is inspired. Students become acquainted with the variety of means by which the literary craftsman creates feeling and meaning. (3 crs.)
- ENG 321. THE ENGLISH RENAISSANCE: SKELTON THROUGH DONNE.** A study of nondramatic prose and poetry chosen from such writers as Thomas Wyatt, the Earl of Surrey, Thomas Sackville, John Skelton, Sir Philip Sidney, Edmund Spenser, William Shakespeare, and John Donne, with emphasis on such literary genres as the lyric and sonnet, and an examination of various philosophical, historical, and social documents. (3 crs.)
- ENG 322. THE ENGLISH RENAISSANCE: BACON THROUGH MARVELL.** A study of the nondramatic prose and poetry of England in the seventeenth century from the works of John Donne, Ben Jonson, Robert Herrick, George Herbert, John Milton, and Henry Vaughan. Emphasis on the three schools of poetry of this century. (3 crs.)
- ENG 334. NEWSPAPER REPORTING.** A professional level course that acquaints students with basic newsroom procedures and assignments. Prerequisites: ENG 167 & ENG 169. (3 crs.) Fall.
- ENG 336. COMPUTER ASSISTED NEWSREPORTING.** An advanced level journalism course designed to show students how to gain access to computer records and how to arrange that material into meaningful patterns using an interrelational data base program and a simple spread sheet program. The course assumes no prior knowledge of computers and is designed for the computer novice. (3 crs.) Alternate fall.

**ENG 337 SURVEY OF AMERICAN LITERATURE I.** This course spans American literature from its colonial inception to the end of the Civil War, the literature's formative years, focusing on diverse forms and voices of expression. This literature presents writings of Native Americans, Colonialists, Federalists, Romantics, Transcendentalists, Slaves, and others as formative expressions of our American heritage. (3 crs.)

**ENG 338 SURVEY OF AMERICAN LITERATURE II.** The second course of the two-course survey begins with the literature of the Reconstruction period, Realism and later Naturalism, and moves to the Experimental writing of the Twentieth Century, culminating in works by contemporary authors. The emphasis is on showing the development of an eclectic and uniquely American literature. (3 crs.)

**ENG 341. ROMANTIC LITERATURE.** An intensive study of selected works by such Romantic poets as William Blake, William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, John Keats, and Lord Byron. (3 crs.)

**ENG 342. VICTORIAN LITERATURE.** An historical and critical survey of the poetry and nonfictional prose of the Victorian period through such writers as Alfred Tennyson, Robert and Elizabeth Barrett Browning, Thomas Carlyle, Matthew Arnold, Dante Gabriel and Christina Rossetti, Gerard Manley Hopkins, John Stuart Mill, John Ruskin, John Henry Newman, T. H. Huxley, and Walter Pater. (3 crs.)

**ENG 345. ENGLISH GRAMMAR AND USAGE.** Provides future English teachers, professional writing majors, and other interested students, with a sophisticated background in English grammar. The course covers a variety of grammatical theories, issues of mechanical correctness in writing, and the sociology of usage. (3 crs.) Fall.

**ENG 346. HISTORY OF THE ENGLISH LANGUAGE.** A survey of the development of the language from its Germanic base to the emergence of American English. Explanations of sound shifts and foreign and social influences. (3 crs.) Spring.

**ENG 347. INTRODUCTION TO LINGUISTICS.** An examination of the several areas of language study: history of the language, phonology and morphology, grammars (traditional and modern), and contemporary American usage, dialects, lexicography, and semantics. (3 crs.) Fall.

**ENG 348. HISTORY OF LITERARY CRITICISM.** An examination of major critical documents from Plato through the modern critics. An intensive examination of the works themselves, with some additional concern on their place in literary history. (3 crs.)

**ENG 351. PUBLISHING THE MAGAZINE.** Students in this course publish a magazine, Flipside. They contribute works of literature and reportage, illustrate it with original work or with photographs, solicit contributors, finance the magazine through advertising, and establish editorial policy. (3 crs.) Fall & spring.

**ENG 352. STUDIES IN WRITING.** A study in style, its definition, its analysis, and the techniques modern writers of creative nonfiction use to achieve it. Students analyze the work of such writers as Tom Wolfe, Joan Didion, Hunter Thompson and Truman Capote, then apply to their own prose the techniques these writers use. (3 crs.)

**ENG 355. SURVEY OF THE ENGLISH NOVEL I: THE BEGINNING THROUGH SCOTT.** A study of the development of the novel from its beginnings through the Romantic period, with emphasis on Daniel Defoe, Samuel Richardson, Henry Fielding, Tobias Smollett, and Jane Austen. (3 crs.)

**ENG 356. SURVEY OF THE ENGLISH NOVEL II: DICKENS TO THE PRESENT.** A study of the novels and novelists of the Victorian period and the twentieth century, including Charles Dickens, Charlotte, Emily and Ann Brontë, W. M. Thackeray, George Eliot, Joseph Conrad, James Joyce, and Virginia Woolf. (3 crs.)

**ENG 357. TWENTIETH CENTURY BRITISH LITERATURE TO WORLD WAR II.** A study of fiction, drama, and poetry with emphasis on W. B. Yeats, D. H. Lawrence, George Bernard Shaw, James Joyce, Joseph Conrad, Virginia Woolf, E. M. Forster, and W. H. Auden. (3 crs.)

**ENG 358. CONTEMPORARY LITERATURE SINCE WORLD WAR II.** An exploration of texts, in a variety of genre including major movements, critical, social and political from writings both in English and in translation. (3 crs.)

**ENG 371. CRITICAL THEORY AND THE TEACHING OF LITERATURE.** A required course for English majors in the Secondary English track, Critical Theory and the Teaching of Literature shows students how to relate contemporary literary criticism to the teaching of literature. The varieties of literary criticism covered include New Criticism, reader-response criticism, deconstructive criticism, psychological criticism, feminist criticism, and New Historicism. The literature studied emphasized items typically taught in secondary schools, including both canonical (e.g., Shakespeare's plays) and non-canonical (e.g., Young Adult literature and Multicultural literature) works. (3 crs.)

**ENG 372. COMPOSITION THEORY AND THE TEACHING OF WRITING.** A required course for English majors in the Secondary English track, Composition Theory and the Teaching of Writing is an introduction to

rhetorical theory as it concerns the nature of writing and the teaching of writing. The course also offers practical information about, and experience with, modern course design and pedagogy, as well as discussion of the politics of writing instruction in contemporary schools. (3 crs.)

ENG 376. CREATIVE WRITING: FICTION. Techniques of fiction are studied and applied to the writing of short stories, and students are encouraged to use and shape their own experience, transmitting those everyday things around them into fictional realities. (3 crs.)

ENG 377. CREATIVE WRITING: POETRY. Aspects of poetry, such as line length, rhythm, sound patterns and imagery, are discussed. Students will apply those techniques to their own experience and vision, developing a poetic voice or style. (3 crs.)

ENG 378. CREATIVE WRITING: DRAMA. Writing techniques for the modern stage; students progress from idea through written text to the production of a scene or a one-act play. (3 crs.)

ENG 401. COPYWRITING. Students who have already taken the basic advertising course are expected to improve preexisting writing skills through individual and group projects in the areas of direct mail advertisements, newspaper and magazine space advertisements, industrial newsletters and brochures, radio and TV advertisements. Each student writes at least two usable advertisements for off-campus and one for a campus program or organization. Not for beginners. Prerequisite: ENG 437. (3 crs.)

ENG 415. CHAUCER. The Canterbury Tales and other works. (3 crs.)

ENG 419. INTERNSHIP IN PROFESSIONAL WRITING. An internship is a short-term work-based experience emphasizing learning in a professional setting. Internships are designed to give the student a broad based understanding of the particular writing and professional practices of the internship sites. All details of the course are to be worked out with the Coordinator of Professional Writing. (6 crs.) Fall & spring.

ENG 425. SHAKESPEARE. Explores in considerable depth, and with special reference to the condition of Shakespeare's times and theater, some of his greatest plays, especially (a) those most often studied in secondary school and (b) his great tragedies. (3 crs.)

ENG 427. MILTON. An examination of the major poetry: Paradise Lost, Paradise Regained, Samson Agonistes, and Lycidas. The prose is treated insofar as it is related to the poetry. (3 crs.)

ENG 430. ADAPTATION OF LITERARY MATERIALS. Adaptation of literature to the mechanical demands of television, radio, theater, and film. While remaining faithful to an author's intent, the student must adapt written texts to each of the following: television, theater, and film. (3 crs.)

ENG 437. ADVERTISING. An introduction to marketing theories, behavior patterns, and techniques of advertising campaigns: copywriting, layout, and production of advertising through working for an actual client. (3 crs.) Fall.

ENG 440. LINGUISTICS AND THE TEACHING OF ENGLISH. The purpose of this course is to help prepare English and Language Arts majors through an understanding of two applications of linguistics to language learning and research. In the first application, students will examine linguistic research focused upon the study of schooling and the teaching and learning of language to advance an understanding of students' developing reading, writing and literary practices. In the second application, students will analyze various linguistic research methodologies to develop a sense of how they might apply one or more of them to their own teaching. Assignments and course readings are intended to encourage students to acquire a critical sense of pedagogical practice used in the teaching of reading and writing, as well as a critical sense of the relative merit of various research approaches to the study of language learning. (3 crs.)

ENG 448. PRACTICAL CRITICISM. Provides examples of criticism and the opportunity to criticize poetry, fiction, and drama. (3 crs.)

ENG 478. DIRECTED PROJECTS. (Variable crs.)

ENG 485. STUDIES IN TWENTIETH CENTURY ENGLISH LITERATURE. Contemporary trends in literature, the war novel, the poets of the thirties, Irish literature, the British novel and theater. (3 crs.)

ENG 487. STUDIES IN AMERICAN LITERARY GENRES. The American short story, the nineteenth century American novel, the twentieth century American novel, modern American poetry, American drama, American nonfiction. (3 crs.)

ENG 488. STUDIES IN DRAMA. Classical drama, theater of the absurd, continental drama, film and television as drama, realism and naturalism in drama. (3 crs.)

ENG 495. CREATIVE WRITING SEMINAR. The fictional principles learned in ENG 376 are applied to the writing of a major creative work, such as novella, and the student is given the opportunity to polish and extend

writing skills previously acquired. (3 crs.)

**ENG 496. WRITING FOR PUBLICATION.** Students analyze regional and national markets and refine their work for publication. They are expected to publish at least one work during the semester. (3 crs.)

### **Environmental Studies - ENS**

**ENS 101. INTRODUCTION TO ENVIRONMENTAL SCIENCE.** The broad field of environmental management including humans' biological basis, soil and land use, water, air pollution and noise pollution, and agencies and laws associated with the above topics. No one area is covered in depth. Rather, the student is introduced to each problem, its source, current corrective measures, and possible future technology. Three lecture hours weekly. (3 crs.) Fall & spring.

**ENS 341. TECHNIQUES IN WATER AND WASTEWATER ANALYSIS.** A study of the chemical testing of water in wastewater plants, streams, and drinking water sources. Emphasis is placed on learning acceptable levels of chemicals in different types of water. Samples of water from sources of concern are analyzed in the laboratory portion of the course. Three lecture hours and three laboratory hours weekly. Prerequisites: CHE 101 & CHE 102. (4 crs.)

**ENS 380. WILDLIFE ISSUES.** This course is designed to familiarize students with current issues in wildlife biology allowing them to propose and discuss possible solutions. The course will consist of field trips and projects emphasizing wildlife issues in the Northeastern United States. Trips will be supplemented with discussions of national and international wildlife issues from current literature. (4 crs.) summer.

**ENS 420. PRINCIPLES OF WILDLIFE MANAGEMENT.** This course is designed to provide students with an understanding of the philosophies and concepts of scientific wildlife management. Major emphasis will be placed on wildlife management in North America, but differing perspectives from other regions of the world will be incorporated into the course. Topics to be covered will include monitoring habitats and habitat management, population exploitation and administration, economics, and socio-political topics as they relate to wildlife management. Three lecture hours and three laboratory hours weekly. Prerequisites: BIO 115 & BIO 120. (4 crs.) Fall.

**ENS 423. WILDLIFE MANAGEMENT TECHNIQUES.** This course will cover techniques commonly used by wildlife biologists with emphasis on those applicable to birds and mammals. Important techniques covered in the course include aging and sexing of important game species, habitat measurement and evaluation, population analysis, and analysis of food habits. The lecture portion of the course provides an introduction to common techniques and the lab emphasizes practical use and application of those techniques. Three lecture hours and three laboratory hours weekly. Prerequisites: BIO 115, BIO 120 & BIO 125. (4 crs.) Spring.

**ENS 430. AIR QUALITY MONITORING.** The technologies involved in the abatement of emissions from mobile and stationary sources, monitoring techniques, and air quality standards. Three lecture hours weekly. Prerequisites: CHE 331, CHE 361, PHY 121, PHY 122, & MAT 215. (3 crs.) Alternate fall.

**ENS 424. FISHERIES MANAGEMENT.** A combination of lectures, labs, and field trips will emphasize fisheries biology and management in North America, including both freshwater and marine systems. Lectures will include fisheries resources, aquatic habitats, population dynamics, laws and regulations, aquaculture, conservation, and current fisheries issues. Labs and field trips will emphasize research methods and harvest and habitat management techniques.

**ENS 431. SOLID WASTE MANAGEMENT.** The fundamental techniques involved in the collection, processing, and disposal of urban, industrial, and agricultural wastes. Three lecture hours weekly. Prerequisites: CHE 331. (3 crs.) Alternate spring.

**ENS 432. ENVIRONMENTAL REGULATIONS.** This course will cover the history of natural resource protection, local, state, and federal laws and policy, enforcement, and current issues. Lectures will include discussion of laws ranging from the Clean Air act to local Fish and Wildlife regulations. (3 crs.) Alternate spring.

**ENS 459. ENVIRONMENTAL RESEARCH PROBLEMS.** An independent study with a cooperating faculty member. Emphasis on scientific research on contemporary environmental problems. These independent studies are as field-oriented as possible, with a final research paper written in proper scientific format. This course is not repeatable. (3 crs.)

**ENS 475. WETLANDS ECOLOGY.** A coordinated lecture/laboratory approach that will emphasize wetlands within the continental United States. The course will provide a background in both historical and modern wetland issues; characteristics of freshwater, estuarine and marine wetland types, including important plants and animals of each; processes of wetland determination and delineation; regulatory framework of wetlands protection; and procedures involved in wetland restoration and conservation. Prerequisites: BIO 310 and permission of instructor. (4 crs.)

**ENS 492. ANIMAL POPULATION DYNAMICS.** This course is designed to provide students with an understanding of theoretical and applied aspects of animal population dynamics. The course will examine variation in population size and sex/age composition, reproduction and mortality, and quality and condition of animals in populations. Emphasis will be placed on principles and techniques used by wildlife ecologists to quantify and predict populations of vertebrate animals. The lecture portion of the course will include lecture and discussion on issues and concepts in population dynamics. The lab portion of the course will emphasize application of common techniques and models used by wildlife population ecologists. Three lecture hours and three laboratory hours weekly. Prerequisites: BIO 310 & MAT 215. (4 crs.) Fall.

**ENS 495. DESIGN AND ANALYSIS.** The purpose is to provide with the theoretical and applied basis of experimental design, sampling theory and sampling designs, data input and output, statistical analysis and interpretation of research studies. The application of computer methods for data base, spreadsheet, word processing, and statistical packages will also be emphasized. Three lecture hours weekly. Prerequisites: BIO 115 & MAT 273 or MAT 281 or permission of the instructor. (3 crs.) Fall.

#### **Finance - FIN**

**FIN 201. INTRODUCTION TO FINANCE.** A survey course which covers an introduction to financial markets and institutions responsible for the flow of funds in the economy. The basic principles and concepts which assist the market participants in making sound financial decisions are discussed. Prerequisite: ECO 100 is recommended. (3 crs.)

**FIN 211. PERSONAL MONEY MANAGEMENT.** A guide to personal finance to best meet one's objectives and make financial decisions easier. Topics include budgets, major purchases, use of credit and bank loans, insurance, real estate and investment in securities, taxes and estate planning. Prerequisite: ECO 100 or permission of instructor. (3 crs.)

**FIN 301. FINANCIAL MANAGEMENT.** The study of financial analysis, planning and control, including working capital management, capital budgeting, cost of capital, and other selected subjects. Advanced techniques of financial analysis are employed. (3 crs.)

**FIN 302. ADVANCED FINANCIAL MANAGEMENT.** A continuation of FIN 301. An intensive study of cost of capital, long-term financing and analysis of cases relating to financial decisions of firms. Prerequisite: FIN 301. (3 crs.)

**FIN 305. INVESTMENTS.** An introduction to financial investments. Topics include securities and securities markets, investment risks, returns and constraints, portfolio policies, and institutional investment policies. (3 crs.)

**FIN 311. FINANCIAL MARKETS AND INSTITUTIONS.** Description and analysis of major financial institutions, money and capital markets. Current topics in financial market and institutions. (3 crs.)

**FIN 331. INTERNATIONAL FINANCIAL MANAGEMENT.** A course providing the conceptual framework within which the key financial decisions of the multinational firm can be analyzed. Topics include: Exchange Rates, Foreign Exchange Market, Currency Futures and Option Markets, Foreign Exchange Risk Management, Multinational Working Capital Management, International Banking, and Foreign Investment Analysis. Prerequisites: Intro Micro (ECO 201) and Intro Macro (ECO 202) recommended. (3 crs.)

**FIN 341. INSURANCE AND RISK MANAGEMENT.** A survey of the nature and significance of risk and the basic ideas, problems, and principles found in modern insurance and other methods of handling risk. (3 crs.)

**FIN 351. REAL ESTATE FUNDAMENTALS.** A basic cognitive course covering physical, legal and economic aspects of real estate. Topics include valuation, agreements of sale, title, leasing, settlements and landlord-tenant relations. (2 crs.)

**FIN 352. REAL ESTATE PRACTICE.** Role of the real estate agent in listing, sales contract, financing, and completion of RESPA approved settlement sheet. The course examines the legal and ethical aspects of brokerage. (2 crs.)

**FIN 405. ADVANCED INVESTMENT ANALYSIS.** Systematic approach to security analysis and valuation; portfolio construction and management. Prerequisite: FIN 305 or permission of instructor. (3 crs.)

**FIN 492. FINANCE INTERNSHIP.** On the completion of this course, the student should be able to see how the knowledge acquired in the finance courses is applied in real world situations. It provides the student with opportunity to translate academic principles to real world situations and to test his/her career interests. It will also enable the student to determine what additional skills are needed to be successful in the workplace. Prerequisite: Consent of the instructor. (Repeatable; variable credits; a maximum of 12 credits may be used toward a baccalaureate degree.)

**FIN 531. BANK MANAGEMENT.** Detailed analysis of operational decisions faced by bank managers in the areas of loans, investments, sources of funds, and liability management. (3 crs.)

## French - FRE

**FRE 101. ELEMENTARY FRENCH I.** For the student without previous knowledge of French. The development of the fundamentals of correct idiomatic French. Instruction in basic audio-lingual comprehension, sentence structure, reading, writing, and speaking. Classroom instruction is supplemented by laboratory study and practice. Three class hours each week and one hour language laboratory per week. (3 crs.)

**FRE 102. ELEMENTARY FRENCH II.** A continuation of French 101. Three class hours each week and one language laboratory per week. Prerequisite: FRE 101 or one year of high school French. (3 crs.)

**FRE 203. INTERMEDIATE FRENCH I.** French grammar and reading. A review of essential French grammar. Development of audio-lingual comprehension, reading and writing facility. Three class hours each week; one hour language laboratory per week. Prerequisites: FRE 101 & FRE 102 or two years of high school French. (3 crs.)

**FRE 204. INTERMEDIATE FRENCH II.** Continuation of French 203. Oral-aural work continues but is accompanied by a development of reading skill through discussion of selected prose and poetry. Three class hours and one hour language laboratory each week. Prerequisite: FRE 203 or equivalent. (3 crs.)

**FRE 311. FRENCH CONVERSATION, COMPOSITION, AND PHONETICS I.** Cultural themes as a basis for idiomatic conversation and discussions. Written compositions are assigned to teach the student how to write correct French. The course also provides a systematic study of the sounds and sound patterns of the French language. Three class hours and one hour language laboratory each week. Prerequisite: FRE 204. (3 crs.) Fall.

**FRE 312. FRENCH CONVERSATION, COMPOSITION, AND PHONETICS II.** Continuation of French 311 on a more advanced level as reflected in conversation, composition, and exercises in phonetic transcription. Prerequisite: FRE 311. (3 crs.) Spring.

Culture Courses are taught in English and are intended, as indicated on the General Education Curriculum, to satisfy General Education Humanities, Multicultural Awareness, and certain Fine Arts requirements as well as those in the intended major. One culture course is offered each semester.

**FRE 340. THE MIDDLE AGES AND THE RENAISSANCE (800-1600).** This course surveys the evolution of French culture from the Middle Ages to the end of the sixteenth century, from an age of analogy to one of skepticism. While it follows sociological, political, philosophical and historical developments to a certain degree, the course puts its primary emphasis on the artistic domains of literature, music, architecture, and the visual arts of the period. In so doing, this course illustrates the ways in which France has been influenced by its rich cultural heritage. (3 crs.) Alternate years.

**FRE 341. THE SEVENTEENTH CENTURY AND THE CLASSICAL AGE.** This course surveys the evolution of French culture from the early seventeenth century or the Baroque (1600-1640) to the classical period (1640 to the end of the century). The course seeks to introduce the student to the history of French thought in the Splendid Century. While it follows sociological, political, philosophical and historical developments to a certain degree, its primary emphasis is on the artistic domains of literature, music, architecture, and the visual arts of the period. In so doing, this course illustrates the ways in which France has been influenced by its rich cultural heritage. (3 crs.) Alternate years.

**FRE 342. THE EIGHTEENTH CENTURY AND ENLIGHTENMENT.** This course surveys the evolution of French culture throughout the Age of Enlightenment, when scientific discovery and new historical methods acted as agents of change upon the traditional foundations of belief. We will consider how these changes affected French thought, especially in the artistic domains of literature, music, architecture, and the visual arts of the period. The course will introduce the student to this age of criticism and reconstruction, an age viewed as the crisis of the European mind and gave birth to the philosophe, or philosopher, one who was not only involved with the theories but with social reform as well. These reforms in human institutions and thought will be shown to terminate in the revolution of 1789 and the end of the Ancient Regime. (3 crs.) Alternate years.

**FRE 343. THE AGE OF FRENCH ROMANTICISM: FROM THE NAPOLEONIC EMPIRE TO THE REVOLUTION OF 1848.** This course surveys the evolution of French culture throughout the romantic movement which permeated the sensibility of the young in France, and which reached a true flowering in the nineteenth century, particularly from 1820 to 1845. Both the precursors and the masters of this movement are considered through a study of the artistic expression of the times. (3 crs.) Alternate years.

**FRE 344. THE AGE OF FRENCH REALISM: THE SECOND EMPIRE TO THE AFTERMATH OF THE FRANCO-PRUSSIAN WAR.** This course surveys the evolution of French culture during the Age of Realism; including the Franco-Prussian War, positivism and its aftermath. This period encompasses the dictatorship of Napoleon III, a monarchy marked by material success among the middle class and by disappointment and pessimism among thinkers, writers, and artists. This course considers the artistic achievements of the period within the framework of the sociological, political and historical setting. It studies certain schools of art (realism, impressionism and naturalism), and seeks to illustrate how these movements of artistic expression manifested themselves in the principal works of literature, philosophy, music, and the visual arts. (3 crs.) Alternate years.

**FRE 345. THE BIRTH OF THE MODERN FRENCH CULTURE IN THE ARTS 1900-WORLD WAR II.** This course surveys the evolution of French culture from 1900, the time of the Belle Epoque or Beautiful Period at the turn of the century, to the advent of the Second World War. While the course follows the sociological, political, and historical developments of the period, it puts emphasis on the artistic ramifications of this period of conflict and rapid change. The inter-war years are treated in all their artistic output, especially in inter-war theater, fiction, and the presence of the school of Surrealism in poetry, fiction, theater, and art. (3 crs.) Alternate years.

**FRE 346. CONTEMPORARY FRENCH CULTURE IN THE ARTS SINCE WORLD WAR II.** This course surveys the evolution of French culture from the Occupation and Vichy Regime in France to the present day. It seeks to introduce the student to the literature, philosophy, music, films, and visual arts of the period which reveal the rich cultural heritage of France. As an orientation to the cultural arts, consideration will be given to the impact which important geographical, social, and historical elements had upon them. (3 crs.) Alternate years.

**FRE 401. ADVANCED COMPOSITION: GRAMMAR AND STYLISTICS.** An in-depth grammatical analysis of the French language through intensive practice in oral exercises and written compositions. It is required of all French majors in Liberal Arts as well as those seeking a teacher certification degree or certification in French. Prerequisite: FRE 312. (3 crs.) Alternate fall.

**FRE 421. SURVEY OF FRENCH LITERATURE I.** An introduction to French literature from the Middle Ages to 1800 through an examination of representative novels, plays, and poems of the period. Three class hours each week. (3 crs.) Alternate fall.

**FRE 422. SURVEY OF FRENCH LITERATURE II.** An introduction to French literature from 1800 to the present through an examination of representative novels, plays, and poems of the period. Three class hours each week. (3 crs.) Alternate spring.

**FRE 450. FOREIGN LANGUAGE COLLOQUIUM IN FRENCH.** An advanced course in intensive spoken contemporary French required of all French majors as well as those seeking teacher certification in French. Prerequisite: FRE 311. (3 crs.) Alternate spring.

**FRE 469. STUDIES IN FRENCH LITERATURE.** Subject matter to be arranged. Designed for French majors who wish to take additional credits and/or study abroad. Prerequisite: 18 hours of French. (Variable crs.) As needed.

**FRE 479. FIELD WORK.** Regularly offered as a "cultural tour" of specific geographical areas in France. This tour is preceded by a semester-length course reflecting on the cultural elements of the region as well as its people. (3 crs.) As needed.

### **Graphic Communications Technology GCT**

**GCT 100. GRAPHIC COMMUNICATION PROCESSES I.** This course offers the student an opportunity for experiences of practical application in the five major printing processes. It covers image design, conversion, assembly, carrier preparation, transfer and finishing techniques related to lithographic, screen, letterpress, flexographic, and gravure printing. Related areas of studies include duplication, ink chemistry, paper use and selection, and photography. Two hours of lecture and three laboratory hours per week. (3 crs.) Fall & Spring

**GCT 200. GRAPHIC COMMUNICATION PROCESSES II.** Emphasis in this second course is on equipment, processes, materials and supplies utilized by the industry for phototypesetting, photocomposition, darkroom techniques, image assembly, platemaking, and offset duplicator operations. Learning experiences develop a comprehensive understanding of the scope, structure, products and related process of the printing industry. Two hours of lecture and three laboratory hours per week. Prerequisite: GCT 100 or TED 111. (3 crs.) Fall & Spring

**GCT 211. SCREEN PRINTING TECHNIQUES.** The first in a series of three courses that define and analyze the process of screen printing, this course is an introduction to the various applications of screen printing. Emphasis of the course is centered on establishing repeatability of the printing process by controlling variables; photographically generated stencil systems; single and multiple color image generation, conversion, assembly and transfer; sheet-fed manual and semi-automatic presswork; flat substrate printing applications of simple and complex close register line artwork. Two hours of lecture and three laboratory hours per week. Prerequisite: GCT 100. (3 crs.) Spring

**GCT 220. BLACK AND WHITE PHOTOGRAPHY.** This course emphasizes techniques involved in monochromatic still photography and introduces color photography. It covers the basic aspects of picture taking, camera operation, film processing, enlarging, print processing, finishing procedures and selecting photographic equipment and supplies. Two hours of lecture and three laboratory hours per week. (3 crs.) Fall & Spring

**GCT 225. PRINCIPLES OF LAYOUT AND DESIGN.** A presentation of design elements principles used to produce various layouts for printing production. The individual must strive to develop harmonious relationships between these design elements and principles and various printing applications through practical activity assignments. The fundamentals of producing mechanical layouts for newspaper, magazine, direct mail, poster, display and point of purchase advertising are considered. Use of computers for electronic/desktop publishing is emphasized. Production and practical application assignments are to be performed in conjunction with theory explanations as out of class activities. (3 crs.) Fall & Spring

**GCT 240. DESKTOP PUBLISHING.** This course provides an in-depth study into the electronic desktop publishing systems and their concept of architecture, operation, networking, financing and design role in the publishing industry. It covers the basic aspects of graphic designing, creating page layouts, scanning of text and continuous tone photographs, connectivity, telecommunications, image setting and encryption of data. Each student will experience hands-on activities with microcomputers utilizing high-end design, draw, paint, scanning, and integrated layout software packages. Two hours of lecture and three laboratory hours per week. (3 crs.) Fall & Spring

**GCT 300 DIGITAL PHOTOGRAPHY** This course emphasizes techniques involved in color imaging and digital image manipulation by means of a computer. It will focus on developing the necessary skills to perform digital scanning, digital photography and preparing images for output. Two hours of lecture and three laboratory hours per week. Prerequisite: GCT 220 (3 crs.) Fall & Spring

**GCT 302. LITHOGRAPHIC TECHNIQUES.** An in-depth study of photographic process as it relates to line and halftone reproduction of graphic materials. Projects representing the various combinations of line and halftone materials as they are used in the Industrial setting are produced. Besides the projects required of each student, the theoretical aspects of the optical system are investigated, as well as the areas of sensitive materials, light and related chemical reactions. Two hours of lecture and three laboratory hours per week. Prerequisites: GCT 100 and GCT 200. (3 crs.) Spring

**GCT 311. ADVANCED SCREEN PRINTING TECHNIQUES.** A study of the techniques used for image transfer of line and halftone copy on substrates commonly used by the screen printer. Each student has the opportunity to identify, calibrate and print upon selected substrates. Two hours of lecture and three laboratory hours per week. Prerequisite: GCT 211. (3 crs.) Alternate Fall

**GCT 330. FLEXOGRAPHY AND PACKAGE PRINTING.** This course provides an in-depth study of the processes and techniques involved in the printing and converting of packaging and labeling materials. Laboratory applications include the design, preparation and flexographic printing and converting of various paper, foil and plastic substrates. Emphasis is placed on establishing repeatability of the printing process by controlling variables. Methods and techniques of quality assurance are implemented as an integral part in the production of flexographic printed products. Two hours of lecture and three laboratory hours per week. Prerequisite: GCT 100. (3 crs.) Fall

**GCT 342. ESTIMATING AND COST ANALYSIS.** A critical examination of the operations involved in the production of graphic materials for the purpose of determining costs of the operations to be included. The procedures necessary to assemble this information to produce estimates of typical printing matter are discussed. The identification and study of cost centers as they relate to the hour costs and ultimately to the selling price are examined. Students are required to prepare a number of cost estimates for the course. Prerequisite: GCT 311 or GCT 270. (3 crs.) Spring

**GCT 365. COLOR IMAGING.** Primary emphasis is placed on developing an understanding of the nature of light, the nature of color, its relation to filters and printing inks used in the graphics industry and the problems caused by color contamination in making color separations. A presentation of direct and indirect methods of color separations as well as the various masking techniques is included. The use of various control devices is discussed and employed in the laboratory. Special techniques required to strip projects, make the plates, and produce them on the press are also covered. Two hours of lecture and three laboratory hours per week. Prerequisites: GCT 225 and GCT 370. (3 crs.) Alternate Spring

**GCT 370. ADVANCED LITHOGRAPHIC TECHNIQUES.** A continuation of GCT 270 which utilizes the film elements produced in order to complete required projects for this course. This course treats the subjects of stripping, platemaking and presswork. A critical study of imposition of various type of jobs, from simple single-color to more complex multi-color jobs. The latest techniques of platemaking as well as information on types of plates presently in use are discussed. Feeder-delivery setup, press packing methods, inking/dampening systems, control devices, rollers, blankets and other related press activities are thoroughly discussed. Also, some folding and binding techniques are included. Two hours of lecture and three laboratory hours per week. Prerequisite: GCT 270. (3 crs.) Alternate Spring

**GCT 380. ADVANCED FLEXOGRAPHIC TECHNIQUES.** This course provides advanced study of the processes and techniques involved in the printing and converting of packaging and labeling materials. Laboratory applications include the design, preparation and flexographic printing and converting of tonal and special effects images on various substrates. Emphasis is placed on establishing repeatability of the printing process by controlling variables related to advanced flexographic reproduction. Methods and techniques of quality



assurance are implemented as an integral part in the production of flexographic printed products. Two hours of lecture and three laboratory hours per week. Prerequisites: GCT 100, GCT 200 and GCT 330. (3 crs.) Alternate Spring

**GCT 390. GRAVURE PRINTING.** This course is a comprehensive study of gravure printing. You will examine the various products printed by gravure including: publications, labels, package, wallcovering, vinyl flooring and wrapping paper. Industry visits to gravure printing plants that specialize in each of these products will be made. Product design for each gravure printing product will be explored. Environmental compliance in the gravure Industry will be covered in depth. (3 crs.) Summer

**GCT 411. SCREEN PRINTING PRODUCTIONS.** This course is directed study relevant to the Individual's career objectives based on specific screen printing applications. The student formulates specifications, estimates and a procedural rationale for self-determined screen printed product. Student productions are organized as a portfolio consistent with the Individual career objective that has been developed through previous screen printing course work. Four-color process screen printing with ultraviolet curing theory and practice is analyzed for application through student independent study course work. Two hours of lecture and three laboratory hours per week. Prerequisite: GCT 311. (3 crs.) Alternate Spring

**GCT 420. TECHNICAL STUDIES IN GRAPHIC COMMUNICATIONS.** This course involves, but is not limited to, directed study, special projects, institutes, or workshops in graphic communications technology. Subject areas are organized according to student needs and will be designed to cover theory and/or practices going beyond the scope of regular coursework. Course content is planned cooperatively between the student(s) and the instructor. A course contract is prepared and will include: the objectives to be achieved, the procedures to be followed, any special conditions, the expected findings, and specifications for the evaluation of activities. Prerequisites: GCT 351 or GCT 355, or permission of the instructor. (1-3 crs.)

**GCT 430. FLEXOGRAPHIC PRINTING PRODUCTIONS.** The third and final course in a series which is directed study relevant to the Individual's career objectives based on specific flexographic printing applications. The student generates specifications, estimates, and procedures for the production of self-directed flexographic printed products. The student productions are organized as a portfolio consistent with the Individual career objective that has been developed through previous flexography coursework. Process color flexographic printing, ultraviolet curing theory and practice, statistical process control, and current trends in flexographic printing are analyzed for application through student coursework. Two hours of lecture and three laboratory hours per week. Prerequisites: GCT 100, GCT 200, GCT 330 and GCT 380. (3 crs.) Alternate Fall

**GCT 445 PRINTING PRODUCTION PLANNING AND CONTROL.** This course focuses on the application of printing production management and operations concepts and techniques. It is concerned with long-term issues of strategic importance such as equipment investment, plant layout and organizational structures. It emphasizes items of day-to-day administrative importance: production planning, scheduling and control, inventory control and purchasing, production cost analysis, quality control and management. Prerequisites: GCT 200 and GCT 342. (3 crs.) Fall

**GCT 460. SUBSTRATES AND INKS.** This course is a comprehensive study of all the substrates and inks used in offset lithography, screen printing, flexography, gravure, and other specialty printing processes. The course covers the fundamentals of substrate and ink manufacturing, selection, and testing. How substrates and ink interact and the identification and prevention of potential problems will be included in the course. Two hours of lecture and three laboratory hours per week. Prerequisites: GCT 100 and GCT 200. (3 crs.) Alternate Spring

**GCT 470. WEB OFFSET.** This course is a comprehensive study of the web offset printing Industry and covers both heatset and non-heatset printing. The student will study all aspects of prepress, press, and post-press activities that are unique to web offset printing. The course includes the design and printing of two magazine format products to be printed on a heatset web offset press and a non-heatset web offset press. Two hours of lecture and three laboratory hours per week. Prerequisites: GCT 365 and GCT 370. (3 crs.) Alternate Spring

**GCT 485. GRAPHICS SEMINAR.** This is an all-encompassing seminar-type course designed to provide graduating seniors in Graphic Communications Technology with opportunities to enhance their knowledge base in the following areas: process photography/photographic techniques, lithographic applications, layout and design, estimating/cost analysis, paper/ink, electronic imaging, desktop publishing, screen printing and flexography. Additionally, students will be exposed to selected visitation sites, guest lecturers from the field, and an exploration of current problems and issues relating to the Graphic Communications Industry. Each student is required to do a major research paper on a particular problem or issue relating to the graphics Industry. Career services workshops will also be included. Prerequisites: Senior Standing. (3 crs.) Spring

**GCT 495. GRAPHIC COMMUNICATIONS INTERNSHIP.** Student interns are placed with an organization that most nearly approximates employment goals. If this is not possible, students are placed in some type of graphics environment that is available at the time. The intent of the internship is to provide students with practical work experience in an environment in which they will be dealing with real problems requiring real solutions in a relatively short time frame. Advisor and Department chairperson approval is required before

course enrollment. This is a repeatable course and may be taken as follows: Students may earn up to seven credits of internship. Prerequisite: Upper Level Standing. (1-7 crs.) Fall, Spring & Summer

### **General Engineering Technology GET**

**GET 101 INTRODUCTION TO ENGINEERING TECHNOLOGY.** This course is the first course in the Engineering Technology core and is intended to introduce incoming freshmen to Engineering Technology. It will introduce the student to the various fields of Engineering Technology study and present an overview of a career in Engineering Technology. The course will focus on the fundamental principles that cross the boundaries of Engineering Technology curricula and will demonstrate how mathematics and physical sciences are integrated into solutions of problems. This course will also introduce the student to Computer Aided Drafting. Two lecture hours and three laboratory hours per week. (3 crs.) Fall

**GET 102 FIRST YEAR ENGINEERING TECHNOLOGY SEMINAR.** This course is second course in the Engineering Technology core and is intended to apply the concepts learned in Introduction to Engineering Technology to the solution of practical problems. It will expand the student's understanding of the role of the Engineering Technologist by investigating several complex problems. The course will also emphasize teaming and team building to demonstrate how many problems require knowledge of other disciplines to achieve a satisfactory solution. The course will focus on the application of the fundamental principles and will cross the boundaries of the various Engineering Technology fields. This course will also continue the study of Computer Aided Drafting. Prerequisite: GET 101. (3 crs.) Spring

### **Geography - GEO**

**GEO 100. INTRODUCTION TO GEOGRAPHY.** Introduces students to regional differences throughout the world in terms of landforms, climates, soils and vegetation as well as population characteristics and economic activities. Representative areas such as Western Europe, Russia, Japan and Latin America are developed. (3 crs.)

**GEO 105. HUMAN GEOGRAPHY.** The course provides insights into the existing patterns and distributions of various social groups. Broad outlines of human evolution, development and demographic patterns are emphasized. (3 crs.)

**GEO 110. MAP PRINCIPLES.** A non-technical course to develop competence in development, recognition, understanding and evaluation of map information. Interpretation of thematic maps, both regional and world, is emphasized. (3 crs.)

**GEO 123. INTRODUCTION TO CAD/GIS.** The student will be introduced to various methods and techniques associated with computer-assisted drafting (CAD) and Geographic Information Systems (GIS). CAD will explore the software and hardware associated with computer-assisted drafting and design and utilize these components in creating a variety of models. GIS will present the representation of geographic data using both manual and computer-assisted technologies. The focus will be on the collection, compilation and display of geographic data within a database. (3 crs.)

**GEO 150. SURVEY OF TRAVEL AND TOURISM.** An overview of the travel and tourism industry is emphasized. Topics include introductory principles, measuring and forecasting demand, tourism planning, tourism marketing, tourism development, and the role of the geographer. (3 crs.)

**GEO 155. HOSPITALITY INDUSTRY & OPERATIONS.** An introduction to the field of hospitality services. Topics covered relate directly to the operation of resorts and hotels. (3 crs.)

**GEO 165. INTRODUCTION TO RECREATION AND LEISURE.** The course will familiarize students with the interrelationship between leisure and Western culture. Specifically, students will be introduced to the many effects leisure has on society including, but not limited to, the economic impact of leisure, leisure as a modifier of culture, and leisure as it relates to life stages and health.

**GEO 175. INTRODUCTION TO PLANNING.** An introduction to the history, process, regulations, and types of planning. A broad overview is given for each topic. Students will also engage in a project using a city planning simulation software. (3 crs.)

**GEO 200. ECONOMIC GEOGRAPHY.** The study of areal variation on the earth's surface in man's activities related to producing, exchanging, and consuming resources. (3 crs.)

**GEO 205. WORLD CITIES/GEOGRAPHY OF TOURISM.** The geography of tourism in selected cities of the world with an emphasis on form and function. Topics include an analysis of resources for tourism, the organization of related land use patterns, and developmental processes. (3 crs.)

**GEO 210. URBAN GEOGRAPHY.** An investigation of city environments. Topics investigated and analyzed about cities include their classification, location, distribution, function, growth, type, and pattern of land use. Emphasis toward urban planning is incorporated. (3 crs.)

- GEO 217. DEMOGRAPHIC ANALYSIS.** A basic course on demographic processes and trends. Emphasis is placed on distribution patterns and environmental ramifications. (3 crs.)
- GEO 220. GEOGRAPHY OF THE UNITED STATES AND PENNSYLVANIA.** A study of the physical and cultural environment throughout the United States and Pennsylvania particularly as it relates to spatial patterns of population, agriculture, industry, service and transportation patterns. (3 crs.)
- GEO 240. HUMAN ECOLOGY.** A social science approach to the relationship between humanity and the organic and inorganic environment. Emphasis is placed on the physical, biological and cultural basis of human adaptation. (3 crs.)
- GEO 285. RETAIL TRAVEL.** The skills used in the worldwide travel industry that are essential for a career as a travel agency owner, manager, or agent, as a tour operator, or as a corporate, convention travel planner or manager. (3 crs.)
- GEO 306. MARKETING GEOGRAPHY.** Spatial patterns associated with the location, distribution, and consumption of goods and services. Emphasis placed on techniques for site selection, marketing, and spatial analysis through the use of geo-technology. (3 crs.)
- GEO 311. GEOGRAPHIC INFORMATION SYSTEMS.** This course provides an analysis of different methods and techniques of representing geographic data through the use of various manual and computer-based technologies. The focus is upon the processes involved in the collection, compilation, and display of geographic data within a data base. (3 crs.)
- GEO 317. LAND USE ANALYSIS.** An analysis of the structure of urban and rural land use which emphasizes patterns and trends in land use. Methods of analysis are developed so that land use can be effectively understood. (3 crs.)
- GEO 319. TRANSPORTATION GEOGRAPHY.** This course deals with transportation patterns in the United States and current transportation problems as they relate to past and present travel demands and transportation policy. (3 crs.)
- GEO 325. GEOGRAPHY OF EUROPE.** A study of forces which have shaped the human landscape of Western Europe. National and regional disparities ranging from land relief and climate to social and economic phenomena are studied. (3 crs.)
- GEO 328. GEOGRAPHY OF LATIN AMERICA.** A regional analysis of the physical and cultural environments that make the human landscape. Present Latin America society is studied through a historical perspective. (3 crs.)
- GEO 338. GEOGRAPHY OF THE PACIFIC BASIN.** A regional study of the physical and cultural environments of the Pacific rimland . Emphasis on Australia, Indonesia, Japan, New Zealand, and the Philippines. (3 crs.)
- GEO 340. HISTORICAL GEOGRAPHY.** A study of the interrelationships between the natural and cultural environments and the historical development of the cultural landscape. Historical development of the United States is emphasized. (3 crs.)
- GEO 345. POLITICAL GEOGRAPHY.** The state is the focus of the course, emphasis on the role played by the physical and cultural environment in terms of its form and function. Particular emphasis placed on frontiers, boundaries, law of the seas, transportation and ecology. (3 crs.)
- GEO 350. SYSTEMS APPLICATION FOR TRAVEL INDUSTRY.** An applied course in the principles and practices of travel industry automation. (3 crs.)
- GEO 358. COMPREHENSIVE TRAVEL PLANNING.** A basic understanding of the procedures and components of travel planning and promotion. The student is introduced to the major principles and techniques used in the development of travel programs, trip packages, and group tours. (3 crs.)
- GEO 362. SITE PLANNING AND DESIGN.** The components of the site design process. Specific tools and procedures necessary for effective planning of recreation and park facilities. Introduction to the complete planning process from concept to construction. (3 crs.)
- GEO 365. RECREATION RESOURCE MANAGEMENT.** This course explores the relationship between outdoor recreation in behavior and the natural environment and how the relationship benefits people and society. The exploration of natural resources and facilities management (i.e. wildlife health and trail maintenance) in outdoor recreation are emphasized as well as key issues facing the field today. (3 crs.)
- GEO 374. DEVELOPING AND MANAGING LEISURE ENTERPRISES.** An overview of the commercial leisure industry, specifically focusing on the procedures involved in the developing, marketing, and managing of the

enterprise. The student is introduced to the methods used in starting a leisure business. The emphasis is placed on the management skills necessary for the effective and profitable management of the enterprise. (3 crs.)

**GEO 378. RECREATION INDUSTRY MANAGEMENT.** Analysis of managerial and administrative practices and processes in recreation, park and agency departments, including departmental organization, policy making, liability and negligence, personnel management and staffing, fiscal management, budgeting, finance, records and reports, office management, and public relations. (3 crs.)

**GEO 412. PROGRAM PLANNING AND ADMINISTRATION.** The course emphasizes the analysis of a community, assessment of its residential leisure needs, and implementation of recreational programs into the community. The course stresses planning, objectives, goal setting, structural organization, advertising, and evaluation. (3 crs.)

**GEO 425. CORPORATE TRAVEL OPERATIONS.** An applied course in the principles of corporate travel managing such as corporate travel requirements, policies, economics, and travel industry automation. (3 crs.)

**GEO 474. DEVELOPING THE MASTER PLAN.** The course examines planning as a process. Attention is focused on the elements and activities necessary to prepare and implement a comprehensive plan. The course provides an opportunity for the student to apply acquired planning skills to specific urban and regional problems. (3 crs.)

**GEO 479. INTERNSHIP.** The internship provides the student with the opportunity to apply classroom theory to realistic, professional-level situations. It is intended to give the student a concentrated practical experience in a professional organization. The concepts and experiences acquired in the classroom are honed and fine-tuned at this level to prepare students for their career undertaking. (Variable crs.)

**GEO 485. SEMINAR IN PLANNING.** This course is designed to provide students with knowledge of planning theory and the ethics of planning. This knowledge will assist students if they choose to take the AICP exam. Students are required to participate in group presentations, complete two written papers (one in planning theory and one in planning ethics), and participate in a debate on planning ethics. (3 crs.)

**GEO 491. FIELD COURSE IN GEOGRAPHY.** Field investigation utilizing geographic tools and techniques concentrating on primary data. (Variable crs.)

**GEO 493. SEMINAR IN GEOGRAPHY.** Consideration of evolving geographic thought, evaluation of selected geographic literature, and the development of individual or group research projects. Recommended as a culminating course for majors in geography. (3 crs.)

**GEO 520. PHYSIOGRAPHY OF THE UNITED STATES.** This course is for students with a background that includes Principles of Geomorphology. It involves a systematic survey of the major physiographic provinces in the United States. Emphasis is placed on the relationship of the underlying geology, geologic history, and climate to the development of today's landscapes. Laboratory work principally involves interpretations from air photos and topographic maps. (3 crs.)

**GEO 550. ADVANCED GEOGRAPHIC INFORMATION SYSTEMS.** This course is a follow-up to GEO 311 Geographic Information Systems. The course will include two lecture/discussion hours and two laboratory hours each week. In the lecture/discussion, students will gain a deeper knowledge of geographic information systems. They will also be exposed to extension programs to Arc View including Network Analysts, Spatial Analysts, and 3D Analysts. During laboratory sessions, students will work on exercises in all three extensions. Prerequisite: GEO 311. (4 crs.)

### **Gerontology - GTY**

**GTY 101. INTRODUCTION TO GERONTOLOGY.** An introduction to the field of aging for majors and non-majors. A general overview of the psychosocial, biological, cultural, and behavioral aspects of late life. (3 crs.)

**GTY 200. AGING IN AMERICAN SOCIETY.** This course reviews the physical, social and cultural aspects of aging within the context of contemporary demographic and historical variables. Students will learn to apply critical thinking skills as they assess the impact of aging on the individual, the family, the workplace, the community and the U.S. society as a whole. Theories about roles and adjustments in later life are examined from a cross-cultural perspective to determine their relevance for both rural and urban settings. (3 crs.)

**GTY 300. AGING POLICIES AND SERVICES.** This course provides a review of the public policies that have the greatest influence on the lives of older persons and those that have been promulgated especially because of concern for older persons. The major policies affecting older Americans are discussed in detail. The course will also discuss the evolution of policies as an outgrowth of developments in our society and the processes by which policies are introduced, debated and established. The course will also examine the controversies, choices and decisions involved in current policy debates and examine ways in which practitioners in aging can be involved in the policy process. (3 crs.)

GTY 305. BIOLOGY OF AGING. Introduction to biological aspects of aging, both normal and pathological. Studied are age-related changes in the digestive, skin, musculoskeletal, endocrine and reproductive systems. (3 crs.)

GTY 310. AGING IN THE FAMILY. Overview of the theory/research on families in later life including a synthesis and review of existing literature, identification of research issues and needs, and implications of this information for practitioners, researchers and family members. (3 crs.)

GTY 315. PRACTICUM IN GERONTOLOGY. Exploration of the professional skills required to work in the field of gerontology and the positions available through working in such an agency under the joint supervision of a community partner and gerontology faculty member. GTY 100, 200, 300, 305 and junior standing. (3 crs.)

GTY 320. ALTERNATIVES IN LONG-TERM CARE. Exploration of the current and emerging options for older adults needing long-term care including institutional and community-based approaches. (3 crs.)

GTY 330. DYING, DEATH AND BEREAVEMENT. Introduction and survey of the current issues, concepts and research of the social and psychological aspects of death, dying and bereavement. (3 crs.)

GTY 340. DIVERSITY IN AGING. This course is designed to provide an understanding of the diversity among aging individuals and subgroups in this country and in other countries around the world. The course surveys aging around the world with a view toward identifying commonalities and varieties of the aging experience; demographic features, values, kinship, economics, policies and political, religious and educational roles. (3 crs.)

GTY 380. WELLNESS AND AGING. This course examines the physiological, psychological and sociological aspects of exercise and wellness in older adults. Course will prepare students to initiate, develop and conduct programs in wellness and movement for the enrichment of life in older populations and includes laboratory involvement in assessment and evaluation of fitness. (3 crs.)

GTY 400. ADULT DEVELOPMENT AND AGING. Introduction to psychology of aging. An overview of later life cognitive processes including intelligence, learning, memory, problem solving, and creativity. Examination of adult socialization, personality adjustment, psychopathology, and death. Prerequisites: GTY 100, 200, 300, 305. (3 crs.)

GTY 410. RESEARCH METHODS IN GERONTOLOGY. This course presents information and requires completion of assignments designed to develop the skills gerontologists need: 1) to formulate research questions and determine the method(s) of investigation likely to obtain the most meaningful results; 2) to identify literature relevant to one's study, read it critically, and summarize the pertinent findings; and 3) to write research proposals related to aging. Emphasis is placed on developing library research skills, critically analyzing research, and becoming a knowledgeable consumer of research. Prerequisites: MAT 215, GTY 100, 200, 300, 305. (3 crs.)

GTY 430 Seminar in Gerontology – For advance gerontology students to intensively examine and discuss selected aging subjects. Topics chosen by instructor, research paper/project required. Prerequisites: GTY 100, 200, 300, 305 and junior or senior standing. (3 crs.)

GTY 439. SEMINAR IN GERONTOLOGY. For advanced gerontology students to intensively examine and discuss selected aging subjects. Topics chosen by instructor, research paper/project required. Prerequisites: XGE 101, 102, 201, 204, senior standing, and permission of instructor. (3 crs.)

GTY 440. INTERNSHIP. Opportunity to apply theoretical knowledge to practice through placement in agency or institution serving older people. Internship sites include senior centers, nursing homes, adult day centers, independent and assisted living facilities, area agencies on aging and others. GTY 100, 200, 300, 305 and senior standing. (Variable crs.)

#### **Harrisburg Internship Program - HIN**

HIN 374. HARRISBURG INTERNSHIP ASSIGNMENT. This internship gives selected students an opportunity to work in various state government offices including the Governor's office, the Senate, and the House of Representatives. Prerequisites: 45 credits, 3.0 QPA, and permission of program director. (Variable crs.)

HIN 375. HARRISBURG INTERNSHIP. This course is completed in conjunction with HIN 374. (3 crs.)

HIN 376. PUBLIC POLICYMAKING. This seminar is completed in conjunction with HIN 374. (3 crs.)

#### **Health and Physical Education - HPE**

HPE 105. CURRENT HEALTH ISSUES. This course is designed to convey information concerning the individual's role in establishing a healthful lifestyle as well as encouraging a sense of responsibility about that role. The current health framework encompasses topics such as basic fitness and nutrition, the prevention of disease, as well as a focus on healthful living. Topics will be covered in lecture and interactive sessions by the instructor and the health student. (3 crs.) Fall & spring.

**HPE 314. FIRST AID AND PERSONAL SAFETY.** Provides an understanding of the cause-effect, prevention and treatment of emergency situations. This course is helpful to all students, especially students in the teacher education program. Three year certification is offered by the American Red Cross. (3 crs.) Fall & spring.

### **Health Science and Sport Studies – HSC**

**HSC 110. HUMAN ANATOMY AND PHYSIOLOGY I.** The organization, structures, and functions of the human body: the development of the cell, tissues, integumentary system, digestive system, respiratory system, urinary system, reproductive system, lymphatic and cardiovascular systems. (4 crs.) Fall.

**HSC 120. HUMAN ANATOMY AND PHYSIOLOGY II WITH LABORATORY.** The organization, structures and functions of the human body: the development and function of the skeletal system, ligament and joint structure, muscular system, and the nervous system. Prerequisite: a grade of C or better in HSC 110. (4 crs.) Spring.

**HSC 275. FUNCTIONAL KINESIOLOGY.** The biomechanics of motor performance. Prepares students to analyze movement in order to teach, correct, or improve human performance. Prerequisite: HSC 110 & HSC 120. (3 crs.) Fall.

**HSC 290. THERAPEUTIC MODALITIES WITH LABORATORY.** Lectures and laboratory exercises that explain the use and theory of physical therapy modalities that are used in the sports medicine clinical setting. Prerequisite: Athletic Training or Physical Therapist Assistant major or by permission by the instructor. (4 crs.) Spring.

**HSC 300. EMERGENCY MEDICAL TECHNICIAN (EMT).** Prepares students to become certified as Emergency Medical Technicians. Emphasis is placed upon the care and treatment of the ill or injured in a variety of emergency situations. Prerequisite: Age 16. (4 crs.) Fall

**HSC 325. PHYSIOLOGY OF EXERCISE.** The course covers the scientific theories and principles underlying strength, muscular endurance, cardio-vascular endurance, flexibility, training and conditioning in human movement. Prerequisite: HSC 110 & HSC 120. (3 crs.) Spring.

**HSC 275. FUNCTIONAL KINESIOLOGY.** The biomechanics of motor performance. Prepares students to analyze movement in order to teach, correct, or improve human performance. Prerequisite: HSC 110 & HSC 120. (3 crs.) Fall.

**HSC 290. THERAPEUTIC MODALITIES WITH LABORATORY.** Lectures and laboratory exercises that explain the use and theory of physical therapy modalities that are used in the sports medicine clinical setting. Prerequisite: Athletic Training or Physical Therapist Assistant major or by permission by the instructor. (4 crs.) Spring.

**HSC 300. EMERGENCY MEDICAL TECHNICIAN (EMT).** Prepares students to become certified as Emergency Medical Technicians. Emphasis is placed upon the care and treatment of the ill or injured in a variety of emergency situations. Prerequisite: Age 16. (4 crs.) Fall

### **History - HIS**

**HIS 101. HISTORY OF THE U.S. TO 1877.** American history from the Pilgrims to the age of modern industry: the colonial heritage, American Revolution, the emergence of a new nation, westward expansion, Civil War and postwar Reconstruction. (3 crs.) Fall & Spring.

**HIS 102. HISTORY OF THE U.S. SINCE 1877.** The emergence of modern America, its achievements and its problems; prosperity and depression, war and social unrest, World War I through the Vietnam era and beyond, the computer age and its challenges. (3 crs.) Fall & Spring.

**HIS 104. HISTORY OF WESTERN SOCIETY TO 1740.** Western society from its origins in the near East to the period of Absolutism in Europe. (3 crs.) Fall & Spring.

**HIS 106. HISTORY OF WESTERN SOCIETY SINCE 1740.** Western society from the Enlightenment to the present. (3 crs.) Fall & Spring.

**HIS 111. DEVELOPMENT OF MAJOR WORLD CIVILIZATIONS.** The process and interplay of the major world cultures in their evolution: Indian, Moslem, East Asian (China, Korea, Japan), Slavic, Western European, Latin American, and African. (3 crs.)

**HIS 112. MAJOR WORLD CIVILIZATIONS IN TRANSITION.** Significant factors influencing change in the world's major cultural areas: industrialization and urban conflict, the democratic revolution, and the rise of charismatic leaders from Napoleon to Hitler. (3 crs.)

**HIS 200. HISTORY OF PENNSYLVANIA.** The history of Pennsylvania from colonial times to the present; the changes involved in social, economic, and political life are treated from internal and external points of view. (3 crs.)

**HIS 201. CIVIL WAR AND RECONSTRUCTION.** The causes of the Civil War; the military, political, economic, and social developments during the war; the consequences of the postwar period from the standpoint of contemporary developments and their applications today. (3 crs.)

**HIS 207. EUROPEAN HISTORY I: TO 1500.** This course provides a chronological, in-depth view of major themes in European history to 1500, taking account of the diverse religious, cultural, political and economic forces shaping European society. Particular attention will be paid to the formation of European cultural values, emergence of institutions, nations and empires, and transformation of medieval society during the Renaissance. Students considering a major or minor in history should take this course rather than HIS 104. (3 crs.) Spring.

**HIS 208. EUROPEAN HISTORY II: SINCE 1500.** This course provides a chronological, in-depth view of major themes in European history since 1500, taking account of the diverse religious, cultural, political and economic forces shaping European society. Particular attention will be paid to the development of European thought, the emergence of new institutions, the political development nations and the growth and subsequent loss of European empires. Students considering a major or minor in history should take this course rather than HIS 106. (3 crs.) Fall.

**HIS 215. EXPANSION OF AMERICAN FOREIGN POLICY.** The emergence of modern American foreign policy and the factors that have influenced its operation in the twentieth century: the interplay of military strategy and the conduct of foreign relations, the role of an expanding intelligence activity since World War II, global economic problems, modern revolutionary movements, and the scientific revolution. (3 crs.)

**HIS 217. AFRICAN AMERICANS IN U.S. HISTORY.** A survey of the role of African Americans in the course of American history. The course explores African roots, American slavery, the rise of black protests, the Civil Rights movement, and the rise of the Black City. (3 crs.) Yearly

**HIS 230. HISTORY OF EASTERN EUROPE.** The medieval origins of Poland, Czechoslovakia, Hungary, Yugoslavia, and Bulgaria. Romania through the period of national revival of the nineteenth century, independence after World War I, sovietization after World War II, and reemerging nationalism. (3 crs.)

**HIS 234. URBAN PLANNING IN HISTORICAL PERSPECTIVE.** The planning implications of urbanization, the early city planning of the pre-industrial era, and the efforts by city planners and developers to make the city more attractive and livable in various periods of urban growth. (3 crs.)

**HIS 236. HISTORY OF URBAN AMERICA.** The urban experience in America from the seventeenth century to the present. Urban America in the context of world urbanization, industrialization, technology and the rise of mass culture. The emergence of progressive reform and the implication of these forces on urban spatial development. (3 crs.)

**HIS 238. HISTORY OF AMERICAN LABOR.** This course examines how work and working class culture has contributed to the shaping of America. It includes a study of the process of industrialization, the formation of organized labor unions, and the meaning of work to those who have labored in American's fields, homes and factories from the 1600s through the 1900s. (3 crs.) Fall even.

**HIS 240. HISTORY OF THE COLD WAR.** The origins and continuance of Soviet-American rivalry since World War II. Confrontation in Europe; NATO; the Warsaw Pact; the growing nuclear arsenal; regional conflict in Africa, Latin America and Asia; the Congo, Angola, Cuba, Iran, China, Vietnam; the politics and leadership of both nations; the emergence of Russia as a global power. (3 crs.) Spring.

**HIS 245. HISTORY OF RUSSIA.** Russian history, culture, and institutions from the inception of the Kievan state to the present; the pre-Soviet periods and those aspects of development of the Russian state and people that have played a dominant role in the shaping of Russian character, temperament, and history. (3 crs.)

**HIS 288. LOCAL HISTORY.** An introduction to the location, evaluation, and significance of local history by using the problem-solving and genealogical approach. Specific topics are analyzed in order to get to know at first hand the importance of local and family history at the grass roots level. (3 crs.) Spring odd.

**HIS 295. THE CRAFT OF HISTORY.** This course acquaints students who are considering history as a major or minor field of study with basic historiography and historical methodology. Students receive a hands-on introduction to historical research and writing, and learn about various schools of history to prepare them for upper level history courses. (3 crs.) Spring.

**HIS 304. GREAT DEPRESSION AND WORLD WAR II.** The stresses and strains of the 1930-1945 period of United States history using recent trends in scholarship. (3 crs.) Fall odd.

**HIS 305. CONTEMPORARY HISTORY OF THE U.S.** The unprecedented changes that have occurred in the United States since the end of World War II. (3 crs.)

**HIS 308. HISTORY OF THE AMERICAN CONSTITUTION.** The growth of the American constitutional system, with special emphasis on those aspects of constitutional growth that relate closely to the fundamental structure of American government and social order. (3 crs.)

**HIS 310. CHRISTIANITY TO 1700.** This course explores Christianity's role in transforming western society from earliest times to the seventeenth century. It explores Christianity's role in transforming society through study of its belief system, the growth of monasticism and the institutional church, issues of dissent and reform before and after the Reformation, European wars of religion in the sixteenth and seventeenth centuries, and the expansion of Christianity to the New World. Prerequisites: HIS 104 is recommended. (3 crs.) Fall even.

**HIS 311. INTRODUCTION TO PUBLIC HISTORY.** This course is an overview of the methods and arenas of the public historian. Through hands-on experience in such areas as museum design, collection development, museum education, archival management, historic preservation and historical editing, the student will gain an understanding of the challenges and rewards of the public historian. (3 crs.) Fall odd years

**HIS 312. WOMEN IN ANCIENT AND MEDIEVAL EUROPE.** A study of the lives and attitudes of women living in ancient and medieval times, from Classical Greece to late medieval Northern Europe. Social, cultural, religious, economic and political matters will be discussed, with special consideration given to the role women played in the shaping of western civilization. Prerequisites: HIS 104 is recommended. (3 crs.) Fall odd years

**HIS 314. ISSUES IN THE HISTORY OF WESTERN SCIENCE: ORIGINS TO THE SCIENTIFIC REVOLUTION.** This course explores scientific thought from the ancient Greeks to the scientific revolution of the early modern period, focusing on the historical interaction of scientific, religious, philosophical and sociocultural forces. Open to students of all disciplines. Prerequisite: HIS 104 or HIS 106 are recommended. (3 crs.)

**HIS 320. ANATOMY OF DICTATORSHIP.** The basic, social, economic, psychological, and political elements that make up the modern dictatorship. (3 crs.)

**HIS 325. WOMEN IN U.S. HISTORY.** A study of women's lives in America from the colonial era until the present, this course places special emphasis on non-elite women, whose lives have often been hidden or devalued in the annals of history. Topics explored include reform, abolition, political activism, working conditions, and contemporary issues. Research projects will provide an opportunity to pursue a topic in depth. (3 crs.) Fall

**HIS 329. HISTORY INTERNSHIP.** Application of historical methodologies to various professional environments, under faculty supervision. (Variable crs.) Fall, Spring & Summer

**HIS 347. RACE AND ETHNICITY IN THE UNITED STATES.** The immigrant in United States history from the eighteenth century through the contemporary period. (3 crs.) Spring.

**HIS 348. HISTORY OF AMERICAN SPORT.** Sport as a pervasive facet of our popular culture, as a social institution, as an arena of human activity, and as a drama; sports and cultural values and values conflict; the relationship of sport to social change throughout American history. (3 crs.) Fall

**HIS 350. ADOLF HITLER.** The philosophical and psychological elements that led to the rise of National Socialism, and its impact upon the western world. (3 crs.)

**HIS 366. HISTORY OF LATIN AMERICA.** The emergence of modern Latin America from the Aztecs to Castro; economic and social development of the region in the twentieth century; struggle for social justice among diverse cultures; conflicts within Latin American political life; military dictatorships; parliamentary democracy; guerrilla warfare and counterterrorism. (3 crs.)

**HIS 375. PITTSBURGH HISTORY.** Examines the history of the City of Pittsburgh from 1750 to the present. The course focuses on the evolution of Pittsburgh first into a quintessential Industrial City, then into a pioneer renaissance city, and finally into a post-industrial, service-oriented city. Therefore, the course affords a unique urban perspective on the social, spatial, and political implications of both industrialism and post-industrialism. Pittsburgh History features lectures, and field trips, as well as class discussions. (3 crs.)

**HIS 379. SPECIAL PROBLEMS IN HISTORY.** Development of individual programs by students. (Variable crs.)

**HIS 402. 19<sup>TH</sup> CENTURY AMERICA.** This course focuses on major events and trends in United States in the 19<sup>th</sup> century. Major topics of study include slavery, abolitionism, the Civil War, industrialization and reform. This course is writing-intensive. (3 crs.) Alternate Fall.



**HIS 416. HISTORY OF BRITAIN.** This course explores political, social, religious, cultural and military developments in the British Isles from the Anglo-Norman period to the modern era. Prerequisites: HIS 104 or HIS 106 are recommended. (3 crs.) Fall even.

**HIS 418. HISTORY OF BOURBON FRANCE.** This course examined the Bourbon monarchy in France from its late sixteenth century origins to the French Revolution. The cultural, social and political influences that shaped France and Europe from 1598 to 1789 are discussed in their historical context. Prerequisites: HIS 104 is recommended. (3 crs.) Fall odd.

**HIS 420. RENAISSANCE AND REFORMATION IN EUROPE.** A study of Renaissance culture in Europe from the fourteenth to sixteenth centuries, with an emphasis on the Italian Renaissance, the universal church, and the appearance and character of the principal branches of Protestantism. Prerequisites: HIS 104 and HIS 106 are recommended. (3 crs.) Fall odd.

**HIS 445. SOCIAL HISTORY OF THE U.S.** A study of the lives of ordinary Americans throughout the history of the United States. The course focuses on factors such as race, gender, and class which have had a major influence on all members of American society during every historical period. (3 crs.) Spring odd.

**HIS 491. READINGS IN EUROPEAN HISTORY.** This course presents a series of guided readings in European history with emphasis given to the significant trends in the writing of history and historical scholarship since the mid-twentieth century. Prerequisites: HIS 104 & HIS 106 are recommended. (3 crs.) Spring.

**HIS 495. SEMINAR IN U.S. HISTORY.** A study of American historians and their writings; the changing interpretations of major topics in American history. (3 crs.) Spring.

### **Honors Program - HON**

**HON 100. HONORS AND UNIVERSITY ORIENTATION.** This course provides the honors student with a fairly comprehensive introduction to university life in general and the honors program in particular. Practical matters including a comprehensive review of the honors program curriculum, requirements to remain in the program, advisement and registration procedures to be followed and an elaboration and description of ancillary university services available to the student are covered. The meaning and function of a university, the importance of the liberal/general education part of the curriculum, the relationship between the university and society and current issues affecting the academy are addressed through selected readings and discussion. Also, students will be required to establish a portfolio that will be maintained throughout the undergraduate experience. (1 cr.)

**HON 150. HONORS COMPOSITION I.** Honors Composition I, a course designed specifically for first-year students in the Honors Program, is an introduction to the advanced literacy of the academy. In this course, students will develop an understanding of how diverse scholarly disciplines employ differing strategies and conventions for organizing and transmitting knowledge. (3 crs.)

**HON 187. INFORMATION LITERACY.** Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information upon it." Dr. Samuel Johnson (1709-1784). The course will focus its attention on the second kind of knowledge described by Dr. Johnson. The honors student will learn how to find information, and evaluate and use it effectively. The Louis L. Manderino Library, the Internet, and other electronic resources will be the primary emphases of the course. The course will provide the honors student with practical research and bibliographic skills that can be utilized in any area of study. (3 crs.)

**HON 197. EURASIAN AND NORTH AFRICAN CIVILIZATION.** This course is the first in a two semester sequence on the origin, nature, accomplishments and failures of the diverse civilization of this planet. A panoramic, balanced picture of human achievement in technology, government, religion, and the arts is provided. A decided emphasis is placed on the student critically analyzing some enduring themes and questions common to the different civilizations. (3 crs.)

**HON 201. QUANTITATIVE PROBLEM SOLVING.** This course will provide the student with an application-oriented, investigative mathematics curriculum. The students will use technology and cooperative group work to solve real-life problems and strengthen their understanding of mathematics. The goals of the course are parallel to those of the National Council of Teachers of Mathematics Curriculum and Evaluation Standards. The topics covered target Pre-Calculus where the problems associated with engineering, physical and life sciences, business, finance and computer science drive the mathematics. This course will provide the student with a foundation to pursue further study in calculus, finite mathematics, discrete mathematics and statistics. (3 crs.)

**HON 207. MODERN CIVILIZATION.** This second semester on world civilization examines human development in technology, government, religion, thought, and the arts during the last five centuries. It extends the geographic coverage to include the entire planet, but emphasizes the issue of European dominance--its causes, the reaction to it, and its future prospects. Particular attention is devoted to the questions of democracy and the possible bases for moral behavior. (3 crs.)

**HON 250. HONORS COMPOSITION II.** Honors Composition II, a course designed specifically for first-year students in the Honors Program, is a companion and follow-up course to Honors Composition I. In Honors

Composition II, students will investigate an academic research question on a topic and in a field of their choosing and produce a research paper addressing this question. Research results will be presented before a panel of interested peers and faculty. Prerequisite: HON 150 or equivalent. (3 crs.)

**HON 281. KNOWLEDGE AND CULTURE: SOME EXPLORATIONS.** "To be culturally literate is to possess the basic information needed to thrive in the modern world." E. D. Hirsch. This course explores what every student needs to know to read intelligently. Class sessions focus on skills needed to acquire cultural literacy, i.e., the grasp of a coherent community of values and recognitions. The course provides honors students with a framework of reference and bibliographic skills that they can utilize in their areas of study. (3 crs.)

**HON 285. PROTEST MOVEMENTS IN THE 1960S.** This course affords a general and comprehensive perspective on the unique, exciting, and dangerous world of 1960s politics. Understanding the period entails the use of films, videos, and records as well as extensive reading. (3 crs.)

**HON 286. COMMENTARIES ON TECHNOLOGY.** A study of the history of the development of science and technology from the humanity point of view. The view that technology is good and beneficial to man is examined along with the way that man looks at himself. Diverse literature is used to explore and examine modern institutions with the expectation of identifying why things are the way they are and how they might have been different under other circumstances. What is and what has been will be studied to predict future developments and their effect on humanity. (3 crs.)

**HON 287. THE LITERATURE OF SOCIAL UNREST.** This course will analyze the relationship between literature and social change by studying contemporary fiction and drama from Eastern Europe, Latin America, and South Africa. Class discussion will emphasize the historical and political significance of works by such authors as Jerzy Kosinski, Milan Kundera, Vaclav Havel, Gabriel García Márquez, Athol Fugard, and Nadine Gordimer. (3 crs.)

**HON 295. LITERATURE, THE VISUAL ARTS AND THE WORLD VIEW.** This course investigates the relationship between literature and the visual arts, primarily sculpture and painting, as revealed in various periods of history and culture—Ancient Greece, the Renaissance, Mannerism, the Baroque, the Rococo, Romanticism, Realism, and Naturalism, Impressionism, and Expressionism. The course focuses on an exploration and analysis of the historical, social, and philosophical backgrounds and "world view" of each period, and how these factors contribute to the emergence of artistic movements or schools (3 crs.)

**HON 297. SCIENTIFIC INQUIRY.** Scientific Inquiry is an interdisciplinary foray into the hard sciences. It presumes no prior acquaintance with chemistry, physics, or biology. It defines science, its terminology and its methodology, and exposes students to its essential elements. A perspective of scientific evolution will be developed by examining salient events and personalities. Various topics, especially from the physical sciences will be examined with an emphasis on how scientific knowledge is used to elicit technical innovations, solve problems, and shape the future. Later class discussions will focus on defining possible and probably future yields and prioritizing national efforts. (3 crs.)

**HON 315. EXPRESSION OF SELF IN THE ARTS AND HUMANITIES.** This course, broadly conceived as a humanities appreciation course, focuses on three general themes—Relationships: The Impact of Love, Family, and Friends; Passages: An Exploration of Life's Transitional Periods; and The Search for Meaning and Understanding. By examining and critically analyzing selected works from literature, the fine arts, music, theatre, photography, and film, the student is expected to develop a nonprescribed but comprehensive and integrative overview of these central themes. Also, students will have the opportunity to explore their own self-expression through a creative, artistic assignment. (3 crs.)

**HON 375. THE ARTISTIC SPIRIT AND THE EXTERNAL WORLD.** This course, broadly conceived as a humanities appreciation course, focuses on two general themes: Nature; Conflict and Social Change. By examining and critically analyzing selected works from literature, the fine arts, music, theatre, photography and film, the student is expected to develop a nonprescribed but comprehensive and integrative overview of these central themes. Also, students will have the opportunity to explore their own self-expression through a creative, artistic assignment. (3 crs.)

**HON 381. EVOLUTION OF EARTH SYSTEMS.** The evolutionary dynamics of living systems; namely, how the interrelationships between plants, animals, humans and environment shape their evolution, extinction, diversity, geographic distribution, geologic history, and, for humans, their cultural history. Specific examples of past and present biotic communities include Ice Age vertebrates, living mammals, amphibians and reptiles, continental and island faunas, and human cultures from Peru, Egypt, the Amazon Basin and the Arctic. Lectures are strongly supplemented with study of specimens, artifacts, and exhibits from The Carnegie Museum of Natural History. (3 crs.)

**HON 385. BIOLOGICAL ORIGINS OF SOCIAL BEHAVIOR.** The purpose of this course is to develop an understanding of sociobiology and the influence of the process of natural selection on social behavior in nonhuman and human animals. Findings from the biological and social sciences are integrated to provide a comprehensive view of the origin and nature of various social behaviors. Field and laboratory observations of animal behavior are used to demonstrate a complex variety of social behaviors. (3 crs.)

**HON 388. PRINCES AND PAUPERS: STUDIES IN SOCIAL CLASS, WEALTH AND POVERTY IN WORLD HISTORY.** The course examines the impact of social and economic inequality on world history. Using a case study approach, students will explore the existence of wealth and poverty in Ancient Rome, in Medieval and Renaissance Europe, in Colonial America, in Victorian England, and in 20th century urban America. (3 crs.)

**HON 499. HONORS THESIS.** The seniors honors project serves as the capstone of the university honors program. Under the supervision of a faculty advisor of the student's choice, the honors student seeks to make a substantive contribution to the discipline. Considerable latitude in the form of the contribution is permitted. Empirical and historical research as well as creative products are all appropriate. A reader/reviewer is assigned to independently pass judgment on the student's scholastic effort. An oral defense, demonstration or display of the completed honors project is required. (3 crs.)

### **Information Systems Technology – IST**

**IST 121. PRINCIPLES OF INFORMATION TECHNOLOGY.** This course is an introductory study of information technology. Major topics include the role and value of information systems, hardware and software used in information technology, managing information and data resources, and decision making in developing information systems. (3 crs.)

**IST 311. CLIENT-SERVER PROGRAMMING.** This course is an introduction to client-server information systems. The main focus is to write client-side and server-side programs in the languages commonly used in the Information Technology field. Prerequisites: CSC 124, CSC 201, CSC 202, and CIS 215. (3 crs.)

**IST 475. SPECIAL TOPICS IN INFORMATION TECHNOLOGY.** This course allows current topics in Information Technology to be offered in a timely fashion. The topics are not covered in other courses and will not be regularly offered as a special topic. Students are able to take the course several times as different topics are addressed. The topics chosen will depend on current trends and the interests of students and the instructor. Prerequisite: Permission of the instructor. (3 crs.)

**IST 476. PHYSICAL DESIGN AND IMPLEMENTATION.** A continuation of Systems Analysis that includes completion of the physical design and implementation of a medium scale information system. The student will produce a project user guide and will demonstrate proficiency in the academic programs through the development of the project and a comprehensive outcome examination. Prerequisites: IST 311, CSC 375 and CSC 456. (3 crs.)

### **Industrial Technology - ITE**

**ITE 101. INDUSTRIAL SAFETY.** An introduction to the fundamentals of safety as well as sound management-oriented practices related to the development of a safe work place. Legal requirements of OSHA and worker's compensation laws are discussed. Students will be able to identify cause of accidents, identify safety hazards, and apply methods of accident prevention. (3 crs.) Fall & Spring

**ITE 104. DRAWING AND DESIGN.** An introductory course for those who wish to become more skilled and confident in their ability to draw and design. Design elements, principles and practices are studied. Creativity, self-discovery, and self-expression are encouraged. The student is required to develop a disciplined approach to problem solving and a sensitivity to craftsmanship in order to create solutions to a wide variety of challenging design assignments. Two hours of lecture and three laboratory hours per week. (3 crs.) Fall

**ITE 115. INTERPRETING AND SKETCHING OF TECHNICAL DRAWINGS.** This course is designed for students that need skills in reading and interpreting technical drawings as well as skills in technical sketching. In addition, this course is designed to prepare students for advanced technical drawing and CAD courses. Throughout the course, emphasis is placed on the understanding and use of geometric constructions, sketching and shape description, orthographic multi-view projection, sectional views, auxiliary and other ancillary views, the interpretation of various types of drawings for specialized fields of drafting and inch, decimal and metric measuring/dimensioning methods. Two hours of lecture and three hours of lab per week. (3 crs.) Fall & Spring

**ITE 123. INTRODUCTION TO CAD/GIS.** The student will be introduced to various methods and techniques associated with computer-assisted drafting (CAD) and Geographic Information Systems (GIS). Students will use CAD and GIS software and hardware to create and explore a variety of models. Specifically, students will use GIS components to represent geographic data using both manual and computer-assisted technologies. The focus will be on the collection, compilation and display of geographic data within a database. (3 crs.) Fall & Spring

**ITE 130. INTRODUCTORY CIRCUIT ANALYSIS.** An introduction to DC and AC circuit theory and analysis. The theory includes electrical measurement systems, Ohm's Law, Kirchoff's Laws, circuit theorems, and component characteristics. Laboratory work provides experiences with electrical components, schematics, electrical tools, and basic electrical and electronic instrumentation. Two lecture hours and three laboratory hours per week. Prerequisite: MAT 181. (3 crs.) Fall & Spring

**ITE 135. DIGITAL ELECTRONICS.** An introduction to the theory and application of logic gates, Boolean algebra, combinational logic, sequential logic, shift registers, counters, and arithmetic circuits. Laboratory experiments provide experiences with digital integrated circuits, circuit behavior, and digital trouble-shooting techniques. Two lecture hours and three laboratory hours per week. (3 crs.) Fall & Spring

**ITE 165. MACHINE PROCESSING I.** An introduction to basic foundry (metal casting) and machine metalworking. Includes sand moldmaking and gating, layout, tool geometry, lathe work, milling, shaping, drilling, and bench work. Six laboratory hours per week. (3 crs.) Fall

**ITE 181. MATERIALS TECHNOLOGY I.** A study of the theory and application of materials and materials testing used in a wide variety of industrial applications. Study includes the chemical, physical, mechanical and dimensional properties of metallic materials including ceramics. Sufficient background in general chemistry is included to provide a proper foundation. Two hours of lecture and three laboratory hours per week. (3 crs.) Spring

**ITE 184. ENERGY AND POWER SYSTEMS.** An application of the systems approach to the study of energy sources and converters, power transmission, and controls. Instruction will focus on energy as it is applied to propulsion systems, residential conservation, and industrial uses. Energy alternatives, system efficiency and conservation are emphasized. Two hours of lecture and three laboratory hours per week. (3 crs.) Alternate Spring

**ITE 210. TECHNICAL DRAWING II.** Provides experiences in problem-solving through the use of technical working drawings. Special emphasis is placed on American National Standards drawing practices, shop processes, conventional representation, standardization of machine parts and fasteners, preparation of tracings, the reproduction of drawings, and surface development. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 110. (3 crs.) Alternate Spring

**ITE 215. COMPUTER-AIDED DRAFTING (CAD) I.** This course involves the use of computer software and hardware as applied to mechanical design and drafting. Students learn to manipulate basic geometric entities (points, lines, and arcs) to create 2-D and 3-D models. Experiences dealing with dimensioning, level/layer surfaces and planes are also explored. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 110. (3 crs.) Fall & Spring

**ITE 218. DESCRIPTIVE GEOMETRY & SURFACE DEVELOPMENT.** Adding to the knowledge and experiences gained in Technical Drawing I, this course covers the theory of projection in detail with emphasis on the manipulation of points, lines and planes in space. In addition, surface development and design in order to serve of value in future advances such as computer-aided drafting, computer-aided instruction and computer-aided manufacturing. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 110. (3 crs.) Alternate Spring

**ITE 223. INTERMEDIATE CAD/GIS.** The student will be introduced to advanced methods and techniques associated with Computer-assisted Drafting (CAD) and Geographic Information Systems (GIS). The GIS portion will focus on the collection, compilation and display of geographic data within remote sensing software and an advanced geographic information system software package. Students will create their geo-technology application project using geographic information systems and remote sensing. The CAD portion will focus on the creation and manipulation of geographic maps and surveys and the incorporation of geographic data in various applications using a CAD software package. Prerequisite: GEO/ITE 123. (3 crs.) Fall, Spring, Summer

**ITE 230. INTRODUCTION TO LINEAR ELECTRONICS.** An investigation into the fundamental concepts of analog electronics including semiconductor device theory, power supplies, amplifiers, operational amplifiers, oscillators, linear integrated circuits, and control circuits. Laboratory experiments provide experiences with electronic instrumentation, electronic components, and electronic circuit behavior. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 130. (3 crs.) Alternate Spring

**ITE 235. INTRODUCTION TO MICROPROCESSORS.** A presentation of number systems and codes, microprocessor architecture, computer arithmetic, machine language programming, and microprocessor interfacing. Emphasis is placed on laboratory experiments dealing with machine language program execution and microprocessor interfacing. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 135. (3 crs.) Fall, every three years

**ITE 236. NUMERICAL CONTROL PROGRAMMING I.** An introduction to the procedures for manually programming numerically controlled equipment. Students write programs following a machine format detail, using Cartesian coordinates for motion command and incorporating preparatory and miscellaneous commands necessary to manufacture parts on a machining and turning center. Six laboratory hours per week. Prerequisite: ITE 115, ITE 165 and MAT 191. (3 crs.) Spring

**ITE 250. INTRODUCTION TO AUTOMATION.** This course provides a variety of introductory experiences in Industrial automation. Instruction will include theoretical applications as well as practical hands-on laboratory applications in robotics, automatic guided vehicles (AGV's), computer aided drafting (CAD), machine vision,

automatic identification, and programmable logic controllers (PLC's). Students learn what automation is, its advantages and disadvantages, and how it is applied. Two hours of lecture and three laboratory hours per week. (3 crs.) Fall & Spring

ITE 265. MACHINE PROCESSING II. Current foundry (metal casting) processes are studied. Advanced machine metalworking processes, including indexing and gear cutting are emphasized. Students are responsible for determining the sequence of operations necessary to produce a product. Six laboratory hours per week. Prerequisite: ITE 165. (3 crs.) Spring, every four years

ITE 267. PROGRAMMABLE CONTROL SYSTEMS. This course focuses on the use of programmable logic controllers (PLCs) to control industrial sequences. Students are provided with theoretical and hands-on experience in designing, programming, testing and controlled by a PLC. Two hours of lecture and three laboratory hours per week. (3 crs.) Fall, every four years

ITE 268. AUTOMATED SUPPORT SYSTEMS. This course emphasizes the use of non-robotic types of automation. These types include sensors, automatic guided vehicles (AGVs), machine vision, and automatic identification. Students are provided with theoretical and hands-on experience that will enable them to understand the appropriate application of non-robotic types of automation in industrial situations. Additional topics include artificial intelligence, computer interfacing, connectors, and cables. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 250. (3 crs.) Fall, every four years

ITE 270. HYDRAULIC/PNEUMATIC FLUID POWER. This is an introductory course in the study of basic hydraulic and pneumatic circuits and systems. Topics covered are: physical laws applicable to fluid power components, circuit construction and analysis, the use of manually and remotely controlled devices, the use of linear and rotary actuators, and the operation of hydraulic pump and air compressor systems. Theoretical concepts are verified by practical hands-on laboratory activities. Two lecture hours and three laboratory hours per week. (3 crs.) Spring, every two years

ITE 278. PLASTICS TECHNOLOGY. This is a survey course designed to provide the student with an opportunity to gain information about the industrial and technological uses of plastic-like materials. In the laboratory the student designs, constructs and uses a variety of tools, forms and molds. Depending upon the activity and the time allotted, students will be encouraged to create well-designed products for personal and/or professional use. Two hours of lecture and three laboratory hours per week. (3 crs.) Spring, every two years

ITE 282. SMALL GASOLINE ENGINES. An introduction to the theory, operation and major overhaul procedures of small 2 and 4 cycle gasoline engines. Engine components, diagnosis, testing, maintenance, disassembly, reassembly, and trouble shooting are stressed in the course to afford the participants the opportunity to develop the expertise in course content skills and the background to repair small gasoline engines. Laboratory work provides for the opportunity to apply theoretical concepts in general practices. Six laboratory hours per week. (3 crs.) Summer

ITE 301. SAFETY SUPERVISION. This course focuses on the specialized study of the roles and responsibilities of the first-line safety supervisor: specifically, linkages between management and the workforce, fundamentals of communication and human relations, loss control, quality job training, development of good safety attitudes, detecting hazardous conditions and unsafe work practices, safety inspections, and accidents investigations. Also included are specialized issues involving state and federal safety and environmental protection laws, the Hazard Communication Standard, ergonomics, and industrial hygiene. (3 crs.) Spring

ITE 305. OSHA GENERAL INDUSTRIAL SAFETY. The purpose of the course is to provide instruction to entry level workers and students on general safety and health. This course meets OSHA's requirement for its 30 hour General Industry Outreach Training Program. It emphasizes hazard identification, avoidance and control. Topics covered include the following: Introduction to OSHA, the OSHA Act/General Duty clause, Inspections, Citations and Penalties, Record-keeping, Walking and Working Surfaces, Mean of Egress and Fire Protection, Electrical Hazards, Personal Protective Equipment, Respiratory Protection, Hearing Protection, Machine Guarding, Hazard Communication, Chemical Safety, Lockout/tagout, Confined Space Hazards, Welding Brazing and Cutting Hazards, Asbestos Awareness, Hazardous Materials, Industrial Hygiene and Ergonomics. (3 crs.) Spring, Fall

ITE 310. TECHNICAL DRAWING III. An extension of Technical Drawing I and II with continued emphasis on skill, technique, and the use of ANSI and ISO drafting standards. The course is developed around current industrial drafting practices and includes instruction in geometric tolerancing, surface texture, weldments, metrication, etc. Two hours of lecture and three laboratory hours per week. Prerequisites: ITE 110 and ITE 210. (3 crs.) Fall, every three years

ITE 311. ERGONOMICS. An introduction to techniques and procedures for developing and applying the principles of human factors and ergonomics to system design and the systematic analysis, identification and evaluation of human-machine systems. Current advances in practical biomechanics and ergonomics in industry in combating musculoskeletal injury and illness will be discussed. (3 crs.) Fall

**ITE 315. COMPUTER AIDED DRAFTING (CAD) II.** This course is an extension of Computer Aided Drafting (CAD) I and will include more complex problems and procedures in the development of graphic solutions. The use of extended geometry will comprise an important part of the course. Students will gain additional experiences on PC based computer drafting systems. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 215. (3 crs.) Alternate Spring

**ITE 320. ARCHITECTURAL DRAFTING AND DESIGN.** Experience is provided in basic residential design. The fundamental sequences in designing and drawing are stressed as the student completes the architectural drawings necessary for the construction of a residence. Elements of the course include architectural styles, area planning, structural detailing, pictorial rendering, building specifications, and cost analysis. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 110. (3 crs.) Spring

**ITE 325. STATICS AND STRENGTH OF MATERIALS.** The study of statics and strength of materials focuses on the pragmatic technologist who needs a better understanding of the fundamentals of mechanics. The statics portion of the course is concerned with parts (bodies) of machines and structures, while the strength portion covers the ability of these individual parts to resist applied loads. Then the technologist will be able to determine the dimensions to ensure sufficient strength of the various industrial materials and manufactured components. Two hours of lecture and three laboratory hours per week. Prerequisites: ITE 181 and MAT 191. (3 crs.) Spring

**ITE 335. ADVANCED MICROPROCESSORS.** This course deals with advanced concepts in machine language programming. It introduces the world of editors, assemblers, and debuggers. It also covers the advanced architecture of modern microprocessors and their more sophisticated instruction sets and addressing modes. The student will learn to develop hardware and software required to apply microprocessors to real world problems. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 235. (3 crs.) Spring

**ITE 336. NUMERICAL CONTROL PROGRAMMING II.** The second of two courses in the manual programming of numerically controlled machines. Concentration is placed on continuous path machining of parts using the linear interpretation capability of machines to cut chords of arcs to closely approximate curves. Circular interpolation is studied with the additional word addresses that are necessary. Assignments provide experiences in three axis linear interpolation programming and two axis circular interpolated programming. Two lecture hours and three laboratory hours per week. Prerequisite: ITE 236. (3 crs.) Spring

**ITE 337. COMPUTER PROGRAMMING NUMERICALLY CONTROLLED EQUIPMENT (COMPACT II).** A study of the COMPACT computer language used to produce machine tape instructions for manufacturing parts. Students learn to access and utilize a computer to produce part geometry and direct a machine tool to accomplish a variety of metal machining operations. The graphics capability of BRAVO software will be explored. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 236. (3 crs.) Spring

**ITE 338. COMPUTER PROGRAMMING NUMERICALLY CONTROLLED EQUIPMENT (APT).** An investigation of the APT machine tool language for programming numerically controlled machine tools. Students write APT programs and operate equipment with the produced tapes to manufacture milled and turned parts. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 236. (3 crs.) Fall

**ITE 341. QUALITY CONTROL.** An introduction to the methods used in analyzing quality control. Topics include a study of the fundamentals of statistics and probability, the construction and use of control and attribute charts, the definition and use of acceptance criteria and the use of computers in modern quality control operations. An overview of the role of quality control department of a manufacturing facility will be presented. (3 crs.) Summer

**ITE 342. QUALITY PLANNING AND ANALYSIS.** This course builds upon the techniques learned in Quality Control and applies those techniques to an industrial organization in a practical way. The student will learn the basic of the six sigma approach to quality and the use of quality functional deployment to identify customer needs. Students will all study how a quality plan can be developed and implemented. The course will apply quality to all aspects of the organization including personnel, shop floor operations, the supply chain and products and services. Prerequisite: ITE 341. (3 crs.) Every other Fall

**ITE 345. CONSTRUCTION PROCESSES I.** A course in construction with an emphasis on residential housing. Instruction and experiences will include aspects of construction such as planning and estimating, personnel and time management, site preparation, footings and foundations, framing and roofing. The safe and intelligent use of tools and materials is stressed. Two hours of lecture and three laboratory hours per week. (3 crs.) Spring & Summer

**ITE 350. ROBOTIC SYSTEMS.** This course emphasizes the use of robots in automated applications. Students are provided with theoretical as well as hands-on experience in the design, programming, debugging, setup, and interfacing of Industrial robotic applications. Also discussed are servo systems, their operation, components, functions, and application to automated equipment. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 250. (3 crs.) Fall

**ITE 355. WOOD TECHNOLOGY.** A study of woodworking providing instruction in furniture and case work. The safe use and care of machines and hand tools is stressed. Emphasis is placed on project planning and design, cost analysis, wood technology, material selection and product development. Students design and produce a project involving operations on basic machines. Two hours of lecture and three laboratory hours per week. (3 crs.) Fall, every two years

**ITE 365. SPECIAL MACHINE PROCESSING.** A special course designed to allow the student to investigate a specific area of interest in the metal machining field. Students interested in taking this course will complete a document identifying the scope of their interest, specifying the activities that will be pursued throughout the semester, and have it approved by the instructor six weeks before the beginning of the class. The student's background in the metal machining processes will be broadened by completing the laboratory experiences outlined in the approved proposal. Six laboratory hours per week. Prerequisites: ITE 165 and ITE 265. (3 crs.) Spring

**ITE 366. CAM I (COMPUTER AIDED MANUFACTURING – MASTERCAM).** An introductory course in Computer Assisted Manufacturing using Mastercam Software. It is an upper level CNC programming course as it relates to manual programming techniques developed in Numerical Control Programming I. This course requires the use of a graphics based language (Mastercam) to create basic geometric elements. Geometric elements are used to create tool/cutter paths necessary to establish machining coordinates for both CNC machining (mill) and turning (lathe) centers. Two hours of lecture and three laboratory hours per week. Prerequisites: ITE 165 and ITE 236. (3 crs.) Every other Fall

**ITE 375. PRINCIPLES OF PRODUCTION.** An introduction to the methods used in analyzing the production flow from raw material to the finished product. Topics covered include a study of the major manufacturing processes, materials handling, plant layout, operations analysis, Industrial engineering, inventory control and shipping. An overview of the role of production management as it relates to the various areas of Industrial environment will be presented. (3 crs.) Fall

**ITE 385. INDUSTRIAL COST ESTIMATING.** An introduction to the methods used to cost and budget a production organization. Topics include some accounting basics, cost accounting, the time value of money and cost estimating as related to Industrial operations. (3 crs.) Spring

**ITE 415. COMPUTER-AIDED DRAFTING AND DESIGN III.** This course uses a PC-based CADD package along with an associated tool design software package in a design application. The students will explore advanced CADD problems using solid modeling, analysis, and the introduction of standard components from the tool design software. Two hours of lecture and three laboratory hours per week. Prerequisites: ITE 215 and ITE 315. (3crs.) Alternate Fall

**ITE 416. INTRODUCTION TO SOLID MODELING AND FINITE ELEMENTS.** This course will use a PC-based CADD program to introduce the concepts of mathematical modeling and engineering analysis. The student will use a drawing created with a CADD program to generate a solid model of the drawing component and to mesh that solid model into a finite element model. The student will also be introduced to the concepts of bottom-up and top-down solid modeling and will perform simple structural analyses using the generated finite element model. The transfer of data between computer programs, using the IGES format, will also be presented. Two hours of lecture and three laboratory hours per week. Prerequisites: ITE 215, ITE 325 and PHY 121. (3 crs.) Alternate Spring

**ITE 417. PARAMETRIC DESIGN.** This course is a culmination of concepts learned in previous CAD courses. Students will design and modify objects using parametric, feature-based solid modeling software. This course presents the most up-to-date mechanical design techniques available. Prerequisites: ITE 215 or equivalent experience. (3 crs.) Spring

**ITE 420. PRODUCTION ANALYSIS.** A continuation of the principles of production with an emphasis on the calculations associated with production management. Topics include linear programming, scheduling and project management as with pert, simulation and inventory control. Use is made of personal computers for the calculations involved. Prerequisite: ITE 375. (3 crs.) Spring

**ITE 437. ADVANCED COMPUTER PROGRAMMING NUMERICALLY CONTROLLED EQUIPMENT (COMPACT II).** An investigation into the more sophisticated processes of the COMPACT II machine tool programming language. Parts are programmed and manufactured on a CNC milling machine and lathe using the COMPACT II language and the BRAVO3 graphic software. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 337. (3 crs.) Spring

**ITE 438. ADVANCED COMPUTER PROGRAMMING NUMERICALLY CONTROLLED EQUIPMENT (APT).** The machining of parts using matrixes, loops, pocketing, macros, and other advanced techniques. These methods are applied to the operation of a CNC vertical milling machine and a CNC lathe. Two hours of lecture and three laboratory hours per week. Prerequisite: ITE 338. (3 crs.) Spring

**ITE 450. APPLICATIONS OF INDUSTRIAL AUTOMATION.** An advanced automation course that incorporates many of the topics of previous courses, but in a more in-depth and integrated manner. The focus



is to provide students with the opportunity to learn about automated systems through the planning and implementing of such a system. Students are involved in the design, programming, setup, installation, and troubleshooting of an automated system that includes robots, but may also include an automatic guide vehicle (AGV), machine vision system, programmable logic controllers, bar code scanners, computers, and a computerized numerical control (CNC) machine. Two hours of lecture and three laboratory hours per week. Prerequisites: ITE 250, ITE 268, and ITE 350. (3 crs.) Fall

**ITE 460. PRINCIPLES OF MANUFACTURING.** An introduction to the methods used in manufacturing processes. Topics covered include a study of the manufacturing ability, fabricability, and marketability of manufactured products. Problems encountered by production managers in changing raw materials into a consumable product are discussed. The use of personal computers for the solution of manufacturing problems is included. Prerequisites: ITE 375 and ITE 385. (3 crs.) Alternate Spring

**ITE 461. SUPPLY CHAIN FUNDAMENTALS.** A key item in the management of a manufacturing operation is the making of intelligent decisions. The Manufacturing Planning and Inventory Control systems provide the information to efficiently manage the flow of materials, effectively utilize people and equipment, coordinate internal activities with those of suppliers, and communicate with customers about market requirements. This course will provide an overview of the basic principles of production and inventory control, including MRP, JIT, master scheduling, capacity planning, demand management and the integration of these basic principles. Prerequisite: ITE 375 (3 crs.) Spring

**ITE 462. SCHEDULING AND PLANNING.** This course will be the second course taken by students in the general area of production and inventory control. Focus of this course is on the various techniques for material and capacity scheduling. Included will be a detailed descriptions of material requirements planning (MRP), capacity requirements planning (CRP), inventory management practices, and procurement and supplier planning. Topics include recognizing techniques and practices of inventory management, the mechanics of the detailed material planning process, the planning operations to support the priority plan, and the planning procurement and external sources of supply. Prerequisite: ITE 461. (3 crs.) Every other Spring

**ITE 471. PROJECT MANAGEMENT.** Operations and projects differ in that operations are on-going while projects are temporary. A project, by its very nature, is also unique and requires particular knowledge of how the components combine to form an integrated whole. This course will introduce the student to the field of project management and will present an overview of the body of knowledge necessary for successful project management. The course will focus on the fundamental principles that cross the boundaries of projects and will demonstrate how project management techniques can be applied to a wide variety of disciplines. This course will also introduce the student to computer methods for solving project management problems. Prerequisite: ITE 375 (3 crs.) Fall

**ITE 475. COMPUTER INTEGRATED MANUFACTURING.** Computer integrated manufacturing is the expansion of computers from the shop floor into the other aspects of the manufacturing enterprise. All of the data necessary to control the shop process may not be available on the shop floor. Such areas as accounting, inventory, shipping and purchasing have data that can influence what happens on the production floor. Also, the general concepts of production and inventory control must be considered. This course will bring together all of the individual parts of the organization to show how they can impact what is manufactured and how it is manufactured. Two hours of lecture and three laboratory hours per week. Prerequisites: ITE 420, ITE 460, ITE 461. (3 crs.) Every other Spring

**ITE 481. CONCEPTS AND ISSUES IN INDUSTRIAL TECHNOLOGY.** This is a multidiscipline course that combines the various elements in Industrial technology, giving the student the opportunity to study problems typically encountered by an Industrial technologist. The exact content of the course will vary depending upon the background and experience of the instructor but it is intended to include problem solving and role playing in a wide variety of Industrial settings. Industrial consultants will also be used to expose the student to modern industry. Two hours of lecture and three laboratory hours per week. Prerequisite: Senior Standing. (3 crs.) Spring

**ITE 495. MANUFACTURING TECHNOLOGY INTERNSHIP.** Student interns are placed with an Industrial organization which most nearly approximates their goals for employment. The intent of the internship is to provide students with practical work experience in an environment in which they will be dealing with practical problems requiring real solutions in a relatively short time frame. Advisor and Department Chairperson approval is required before course enrollment. This is a repeatable course and may be taken as follows: Students may take up to 6 credits. The extra credit may be used as a free elective or for a credit deficiency due to other program changes. Prerequisite: Upper Level Standing. (1-6 crs.) Fall, Spring & Summer

## **Literature - LIT**

LIT courses are introductions to literature, with emphasis on the subject indicated in the title. They are primarily intended for the general student and may not be used to fulfill requirements for the English major.

**LIT 111. STAR TREK AND MODERN MAN.** A multi-media literature course wherein the Norton Anthology of English Literature and the cinematic works of Gene Roddenberry constitute a two-fold study: "Star Trek" as



literature and literature in "Star Trek" to study the nature and evolution of modern human consciousness. (3 crs.)

LIT 116. MYTH, MAGIC AND MYSTICISM. A study of the four basic paths into the unknown: magic, mysticism, fantasy, and myth. (3 crs.)

LIT 125. THE AMERICAN WEST. A general introduction to the literature of the Great American West through an examination of a variety of literary types. (3 crs.)

LIT 127. WOMAN AS HERO. An exploration of heroic roles assigned to women in literature, the contrast between reality and the literature, and the differences between fictional women created by male and female authors. An analysis of the reasons for these differences forms part of the subject. (3 crs.)

LIT 138. WAR IN THE NOVEL. A study that limits itself to those wars fought after 1900 and to their treatments in literature. In particular, the course is interested in the effects of war upon individuals, and in the ambivalence toward war shown by novelists. (3 crs.)

LIT 147. SCIENCE FICTION. An introductory survey of the forms of science fiction, with particular emphasis on the author's ability to detail and predict future developments. (3 crs.)

LIT 148. HORROR IN LITERATURE. An examination of the tradition of horror literature in England and America from a literary, historical, and psychological viewpoint. Some emphasis on the sociological implications of the popularity of the form. (3 crs.)

LIT 150. BASEBALL IN LITERATURE. This course requires the student to read, write, and talk about a game that Steinbeck called a "state of mind," a game that is, in the words of Jacques Barzun, a way "to know America." Thus the student that works learns about both himself and his country. (3 crs.)

LIT 170. ALL ABOUT WORDS. An introduction to the total complexity and fascination of words. The course deals with words as shapes, analogues, formulas, and games. Indirectly, but significantly, it instructs in vocabulary by introducing a sizable vocabulary for talking about words and nurturing a student's natural curiosity about words. (3 crs.)

LIT 178. LITERATURE AND FILM. A study of the total relationship between literature and film, with emphasis on the involvement of literary writers in motion pictures and television, the process of literary adaptation, and the influence of motion pictures on literary critics and writers. (3 crs.)

### **Management - MGT**

MGT 205. ENTREPRENEURSHIP I: SMALL BUSINESS FUNDAMENTALS. Entrepreneurship and new venture initiation. A study of the development of a business appropriate to the objectives and resources of the individual entrepreneur. This course deals with the initiation of a new business venture rather than the management of ongoing enterprises, and treats new venture formation primarily from the standpoint of the individual entrepreneur rather than that of an established enterprise expanding into a new area. (3 crs.)

MGT 271. COMPUTER APPLICATIONS IN BUSINESS I. An introduction to the basic tools and techniques of software used to solve business problems. This course is taught on a lecture-laboratory basis in which the computer is utilized to present applications of the spreadsheet in business situations. (1 cr.)

MGT 273. COMPUTER APPLICATIONS IN BUSINESS II. A continuation of Computer Applications in Business I with an emphasis on more advanced topics and problem-solving. This course is taught on a lecture-laboratory basis in which the computer is utilized to present applications of the spreadsheet in business situations. (1 cr.)

MGT 300. PRINCIPLES OF MANAGEMENT. An introduction to the field of management and the managerial functions of planning, organizing, influencing, and controlling. The course examines models, processes, and techniques used in managing an organization and improving its performance along with current challenges and future trends in the field. (3 crs.)

MGT 301. ORGANIZATIONAL BEHAVIOR. A study of the theory, research, and practice of individual and group behavior in organizations to better understand and manage people at work. The course focuses on describing, understanding, and explaining individual and group behavior in organizations with emphasis given to managing or influencing that behavior to increase organizational effectiveness. Prerequisite: MGT 201. (3 crs.)

MGT 305. ENTREPRENEURSHIP II: SMALL BUSINESS MANAGEMENT. A management course designed to integrate all business functions at a small business level. Study of the development and management of a business plan appropriate to the objectives and resources of the individual entrepreneur. This course deals with the management of ongoing enterprises. A computer software package is utilized to develop various cases and problems found in the text. Each student develops a business plan in either Retailing Operations, Service Business, or Manufacturing Operations. (3 crs.)

**MGT 311. ORGANIZATION THEORY AND DESIGN.** A comprehensive macro view approach to the study of organizations and their functioning. Topics covered include: environment and open systems, technology, size and life cycle, organizational control, culture and ethics, information processing, decision-making processes, power and politics, and organizational innovation and change. Emphasis is placed on how external and internal factors influence the structure and design of the organization. Prerequisite: MGT 201. (3 crs.)

**MGT 315. ORGANIZATION DEVELOPMENT AND CHANGE.** This course is about planned organization change and is designed to introduce the student to the field of organization development, its definition, goals, precedents, emergence, approaches, and current status. Prerequisite: MGT 201. (3 crs.)

**MGT 352. HUMAN RESOURCE MANAGEMENT.** Decision-making and analyses of major management problems that arise in manpower planning, recruitment, selection, development, compensation, and appraisal of employees in various organizations. Prerequisite: MGT 201. (3 crs.)

**MGT 353. COMPENSATION MANAGEMENT.** The design, implementation and evaluation of wage and salary packages in both private and public sectors. Prerequisite: MGT 352. (3 crs.)

**MGT 362. LABOR RELATIONS.** A survey of the many facets of employee-management relations. The course examines the historical, statutory and social bases for modern workplace relationships with emphasis given to the role of organized labor. Prerequisite: Junior level standing or permission of instructor. (3 crs.)

**MGT 371. MANAGEMENT INFORMATION SYSTEMS.** An introduction to management control systems, which include control of production costs, standard costs, flexible budgets, managed costs, profit centers and capital acquisitions. Prerequisite: MGT 201, CSC 101, & MGT 271. (3 crs.)

**MGT 373. COMPUTER BASED MANAGEMENT INFORMATION SYSTEMS.** An introduction to the technology, application, and management of computer-based information systems. Topics covered include business computer systems, computer hardware, computer software, data-based management systems, general accounting application, materials control application, management information processing, systems planning, and operations management. Prerequisites: CSC 101, MGT 371 & ACC 200. (3 crs.)

**MGT 402. STRATEGIC MANAGEMENT.** A capstone course for all business majors requiring students to integrate and apply multidisciplinary knowledge and skills in formulating, implementing, and evaluating organizational strategies. Case analysis method predominates. Prerequisite: Prior completion of all core business courses and senior standing. (3 crs.)

**MGT 431. INTERNATIONAL BUSINESS MANAGEMENT.** The concepts, problems and policies of international business enterprises for managers. Prerequisite: Junior level standing. (3 crs.)

**MGT 452. HUMAN RESOURCE STRATEGY AND PLANNING.** This course examines organizational human resources management from a strategic perspective. The key focus is on exploring HR planning and strategy concepts, developing an understanding of the related analytical tools, and determining how these concepts and tools can be used to enhance an organization's competitive position. (3 crs.)

**MGT 492. MANAGEMENT INTERNSHIP.** On the completion of the course, the student should be able to see how the knowledge acquired in the Management courses is applied in real world situations. It provides the student with an opportunity to translate academic principles to real world situations and to test his/her career interests. It will also enable the student to determine what additional skills are needed to be successful in the workplace. (Repeatable; variable crs.; a maximum of 12 credits can be used toward the completion of a baccalaureate degree.)

### **Marketing - MKT**

**MKT 222. PRINCIPLES OF SELLING.** A study of basic principles of persuasive communications with emphasis on proven, practical selling techniques. Activities include interactive class discussions and video role-playing. Prerequisite: BUS 100. (3 crs.)

**MKT 300. PRINCIPLES OF MARKETING.** An introduction to basic principles of marketing management. Other topics covered are selecting target markets, developing marketing mixes, functions of marketing management. Prerequisite: BUS 100. (3 crs.)

**MKT 321. SALES MANAGEMENT.** Proven management techniques for remotely located field sales force member, are fully explored. Motivation, evaluation, and control of sales force activities are developed through case presentations and class discussions. Prerequisites: MGT 201, MKT 222. (3 crs.)

**MKT 331. RETAILING.** A management and marketing analysis of department, discount, specialty and chain stores with special emphasis on location, human resources, merchandising and effective pricing. Prerequisite: BUS 100 recommended. (3 crs.)

**MKT 341. MARKETING FOR NON-PROFIT ORGANIZATIONS.** A marketing course designed for both business and non-business majors that differentiates between for-profit and not-for-profit organizations, investigates the competitive environment facing nonprofits (e.g., hospitals, churches, charities, colleges, performing arts groups), and applies research techniques and marketing management tools (product policy, distribution and delivery systems, monetary pricing, and communication strategies) to the non-business entity. (3 crs.)

**MKT 351. ADVERTISING MANAGEMENT.** A study of the basic components of the advertising mix, establishing media selection techniques, and determining the best vehicles for specific selling and promotional efforts commonly confronting marketing managers today. Prerequisite: MKT 271. (3 crs.)

**MKT 401. MARKETING MANAGEMENT.** Description and analysis of the nature, strategies and techniques of marketing management. Prerequisite: MKT 271. (3 crs.)

**MKT 421. CONSUMER BEHAVIOR.** This integrates the disciplines of psychology, anthropology, economics and sociology with marketing to explain, understand, and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavior variables such as motivation, learning, perception, personality, and attitudes; (2) group influences such as family, culture, social class and reference group behavior; and (3) consumer decision processes such as cognitive dissonance, brand loyalty, new product adoption and risk reduction. Prerequisite: MKT 271. (3 crs.)

**MKT. 431. MARKETING RESEARCH.** Description of behavioral and statistical tools for designing and implementing research projects. Prerequisites: MKT 271, MAT 225. (3 crs.)

**MKT 452. BUSINESS MARKETING.** The characteristics of business-to-business marketing are explored and developed focusing on environment, pricing, planning, distribution, evaluation and strategy development for marketing business and industrial products to the professional user or buyer. Prerequisite: MKT 271. (3 crs.)

**MKT 492. MARKETING INTERNSHIP.** On the completion of the course, the student should be able to see how the knowledge acquired in the marketing courses is applied in real world situations. It provides the student with an opportunity to translate academic principles to real world situations and to test his/her career interests. It will also enable the student to determine what additional skills are needed to be successful in the workplace. Prerequisite: consent of instructor. (Repeatable; variable crs.; a maximum of 12 credits may be used toward the completion of a baccalaureate degree.)

**MKT 501. INTERNATIONAL BUSINESS MARKETING.** Upon completion of the course, the student will be able to evaluate and make recommendations and decisions concerning the strategy and tactics of real-life targeting and marketing mix development for both global and country-specific markets. The course will also cover selected elements of international marketing research. Prerequisite: MKT 271. (3 crs.)

### **Mathematics - MAT & DMA**

**DMA 092. INTRODUCTORY ALGEBRA.** Designed to aid the student in the transition from arithmetic to algebra. It may be a terminal course for some or may be a preparation for a traditional College Algebra course. Topics will include operations on integers and polynomials, factoring and linear equations. This course may not be used as a Natural Science elective. This course does not earn credit toward graduation. Prerequisite; basic mathematics competence. (3 crs.)

**DMA 094. INTERMEDIATE ALGEBRA.** Designed for the student who has recently and successfully completed a course covering concepts and skills associated with an Introductory Algebra course. Intermediate Algebra was established to provide the student with further development of the basic essentials of algebra and serve as a bridge to a required college mathematics course such as College Algebra or Technical Mathematics I. Expected topics to be covered: set notation, solving linear equations and related applications, solving linear inequalities, graphs of linear equations, functional notation, solving systems of linear equations, polynomials, rational exponents, radicals, complex numbers, rational expressions, solving quadratic equations. (3 crs.)

**MAT 100. FUNDAMENTALS OF MATHEMATICS.** Sets and their language; numeration systems and their properties; topics in elementary number theory; mathematical systems and their properties; logic; topics in plane geometry; topics in descriptive statistics. This course is presented from a problem-solving, critical thinking perspective. No prerequisites.. (3 crs.)

**MAT 110. APPLICATIONS OF MATH.** This course will provide the student with an application-oriented mathematics curriculum. Students will use cooperative learning to solve real world problems using technology and multimedia resources. The course will be taught from a student discovery and investigative standpoint incorporating the use of the National Council of Teachers of mathematics Principles and Standards for School Mathematics. The topics covered include statistics, circuits, probability, linear programming and dynamic programming. No prerequisites.

**MAT 120. ELEMENTARY TOPICS IN MATHEMATICS I.** This is the first course in a sequence designed for prospective elementary education majors. The content covered includes problem-solving, sets, concepts of

logic, binary operations, systems of numeration, number theory, rational numbers, real numbers, measurement, and use of calculators and computers. Prerequisite: DMA 092 or high school algebra. (3 crs.)

**MAT 130. ELEMENTARY TOPICS IN MATHEMATICS II.** This is the second course of a sequence of two mathematics courses specifically designed for prospective elementary education majors. The content covered includes basic algebraic work with equations and inequalities in one unknown, systems of equations, metric and nonmetric geometry, coordinate geometry, introduction of statistics and probability, problem-solving, and computer use. Prerequisite: 100 or higher level math course. (3 crs.)

**MAT 171. MATHEMATICS OF FINANCE I.** Simple interest, compound interest, value of money relative to time and interest, discounting, accumulation, mortgage points, annuities, amortization schedules, and equations of value. Prerequisite: MAT 181 or MAT 182. (3 crs.)

**MAT 181. COLLEGE ALGEBRA.** Fundamental operations; factoring and fractions, exponents and radicals; functions and graphs; equations and inequalities; systems of equations. Prerequisite: DMA 092 or pass math proficiency test. (3 crs.)

**MAT 182. TECHNICAL MATHEMATICS I.** An introduction to algebraic topics usually covered in a high school algebra course, such as functions, graphs, exponents and radicals, and linear and quadratic equations. Emphasis on technology applications. Prerequisite: DMA 092 or pass math proficiency test. (3 crs.)

**MAT 191. COLLEGE TRIGONOMETRY.** A thorough development of trigonometry. This course includes both circular and right triangle geometry, evaluation of trigonometric functions, graphing trigonometric and inverse trigonometric functions, analyses of trigonometric graphs, verifying trigonometric identities, solutions of trigonometric equations, and applications of trigonometry. Prerequisite: MAT 181 or MAT 182 or passing score on part C of the university mathematics placement exam. (3 crs.)

**MAT 192. TECHNICAL MATHEMATICS II.** An emphasis on trigonometry: trigonometric functions, vectors, graphs of trigonometric functions, exponents and logarithms, and additional topics in trigonometry. Emphasis on technology applications. Prerequisite: MAT 181 or MAT 182. (3 crs.)

**MAT 195. DISCRETE MATHEMATICAL STRUCTURES FOR COMPUTER SCIENCE.** An introduction to the theories and structures of mathematics that are relevant in computer science. Topics include: set theory, formal logic, mathematical induction, Boolean algebra, number theory, matrix algebra, combinatorics, probability, algorithmic analysis, complexity, and graph theory. Prerequisites: MAT 181 or passing score on Part C of the mathematics placement examination. (3 crs.)

**MAT 199. PRE-CALCULUS.** Fundamental notions (functions, lines, segments, slopes, angles between lines, graphs and equations), conics, algebraic and transcendental curves. The meaning of different functions and their graphs will be emphasized. Students will work with many applications of functions. Prerequisites: MAT 181, MAT 191. (3 crs.)

**MAT 215. STATISTICS.** For non mathematics majors; not counted toward a mathematics major. Frequency distribution, percentiles, measures of central tendency and variability, normal distribution and curve, populations, samples, sampling distribution of means, sampling distribution of proportion, null and alternative hypotheses, type I and type II errors, tests of means, confidence intervals, decision procedures, correlation, chi-square, simple analysis of variance and design of experiments. Prerequisite: DMA 092 or pass math proficiency test. (3 crs.)

**MAT 225. BUSINESS STATISTICS.** Statistical techniques relevant to business applications. Primary emphasis is placed upon identification of appropriate statistical methods to use, proper interpretation and appropriate presentation of results. Topics include descriptive statistics, probability concepts, the normal probability distribution, estimation techniques, tests of hypotheses, simple and multiple linear regression. Statistical software is used to implement many of the statistical methods. Prerequisite: MAT 181 or MAT 182. (3 crs.)

**MAT 271. MATHEMATICS OF FINANCE II.** Generalized annuities; bonds, amortization of premiums and accumulation of discount; cash flows; depreciation schedules; comparison of depreciation; net cash flow; rate of return; capitalized cost and annual return; life annuities; life insurance. Prerequisite: MAT 171 (3 crs.)

**MAT 272. DISCRETE MATHEMATICS.** An introduction to theories and methods of mathematics that are relative to computer science. Topics include: logic, sets, elementary number theory, mathematical induction, combinatorics, relations, digraphs, Boolean matrices, trees. Prerequisite: MAT 181 or MAT 182 or MAT 199 or equivalent background in mathematics. (3 crs.)

**MAT 273. BASIC CALCULUS.** The techniques of differentiation and integration are covered without the theory of limits and continuity. Applications in business and biological science are considered. Prerequisites: MAT 181 or MAT 182 & MAT 131. (3 crs.)

**MAT 281. CALCULUS I.** A review of absolute value and inequalities; an introduction to analytic geometry; functions, limits, and continuity; the derivative; applications of the derivative. Prerequisite: MAT 199 or four years of high school mathematics. (3 crs.)

**MAT 282. CALCULUS II.** The integral; fundamental theorem of integral calculus; applications of the integral; inverse functions; logarithmic functions; exponential functions; trigonometric functions; hyperbolic functions; techniques of integration. Prerequisite: MAT 281. (3 crs.)

**MAT 290. TECHNOLOGY FOR MATHEMATICS.** This course, designed for mathematics and science majors and for prospective and practicing educators, details the use of technological tools in the study of mathematics and explores the effective and appropriate use of technology in the teaching, learning, and application of mathematics. This course is composed of three components: Using Graphing Calculators, Using Calculator-Based Laboratories, and Using Mathematical Software. The course will be taught from a laboratory-based perspective. Prerequisites: MAT 281 Calculus I (required), CSC 101 Microcomputer Applications (recommended). (3 crs.)

**MAT 303. GEOMETRY.** Analysis of axiomatic systems, axiomatic development of elementary Euclidean geometry and non-Euclidean geometry. Prerequisite: MAT 272. (3 crs.)

**MAT 304. HISTORY OF MATHEMATICS.** This course is a historical summary of the development of mathematics. Emphasis will be relating mathematics to the development of world culture and its relationship with all aspects of our culture. The lives and discoveries of many mathematicians are discussed. Methods of incorporating the history of mathematics into high school mathematics courses are a major focus of the course. Prerequisites: MAT 303 and MAT 282. (3 crs.)

**MAT 305. THEORY OF EQUATIONS.** Complex numbers; theorems involving polynomials in one variable; cubic and biquadratic equations; separation of roots, Sturm's theorem, and approximate evaluation of roots. Prerequisite: MAT 272. (3 crs.)

**MAT 341. LINEAR ALGEBRA I.** Systems of linear equations and matrices; determinants; vectors in 2-space and 3-space; vector spaces; linear transformations. Prerequisite: MAT 272. (3 crs.)

**MAT 351. ABSTRACT ALGEBRA I.** Fundamental concepts of logic; natural numbers, well-ordering property, induction, elementary concepts of number theory; groups, cosets, Lagrange's theorem, normal sub-groups, factor groups; homomorphism, isomorphism, and related topics including Cayley's theorem, natural homomorphism, and the three fundamental homomorphism theorems. Prerequisite: MAT 272 is required and MAT 341 is recommended. (3 crs.)

**MAT 381. CALCULUS III.** Indeterminate forms and improper integrals, polar coordinates and conic sections, infinite series, and the theory of infinite series. Prerequisite: MAT 282. (3 crs.)

**MAT 382. CALCULUS IV.** Vectors in the plane; vectors in three space; theory of curves and surfaces; the differential calculus and the integral calculus of functions of several variables. Prerequisite: MAT 381. (3 crs.)

**MAT 400. MATHEMATICAL MODELING.** This course provides an introduction to mathematical modeling for mathematics majors. Students will be presented with real world problems from a variety of fields such as physics, biology, space travel, carpentry, etc. Students will learn how to select appropriate mathematical models to model the real world situation, use the model to solve a real world problem, interpret the results of the solution and communicate their work orally and in written format. This course serves as a capstone course for students in the Secondary Math Ed program. Prerequisites: MAT 341, MAT 381. (3 crs.)

**MAT 406. DIFFERENTIAL EQUATIONS.** Ordinary differential equations and their solutions. The existence and uniqueness of solutions. Various types of differential equations and the techniques for obtaining their solution. Some basic applications, including numerical techniques. Computer solution techniques are discussed. Prerequisite: MAT 282 and MAT 381. (3 crs.)

**MAT 441. LINEAR ALGEBRA II.** Extends the concepts learned in Linear Algebra I. The content is not fixed, but usually includes the following topics: linear transformations, change-of-bases matrices, representation matrices; inner-product spaces, eigenvalues and eigenvectors, diagonalization. Prerequisite: MAT 341. (3 crs.)

**MAT 451. ABSTRACT ALGEBRA II.** Study of rings, ideals, quotient rings, integral domains, and fields; ring homomorphisms; polynomial rings, division algorithms, factorization of polynomials, unique factorization, extensions, fundamental theorem; finite fields. Prerequisite: MAT 351. (3 crs.)

**MAT 461. STATISTICAL ANALYSIS I.** Basic concepts of both discrete and continuous probability theory. The study of random variables, probability distributions, mathematical expectation and a number of significant probability models. Introduction to statistical estimation and hypothesis testing. Prerequisite: MAT 282 (3 crs.)

**MAT 462. STATISTICAL ANALYSIS II.** Statistical theory and application of statistical estimation techniques and hypothesis testing methods. Simple linear and multiple linear regression models. Statistical techniques are implemented with microcomputer statistical software. Prerequisite: MAT 461. (3 crs.)

**MAT 469. HONORS COURSE IN MATHEMATICS.** Mathematics majors must, as a prerequisite for this course, have completed 64 credits with a QPA of 3.25 in all work and the permission of the department chair. (3 crs.)

**MAT 481. REAL ANALYSIS I.** Logic and techniques of proof; relations, functions, cardinality, and naive set theory; development of real numbers from natural numbers through topology of the line; convergence and related ideas dealing with functions (sequences and series) including continuity. Prerequisites: MAT 272 and MAT 382. (3 crs.)

**MAT 482. REAL ANALYSIS II.** Further development of the limit concept pertaining to functions including differentiation and integration along with appropriate theorems and properties; continuation of development of sequences and series including functions. Prerequisite: MAT 481. (3 crs.)

**MAT 490. TOPOLOGY.** Set theory as applied to topological spaces including the real line; metric spaces. Prerequisite: MAT 351 or MAT 481. (3 crs.)

**MAT 495. SEMINAR IN MATHEMATICS.** Topics in this course are chosen jointly by the instructor and the student or students involved. Prerequisite: Permission of instructor and chair of the department. (Repeatable for a maximum of 3 crs.)

**MAT 496. SENIOR RESEARCH PROJECT.** This course, which should be taken near the end of the student's bachelors degree program, involves an in-depth investigation of a mathematical or computer science topic (theoretical computer science being mathematical in nature). The investigation will culminate in the presentation of a senior paper. Prerequisite: Permission of Mathematics and Computer Science Department. (3 crs.)

### **Multimedia Technology - MMT**

**MMT 180 MULTIMEDIA FOUNDATIONS.** This course focuses on the fundamental concepts of multimedia technology and typical components including hardware, software, peripheral devices, conventional photography/scanned images, digital photography, stock art/images, animation, and audio. The application of multimedia in business, marketing, education, entertainment and training will be explored. Practical hands-on assignments will be used to reinforce learning. Two lecture hours and three laboratory hours per week. (3 crs.) Fall & Spring

**MMT 310 DIGITAL PORTFOLIO.** This course focuses on the integration of multimedia components including conventional photography/scanned images, digital photography, stock art/images, animation, sound and videography for the purpose of achieving effective assessment portfolios. Emphasis will be placed on the process of integrating the assessment components using various hardware platforms and software tools, and incorporating basic image manipulation. As a terminating project, the student will create and master a CD-ROM based professional digital portfolio. Students should have a resource bank of materials suitable for inclusion in a professional digital portfolio. They must have a working knowledge of computer operating systems for this course. Two lecture hours and three laboratory hours per week. (3 crs.) Fall & Spring

**MMT 320 DIGITAL VIDEO.** This course canvasses the intricacies of digital video also known as nonlinear video editing and what makes a successful digital video editor. Cross-platform computer environments, enhanced hardware and software are used as components in the digital video process. End-user will be able to design, create, edit and produce digital video for the Internet, multimedia presentations and video broadcasts. Two lecture hours and three laboratory hours per week. Prerequisites: ART 120 and MMT 180, or permission of the instructor. (3 crs.) Fall & Spring

**MMT 330 WEB PUBLISHING.** This course examines the complexity of publishing on the web and what makes an accomplished web designer / master by examining areas such as client-server computing, intranets and the Internet, HTML scripting, and server-based support. End-user interaction utilizing web page elements such as animations, sounds, and video is accentuated. Dynamic tools such as Java/JavaScript, Active-X and Shockwave are highlighted. Two lecture hours and three laboratory hours per week. Prerequisites: ART 120, MMT 180, MMT 320, or permission of the instructor. (3 crs.) Fall & Spring

**MMT 340 COMPUTER ANIMATION AND 3D IMAGING.** This course deals with the use of computers to create and animate three-dimensional appearing objects. Topics will include production strategies, basic modeling concepts, rendering, lighting, virtual cameras, and animation. Students will learn the fundamentals in the classroom and apply them in laboratory activities. Two lecture hours and three laboratory hours per week. Prerequisites: ART 120, MMT 180, or by permission of the instructor. (3 crs.) Fall & Spring

### **Music - MUS**

**MUS 100. INTRODUCTION TO MUSIC.** Exposes the student to the various historical, analytical and aesthetic elements of music, thereby providing an opportunity to broaden and enrich personal enjoyment. This exposure to music is made through the use of visual aids, audio and video recordings, and concerts. (3 crs.)

**MUS 104. VOICE CLASS.** This course is designed for students who want to improve their singing voice as a musically expressive instrument. Breathing, vocal placement and diction will be emphasized. Attention will also be given to improving sight-singing ability. (3 crs.)

**MUS 191 UNIVERSITY CHOIR.** The California University Choir provides an opportunity for students to sing a wide variety of music from both contemporary and traditional repertoire. The choir performs frequently on

campus and throughout Southwestern Pennsylvania. Choir membership is elective; an interview with the director is required. (1 cr., repeatable up to a maximum of 4 crs.)

**MUS 192 CALIFORNIA SINGERS.** A small (20-24 members) vocal ensemble, with membership determined by audition. The group performs entertainment music of all eras and many cultures; the style of performance is adapted to fit the music being performed, the audience, and the season. Smaller groups within the ensemble, such as the women's trio or men's quartet, may rehearse separately to prepare extra concert repertoire. Choreography, dialogue or mime is part of some performances (1 cr., repeatable up to a maximum of 4 crs.)

**MUS 196. JAZZ ENSEMBLE.** The Jazz Ensemble performs a wide variety of literature; from swing through fusion, funk, rock and ballad. Entrance is by an interview with the Jazz Ensemble Director. Required attendance at rehearsals and all public performances. Membership granted only by audition. (1 cr., repeatable up to a maximum of 4 crs.)

**MUS 198 UNIVERSITY MARCHING BAND.** The University Marching Band performs at football games and parades, and is the featured band at numerous marching band festivals. Membership in this ensemble is open to any interested instrumentalist or equipment technician. There is no audition, but an interview with the director is required. Membership is also open to any student interested in auditioning for Feature Twirler or for a position on the Auxiliary Unit as a Silk, Dancer, or Rifle. (1 cr., repeatable up to a maximum of 4 crs.)

**MUS 199. UNIVERSITY CONCERT BAND.** The University Concert Band performs a wide variety of traditional and contemporary literature written for the idiom. The University Concert Band performs at convocations and concerts both on and off campus. Membership in this ensemble is open to any interested instrumentalist. No audition is necessary, but an interview with the director is required. (1 cr., repeatable up to a maximum of 4 crs.)

**MUS 202 NORTH AMERICAN MUSIC** Presents a panoramic view of the musical activities in America from Colonial times through the present. Included in this study of American folk, popular and art music are the various aspects of primitive music, psalmody, early opera, and concert life. African and European folk music's influence in America, the singing school, the musical effect of European immigrants, and the roots of jazz and its ramifications. Prerequisite: MUS 100 is strongly recommended. (3 crs.)

**MUS 211. KEYBOARD CLASS.** For the beginning students interested in achieving facility at the piano. Includes playing of major and minor scales, patterns and fingerings. Chords (I, IV, V) in both major and minor keys followed by their inversions and the common tone chord sequence pattern. A student completing the course should be able to play simple songs by combining melody with chord accompaniment. It is expected that students will be at an entry level in keyboard experience. Prerequisite: MUS 215 or permission of instructor. (3 crs.)

**MUS 215. COMPREHENSIVE MUSICIANSHIP I.** Provides a knowledge of the fundamentals of music and an ability to execute basic skills, including the study of notation, rhythms and meters, major and minor scales and key signatures, intervals and chords. Basic ear training and an introduction to piano keyboard is also included. Strongly recommended for Elementary Education students and any others interested in strengthening their knowledge of music fundamentals. (3 crs.)

**MUS 300. JAZZ: HISTORY, FORM & ANALYSIS.** This course presents the historical background of jazz from 1900 to the present, the important artists and ensembles and their contributions to the art form, and analysis of jazz styles and forms via guided listenings to recordings, videos, and attendance at live performances. Prerequisite: MUS 100. (3 crs.)

**MUS 301. 20<sup>TH</sup> CENTURY MUSIC: HISTORY, FORM & ANALYSIS.** This course demonstrates and analyzes the compositional and performance techniques developed in 20<sup>th</sup> century art and popular music, and will identify those techniques as continuing earlier procedures or reacting to and breaking away from the music of earlier eras. The connection of new musical expression with societal, artistic, economic and historical developments of the 20<sup>th</sup> century will be shown. The student will acquire from this course an aural and intellectual grasp of new music trends, the vocabulary to discuss these trends and an acquaintance with the composers of the 20<sup>th</sup> century and with some of their works. Prerequisites: MUS 100 & MUS 215 or permission of instructor. (3 crs.)

**MUS 303. MUSIC MATERIALS & METHODS FOR THE CLASSROOM TEACHER, GRADES K-8.** This course is designed to show future teachers many effective ways to use music in the elementary and middle school classroom, as well as techniques to reinforce the teaching of the music specialist. Basic performance skills are developed, as well as K-8 classroom use of rhythm instruments, singing games, recordings, dances, part-singing and other creative activities. Information on resource material is researched and shared. Students will have the opportunity to practice-teach selected music topics in the K-8 classroom. Prerequisite: MUS 211, MUS 215 is strongly recommended. (3 crs.)

**MUS 304. AMERICAN MUSICAL: HISTORY, FORM & ANALYSIS.** This course presents the various historical, cultural, and social elements of the American Musical. This will be accomplished through the use of visual aids, audio recordings, television, video tapes, films, and whenever possible, attendance at live

performances. Experts in the field will be utilized as guest lecturers. Prerequisite: MUS 100 is strongly recommended. (3 crs.)

**MUS 306. THE OPERA: HISTORY, FORM & ANALYSIS.** This course will examine the origins, the history and the elements of opera and related dramatic works for voices with instruments. The analysis of various operas will reveal the relationship of plots and music to historical and national events taking place at the time of their composition. The entire class will attend a live opera performance if at all possible. Prerequisite: MUS 100, MUS 215 is strongly recommended. (3 crs.)

**MUS 308. THE SYMPHONY: HISTORY, FORM & ANALYSIS.** This course studies both the symphony as an orchestral performing ensemble and, in much greater depth, the symphony as a musical form or development that has been evolving and reinventing itself since the 18<sup>th</sup> century. Special notice will be taken of the effect of social, technological, philosophical, and economic changes on the historical development of the symphony to the present day. Prerequisite: MUS 100, MUS 215 is strongly recommended (3 crs.)

**MUS 315. COMPREHENSIVE MUSICIANSHIP II.** This course is designed for the student who wishes to acquire comprehensive musicianship skills. The student will learn the sol-fa system of note reading and interval identification, using both stationary and moveable tonic. Through sight singing and ear training exercises, the student will refine his or her aural skills. Students will learn to notate simple melodies dictated as well as to sing, whistle or hum melodies and chords represented by notation. Prerequisite: MUS 215. (3 crs.)

**MUS 109, 209, 309, 409. PRIVATE INSTRUCTION, BRASS I-IV** (1 cr.)

**MUS 119, 219, 319, 419. PRIVATE INSTRUCTION, PIANO I-IV** (1 cr.)

**MUS 129, 229, 329, 429. PRIVATE INSTRUCTION, PERCUSSION I-IV** (1 cr.)

**MUS 149, 249, 349, 449. PRIVATE INSTRUCTION, WOODWINDS I-IV** (1 cr.)

**MUS 159, 259, 359, 459. PRIVATE INSTRUCTION, VOICE I-IV** (1 cr.)

### **NMT Nanomanufacturing Technology**

**NMT 311 MATERIALS, SAFETY & EQUIPMENT OVERVIEW FOR NANOFABRICATION.** This course provides an overview of basic Nanofabrication processing equipment and material chemistry and handling procedures. The focus is on cleanroom protocol, safety, environmental and health issues in equipment operation and materials handling. Topics to be covered will include: cleanroom operation, safety, and health issues; vacuum pump systems operation, turbomolecular, cryo, diffusion, and dry mechanical pump systems; furnace operation, safety, environmental, and health issues (covering horizontal and vertical tube furnaces, and rapid thermal annealing tools); chemical vapor deposition system operation, safety, environmental, and health issues (covering gas delivery, corrosive and flammable gas storage, plumbing, regulators, and mass flow controllers); and vacuum deposition/etching system operation, safety, environmental, and health issues (covering microwave and RF power supplies, tuners, heating and cooling units, vacuum gauges, valves, and process controllers). Specific materials handling issues will include DI water, solvents, cleaners, ion implantation sources, diffusion sources, photoresists, developers, metals, dielectrics, and toxic, flammable, corrosive, and high purity gases as well as packaging materials. Prerequisites: Acceptance into the NMT Capstone Semester at Penn State (3 crs.) Fall, Spring & Summer

**NMT 312 BASIC NANOFABRICATION PROCESS.** This course provides an overview of basic processing steps in Nanofabrication (contact lithography, basic etching and deposition techniques). The majority of the course details a step-by-step description of the equipment and processes needed to fabricate devices and structures. Processing flow will be examined for structures such as microelectronic devices including diode, and the MOS capacitor. Students receive an in depth introduction to basic lithography from wafer preparation to final inspection. Contamination issues in nanofabrication are discussed in detail. Students will learn the similarities and differences in both equipment and process flows for each configuration by undertaking "hands-on" processing. Prerequisites: Acceptance into the NMT Capstone Semester at Penn State (3 crs.) Fall, Spring & Summer

**NMT 313 THIN FILMS IN NANOFABRICATION.** This course covers advanced thin film deposition and etching practices in Nanofabrication. Advanced deposition techniques covered in the first part of the course include: atmosphere, low-pressure and plasma enhanced chemical vapor deposition, sputtering, thermal and electron beam evaporation. Materials studied include: dielectrics (nitride, oxide), polysilicon (doped and undoped), and metals. The second part of the course focuses on advanced etching processes and techniques emphasizing: reactive ion etching (single wafer, batch), high-density plasma systems (ECR, MERIE, ICP), ion beam etching, and wet chemical etching. Students will receive hands-on experience in depositing and etching dielectric, semiconductor, and metallic materials using state-of-the-art tools and practicing many of the steps critical to Nanofabrication of semiconductor devices including microelectronics, MEMs devices, display structures, and structures used in the biotechnology fields. Prerequisites: Acceptance into the NMT Capstone Semester at Penn State (3 crs) Fall, Spring & Summer



**NMT 314 ADVANCED LITHOGRAPHY AND DIELECTRICS FOR NANOFABRICATION.** This course covers all aspects of advanced lithography from design and mask fabrication to pattern transfer and inspection. The course is divided into three major sections. The first section describes the advanced lithographic process from substrate preparation to exposure. Most of the emphasis is on understanding the nature and behavior of photoresist materials. The second section examines systems and techniques that define patterns. This section will introduce specialized optical masks and reticles, aligners, steppers and scanners. In addition, critical dimension (CD) control and profile control of photoresists will be investigated. The last section will discuss advanced optical lithographic techniques such as phase shifting masks and illumination schemes as well as e-beam, e-ray, EUV, and ion beam lithography. A section about engineering dielectrics is also discussed. Prerequisites: Acceptance into the NMT Capstone Semester at Penn State (3 crs) Fall, Spring & Summer

**NMT 315 MATERIALS MODIFICATION IN NANOFABRICATION.** This course will cover in detail the processing steps used in modifying material properties in Nanofabrication. Evaluate thermal budget requirements using state-of-the-art tools. An intensive study of metals used in nanotechnology aids the student in understanding the various methods of metalization such as: CVD, evaporation, and sputtering. Metal applications for interconnect technologies will be examined. Aluminum, refractory metals and copper deposition techniques and characterization will be discussed in detail along with topics such as diffusion barriers, contact resistance, electromigration, corrosion, stress effects, and adhesion. Other modification technologies such as ion implantation, diffusion and surface preparation and treatment are integrated as well. An intensive study of dielectric properties and materials including: dielectric constant engineering, mechanical, optical, and electrical characteristics, poly, BSG, PSG, SOG, and BPSG gives the student further insight into advanced device fabrication. Material properties and basic device structures will be discussed for the optoelectronic market. Prerequisites: Acceptance into the NMT Capstone Semester at Penn State (3 crs.) Fall, Spring & Summer

**NMT 316 CHARACTERIZATION, PACKAGING, AND TESTING OF NANOFABRICATED STRUCTURES.** This course examines a variety of techniques and measurements essential for controlling device fabrication and final packaging. We will revisit concepts such as residual gas analysis introduced in NMT 211, optical emission spectroscopy (OES) and end point detection will be discussed as introduced in NMT 213. Characterization techniques such as: Mastery of techniques such as surface profilometry, advanced optical microscopy, optical thin film measurements, ellipsometry, and resistivity/conductivity measurements will be implemented nanofabricated samples. Basic electrical measurements on device structures for yield analysis and process control will also be stressed. These will include breakdown measurements, junction testing, and C-V and I-V tests and simple transistor characterization. In addition, we will examine mechanical as well as electrical characteristics of nanostructures for biological/biomedical applications. The students will perform DNA analysis by learning and performing the polymerase chain reaction for DNA replication. They will also study and manufacture microfluidic channels for biological analysis. An extensive overview of biology will be given with emphasis on biocompatible materials. The student will also learn about the manufacturing issues involved in subjects such as: interconnects, isolation, and final device assembly. The importance of planarization techniques such as deposition/etchback and chemical/mechanical polishing will be emphasized. Lastly, packaging procedures such as die separation, inspection bonding, sealing and final test for both conventional IC's and novel MEM and biomedical devices will be examined. Prerequisites: Acceptance into the NMT Capstone Semester at Penn State (3 crs.) Fall, spring & summer

**NMT 495 NANOFABRICATION MANUFACTURING TECHNOLOGY INTERNSHIP.** Student interns are placed with a nanofabrication manufacturing technology-related organization related to their future employment goals. The intent of the internship is to provide students with practical work or research experience in an environment in which they will be dealing with practical problems requiring real solutions in a relatively short timeframe. Advisor and department chairperson approval is required before course enrollment. Prerequisite: Upper level standing. (6-12 crs.) Fall, spring & summer.

#### **Nursing (BSN Program) - NUR**

**NUR 101. WOMEN'S HEALTH ISSUES.** This course addresses various health care issues, needs and concerns of women. Emphasis is on the biological, developmental, psychological and social concepts related to women's health care. OPEN TO ALL STUDENTS. (3 crs.)

**NUR 105. PARENTING: INSIGHTS AND ISSUES.** This course examines the challenge of parenthood and effective parenting. Explication of the functions, process and problems of parenting serves as a foundation for discussion of effective parenting skills and behaviors. OPEN TO ALL STUDENTS. (3 crs.)

**NUR 120. THE INFORMED HEALTH CONSUMER.** This course examines the role of consumer movement and its relationship to the health care delivery system. Emphasis is placed on educating the consumer to knowledgeably and effectively use the health care delivery system. OPEN TO ALL STUDENTS. (3 crs.)

**NUR 330. PHILOSOPHY OF PROFESSIONAL NURSING.** Focuses on theoretical frameworks for professional nursing practice, including an introduction to the nursing process and general systems theory. Assignments help students develop and apply a personal philosophy of professional nursing, and to independently plan appropriate interventions for multicultural clients of all ages. Prerequisite: BSN Status. (3 crs.) Fall.

**NUR 350. HEALTH ASSESSMENT.** Concepts and skills of history-taking and physical assessment are emphasized, focusing on the variations in approach as well as in findings at different stages of human development. Prerequisite: BSN Status. (3 crs.) Fall.

**NUR 370. METHODS OF NURSING RESEARCH.** Basic concepts and methods related to the research process. Opportunity is provided for the development of critical thinking and decision-making skills needed by the professional nurse to analyze and evaluate research findings for application to practice. Prerequisite: BSN Status. (3 crs.) Spring.

**NUR 375. LEADERSHIP AND CHANGE IN NURSING.** Enhances leadership skills through analysis of theories/concepts and experiential exercises. Practicums provide for application of general systems theory in critical analysis of situations and decision-making within the practice of nursing to meet emerging health needs of consumers. Prerequisite: BSN Status. (6 crs.: 3 crs. Theory, 3 crs. Clinical) Spring.

**NUR 406. SCHOOL HEALTH NURSING.** Examines the role of the school nurse in relation to child health supervision and health education for the school-age population. Clinical practicum involves preceptorships with certified school nurses in local districts. Prerequisite: BSN Status. (6 crs.: 3 crs. Theory, 3 cr. Clinical). Spring, even years.

**NUR 410. RESEARCH UTILIZATION IN NURSING.** Differentiates between conducting research and research utilization. Through participation in research utilization activities, students learn to synthesize research-based knowledge into applicable protocols of care and to utilize research on an organizational level. Prerequisite: NUR 370. (2 crs.) Fall.

**NUR 450. TRENDS AND ISSUES IN NURSING.** Analysis of professional nursing as well as bioethical issues from historical and contemporary viewpoints with implications for professional nursing practice in the health care delivery system. Prerequisite: BSN Status. (3 crs.) Spring.

**NUR 470. FAMILY HEALTH NURSING.** An introduction to the theory and practice of family nursing. A variety of nursing theories, as well as general systems theory, will provide the basis for serving families as units as well as family subsystems and individual family members. Clinical experiences will focus on home care of families for health promotion, restoration, and/or rehabilitation. Prerequisite: NUR 330 & NUR 350. (6 crs.: 3 crs. Theory, 3 crs. Clinical) Fall.

**NUR 475. COMMUNITY HEALTH NURSING.** Focuses on the synthesis of theories from nursing and the public health sciences with emphasis on improving the health of the community by identifying sub-groups that are at risk. Clinical activities focus primarily on health promotion directed toward a total community or population group. Prerequisite: BSN Status. (6 crs.: 3 crs. Theory, 3 crs. Clinical) Spring.

**NUR 485. PROFESSIONAL DEVELOPMENT IN NURSING.** Examines professional growth from entry into the BSN program to graduation. This capstone course culminates in completion of a professional portfolio. Prerequisite: This course must be taken the final semester in the nursing major. (1 cr.) Fall & spring.

### **Philosophy - PHI**

**PHI 100. PERSPECTIVES IN PHILOSOPHY.** An introduction to such major philosophical issues as the nature of knowledge, reality, religion and morals. (3 crs.)

**PHI 115. LOGIC AND LANGUAGE.** An introduction of basic principles and techniques for distinguishing correct from incorrect reasoning. (3 crs.)

**PHI 200. WORLD RELIGIONS.** The study of the seven world religions, including their origins and doctrines. (3 crs.)

**PHI 201. HISTORY OF ANCIENT PHILOSOPHY.** Study of the pre-Socratic philosophers, Plato, Aristotle, the Stoics, Epicureans, and the Skeptics. (3 crs.)

**PHI 206. SIXTEENTH TO EIGHTEENTH CENTURY PHILOSOPHY.** From Descartes to Kant; modern philosophy in the wake of the Scientific Revolution and the Reformation. (3 crs.)

**PHI 211. FORMAL LOGIC I.** Introduction to the syntax and semantics of truth-functional and first-order languages and also to proof theories for such languages. (3 crs.)

**PHI 220. ETHICS.** An examination of selected ethical systems and their philosophical foundations, with special emphasis on understanding such basic moral concepts as good, right and duty. (3 crs.)

**PHI 225. SOCIAL AND POLITICAL PHILOSOPHY.** An examination of selected social or political systems and their philosophical foundations. Special emphasis on such basic concepts as natural rights, equality, justice, individual freedom and political authority. (3 crs.)

PHI 231. PHILOSOPHY OF RELIGION. A consideration of the nature of religion, speculations and arguments about the nature and existence of God, the possibility of religious knowledge, claims to religious experience and revelation, the problem of evil, the belief in immortality and the meaning of religious language. (3 crs.)

PHI 247. SCIENCE, TECHNOLOGY, AND SOCIETY. Examines the philosophical issues that stem from the impact that evolving science and technology have on people's beliefs, values, and behavior. (3 crs.)

PHI 270. PHILOSOPHY OF MARXISM. An examination of the basic texts of Marx and Engels and the subsequent development of Marxist Philosophy. Attempts a critical evaluation in light of contemporary political philosophy. (3 crs.)

PHI 305. MEDIEVAL PHILOSOPHY. Begins with Neo-Platonism and proceeds with such thinkers as Augustine, Eigena, Anselm, Thomas Aquiliam of Ockham. (3 crs.)

PHI 307. MEDICAL ETHICS. This course extends the study of ethics – theoretical and applied – to moral dilemmas and decision making in the field of medicine and health related professions. (3 crs.)

PHI 310. NINETEENTH CENTURY PHILOSOPHY. A survey of the development of German idealism after Kant and the voluntaristic reactions to it. Also considers British Empiricism and French Positivism. (3 crs.)

PHI 312. FORMAL LOGIC II. A continuation of PHI 211 Formal Logic I, with emphasis on the meta-theory of truth-functional and first-order languages. It also considers selected topics in the Philosophy of logic and the philosophy of mathematics. Prerequisite: PHI 211. (3 crs.)

PHI 320. ETHICAL THEORY. An examination of the possibility and nature of ethical knowledge and the meaning of moral discourse. Special consideration is given to contemporary discussions. (3 crs.)

PHI 325. PHILOSOPHY OF SCIENCE. A study of the methods, concepts and presuppositions of scientific inquiry. An attempt is made to understand the historical development of science in the context of various theories of knowledge and reality. (3 crs.)

PHI 335. AESTHETIC THEORY. An examination of the nature and basis of criticism in the fine arts and literature, the nature and function of art, aesthetic standards, the concept of beauty, artistic creativity and the meaning of truth in literature and the arts. (3 crs.)

PHI 370. THE PHILOSOPHY OF LAW. A survey of the debate about the concept of law in the history of philosophy and an examination of the recent revival of the debate in greater detail. Specific topics include the nature of legal reasoning, the legal enforcement of morality, the problem of responsibility, and the concept of justice. (3 crs.)

PHI 405. EPISTEMOLOGY. An examination of selected theories of knowledge including contemporary discussions. (3 crs.)

PHI 410. METAPHYSICS. Studies general problems and theories concerning the nature of reality. (3 crs.)

PHI 415. PHILOSOPHY OF MIND. An examination of important stages in the philosophical development of the notion of mind. Discusses such contemporary problems as the relation of mind and body and the nature of consciousness, and analyzes such notions as will, emotion, action and memory. (3 crs.)

PHI 426. PHENOMENOLOGY AND EXISTENTIALISM. A study of the historical background and development of twentieth century European Philosophy, with particular emphasis on such philosophers as Husserl, Heidegger, Sartre and Merleau-Ponty. (3 crs.)

PHI 431. ANALYTIC PHILOSOPHY. An exploration of selected philosophical issues (e.g., knowledge, truth and meaning), utilizing recent work in conceptual and methodological analysis. Though the course is usually problem-oriented, a good deal of the history of recent Anglo-American Philosophy is covered. Recommended prerequisites: PHI 206 and a Logic course. (3 crs.)

PHI 459. TUTORIAL IN PHILOSOPHY. (Variable crs.)

PHI 470. SPECIAL PROBLEMS IN PHILOSOPHY. A discussion of some special problem or issue in philosophy. (3 crs.)

PHI 490. SEMINAR IN PHILOSOPHY. A discussion of either one prominent philosopher or a movement in philosophy. (3 crs.)

#### **Physical Science - PHS**

PHS 117. BASIC PHYSICAL SCIENCE. An elementary, non-laboratory approach to the physical world. Topics may be selected jointly by the students and the instructor. Three class hours each week. (3 crs.) Spring & fall.

**PHS 120 Basic Physical Science with Laboratory.** Basic Physical Science (L) is a laboratory oriented course in physical science for nonscience majors. Laboratory activities/experiments are assigned, providing a "hands on" introduction to experimental methods of scientific investigation. Each activity provides opportunities for the student to discover the practical knowledge necessary for a well-rounded understanding of physical science. (3 crs.) Spring & fall.

**PHS 125. OBSERVATIONAL ASTRONOMY.** This course is designed to present an opportunity to acquire a general understanding of the Night-Time sky as it relates to Astronomy as well as experiences and opportunities for observation. Two class hours each week. (2 crs.)

**PHS 136. INTRODUCTION TO ENVIRONMENTAL CHEMISTRY.** This course provides a knowledge of basic chemical principles and applies that knowledge to a consideration of current environmental issues such as ozone depletion, global warming, air and water pollution, and the hazards of radioactivity. It is primarily intended for the nonscience major. (3 crs.) Summer.

**PHS 137 Introduction to Environmental Chemistry.** This course provides a brief overview of basic chemistry and then examines the environment from a chemical viewpoint. It offers certified GLOBE Training (WWW.GLOBE.GOV.) to current and future primary and secondary grade teachers. It is a lab-component course and is on the natural science, critical thinking, and technology literacy general education menus. No Prerequisites. Three class hours per week. (3 crs.) Spring, summer & fall.

**PHS 145. ASTRONOMY.** A presentation of methods of investigation and results of astronomical discoveries. Survey of facts and important astronomical theories. Solar system, what is a star, multiple star systems, variable stars and stellar evolution will be discussed. Instruments of the astronomer, telescopes, spectroscopes will be used. Three class hours each week. (3 crs.) Spring, summer & fall.

#### **Physical Therapist Assistant - PTA**

**PTA 100. INTRO TO PTA.** An overview of the discipline of physical therapy and the role and function of the physical therapy assistant. Additional topics include examinations of the history of physical therapy, physical therapy professional organizations, legal and ethical issues, and commonly encountered pathologies. (3 crs.) Fall.

**PTA 101. BASIC PHYSICAL THERAPY PROCEDURES.** This course provides an introduction to basic physical therapy patient care procedures in a laboratory format. Topics covered include body mechanics, positioning and draping, vital signs, basic exercise, transfer activities, wheelchair features and activities, ambulation aids and activities, infection control, wound care, emergencies, and a review of the Americans with Disabilities Act. Prerequisite: PTA 100 and admission into the Physical Therapist Assistant Program. (1 cr.) Fall.

**PTA 110. INTRO TO PATHOLOGY.** This course examines the disease process on the cellular, histological and systemic levels. Particular emphasis is placed upon those pathologies commonly encountered by the physical therapist assistant in pediatric, geriatric, orthopedic and neurologic patient populations. (2 crs.) Summer.

**PTA 150. PHYSICAL THERAPY CLINICAL INTERNSHIP.** This introductory clinical internship provides the physical therapist assistant student with extensive observation of activities such as patient care, administration, quality assurance, and supervision of other supportive personnel. In addition, students begin to treat patients using principles common to all procedures. Prerequisite: Formal admission into the physical therapy assistant program and completion of PTA 100. (3 crs.) Summer.

**PTA 200. PROFESSIONAL ISSUES FOR THE PTA.** This course is an examination of the legal, ethical and professional aspects of a career in physical therapy. Important issues such as liability, malpractice, proactive acts, and reimbursement are discussed. Special attention is focused on the importance of research and preparation for the PTA State Board Examination. Prerequisite: Formal admission into the physical therapy assistant program. (2 crs.) Spring.

**PTA 205. INTERVENTIONS IN CARDIOPULMINRY IMPAIRMENTS.** An examination of the anatomy, physiology and pathology of the cardiopulmonary system. Specific methods of assessment and intervention, including indications and contraindications, are explored for a myriad of cardiopulmonary conditions. The laboratory portion of the course enables students to develop and practice specific psychomotor skills pertaining to cardiopulmonary rehabilitation. Prerequisite: Formal admission into the physical therapy assistant program. (2 crs.) Fall.

**PTA 210. INTRVENTIONS IN NEUROLOGICAL IMPAIRMENTS.** This course is an examination of the etiology, signs and symptoms and effects of pathologies to the central and peripheral nervous systems. Development of patient goals and physical therapy plans for specific neurological disorders are also presented. Specific treatment procedures and techniques are demonstrated and practiced in the laboratory setting. Prerequisite: Formal admission into the physical therapist assistant program. (4 crs.) Fall.

**PTA 225. INTERVENTIONS IN ORTHOPEDIC IMPAIRMENTS.** This course guides the physical therapist assistant student from fundamentals and theory through practice in orthopedic rehabilitation. Emphasis is placed

on rehabilitation treatment options for all major joints to reduce pain and swelling, increase motion and strength, enhance balance and proprioception, and restore function. The course will also examine the role of the physical therapist assistant in prosthetic and orthotic management. Prerequisite: Formal admission into the physical therapist assistant program. (4 crs.) Fall.

**PTA 230. PHYSICAL THERAPY INTERVENTIONS CROSS THE LIFESPAN.** This course will illustrate the continuum of pathologies, impairments and interventions across a lifespan, i.e. gestation, pediatric, adult, middle age and geriatric. This course will include pathologies from populations who are not included in the classifications of the other professional level classes in the program [wound care, burn care, breast cancer, pregnancy, postpartum]. Lab experiences will include interaction with pediatric through geriatric clients at the Center in the Woods and a youth center in Charleroi. The emphasis of the lab will be to allow students the opportunity to adapt interaction to the age and abilities of the client. Fall.

**PTA 300. PHYSICAL THERAPY CLINICAL INTERNSHIP II.** This clinical internship provides physical therapist assistants with the opportunities to perform their responsibilities under appropriate physical therapist or physical therapist assistant supervision and with positive role modeling. The experience provides exposure to a variety of patients and learning activities. Prerequisite: All physical therapist assistant coursework must be completed with the exception of PTA 200. (12 crs.) Spring.

### **Physics - PHY**

**PHY 101. COLLEGE PHYSICS I.** Introductory Physics. Vectors, mechanics, energy, momentum, conservation principles and oscillatory motion. Three class hours and three laboratory hours each week. Corequisite: MAT 281 (4 crs.) Spring.

**PHY 121. GENERAL PHYSICS I.** An introductory non-calculus course dealing with mechanics and heat. Three class hours and three laboratory hours each week. Functional knowledge of algebra and elementary trigonometry is assumed. (4 crs.) Spring, Summer & Fall.

**PHY 122. GENERAL PHYSICS II.** An introductory non-calculus course addressing the areas of sound, light and electricity and magnetism. Three class hours and three laboratory hours each week. Prerequisite: PHY 121. (4 crs.) Spring, summer & fall.

**PHY 202. COLLEGE PHYSICS II.** A continuation of College Physics I. Heat and thermodynamics, hydrostatics, waves and sound, electricity, magnetism and AC circuits. Three class hours and three laboratory hours each week. Prerequisite: PHY 101. Corequisite: MAT 282. (4 crs.) Fall.

**PHY 203. COLLEGE PHYSICS III.** A continuation of College Physics II. Maxwell's equation and electromagnetic waves, light, atomic and nuclear physics, and special relativity. Some review of material from College Physics I and II. Three class hours and three laboratory hours each week. Prerequisite: PHY 202. Corequisite: MAT 381. (4 crs.) Spring.

**PHY 221. INTERMEDIATE MECHANICS.** Vector calculus, Newtonian kinematics, and dynamics of many particle systems with emphasis on integral relations, motion in a central potential, scattering theory, systems with constraints, variational principles in mechanics, small oscillations, wave equations, and special relativity. Three class hours and three laboratory hours each week. Prerequisite: PHY 202. Corequisite: MAT 381. (4 crs.) As needed.

**PHY 301. INTERMEDIATE ELECTRICITY AND MAGNETISM.** Electric and magnetic fields and energy, the effects of matter on them, circuits, Maxwell's equations, electromagnetic waves. Vector calculus and differential equations used. Prerequisites: PHY 203 and MAT 381. Recommended PHY 221, MAT 382 and MAT 341. Three lecture hours and three laboratory hours each week. (4 crs.) As needed.

**PHY 331. MODERN PHYSICS.** Relativistic kinematics and dynamics, particle and wave aspects of radiation and particles, the structure of the hydrogen atom, and the many-electron atoms. Quantum mechanics introduced for the first time here. Prerequisites: PHY 203, MAT 381. (3 crs.) As needed.

**PHY 341. MATHEMATICAL METHODS OF PHYSICS.** Vector calculus, Fourier series and integrals, ordinary differential equations, partial differential equations, general series representations of functions and special functions. Prerequisites: PHY 203 and MAT 381. (3 crs.) As needed.

**PHY 375. RADIATION AND OPTICS.** This course begins with a review of Maxwell's equations and wave analysis. The course then goes into Fraunhofer diffraction, radiation from atoms, polychromatic waves, magneto-optic and electro-optic effects, and introduction of laser and maser theory. Prerequisite: PHY 301. (3 CRS.) As needed.

**PHY 376. STATISTICAL AND THERMAL PHYSICS.** Statistical methods, statistical thermodynamics, macroscopic thermodynamics and its relation to statistical mechanics, application of statistical methods to gases and solids, phase equilibrium, and quantum statistics. (3 crs.) As needed.

**PHY 410. PHYSICS INTERNSHIP.** The student is provided an opportunity to work in an industrial or non-profit research laboratory, and the practical training is intended to supplement the student's coursework. Prerequisite: Junior standing and permission of the department chair. (Variable crs.) Spring, Summer & Fall.

**PHY 451. ADVANCED LABORATORY I.** Experiments selected from topics discussed in Modern Physics. The lecture time is used to discuss error analysis, curve fitting, and points of interest to the laboratory reports. Prerequisite: 12 Physics credits. One class hour each week and three laboratory hours each week. (1 cr.) As needed.

**PHY 475. ASTROPHYSICS.** Topics concerning stellar evolution include observations, physical states of the stellar interior, evolutionary phases and initial and final stellar structure, and some vital statistics of the stars. (3 crs.) As needed.

**PHY 495. PHYSICS SEMINAR.** An introduction to literature, history, teaching, and research methods in the physical sciences. Prerequisites: Junior standing and at least 19 hours of physics (including College Physics I-II) (1 cr.) Spring, Summer & Fall.

### **Political Science - POS**

**POS 100. INTRODUCTION TO POLITICAL SCIENCE.** This course is designed to introduce students to key ideas, institutions, processes, and actors in the political world. It is intended to be a general, not detailed, examination, and attempts to encourage understanding, reflection and critical thinking. (3 crs.) Fall & Spring

**POS 105. AMERICAN POLITICS** This is an introductory course in American government, focusing on the major institutions and processes in the American political system. Topics discussed in the course include separation of powers, checks and balances, civil liberties, political parties, the Congress, the President, the Supreme Court, federalism, and policy-making processes. (3 crs.) Fall & Spring

**POS 205. MUNICIPAL GOVERNMENT.** The organizational forms of municipalities, the process of decision-making and implementation, and proposed solutions to problems of an urban society. (3 crs.)

**POS 210. POLITICS OF WESTERN EUROPE.** A comparative analysis of the institutions, processes, and policies of the nations of Great Britain, France, and Germany, and how these nations relate to the United States system. Prerequisites: POS 100 and POS 105. (3 crs.) Spring

**POS 219. THE MASS MEDIA AND AMERICAN POLITICS.** The interaction of politics and the mass media within American society. Topics include media effects on political socialization, techniques of opinion manipulation, propaganda, press responsibility, public opinion polling, and government control of the media. Special attention is devoted to the use of television as an instrument of communication. Prerequisite: POS 105. (3 crs.)

**POS 220. INTRODUCTION TO PUBLIC ADMINISTRATION.** Primarily an introduction to the study of American public administration, this course seeks to achieve several broad objectives. First, it conveys an understanding of the significant role played by administration in present-day American government and of the implications of that role for a democratic society. It has the further purpose of providing insight into the specific relationships between administration and the broad political environment from which it arises and in which it operates. Finally, and mainly, the course offers opportunity for consideration of those more specialized and technical factors, such as public organization, public personnel, budgeting, and executive leadership, that are involved in the formulation and administration of public policy. Prerequisites: POS 100, POS 105. (3 crs.)

**POS 222. THE ADMINISTRATION OF CRIMINAL JUSTICE IN THE UNITED STATES.** The operations of the criminal justice system in the United States. Topics include crime in American, the rule of law, the role of the police, the function of the prosecuting and defense attorneys, criminal courts and trial processes, sentencing, corrections, incarceration, probation and parole. Prerequisite: POS 105. (3 crs.)

**POS 228. DEVELOPMENT OF POLITICAL THOUGHT: CLASSICAL AND MEDIEVAL.** The basic ideas, values, and methods of the profound political thinkers and philosophers from Classical Greece, Rome, and the Christian Church. Prerequisites: POS 100 and POS 105. (3 crs.) Fall

**POS 229. DEVELOPMENT OF POLITICAL THOUGHT: MODERN.** A sequel to the questions and approaches raised in POS 228. The major political philosophers from the Renaissance to the beginning of the twentieth century. Prerequisites: POS 100 and POS 105. (3 crs.) Spring

**POS 235. INTERGOVERNMENTAL RELATIONS.** A treatment of the organization, powers, functions, and problem of state and local governmental units. Emphasis is placed on the growing complexity of relationships among the various levels of government as a result of technological developments and the growth of metropolitan areas. (3 crs.)

**POS 236. INTRODUCTION TO INTERNATIONAL RELATIONS.** A practical and theoretical introduction to a study of systematic patterns in international relations. Includes analysis of rules, instruments, processes, decision-making factors, and conflict resolution. (3 crs.) Spring

**POS 237. INTERNATIONAL ORGANIZATIONS.** An analysis and evaluation of the United Nations and other international organizations, and of some of the theoretical concepts and practical problems involved. Prerequisite: POS 100 or permission of instructor. (3 crs.)

**POS 300. INTRODUCTION TO PUBLIC POLICY.** Primarily in seminar fashion. Students present and discuss major ideas from assigned readings. Formal lectures are also scheduled when needed to present basic ideas and information. Prerequisite: Any Political Science course or permission of the instructor. (3 crs.)

**POS 301. QUANTITATIVE POLITICAL ANALYSIS.** A description, analysis, and application of basic research tools in the discipline of Political Science. Prerequisite: POS 101, 105, or permission of the instructor. (3 crs.)

**POS 306. CONGRESS.** An intensive examination of the legislative problems and procedures of Congress. Students are introduced to such topics as the representational functions of Congress, the role of parties and leaders in Congress, the importance of the committee system, and the forces affecting congressional decision-making. Prerequisite: POS 105 or permission of the instructor. (3 crs.) Alternate Fall

**POS 307. REVOLUTION.** A comparative study of the phenomenon of revolution, encompassing the causes, events, and principal actors in those periods that culminate in the outbreak of violent political change. Prerequisites: POS 100 and POS 105. (3 crs.) Spring

**POS 310. THE PRESIDENCY.** Intensive study of the American presidency, focusing on personality, organization of the office, use and misuse of power, and policy making. Prerequisite: POS 105 or permission of instructor. (3 crs.) Alternate Fall

**POS 311. CYBERPOLITICS.** An examination of the impact of the Internet on American democratic institutions and processes, focusing on campaigns and elections, civil liberties, law enforcement, national security, and public policies, including cyber-democracy, cyber-terrorism, law enforcement issues of wire tapping and encryption, education, taxes, entitlements, business, and medicine. (3 crs.)

**POS 312. POLITICS OF THE WORLD ECONOMY.** This course will be concerned with understanding the politics of the world economy. The emphasis will be on the contemporary structure of the international political economy, how it emerged and what actions and policy responses – by international institutions, governments, multinational corporations and labor unions – continue to shape its order. The student will also gain knowledge of how his or her life is impacted by the world economy and what future opportunity exists there. (3 crs.) Alternate Fall

**POS 314. CONSTITUTIONAL LAW: GOVERNMENTAL POWERS.** A study of the major provisions of the American Constitution and the growth of American constitutional law based on analysis and discussion of leading judicial decisions. Prerequisite: POS 105 or permission of instructor. (3 crs.)

**POS 315. CONSTITUTIONAL LAW: CIVIL LIBERTIES & CIVIL RIGHTS.** A study of the development and meaning of the rights and liberties guaranteed to persons under the Constitution of the United States. Special emphasis is placed on the antecedents of and the adoption of the Bill of Rights and a description of the court structure through which the meaning of civil liberties is determined in specific situations. Prerequisite: POS 105 or permission of the instructor. (3 crs.) Alternate Spring

**POS 316. JUDICIAL POLICY & POLITICS.** Intensive study of the judicial process in the United States and the relationship between the judicial system and the larger American social system. Prerequisite: POS 105 or permission of the instructor. (3 crs.)

**POS 317. NONQUANTITATIVE TECHNIQUES FOR POLICY PLANNING.** A course on nonquantitative techniques used in decision making: case studies, field research (e.g., theoretical sampling and semi-structured interviews), nominal group technique, idea writing, future imaging, timelines, Delphi questionnaires, and focus groups. (3 crs.)

**POS 318. POLITICAL PARTIES & PRESSURE GROUPS.** A course on the roles political parties and pressure groups play in electoral politics and policy making. (3 crs.) Alternate Spring

**POS 319. CAMPAIGNS AND ELECTIONS.** A course on political campaigns and elections, which combines theory and practice. The emphasis is placed on campaign strategy. (3 crs.) Alternate Fall

**POS 320. U. S. FOREIGN POLICY.** Policy objectives, patterns of decision-making, and U.S. foreign policy actions. The roles of interest groups, public opinion, Congress, and other external influences in U. S. foreign policy are also examined. Prerequisite: POS 105. (3 crs.) Fall

**POS 322. POLITICS OF THE MIDDLE EAST.** A comparative analysis of institutions, processes, and politics of Middle Eastern governments and how these have been shaped by international relations of the region. Prerequisite: POS 100. (3 crs.) Fall

**POS 323. POLITICS OF LATIN AMERICA.** A comparative analysis of institutions, processes, and politics of Latin American countries and how these have been shaped by the international relations of the region. Prerequisite: POS 100. (3 crs.) Spring

**POS 324. PUBLIC SECTOR MANAGEMENT.** A synthesis of management theories, practices, and politics in complex public organizations, including: Public organization theories, public personnel management principles and practices, public budgeting systems, and the relations among politics, law, and management in public organizations. (3 crs.)

**POS 325. POLITICS OF ASIA.** A comparative analysis of the institutions, processes, and policies of China, Japan, and India and how these nations relate to the system in the United States. Prerequisites: POS 100 and POS 105. (3 crs.) Spring

**POS 326. POLITICS OF AFRICA.** A comparative analysis of the institutions, processes and politics of selected African nations, and their place in the international arena. (3 crs.)

**POS 327. CONTEMPORARY POLITICAL THOUGHT.** A general survey of the major political ideas and thinkers of the twentieth century, drawing connections between these ideas and contemporary developments in philosophy, psychology, economics, and sociology. Prerequisites: POS 100 and POS 105. (3 crs.) Fall

**POS 329. INTERNSHIP IN POLITICAL SCIENCE.** Practical field experience to supplement academic work, developing professional competencies in research and communication skills. (Variable crs.) Fall, spring & summer

**POS 330. AMERICAN POLITICAL IDEAS.** An advanced course in political theory: the major political ideas and controversies that are associated with the development of American political thought. Prerequisite: Any Political Science course or permission of the instructor. (3 crs.) Spring

**POS 335. ADMINISTRATIVE LAW.** The legal structure and political environment within federal administrative agencies in the United States that formulate public policy. Emphasis is given to the growth of the administrative state within the United States, the necessity for the delegation of legislative authority to administrative agencies and the need for judicial control of the bureaucracy. Prerequisite: POS 100 & POS 105 or permission of the instructor. (3 crs.)

**POS 340. THE POLITICS OF EMPIRES.** This course will explore how the organization and evolution of international order has been influenced and determined by empires and imperial political systems from the classical era until the contemporary age. The student will study not only the structure and practice of imperial institutions and patterns of international order, but their impact upon the social, economic and cultural life of those who lived within their authority. The nature of empires will also be considered according to the nature of their political legitimacy, from royal legitimacy to the development of trade to more modern ideological manifestations. The course will conclude with a treatment of the prospect and validity of empire and imperial organization in our own time. (3 crs.) Alternate Spring

**POS 360. POLITICSS, PALACES AND ART IN ISLAM.** This course will be concerned with understanding the classical and royalist patterns of Islamic politics and how these have been an enduring and formative influence in contemporary Islamic thought and practice. The emphasis will be on the arrangement of Islamic political and religious power, and how these are reflected in public architecture and art. The student will also gain knowledge and familiarity with the Umayyad, Tuqluq, Timurid, Fatimid, Safavid, Ottoman, and Mughal cultures and empires and how these continue to have resonance and meaning for today's Muslims. (3 crs.) Alternate Fall

**POS 379. SPECIAL PROBLEMS IN POLITICAL SCIENCE.** (Variable crs.) Fall, Spring & Summer

**POS 381. POLITICS OF RUSSIA.** Basic components of Russian politics: background history, Marxist ideology, and the historical development of Russian political institutions and practices from the Revolution to the present. Prerequisites: POS 100, POS 105. (3 crs.) Fall

**POS 415. PUBLIC OPINION AND POLITICAL BEHAVIOR.** Students will use the knowledge gained in this course to describe and forecast trends in public opinion, compare and contrast public opinion across demographic groups, analyze changes in public opinion over time, critically evaluate polling methodology, and use and apply discipline-specific methods to the study of public opinion and political behavior. Students will be able to use these skills in almost any career path they choose. (3 crs.) Fall

**POS 450. SEMINAR IN AMERICAN POLITICS.** This seminar, required of all Political Science majors, is designed to provide intensive examination of a specific and narrowly focused area in the field of American politics. The course is research-oriented and consists of individually prepared contributions by all participants, which are discussed and critically appraised by all members of the class. Prerequisite: Students taking this course must be Seniors majoring in Political Science. (3 crs.) Spring



## **Psychology - PSY**

**PSY 100. GENERAL PSYCHOLOGY.** This course is a general introduction to the scientific study of behavior and mental processes. It explores topics such as methods of research, physiological development of the individual, learning, motivation, emotions, cognitive processes, sensation, perception, testing, personality, mental disorders and their treatments and individual differences. Research as well as practical application is stressed. (3 crs.)

**PSY 205. CHILD PSYCHOLOGY.** Age-related changes in social, cognitive, emotional, and physical characteristics. Development from prenatal stages through later childhood is included. Socialization of the child is examined. Prerequisite: PSY 100. (3 crs.)

**PSY 206. ADOLESCENT PSYCHOLOGY.** Factors that influence the growth and development of adolescents. Emphasis on the relationship among physiological, psychological and sociological factors and theoretical systems used to describe, explain, predict, and work with adolescents. Prerequisite: PSY 100. (3 crs.)

**PSY 207. DEVELOPMENTAL PSYCHOLOGY.** The patterns of physical, mental, social and emotional development throughout the life span. Prerequisite: PSY 100. (3 crs.)

**PSY 208. EDUCATIONAL PSYCHOLOGY.** The learning process is examined, with emphasis on learning in school settings. The application of current theories and research findings to classroom situations is stressed. This course examines cognitive development, intelligence, motivation, discipline, behavioral objectives, and measurement and evaluation. Prerequisite: PSY 100. (3 crs.)

**PSY 209. INDUSTRIAL PSYCHOLOGY.** This course is a comprehensive introduction to the field of Industrial Psychology. It demonstrates the application of psychological principles of behavior to people work conditions. An examination of business and industrial activities and the role a psychologist plays in such activities. A strong emphasis on the practical and every day problems that confront people in the world of work. Prerequisite: PSY 100. (3 crs.)

**PSY 211. SOCIAL PSYCHOLOGY.** The interaction between the individual and social groups within a cultural context: the individual in a social role, social groups, and social institutions. The course will cover such topics as aggression, interpersonal attraction, group behavior, persuasion, and helping behavior. Prerequisite: PSY 100. (3 crs.)

**PSY 215. PSYCHOLOGY OF EXCEPTIONAL CHILDREN.** The psychological problems of children who have hearing, speech, mental and personality deficits, and of children who are culturally disadvantaged are explored, as well as characteristics of children of superior ability. A major purpose is to gain a functional understanding of these problems and of the procedures for helping to cope with them. The student is given the opportunity to gain firsthand experience with exceptional children in an observation of a special class in the public schools. Prerequisites: PSY 100; PSY 205 for Psychology Majors; PSY 205 or PSY 207 for non-psychology Majors. (3 crs.)

**PSY 222. PSYCHOLOGY OF STRESS MANAGEMENT.** Sources of stress, effects of stress, manifestations of stress and methods of coping with stress will be examined with the focus being on practical application. Prerequisites: PSY 100. (3 crs.)

**PSY 225. PSYCHOLOGICAL STATISTICS.** This course provides the student with an understanding of the basic concepts and techniques of descriptive and inferential statistics. The following statistical procedures are included: frequency distributions, measures of central tendency, measures of variability, z-scores and the normal curve, correlation, linear regression, probability and hypothesis testing, z-tests, t-tests, and one-way ANOVA (time permitting). Students may also gain some expertise in the use of SPSS, or other computer software packages. The emphasis is on comprehension, interpretation, and application, and not on memorizing formulae or calculation. Prerequisite: PSY 100 & MAT 181 (3 crs.)

**PSY 235. PSYCHOLOGY OF LEARNING.** The major areas of learning focused on are behavioral, (classical conditioning, operant conditioning and observational learning), cognitive and neurophysiological. In each of these areas, study progresses from basic research to applications. Historically influential theorists, such as Thorndike and Skinner, are discussed. Prerequisite: PSY 100. (3 crs.)

**PSY 305. PSYCHOLOGY OF PERSONALITY.** This course explores the essential factors that result in creating individual differences of human behavior and mental processes. Current theories and classical theories are studied to increase understanding of the development and structure of personality. The characteristics of the normal and the maladjusted personality are identified, with special concern for developmental patterns. Prerequisite: PSY 100. (3 crs.)

**PSY 310. MENTAL HEALTH/PSYCHOLOGY OF ADJUSTMENT.** Problems of personality and mechanisms of adjustment, including a study of the origin and resolution of conflicts, and the role of emotion in the patterns of behavior. Prerequisite: PSY 100. (3 crs.)

**PSY 311. PSYCHOLOGY OF GENDER ROLES.** Students explore how gender roles develop and how gender influences the daily lives of men and women. Aspects of life experience where gender plays an important role—including sexuality, education, occupations, physical and mental health, politics and the media—are explored. Multicultural and cross-cultural perspectives are integrated throughout the course. Prerequisite: PSY 100. (3 crs.)

**PSY 340. PSYCHOLOGICAL TESTING.** The nature and function of measurement in psychology with concentration on test construction problems and procedures and an examination of some typical tests in the fields of intelligence, personality, aptitudes, abilities, and interests. Prerequisites: PSY 100 & PSY 225. (3 crs.)

**PSY 345. HISTORY AND SYSTEMS OF PSYCHOLOGY.** This course explores the evolution of psychological thought starting with its philosophical roots. The major perspectives of psychology explored are Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalysis, Humanism, and Cognitive. When looking at the impact of central figures in the field, a more inclusive approach will be utilized. Understanding the contextual forces which shaped the discoveries and thinking of the times on the course of the development of psychology as a science is emphasized. Prerequisite: PSY 100. (3 crs.)

**PSY 350. PRINCIPLES OF BEHAVIOR MODIFICATION.** Applications of the principles of contemporary approaches to behavior modification are explored. Behavior-change techniques that are based on operant conditioning are emphasized. Some attention is also given to behavior therapy, which involves procedures based on classical conditioning. Examples of the uses of these techniques in counseling, clinical, and educational settings are reviewed. Students complete one or more applied projects. Prerequisite: PSY 100. (3 crs.)

**PSY 360. EXPERIMENTAL PSYCHOLOGY.** This is a writing-intensive course emphasizing the design of research strategies for evaluating hypotheses about behavior and the quantitative analysis of research results. Students design and conduct a research project using the statistical and research techniques of scientific psychology. Prerequisite: PSY 100 & PSY 225. (3 crs.)

**PSY 365. METHODS OF RESEARCH.** Hands-on experiences in conducting research and the scientific study of behavior. Students apply a variety of methods to research problems in a number of content areas and are exposed to the research literature in these areas. Also included is instruction in the preparation of a formal research report. Students will be expected to conduct one research study and write one research proposal. Prerequisites: PSY 100, PSY 225 & PSY 360. (3 crs.)

**PSY 370. INTERVIEWING SKILLS.** For students who will soon be seeking employment in an organizational setting, providing knowledge and practical experience in several different and specific types of interviews, especially the selection interview for employment, the career planning interview, exit interview and the performance evaluation interview. Prerequisites: PSY 100 & PSY 209. (3 crs.)

**PSY 375. PSYCHOPATHOLOGY IN CHILDHOOD.** This course explores the various psychopathological disorders of childhood. The particular manifestation in children will be discussed for each disorder, with emphasis on the quantitative nature of clinical symptom characteristics as illustrated by case studies. The differentiation between similar diagnoses and symptoms, as well as the relationships between each disorder and other emotional familial problems, will be discussed. Prerequisites: PSY 100 & PSY 205. (3 crs.)

**PSY 400. ABNORMAL PSYCHOLOGY.** A survey of behavior pathology including psychoses, neuroses, and character disorders including drug addiction and psychophysiological disorder together with a general consideration of etiology, treatment, and prognosis. Prerequisites: PSY 100 and 12 credits in Psychology. (3 crs.)

**PSY 410. CLINICAL CHILD PSYCHOLOGY.** This course is a comprehensive introduction to the field of Clinical Child Psychology. It will explore the major concepts, research findings, and professional issues influencing the practice of Clinical Child Psychology. Prerequisites: PSY 100, PSY 205 & PSY 375. (3 crs.)

**PSY 420. SCHOOL PSYCHOLOGY.** This course is a comprehensive overview of the field of school psychology. It will explore issues related to the role and functions of school psychologists including the psychoeducational assessment of children and adolescents, therapeutic interventions for school-age children, consultation, and legal and ethical issues in the practice of school psychology. This course has relevancy for students pursuing careers in education as well as for students pursuing careers in psychology. Prerequisite: PSY 100. (3 crs.)

**PSY 421. CLINICAL METHODS IN PSYCHOLOGY.** This course introduces students to the theory and practical application of major models utilized in the treatment of psychological disorders. Behavioral, Cognitive, Psychoanalytic and Systems approaches (among others) are explored with emphasis on their theoretical assumptions, techniques of intervention and associated personality theory. Students will learn to take into account individual differences (race, gender, and age among others) when considering the theories, techniques and other activities in clinical psychology endeavors. Prerequisites: PSY 100, PSY 305 & PSY 400. (3 crs.)

**PSY 422. CLINICAL SKILLS IN PSYCHOLOGY.** The focus of this course is on the specific techniques psychologists and other mental health practitioners use to create positive change in people. Students will learn the skills of active listening, empathy, cognitive reframing, crisis management, rapport building, and treatment

planning, among others. Students will also learn to enhance their effectiveness as positive change agents through self-reflection as well as acquisition of knowledge about the targets of intervention and their effectiveness. This course is considered the applied companion course to PSY 421. Prerequisites: PSY 100, PSY 350, PSY 400 & PSY 421. (3 crs.)

**PSY 425. INDEPENDENT RESEARCH.** This course is an opportunity for the student to integrate and synthesize all aspects of their prior collegiate academic experience as it relates to their chosen major of psychology. The student will review research methods and current research literature in an area that is of special interest to them, develop a proposal for further research on an approved project in an area of interest, conduct the research proposed, write a thesis, and present the findings in an appropriate forum. Prerequisites: PSY 100, PSY 365 and senior standing. (3 crs.)

**PSY 428. CURRENT TOPICS IN INDUSTRIAL PSYCHOLOGY.** A more in-depth survey of several important issues considered in PSY 209, including organizational dynamics, psychological evaluations, employee rights laws, worker motivation, training and performance evaluation. Prerequisite: PSY 100, PSY 209, PSY 225 or equivalent. (3 crs.)

**PSY 430. PHYSIOLOGICAL PSYCHOLOGY.** The relationships between bodily processes and behavior. The relationship between psychological phenomena and the physiological functioning of the organism. Sensation and perception, reflexive behavior, motivation, emotional behavior, and critical functioning. Some laboratory experience is included. Prerequisite: PSY 100. (3 crs.)

**PSY 469. PSYCHOLOGY INTERNSHIPS.** Students will be placed with professional psychological agencies off campus. They will integrate, under supervision, what they have academically been studying with the duties and responsibilities assigned to them by practicing psychologists in the field. Eligibility requirements and procedures for application are available at the departmental office. Prerequisite: PSY 100, Jr. or Sr. standing and 9 credits in psychology. (6 crs.)

## **Sociology - SOC**

**SOC 100. PRINCIPLES OF SOCIOLOGY.** This survey course permits students to explore the rich variety of topics studied by sociologists. Central to all the topics are the structures and processes of human interaction. Emphasis is placed on the relationship of natural and social factors in human behavior. Attention also is given to topics such as the meaning and function of culture; the origin, function and characteristics of social institutions; and the genesis and nature of social pathology. (3 crs.) Fall & spring.

**SOC 125. MEN, WOMEN AND WORK.** This course examines the gendered nature of paid and unpaid work from a socio historical and comparative perspective. Students will explore the forms and varieties of gendered work in the developed and developing countries with an emphasis on how concepts of masculinity and femininity influence the organizational structure, occupational categories and job tasks associated with formal and informal work arrangements. (3 crs.) Alternate spring.

**SOC 155. CHARISMATIC LEADERS.** This course examines the nature of the relationship between charismatic leaders and their followers. Charismatic leaders are selected from a wide variety of religious, social, economic and political contexts for study. Each leader is evaluated in terms of his/her charismatic qualities and success or failure in bringing about stated goals. Each leader is also evaluated in terms of his/her contribution to the concepts and theories of charismatic leadership. (3 crs.) Alternate fall.

**SOC 165. MODERN FREEDOM MOVEMENTS.** This course surveys selected freedom movements of the 20<sup>th</sup> century from the perspective of social movement theory. Each freedom movement is evaluated in terms of its goals, leaders, strategies and success or failure in bringing about social change. Each movement is also evaluated in terms of what it contributes to social movement theory. (3 crs.) Alternate fall.

**SOC 205. CONTEMPORARY SOCIAL PROBLEMS.** Social issues of popular concern in America today, such as poverty, ecology, violence, and homosexual rights, are discussed and analyzed from a sociological perspective. Attention is not only given to the content of the issues; attention also is given to the place of statistics in data reporting and analysis, what are the objective data used in support of interest group claims, and the use of various theoretical schemes in providing alternative explanations for each issue being a social problem. Prerequisite SOC 100 or the permission of the instructor. (3 crs.) Fall & spring.

**SOC 210. SOCIAL STRATIFICATION.** Students examine three dimensions of social inequality: social class, social status and power. Students will also examine the implications of the distribution of class, status, and power in American society. Prerequisite: SOC 110. (3 crs.) Alternate spring.

**SOC 216. SOCIOLOGY OF WORK.** An examination of work as a social institution and how it intersects and affects developments in other social institutions such as the family, education, religion, and politics and government. Special emphasis on technological developments affecting work are explored. (3 crs.) Alternate fall.

**SOC 220. THE FAMILY.** The institution of the family within the context of American culture. Prerequisite: SOC 100. (3 crs.) Fall & spring.

**SOC 225. SOCIOLOGY OF AGING.** Theoretical and research methodological issues in the sociological study of human aging are considered. Special emphasis is placed upon the interaction of pertinent biological and social variables as they relate to a variety of topics, including work, retirement, leisure, institutionalization, and death. Prerequisite: SOC 100. (3 crs.) Alternate spring.

**SOC 235. URBAN SOCIOLOGY.** Focuses on the relationship between the demographics of urbanization and the social-psychological characteristics of urbanism. Determinist, compositional, and sub-cultural theories are compared. Prerequisite: SOC 100. (3 crs.) Alternate fall.

**SOC 240. SOCIAL INSTITUTIONS.** Designed as a descriptive study of the basic institutions of society (particularly family, religion, economic, government, and education), the course uses a cross-cultural and comparative perspective. American institutions form the core of the comparative analysis. Prerequisite: SOC 100 or permission of the instructor. (3 crs.) Alternate fall.

**SOC 260. CRIME.** Types of criminal behavior, the epidemiology of crime in the United States, the social basis of law, and major etiological forces responsible for lawbreaking. General systems theory is the basic theoretical perspective used in this course. Prerequisite: SOC 100. (3 crs.) Fall & spring.

**SOC 285. SOCIOLOGY OF SUBSTANCE USE AND ABUSE.** The sociology of substance use and abuse, as well as the approaches for treatment. Special emphasis is given to alcohol and the more commonly abused drugs (e.g., nicotine, marijuana, cocaine). The course focuses on the social processes that influence substance abuse and the societal costs and consequences. Prerequisite: SOC 100 or permission of the instructor. (3 crs.) Alternate spring.

**SOC 300. SOCIOLOGY OF DEVIANCE.** Discusses the various forms of deviant behavior, public responses to such behavior, and the causes of such behavior. Particular attention is given to the interactive processes which result in behavior being labeled as deviant. How the criminal justice system copes with deviant behavior also is considered. (3 crs.) Alternate spring.

**SOC 305. SYMBOLIC INTERACTIONISM.** An in-depth study of one of the major theoretical perspectives in sociology. Its particular relationship with social psychology is considered. Prerequisite: SOC 100. (3 crs.) Alternate fall.

**SOC 309. SOCIOLOGY OF SPORT.** An examination of sport as a social institution in America. Students will address controversies and issues regarding the development of sport at all levels of formality and organization. Sport as a social institution will be analyzed from the primary theoretical orientations of the discipline, namely the functionalist, interactionist, and conflict approaches. (3 crs.) Alternate fall.

**SOC 310. COLLECTIVE BEHAVIOR.** Course is a descriptive and analytical inquiry into the relatively unstructured social responses to social change. War resistance movements, militia movements, stock market panics, popular fads and crazes are among the topics considered. Attention is given to the processes, emergent structures and theoretical explanations associated with various types of collective behavior. Prerequisite: SOC 100 or permission of the instructor. (3 crs.) Alternate fall.

**SOC 315. SOCIAL MINORITIES.** This course analyzes the dynamics of social minority status specific to ethnicity, racial classification and sexual orientation and how minority status is socially constructed. Students will also examine societal responses to minority status and attempts to change this status. Finally students will select one minority group in another country and compare it to one in the United States. 3 credits. Prerequisite: SOC100 or permission of the instructor. Alternate fall.

**SOC 320. INTERNATIONAL WOMEN'S MOVEMENT.** A discussion-centered examination of women's movements throughout the world. Students will analyze contemporary movements utilizing a case study approach. The course begins with an analysis of the contemporary movement in the United States and then follows selected movements in Europe, the Middle East, Africa, Asia and Latin America. (3 crs.) Every third spring.

**SOC 329. SOCIOLOGICAL INTERNSHIP.** Designed to supplement the classroom studies of sociology majors with practical field experience, internships provide students not only with additional knowledge and skills but with the opportunity to apply what was learned previously to on site situations. Internships are intended to develop the major's professional competencies in observational, analytical and research skills. (Variable crs.) Fall & spring.

**SOC 330. RELIGION AS A SOCIAL PHENOMENON.** The course is a descriptive and analytic, a scientific, study of religious phenomena. Although the course focuses on religion in American Society, it uses a comparative approach to understand the nature, forms and functions of religion in society. Prerequisite: SOC 100 or the permission of the instructor. (3 crs.) Alternate spring.

**SOC 379. SPECIAL PROBLEMS IN SOCIOLOGY.** (Variable crs.)

**SOC 410. SOCIAL THEORY AND SOCIETY.** Considers the historical development of sociological theory, as well as how theories are constructed and used to explain social phenomena. Special attention is given to the understanding and analysis of classical theorists, including Marx, Weber and Durkheim. Prerequisite: SOC 100 or the permission of the instructor. (3 crs.) Alternate fall.

**SOC 415. SOCIAL RESEARCH METHODS.** Course develops the technical and analytical skills necessary for the conduct of social science research. Students will learn what methods are appropriate to various types of research inquiries; and, they will learn how to evaluate research reports. (3 crs.) Alternate spring.

**SOC 495. SEMINAR IN SOCIOLOGY.** Capstone course for sociology majors. The seminar will center around a current theme in sociology. Students will be expected to demonstrate the use of major concepts, methods and theories in analyzing the theme. Prerequisite: Sociology major with junior or senior status. (3 crs.) Alternate spring.

### **Social Work - SOW**

**SOW 150 INTRODUCTION TO SOCIAL WORK.** This course explores the social, political, economic and historical dimensions of poverty and welfare services in the United States. It complements other beginning courses in the social sciences by integrating this knowledge in a fashion which aids in the comprehension of welfare services while establishing a basis for movement toward higher level courses. (3 crs.)

**SOW 231 FOUNDATION FOR FAMILY SERVICE.** This course provides a foundation for the delivery of social services to children and families and emphasizes the knowledge, values and skills of the social work process. (3crs.)

**SOW 232 FOUNDATION FOR COMMUNITY SERVICE.** This course integrates the abilities acquired in SOW 231 and strengthens macro skills for effective practice with individuals and families. The course refines and enhances the problem solving and case management skills of practitioners working with individuals and families. (3 crs.)

**SOW 233 BASIC PRACTICAL EXPERIENCE.** This course consists of exercises that require students to demonstrate their competence in the major intervention areas presented in SOW 231 and SOW 232, working with families, communication skills, personal development, problem solving, group work, case management and advocacy/community development. (3 crs.)

**SOW 301 SOCIAL WORK INTERVIEWING.** This class introduces students to the theory, value, and skill components necessary for effective interviewing with diverse client systems. Communication techniques and personal attributes which enhance problem solving are explored. Demonstration and practice of core skills are thoroughly integrated. Prerequisites: SOW 150, PSY 100 and ENG 102. (3 crs.)

**SOW 302 MICRO PRACTICE METHODS.** This course assumes that human service workers perform varied tasks with basic skills, attitudes and knowledge, and that their development will increase self-awareness with the subsequent emergence of a professional self. Students learn problem assessment, caseload management and a variety of counseling theories and intervention strategies with special emphasis on unique characteristics of the rural client. Prerequisites: SOW 315 & SOW 301 (3 crs.)

**SOW 303 HUMAN SEXUALITY AND SOCIETY.** Humans evolve as sexual beings from a continual interplay among biological, cultural and psychosocial psychologically healthy relationships, making responsible sexual choices, protecting reproductive health, preventing sexual dysfunction and trauma. The course includes accurate information and open discussion regarding the ways in which sexuality contributes to overall health and well-being, and is affected by it. The course is designed to ensure students' level of comfort with their own sexuality. Prerequisite: Junior status or instructor's permission. (3 crs.)

**SOW 306 SOCIAL WORK IN THE RURAL ENVIRONMENT.** This course exposes the undergraduate social work student to the unique problems and social needs of non-metropolitan communities, in particular small towns and rural areas. Students will come to understand the social structure of such communities and the pervasiveness of many social problems, especially poverty. Existing social welfare systems will be examined along with recommendations for program development, resource identification, and social planning. Prerequisites: SOW 150. (3 crs.)

**SOW 308 MINORITY GROUP RELATIONS.** This course provides an analysis of the historical, economic and political relation of American religious ethnic, and racial minorities in terms of social change and social structure. Special attention is given to Puerto Rican, Chicano and Indian subcultures, as well as minority experience in the rural environment. Sources of prejudice and discrimination and social processes including conflict, segregation, assimilation, accommodation and cooperation are examined. Prerequisite: SOC 100. (3 crs.)

**SOW 315 HUMAN GROWTH AND BEHAVIOR I** This course provides foundation knowledge, contribution of studies, research and theory in understanding human development. SOW 315 begins the life cycle from prenatal influence through middle school age. Emphasis is on both normal development/behavior and on differences. The course illustrates how diverse groups are affected in their development through the life cycle, with examples from rural experience. Prerequisites: PSY 100 & SOW 150; or permission of instructor (3 crs.)

**SOW 316 HUMAN GROWTH AND BEHAVIOR II** This course provides foundation knowledge, contribution of studies, research and theory in understanding human development. SOW 316 continues the life cycle from adolescence through old age. Emphasis is on both normal development/behavior and on differences. The course illustrates how diverse groups are affected in their development through the life cycle, with examples from rural experience. Prerequisites: SOW 315 or permission of instructor. (3 crs.)

**SOW 320 HISTORY AND PHILOSOPHY OF SOCIAL WELFARE.** Historical trends and philosophical perspectives on social welfare programs and policy development are examined. This course provides an overview of the relationship of cultural and professional values to social, political and economic institutions, with emphasis on the impact on oppressed and vulnerable client systems. Prerequisite: SOW 150 (3 crs.)

**SOW 330 CHILD WELFARE.** In this class, students learn about societal efforts to insure the welfare of children, the rights of children and parents, child welfare policies, programs, and service delivery problems. Students examine historical and current practices, working with natural parents, supportive services, substitutes and residential care. (3 crs.)

**SOW 340 POVERTY AND RELATED SOCIAL PROBLEMS.** This course examines poverty as a dependent and independent variable in its relationship to other social problems and human behavior. Social policy and programs that attempt to respond to the variety of conditions that are both causes and effect of poverty and related behavior will be studied. Prerequisites: SOC 100, PSY 100 & SOW 150 (3 crs.)

**SOW 348. MEZZO PRACTICE METHODS.** This course is the third in a four-course practice methods sequence. It builds on the skills developed in Interviewing and Micro Practice Methods, utilizing the ecological approach to assessment and problem-solving. The course covers the history of social group work, the stages of group development, assessment of goals and objectives for groups and families, and the principles and values for intervention and problem solving with groups and families. Prerequisites: SOW 302 and SOW 316. (3 crs.)

**SOW 349. MACRO PRACTICE METHODS.** Macro practice methods refers to those skills that enable the generalist social worker to act at an organizational and community level to effect change in larger social systems. These skills encompass planning, organizing, and administrative tasks. Proficiency at the macro level is particularly important for the rural practitioner who may be relatively isolated from other service providers. Through a semester-long class project, students gain "hands on" experience in committee work, program development, action, research, budgeting, and many other specific skills. Prerequisites: SOW 348. (3 crs.)

**SOW 350. SOCIAL WORK WITH THE AGING.** This course examines the development and current status of policies and services related to the elderly, the service delivery systems and implication for social work practice concepts for working with the elderly. Prerequisites: SOW 150 or permission of instructor. (3 crs.)

**SOW 364 JUVENILE DELINQUENCY.** Students in this course learn to recognize the causes, prevention, and treatment of deviancy among youth. This course explores the impact of sex, race, poverty, urban/rural context, and other social factors on deviance. Students examine juvenile court system, its non-adversary role, changing attitudes toward treatment, and questions regarding change. Prerequisite: PSY 100. (3 crs.)

**SOW 366. POLICY ANALYSIS/SERVICE DELIVERY.** This course examines the basic process of policy development and helps social work students develop a conceptual framework for analyzing and evaluating policies and their consequences. Students pay particular attention to the impact of social policy on people and human service organizations. Built on an interdisciplinary base (economic, political science, and sociological theories), the course prepares students for policy practice skills taught in SOW 370. Prerequisites: SOW 320. (3 crs.)

**SOW 370. SOCIAL CHANGE.** In this class, students learn about the social change processes, strategies, reactions to change, the impact of change on social policy and social welfare institutions. Prerequisites: SOW 366. (3 crs.)

**SOW 393. RESEARCH UTILIZATION FOR PRACTICE.** This course enables students to utilize the concepts and principles of program evaluations as a form of research in the completion of a program evaluation project. (3 crs.)

**SOW 402. ADVANCED PRACTICAL EXPERIENCE.** This course provides a 150-hour internship in a community social agency for students who are enrolled in a certificate program. (3 crs.)

**SOW 405. SOCIAL WORK RESEARCH METHODS.** The social work scientific endeavor is presented as a special type of problem-solving and analytical thinking activity. The emphasis of the course is to prepare students to become critical consumers of research reports, to develop fundamental skills for evaluating one's professional practice. Students develop an understanding of the critical importance of research as a professional endeavor. Prerequisites: SOW 302 and SOW 320. (3 crs.)

**SOW 410. PSYCHOPATHOLOGY FOR SOCIAL WORKERS.** This course builds on psychosocial study, assessment and treatment introduced in Micro Practice Methods. It acquaints students with DSM-IV-R terminology and its use for generalist social work practice. It also explores the scope and depth of individual psychopathology, community concerns, prevention and intervention approaches. Prerequisites: SOW 302, and SOW 316. (3 crs.)

**SOW 419. SOCIAL WORK PRACTICUM I.** This course provides a supervised placement in a practice setting under a trained social worker. The application of theoretical knowledge and skills, along with demonstrated competencies in working with various client systems, is emphasized. The course requires a minimum of 480 clock hours. Prerequisites: Permission of the instructor, advanced senior standing, SOW 308, SOW 302, SOW 303, SOW 316, SOW 320, SOW 348, SOW 349, and SOW 366 or taken concurrently. This course must be taken concurrently with SOW 420. (6 crs.)

**SOW 420. SOCIAL WORK PRACTICUM II.** This course continues the supervised placement in a practice setting under a trained social worker begun in SOW 419. Students are required to demonstrate the application of theoretical knowledge and skills both in the field and in the classroom. They are also required to demonstrate additional competencies in working with various client systems. The minimum of 480 clock hours required for SOW 419 is included. Prerequisites: Permission of the instructor, advanced senior standing, SOW 308, SOW 302, SOW 303, SOW 316, SOW 320, SOW 348, SOW 349, and SOW 366 or taken concurrently. This course must be taken concurrently with SOW 419. (6 crs.)

**SOW 495. SEMINAR IN SOCIAL WORK.** This seminar focuses on selected topics of particular significance or current importance and interest to the social work profession. Students can receive credit for more than one seminar, provided that each seminar focuses on a different topic. Prerequisite: Permission of instructor. (Variable crs.)

## **Spanish - SPN**

**SPN 101. ELEMENTARY SPANISH I.** For the student without previous knowledge of Spanish who wishes to achieve a command of language fundamentals. Acquisition of speech skills in the classroom is reinforced in the language laboratory. Progressively greater emphasis is placed on reading and writing. Three class hours and one hour language laboratory per week. (3 crs.)

**SPN 102. ELEMENTARY SPANISH II.** A continuation of Spanish 101. Three class hours and one hour language laboratory per week. Prerequisite: SPN 101 or one year of high school Spanish. (3 crs.)

**SPN 203. INTERMEDIATE SPANISH I.** A review of the essentials of Spanish grammar through intensive oral and written practice to facilitate the use of Spanish grammar and to develop the use of words and expressions accepted throughout the Spanish-speaking world. Three class hours and one hour language laboratory per week. Prerequisites: SPN 101 & SPN 102 or their equivalents. (3 crs.)

**SPN 204. INTERMEDIATE SPANISH II.** Develops control of the principal structural patterns of the language through dialogue and oral reading, as well as through written exercises based on selected readings. Three class hours and one hour language laboratory per week. Prerequisites: SPN 203. (3 crs.)

**SPN 311. SPANISH CONVERSATION, COMPOSITION, AND PHONETICS I.** In this course, the students will acquire a genuine command of the language and the ability to communicate by listening, speaking, reading and writing. There is intense practice in conversation, composition and phonetics based on modern prose, as well as on natural spontaneous speech models, including colloquialisms. Prerequisite: SPN 204 or its equivalent. (3 crs.) Fall.

**SPN 312. SPANISH CONVERSATION, COMPOSITION, AND PHONETICS II.** Continuation of Spanish 311 on a higher level of proficiency accepted by educated speakers of the Spanish world. Prerequisite: SPN 311. (3 crs.) Spring.

Culture courses are taught in English and are intended to satisfy General Education Humanities elective requirements as well as those in the major. One culture course is offered each regular semester. All culture courses are taught every two years.

SPN 342. GOLDEN AGE AND BAROQUE. Spain's golden epoch, its beauty and cultural significance, is the topic of SPN 242 which surveys the artistic and other intellectual developments that gave fame to this great century. The origins of the modern novel, the vocal and instrumental works by Golden Age composers, as well as the beautiful pastoral and mystic poetry of this most productive period are themes of discussion. Spanish painters like El Greco and Valazquez, whose works embody the new forms and ideas of the Renaissance, come alive as their works are presented. This course also surveys the unfolding of secular theatre. It examines how plays of Lope de Vega revolutionized the entire concept of drama; how Tirso de Molina set the legend of Don Juan, "the heartless seducer," and how Cervantes through his character Don Quixote, influenced western culture. Examples of the Baroque style, evident in many of these works, will clarify the distinguishing features of this form. (3 crs.)

SPN 345. TWENTIETH CENTURY SPAIN : 1900-1939. This course examines the sudden flowering of culture in Spain at the turn of the 20th century. It reviews the accomplishments of a new talented group of artists who were university-trained. This unique group of poets, musicians, cinematographers, dramatists and architects contributed in such a way that their impact and deep influence on the arts gained them international fame. Their works, created in the context of Romanticism, Symbolism and Surrealism, were instrumental in adding new dimensions to the already existing schools. This course also focuses on the fact that many of the works synthesized elements in the past often thought to be incompatible: Vanguardism and Populism. (3 crs.)

SPN 446. TWENTIETH CENTURY SPAIN: 1939 TO THE PRESENT. This course is dedicated to the study of the exciting revitalization of today's Spanish society following the repression of the post-war years. It will trace the various faces of that revolution of Spanish culture when the Spaniards decided to forget the Civil War, the World War, the atomic bomb and the desperate state of Spain. The course will also examine the relationships among different forms of artistic expression of the period (e.g. the surrealist mode in Spanish cinema, as well as in painting and music). It will present the two major tendencies among the intellectuals of the time: those who fostered an inclination toward social protest and those who manifested an attitude of avoidance of the Spanish reality and produced works of universal significance. (3 crs.)

SPN 348. ROMANTICISM IN LATIN AMERICA. This course examines the new art and cultural trends of post-independence Latin America. It looks at the role of painting, music and literature in the process of construction of a national identity: the "Americanista" ideology. It will study the origins and tendencies of the Romantic movement, which breaks all classical rules and gives free rein to excited feelings. The course will follow the artistic-cultural work and activities of the prominent figures whose talent and efforts contributed to the creation of the new Spanish American nations. (3 crs.)

SPN 349. MEXICO IN THE TWENTIETH CENTURY. This course views the changes in Mexican society since 1910, the year of the revolution that marked the beginning of a new political and artistic life, not only for the Mexicans, but for all of Latin America. The course explores the concern that Mexican intellectuals have with social and political issues and the impact that socio-political events have had on Mexico's contemporary cultural achievements. The course will also present the opportunity to examine the social awareness of today's Mexicans and the effect that his consciousness will have on the country's relationship with the United States. (3 crs.)

SPN 350. CONTEMPORARY ARGENTINA. This course will attempt to give the student a multiphasic view of the culture of Argentina, the Latin American country with the most widespread artistic activity. It will begin with the nationalistic trend in the arts, which evolved from the so-called "gauchesco" tradition. It will then examine the vanguardist currents with such leading creative personalities as the ultraist writer and poet Jorge Luis Borges, the music composer Alberto Ginastera of striking originality, and the foremost South American cubist painter Emilio Pettoruti. The goal of SPN 250 is also to give the student a greater awareness of the ever-increasing attention the world is giving to Hispanic America, the recent boom in Spanish intellectual productivity, and an appreciation of the future impact this will have on the world. (3 crs.)

SPN 401. ADVANCED COMPOSITION: GRAMMAR AND STYLISTICS. This course is intended to provide an in-depth grammatical analysis of the Spanish language, emphasizing shades of differences in the meaning of words and expressions as used in oral and written expression. (3 crs.) Alternate fall.

SPN 421. SURVEY OF SPANISH LITERATURE. An introduction to the masterpieces of Spanish literature, ranging from Poema de Mio Cid to current authors. Represented will be all of the important Spanish literary genres: narrative poetry (epic and ballad), lyric verse, the short story, and selections from novels and dramas. (3 crs.) Alternate fall.

SPN 422. SURVEY OF SPANISH-AMERICAN LITERATURE. A study of representative selections from the Colonial period to the present, with emphasis on the salient characteristics and the distinctive contributions of each literary form in the period or movement under study. (3 crs.) Alternate years.

SPN 450. FOREIGN LANGUAGE COLLOQUIUM IN SPANISH. This course is intended to promote interaction, to stimulate critical thinking, to provide argumentative situations which will develop the student's



capacity and ability in oral and written expression. (3 crs.) Alternate years.

**SPN 469. STUDIES IN SPANISH LITERATURE.** Subject matter to be arranged. Designed for Spanish majors who wish to take additional credits and/or study abroad. Prerequisite: 18 hours of Spanish (Variable crs.) As needed.

**SPN 479. FIELDWORK IN SPANISH STUDIES.** Study-travel program outside the United States or an internship usually in a Spanish-speaking country. This program is preceded by a semester-length course reflecting on the cultural elements of the region as well as its people. Courses for an internship are selected from those offered at an established educational institution. Prerequisite: Consent of the instructor. (Variable crs.) As needed.

### **Special Education - ESP**

**ESP 101. EXCEPTIONAL CHILD I.** Exceptional Child I is the first of a two-course introductory sequence to handicapped children and to the field of special education. This course examines the range of handicaps in children and their broad sociological, educational, and vocational implications. Specifically, the sequence develops competencies in such areas as the historical development of services for handicapped children, definitions and classification of children's handicaps, the impact of labeling children and mainstream programs, preschool and post-school programs for the handicapped, family services, prosthetic devices and program modifications for the physically handicapped and a behavioral analysis of normal child development. (4 crs.)

**ESP 200. EXCEPTIONAL CHILD II.** Exceptional Child II is the second of a two-course introductory sequence to handicapped children and to the field of special education. (4 crs.)

**ESP 301. BEHAVIOR PRINCIPLES I.** Behavior Principles I is the first of a two-semester introduction to the professional discipline of applied behavior analysis. Applied behavior analysis is an educative approach with three fundamental characteristics that is always responsive to some form of human problem. It restructures the problem such as underdeveloped academic skills or socially undesirable responses into behavior(s), and it applies the principles of behavior to change these problematic behaviors. In the process, it identifies important functional relationships contributing to an expanding technology of human behavioral change. (4 crs.)

**ESP 401. BEHAVIOR PRINCIPLES II.** Behavior Principles II is the second of a two-semester introduction to the professional discipline of Applied Behavior Analysis. (4 crs.)

**ESP 461. STUDENT TEACHING AND SCHOOL LAW.** The student teaching program is designed to ensure that Special Education majors are exposed to the full range of children covered under the comprehensive certification, i.e., mentally retarded, emotionally disturbed, learning disabled, brain damaged, and physically handicapped. The major practicum provides an intensive experience for the student in two of the handicapping areas for a period of 16 weeks. The practicum seminar component meets weekly to provide Special Education majors with an opportunity to discuss problems encountered by the students in their teaching experiences. Students are provided with opportunities to demonstrate the effectiveness and functionality of their teacher-made devices, learning centers, and curriculum materials used in their classrooms. Prerequisites: Admission to teacher education and approval for recommendation for student teaching. (12 crs.)

**ESP 501. INTRODUCTION TO EXCEPTIONALITY.** This course introduces the student to the physical, social, emotional and educational characteristics; incidence; prevalence and educational intervention for the major categories of exceptionality enrolled in public and private educational facilities in the K-12 grade range. In addition, the course will identify ancillary services and agencies frequently impacting special populations including the major professional organizations and those concerned with residential programming and vocational training. The course will also identify the major litigation and legislation that have significantly influenced the nature of service to exceptional populations. (3 crs.)

**ESP 502. EDUCATION OF THE SEVERELY/PROFOUNDLY HANDICAPPED.** This course prepares students to work with children and/or adults who possess severely or profoundly handicapping conditions. Students are required to do tutoring at facilities for this population. Prerequisite: Admission to teacher education. (Variable crs.)

**ESP 503. DIAGNOSTIC TESTING AND PRESCRIPTIVE TEACHING.** This course teaches students how to administer, score, and interpret both norm-referenced and criterion-referenced assessment devices and how to prescribe programs of remediation based on the results of these devices. Prerequisite: Admission to teacher education. (Variable crs.)

**ESP 504. CURRICULUM PLANNING AND METHODS I.** This course is offered to Special Education majors the semester prior to their student teaching experience. Curriculum Planning and Methods I is a materials and methodology course for pre-service special education teachers. An emphasis is placed on assessment, instructional techniques, and materials necessary to teach reading and language arts skills and concepts to children with disabilities. The course stresses a behavioral diagnosis of communication strengths and weaknesses, the development and implementation of intervention strategies for various populations of exceptional children, the selection and/or development of appropriate materials for instruction, and the procedures and techniques for continuous evaluation of the instructional process. Prerequisite: Admission to teacher education. (Variable crs.)

**ESP 505. CURRICULUM PLANNING AND METHODS II.** This course is offered to Special Education majors the semester prior to their student teaching experience. Curriculum Planning and Methods II is a methods course for Special Education teachers in training which emphasizes the assessment, instructional skills and materials necessary to teach arithmetic concepts to children with disabilities. The course stresses a behavioral diagnosis of arithmetic strengths and weaknesses, the development and implementation of intervention strategies for various populations of exceptional children, the selection and/or development of appropriate materials for instruction, and the procedures and techniques for continuous evaluation of the instructional process. Prerequisite: Admission to teacher education. (Variable crs.)

**ESP 506. HABILITATION TRAINING.** This course deals with special education programs for senior high school students as well as those persons who reside in the community. Emphasis is placed on vocational preparation and training. Specific techniques for task analysis of jobs, daily living skills, and social adaptation constitute a major portion of this course. Emphasis is placed on the development of functional skills that contribute to normalized development. Prerequisite: Admission to teacher education. (Variable crs.)

### **Sport Management – SPT**

**SPT 100. INTRODUCTION TO SPORT MANAGEMENT.** An introduction to basic skills and competencies required to successfully manage in the sport management industry. The course utilizes general management theory and principles, which make direct application to the sport management field. (3 crs.) Spring & fall.

**SPT 199. PRACTICA IN SPORT MANAGEMENT.** A supervised observation/work experience in a sport management setting. The practicum experience requires 70 hours of observation/work in an approved sport management environment. (3 crs.) Spring & fall.

**SPT 300. PSYCHOLOGY OF SPORT.** This course is designed to cover a diversity of concepts associated with formal recreational or sport activity. These include but are not limited to: motor skill learning, coaching characteristics and techniques, nervous system correlates of athletic activity, research on relaxation, imagery, and cognitive techniques and peak athletic performance. (3 crs.) Spring.

**SPT 305. ETHICS IN SPORT MANAGEMENT.** This course will provide both background in ethical theory to sport. Ethical problems, dilemmas, and conflicts in sport will be discussed, as well as coaching practices, funding practices, management problems, and social (cultural) roles. At the completion of this course the student should be able to practice applying these ethical theories to typical problems in the world of sport. (3 crs.) Fall.

**SPT 310. SPORT MARKETING.** A study of basic marketing science as it applies to all realms of the sport industry. This fundamental course is intended to give students the depth and breadth of marketing principles and practices as they apply to the sport industry. (3 crs.) Fall.

**SPT 315. FACILITY AND EVENT MANAGEMENT.** This course is designed to provide students with the basic knowledge of the facility planning process, as well as how to manage specific sport facilities and the events staged in these facilities. (3 crs.) Fall.

**SPT 400. LEGAL ASPECTS OF SPORT.** To enhance the student's knowledge about the legal system as it pertains to sport law. Basic legal concepts concerning both contract law and tort law in sport will provide the student a sound foundation so that the student will be better able to recognize legal liability exposure in the sport work place. (3 crs.) Spring.

**SPT 410. GOVERNANCE IN SPORT.** A study of the growing spread and development of sport throughout the world, as well as how the governing bodies involved affect the structure, organization, and delivery of sport. (3 crs.) Spring.

**SPT 415. SPORT FINANCE.** A study of how sport organizations develop financial strategies and utilize financial indicators in developing organizational strategic plans. (3 crs.) Fall.

**SPT 420. ECONOMICS OF SPORT.** An analysis of how economic models are used to measure the impact of sport on various economies. (3 crs.) Fall.

**SPT 425. ORGANIZATION AND ADMINISTRATION OF SPORT.** A study of the application of organizational theory to the understanding and management of sport organizations. (3 crs.) Spring.

**SPT 430. SPORT MANAGEMENT SENIOR SEMINAR.** This course provides the student with a basic understanding of the developments, trends, and social processes that explain the widely popular sporting experience of society today. (3 crs.) Fall.

**SPT 599. INTERNSHIP IN SPORT MANAGEMENT.** This course is the sport management student's capstone experience. Students will be assigned to an internship site based on their unique educational needs and experience. Internship students will work directly with sport management professionals in one or more work settings. (12 crs.) Spring & summer.

## **TED Technology Education**

**TED 100. INTRODUCTION TO TECHNOLOGY EDUCATION.** This course initiates the professional development of each Technology Education student. Activities will afford each student the opportunity to become well grounded in the philosophy, theory and practice of Technology Education curriculum and pedagogy, and of pedagogy. Following extensive modeling activities within a campus-based classroom/laboratory environment, all students will participate in similar activities at selected K-12 schools for 15 hours of field experience. Three lecture hours and one laboratory hour per week. (3 crs.) Fall & Spring

**TED 105. COMMUNICATING TECHNICAL DESIGNS.** This course is intended to promote the competencies, skills, and sensibilities needed for the successful development and realization of contemporary products. A design/problem-solving model will include elements of design and appearance, ergonomics, idea modeling, anthropometrics, form, function, and visualization. These elements will be coupled with basic engineering drawing skills including freehand drawing, orthographic projection and basic descriptive geometry, axonometric drawings, and developments. Emphasis will be placed on documentation of design work using manual drafting, CAD, and freehand sketching. Two hours of lecture and three hours of lab per week. (3 crs.) Fall & Spring

**TED 111. INFORMATION SYSTEMS.** This course provides a broad overview of information systems, specifically, print, acoustic, light, audiovisual and electronic media as they relate to the realm of communications. The student will experience individualized and group laboratory activities in the combined areas of generating, assembling, processing, disseminating and assimilating of a communicative message. Two lecture and three lab hours per week. (3 crs.) Fall & Spring

**TED 126. ENGINEERING MATERIALS AND PRODUCT DESIGN.** This laboratory-based course is an introduction to material properties and product design. Design engineering requires knowledge of the selection, properties, uses, and impacts of materials choices and processing methods. A process of research, design, creation, use and assessment of products will be used. The lab activities of the course will focus on the safe and efficient processing of polymer materials. Six hours of laboratory per week. (3 crs.) Fall & Spring

**TED 210. DESIGN AND APPROPRIATE TECHNOLOGY.** This course focuses on developing a basic understanding of design and appropriate technology. Students engage in design and problem-solving activities to develop, produce, test and analyze technological systems while assessing the multiple interactions between such systems and their impacts on peoples' societies, values, economics, environments, and basic human needs. Two hours of lecture and three hours of lab per week. Prerequisite: TD 126 or permission of instructor (3 crs.) Fall & Spring

**TED 226. APPLICATIONS AND PROCESSING OF ENGINEERING MATERIALS.** This course is designed to serve as an introduction to engineering principles as they relate to the selection, preparation, conditioning, forming, shaping, finishing and using materials. Engineering principles will be reinforced with activities that allow students to explore the many facets of materials science, selection, processing, and testing. Additionally, this course serves as the foundation for other laboratory course that require the processing of materials. Six hours of lab per week. (3 crs.) Fall & Spring

**TED 300. ASSESSMENT AND INSTRUCTION IN TECHNOLOGY.** To address the standards, it is critical that Technology Education students be able to instruct and assess student learning in a standards-based environment. This course will enable students to explore and develop instructional methodologies and assess student learning in both a traditional and authentic sense. Students will also be introduced to a variety of classroom management and discipline issues that classroom teachers face each day. Three hours of lecture and one hour of lab per week. Prerequisite: TED 100 (3 crs.) Fall & Spring

**TED 302. ENERGY AND CONTROL SYSTEMS.** Students will be presented with an overview of energy systems as they relate to technology and how signals are controlled for various technological processes. States, forms and sources of energy will be examined as well as the control, transmission, conversion and storage of energy forms. Students will be involved with a variety of laboratory activities to design, build, test and evaluate energy and control systems. Two hours of lecture and three laboratory hours per week. Prerequisite: TED 105, TED 126 (3 crs.) Fall & Spring

**TED 304. DESIGN IN BIO-RELATED TECHNOLOGY.** This course provides a broad overview of bio-related technologies as it relates to technology education. Students will study these systems from historical, current and potential future applications of bio-related technologies in a broad spectrum of industries/agencies. Students will participate in various laboratory and research activities as they identify and analyze bio-related products, services and processes. They will work individually and in groups to design, test, analyze and evaluate bio-related processes and products. This class meets for two lecture hours and three laboratory hours per week. Prerequisite: TED 105, TED 111, TED 126 (3 crs.) Fall & Spring

**TED 310. STUDIES IN COMMUNICATION.** In independent study course in which the student works in an area of interest under the guidance of an instructor with similar interests. The student prepares triplicate copies of a proposal that presents the objectives to be achieved, a procedural outline, special conditions, expected findings, and assessment methods. Students are entitled to a minimum of five hours of individual faculty time

per credit. Proposals must receive instructor and department approval before the student registers in the course. (1-3 crs.)

**TED 316. STRUCTURAL DESIGN.** Students will develop a basic understanding of the design and behavior of structures. Through laboratory activities, students will learn how structures are designed, why certain materials are used, how structures withstand loads, and the impacts of structures on societal, biological, and technological systems. Two lecture hours and three lab hours per week. Prerequisite: TED 105, TED 126 (3 crs.) Fall & Spring

**TED 330. STUDIES IN TRANSPORTATION.** In independent study course in which the student works in an area of interest under the guidance of an instructor with similar interests. The student prepares triplicate copies of a proposal that presents the objectives to be achieved, a procedural outline, special conditions, expected findings, and assessment methods. Students are entitled to a minimum of five hours of individual faculty time per credit. Proposals must receive instructor and department approval before the student registers in the course. (1-3 crs.)

**TED 335. TRANSPORTATION SYSTEMS.** This course focuses on developing a basic understanding of the behavior of land, water, air, and space transportation systems. Students engage in problem solving activities to design, produce, test, and analyze transportation systems while studying the technical subsystems of propulsion, structure, suspension, guidance, control, and support. Two hours of lecture and three laboratory hours per week. Prerequisites: ITE 105, TED 111, TED 125 and TED 225. (3 crs.) Fall & Spring

**TED 340. STUDIES IN CONSTRUCTION.** In independent study course in which the student works in an area of interest under the guidance of an instructor with similar interests. The student prepares triplicate copies of a proposal that presents the objectives to be achieved, a procedural outline, special conditions, expected findings, and assessment methods. Students are entitled to a minimum of five hours of individual faculty time per credit. Proposals must receive instructor and department approval before the student registers in the course. (1-3 crs.)

**TED 346. DIGITAL COMMUNICATIONS.** Digital communication is a laboratory-based course which provides students with understanding of, and competence in, the use of rapidly changing digital communication technologies through a conceptual approach tied to current practical applications. Students will complete a variety of hands-on activities culminating in a major digital communication project. Two hours of lecture and three hours of lab per week. Prerequisite: TED 111 (3 crs.) Fall & Spring

**TED 350. STUDIES IN MANUFACTURING.** In independent study course in which the student works in an area of interest under the guidance of an instructor with similar interests. The student prepares triplicate copies of a proposal that presents the objectives to be achieved, a procedural outline, special conditions, expected findings, and assessment methods. Students are entitled to a minimum of five hours of individual faculty time per credit. Proposals must receive instructor and department approval before the student registers in the course. (1-3 crs.)

**TED 416. SUSTAINABLE ARCHITECTURE AND SYSTEMS.** This course covers a variety of natural and sustainable construction materials and systems, some revivals of ancient materials and practices, some new and innovative, as the natural building movement gains both momentum and prominence in the construction and architectural arena. Integrated topics such as water conservation systems and energy conservation and alternative generation sources are also included. Two lecture hours and three lab hours per week. Prerequisite: Upper Level Standing (3 crs.) Fall & Spring

**TED 425. MANUFACTURING ENTERPRISE.** An advanced study course designed to provide laboratory based applications of a variety of content related to the field of manufacturing. Students will participate in the design and production of a product in a manufacturing enterprise situation which closely parallels the functions of a manufacturing corporation. Two hours of lecture and three laboratory hours per week. Prerequisites: TED 325 or Junior/Senior Status. (3 crs.) Fall & Spring

**TED 426. MANUFACTURING ENTERPRISE.** The class begins with an introduction to manufacturing technology, technical systems, and a look at the historical evolution of manufacturing. Students will examine the organization and management of manufacturing endeavors. The class culminates in the design and production of a product in a manufacturing enterprise situation, which closely parallels the functions of a manufacturing corporation. This will be done in a production laboratory using current equipment and processes. This course meets for two lecture hours and three laboratory hours per week. Prerequisite: TED 105, TED 111, TED 126, TED 226 (3 crs.) Fall & Spring

**TED 436. ENGINEERING DESIGN AND DEVELOPMENT.** This course provides individual and/or small groups of students within a laboratory class the opportunity to conduct a focused investigation of a particular technological system or subsystem. The nature of this investigation requires direct contact by the student with corporate, university, and governmental libraries, laboratories, and associations. The scope of the research and development problem could relate to local, national, as well as international topics. The time frame of the research could be historical, contemporary, or futuristic. Each student and/or group is required to design, build, operate, and analyze some type of technological model, prototype, or simulation that demonstrates with precision the essence of the research problem. Portfolio documentation of the progress of the research and development

problem is required. Two lecture hours and three lab hours per week. Prerequisite: TED 105, TED 111, TED 126, TED 226 (3 crs.) Fall & Spring

**TED 450. TEACHING TECHNOLOGY IN THE SECONDARY SCHOOL.** In this course, participants learn to apply pedagogical skills in developing curriculum materials, applying teaching techniques, assessing student achievement and designing laboratory layouts in the systems of communication, construction, manufacturing, transportation and bio-related technologies. Integrating math and science concepts in a technology learning activity is an integral component of the course as students learn to design, produce, use and assess technological systems. Two lecture hours and three laboratory hours per week. Prerequisite: TED 100, TED 300, Approved for Admission to Teacher Education from the College of Education and Human Services (3 crs.) Fall & Spring

**TED 460 HONORS STUDY IN COMMUNICATION (1-3 crs.)**

**TED 465 HONORS STUDY IN CONSTRUCTION (1-3 crs.)**

**TED 475 HONORS STUDY IN MANUFACTURING (1-3 crs.)**

**TED 480 HONORS STUDY IN TRANSPORTATION (1-3 crs.)**

Honors courses are reserved for those with a "B" quality point average or better in the Technology Education curriculum specialty courses taken.

**TED 461. TECHNOLOGY EDUCATION STUDENT TEACHING.** Student teaching is the culminating experience for technology education majors. The student teacher is assigned to and works under two different master teachers at two different field locations during the semester. The development and refinement of contemporary pedagogical skills constitute the primary learning purpose for the student teacher. Specific teacher-learner skills that are developed are lesson planning, laboratory management, safety practices, record keeping, classroom management, and educational measurement and evaluation. An integral component of the student teaching experience is a regularly scheduled practicum. This serves as a means of coordinating activities and interchanging ideas and experiences of student teachers. Prerequisite: Approved for Recommendation for Student Teaching from the College of Education and Human Services, TED 450, TED 500 Co-requisite: TED 462 (10 crs.) Fall & Spring

**TED 462. PROFESSIONAL PRACTICES IN TECHNOLOGY EDUCATION.** This course is designed as a capstone course for Technology Education students. It is designed to provide students with an understanding of the role of the technology education teacher within a school system. Content covered in the class is applied to the students' student teaching experience and prepares them to enter the teaching profession upon graduation and certification. Finally, this course prepares students to successfully meet the requirements of the PDE 430 (Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice) documentation. Prerequisite: Approved for Recommendation for Student Teaching from the College of Education and Human Services, TED 450, TED 500 Co-requisite: TED 461 (3 crs.) Fall & Spring

**TED 476. LABORATORY DESIGN AND MAINTENANCE.** This is an advanced placement course designed to further prepare students who are about to begin teaching in a technology-based laboratory or who are already teaching in one. The course will have three main focuses. It will examine the requirements of a technology-based laboratory and contrast it with the needs of an industrial arts-based facility. Secondly, it will look at the safety requirements of such a facility and its associated activities. Finally, the course will present information on routine laboratory maintenance, maintenance systems, troubleshooting and machine repair. This course consists of three hours of lecture/laboratory per week for 15 weeks. Prerequisite: Upper Level Standing (3 crs.) Fall & Spring

**TED 500. TEACHING TECHNOLOGY IN THE ELEMENTARY SCHOOL.** This course is designed for students who are elementary education majors as well as technology education majors. It is designed to offer each student the opportunity to design and build teaching/learning activities that integrate concepts related to mathematics, science, communication, and social science, with technology. Two hours lecture and three hours lab per week. Prerequisite: PSY 208, TED 300, Approved for Admission to Teacher Educations from the College of Education and Human Services (3 crs.) Fall & Spring

**TED 565. SPECIAL PROBLEMS IN TECHNOLOGY EDUCATION (1-3 credits)** This course provides the student with the opportunities to experience and research various technology, techniques and teaching methodologies in the discipline areas of Technology Education. An intense in-depth study will be made in relation to selected topics on an Individual basis or as a short-term concentrated study session for a group. Credit is variable (1-3). Fall, Spring & Summer

## **Theatre - THE**

**THE100.INTRODUCTION TO THEATRE.** A study of the art and craft of theatre from play script to play production. The course surveys theatre history, literature, architecture, acting, directing, and design for the student who wants to know what goes on in theatre and what it means. Students can expect to participate in classroom performances. Fall and Spring (3 crs.)

**THE 101. VOICE AND SPEECH.** A practical and useful course for the performer or anyone who wants a flexible, strong, controlled voice. The Lessac method involving the natural ways in which the body produces vocal sounds is primarily studied for clear and articulate speech which is free of regional qualities, affectation,

imitation and annoying physical habits. The course also involves transcription of the International Phonetic Alphabet for correct pronunciation. Spring (3 crs.)

**THE 126. MAKEUP.** This course covers modeling the face and the body with makeup and with three dimensional prostheses. Historical, character, fantasy, corrective, street, and fashion makeup will be researched and applied. Students with an advanced interest will construct three-dimensional prostheses and hair pieces. Fall or Spring (3 crs.)

**THE 131. FUNDAMENTALS OF ACTING.** An introduction to the basic tools of the actor's craft and personal discipline for the student through the use of acting exercises, sensitivity exercises, theatre games, and improvisation. Spring (3 crs.)

**THE 141. STAGECRAFT I.** Introduction to the theory and practice of stagecraft, involving basic set construction, painting, and play reading. Practical experience for students majoring in all performance media (e.g., television, film). Fall (3 crs.)

**THE 150. INTRODUCTION TO THEATRICAL DESIGN.**

This course is an overview of all areas of Theatre design including scenic, lighting, and costume. Students will explore a variety of theatrical styles and historical periods. Particular emphasis is placed on the design tools including: basic scale drawing, drafting, script analysis, and color rendering. Spring (3 crs.)

**THE 201. VOICE AND INTERPRETATION.** Introduction to the basic vocal and analysis techniques necessary for effective interpretation and presentation of non-dramatic literature; poetry, prose, and narrative literature. Fall (3 crs.)

**THE 211. LIGHTING I.** The basic theory and practice of lighting for the stage primarily, as well as film, and television. Practical experience for students majoring in performance media (stage, television, film) is stressed. Fall (3 crs.)

**THE 225. COSTUME CONSTRUCTION.** Basic pattern drafting and sewing techniques applied to the construction of costumes. Fall or Spring (3 crs.)

**THE 231. INTERMEDIATE ACTING.** The development of a personal and useful acting method to develop believable characters for the stage. The acting method is developed through intense scene work that includes character and script analysis. Prerequisite: THE 131 Fundamentals of Acting or permission of instructor. Fall (3 crs.)

**THE 240. CREATIVE DRAMATICS.** The stimulation and development of creativity through playmaking exercises, storytelling, improvisation, and sensitivity techniques useful for potential teachers and parents. Fall or Spring (3 crs.)

**THE 245. CHILDREN'S THEATRE.** The selection, direction, and production of plays for children. This course includes matching the proper plays with the stages of child development. Excellent class for potential teachers, parents and recreational personnel. Prerequisites: ENG 101, ENG 102 are suggested. Spring (3 crs.)

**DAN 250. MEN'S TECHNIQUE CLASS** This course will provide male dancers with essential skill and technique needed for a career in the profession. This class is designed to allow the male dancer to develop a stronger technique. The student will learn and perform steps and variations from the classical repertoire. Fall and Spring (1 cr.)

**THE 255. PUPPETRY.** The planning and production of puppet plays. Emphasis will be placed on designing and building puppets beginning with the simplest form and moving to the most complex. Students will write simple scripts for use in performance of puppet plays. Fall (3 crs.)

**THE 271. SCENE DESIGN I.** Introduction to the theories and practice of designing scenery with emphasis on designing for various environments. Prerequisite: THE 141 or permission of instructor. Spring (3 crs.)

**THE 302. HISTORY OF THEATRE I.** The development of theatre from the Classics through the Baroque, including representative plays. Prerequisites: ENG 101, ENG 102 are suggested. Fall (3 crs.)

**THE 303. AMERICAN THEATRE HISTORY.** A survey of the American theatre from colonial times to the present, including representative plays. Fall and Spring as needed (3 crs.)

**THE 304. WORLD DRAMA.** Classical to 19th century plays (excluding Shakespeare) studied as blueprints for theatrical presentation. Prerequisites: ENG 101, ENG 102 are suggested. Fall or Spring as needed (3 crs.)

**THE 305. SHAKESPEARE IN THE THEATRE.** Representative Shakespearean plays studied as theatrical presentation. Prerequisites: ENG 101, ENG 102 are suggested. Fall or Spring as needed. (3 crs.)

THE 306. MODERN DRAMA. 19th and 20th century plays studied as blueprints for theatrical presentation. Prerequisites: ENG 101, ENG 102 are suggested. Fall or Spring as needed. (3 crs.)

THE 308. HISTORY OF COSTUME. A survey of the history of costume in the western world. Spring as needed. (3 crs.)

THE 309. READER'S THEATRE. Advanced theory and practice of oral interpretation techniques. Focus moves from solo to group performance and the basic staging techniques of both Reader's Theatre and Chamber Theatre. Prerequisite: THE 201 or COM 224 or permission of instructor. Every other Spring. (3 crs.)

THE 311. LIGHTING II. Advanced theory and practice of lighting design for stage, television and film. Practical experience is stressed. Prerequisite: THE 211 or permission of instructor. Every other Spring. (3 crs.)

THE 312. HISTORY OF THEATRE II. The development of western theatre from the Baroque to the present, including representative plays. Prerequisites: ENG 101, ENG 102 are suggested. Writing Component course. Spring. (3 crs.)

THE 320. FUNDAMENTALS OF DIRECTING. The comprehensive study of the director's pre-production planning of a dramatic production for the stage. The directorial analysis of plays and basic fundamentals of composition, picturization, movement, and improvisation with gesture, costume, and properties is studied. The in-class preparation of a complete directorial script of a one act or a cutting from a longer play may be directed as part of a public program of student-directed plays. Completion of THE 131 strongly suggested prior to taking this course. Fall (3 crs.)

THE 325. COSTUME DESIGN. Basic principles of costume design. Students complete various design projects for specific plays selected from a variety of historical periods. Spring (3 crs.)

THE 328. SCENE PAINTING. The practice of scenery painting for the theatre. Students work with a variety of paints, texturing materials, and application techniques. Particular emphasis is placed on the enlargement of existing art works to a size suitable for stage use. Fall or Spring (3 crs.)

THE 331. ADVANCED ACTING. This course challenges the actor's ability to demonstrate a personal and useful acting method through a wide range of textual problems, historical and modern plays and acting styles. Prerequisite: THE 231 or permission of the instructor. Fall (3 crs.)

THE 341. STAGECRAFT II. Advanced practice and principles of scenery and property construction. Practical experience with plastics, metals, drafting, and advanced woodworking is stressed. Prerequisite: THE 141 or permission of instructor. Spring (3 crs.)

THE 350. THEATRE PRACTICUM: ACTING. Spring. (Variable crs.)

THE 351. THEATRE PRACTICUM: DANCE. Spring. (Variable crs.)

THE 352. THEATRE PRACTICUM: DIRECTING. Spring. (Variable crs.)

THE 353. THEATRE PRACTICUM: DESIGN. Spring. (Variable crs.)

THE 354. THEATRE PRACTICUM: MANAGEMENT. Spring. (Variable crs.)

THE 355. THEATRE PRACTICUM: TECHNICAL DIRECTOR. Spring. (Variable crs.)

THE 356. THEATRE PRACTICUM: TECHNICAL PRODUCTION. Spring. (Variable crs.)

THE 357. THEATRE PRACTICUM: TOURING THEATRE. May be repeated only to a maximum of 10 credits. Spring. (Variable crs.)

THE 358. THEATRE PRACTICUM: SUMMER THEATRE. May be repeated only to a maximum of 10 credits. Spring. (Variable crs.)

Theatre Practicum courses are the application of learned skills in specific areas of theatre and dance. Credit is variable to a maximum of five credits per term and a maximum of six to be counted toward graduation. (Variable crs.)

THE 371. SCENE DESIGN II. Advanced theory and practice of designing scenery and lighting, with emphasis on designing for various environments. Prerequisite: THE 271 or permission of instructor. Fall or Spring as needed. (3 crs.)

THE 439. SPECIAL PROBLEMS IN TECHNICAL PRODUCTION. An introduction to the rigor of professional work. This course will acquaint the student with immovable deadlines and budgets in preparation of graduate or professional work. (3 crs.)

**THE 450. THEATRE PRACTICUM: SENIOR THESIS.** Special acting, directing, management, and design or technical involvement in a play production. Prerequisite: Senior level only. Writing component course. Spring. (3 crs.)

#### **University College - UNI**

**UNI 100. FIRST-YEAR SEMINAR.** First-Year Seminar helps students to achieve their educational goals through the utilization of a full range of institutional and community resources. (1 cr.)

**UNI 200. CAREER READINESS.** This course provides knowledge of a practical preparation for the world of work. Students conduct self-assessment for career planning; learn how to research particular jobs, careers, and employers; develop skills needed for obtaining a job; learn how the workplace is organized; and explore the options for combining career and life expectations. (1 cr.)

#### **Women's Studies - WST**

**WST 200. INTRODUCTION TO WOMEN'S STUDIES.** An overview of a fast growing multi-disciplinary field, focusing on the effect of gender on human lives, including cultural beliefs about women's nature, abilities, and role; the realities of women's personal family, economic and political lives; and the dynamics of change. Western and especially US materials predominate, but diverse situations of women internationally will be considered. (3 crs.)

**WST 300. SELECTED TOPICS IN WOMEN'S STUDIES.** Discussion and research on selected topics in women's studies. Topics may be developed on an experimental basis according to the instructor's expertise and student interest. (3 crs.)

**WST 400. FEMINIST SCHOLARSHIP AND RESEARCH: A SEMINAR.** An exploration of classic and current controversies in feminist theory and the impact of feminist scholarship on the pursuit of knowledge, particularly in terms of method. The emphasis will be on individual research on topics relevant to the student's major field. (3 crs.)

**WST 430. INTERNSHIP IN WOMEN'S STUDIES.** Provides practical experience in women's studies related work. In consultation with the advisor, a student may seek placement in such situations as women's centers, shelters, health clinics, political organizations, special interest organizations, or newspapers. Coursework may include individual student-instructor consultations, presentations, reading discussions, guest lectures, field trips, research, and experiential papers. (3 crs.)

#### **Workforce Development - WFD**

**WFD 199, 299, 399, 499. SPECIAL TOPICS IN WORKFORCE DEVELOPMENT** (Variable – 0.1 to 18 credit hours; repeatable up to 18 credits) These courses provide opportunities for students who have enrolled in or have completed structured certificates, apprenticeships, or in-house workforce training programs, as well as life experiences, to document and demonstrate their competencies in order to obtain academic credit for degree seeking purposes. These classes will plug directly into flexible options of the associate of science degree in Workforce Development, as well as the bachelor of science degrees in General Studies: Science and Technology and Industrial Technology.



## University Services

### Louis L. Manderino Library

The Louis L. Manderino Library offers a collection of more than 400,000 volumes, 800,000 microforms, 60,000 audiovisual materials, 50,000 US Government Documents, and more than 800 serial subscriptions.

#### PILOT: The Library Catalog

Computerized information retrieval has made library research faster, more thorough, and more efficient. PILOT, the library's online public access catalog, is a user-friendly resource that can be used to quickly locate books, audiovisual materials, or government documents in the library's collection; with the ability to print, download, or e-mail the retrieved information. PILOT uses a Web interface and is accessible from any computer connected to the World Wide Web, whether in the library, on campus, or anywhere in the world. All of the university libraries in the State System of Higher Education use the same system, so users at California University may search any of the other State System university libraries.

#### Shared Library Resources and Interlibrary Loan

In the world of networked resources, libraries are using technology to make resources located in various places accessible to researchers. California University participates in two major resource sharing projects. These projects provide our patrons with a wealth of resources beyond our own collection.

The PALCI E-Z Borrow program allows patrons to search more than forty Pennsylvania universities and colleges, and to use the online system to request materials be sent to their home library. Participating libraries include some of the premier collections in the state: Carnegie Mellon, Penn State, Univ. of Pittsburgh, Univ. of Pennsylvania, Bucknell, Temple, Villanova, Lehigh, Bryn Mawr, Dickinson, Haverford, Swarthmore, and others. This system makes over 30 million volumes available to California researchers.

Another resource sharing project bears a similar name: UBorrow. Like E-Z Borrow, it allows one to search and retrieve materials from the collections of 17 Keystone Library Network libraries. UBorrow, however, includes a "reciprocal borrowing" feature. Any California patron can walk into any UBorrow library and use their library card to check out materials from that library. The item can be returned to any UBorrow library.

When needed materials are not available in our library, or through E-Z Borrow or UBorrow, patrons may request them through the Interlibrary Loan office. Although various factors affect the length of this process, journal articles typically arrive electronically within several days. Books, which need to be physically shipped, usually take about a week to ten days to arrive. The library does not charge any fees for journal articles retrieved through Interlibrary Loan, and only very rarely for very unusual books.

#### Electronic Resources

California University library patrons have online access to several reference resources and more than 14,000 full-text periodicals. Several thousand more

journals can be searched online for citations and abstracts. Users may view the table of contents from over 30,000 periodicals using the Ingenta UnCover and EBSCO Online resources.

Most of the library's electronic resources are accessible both on- and off-campus. This allows students to do research from any location. The Louis L. Manderino Library currently\* provides access to the following electronic resources:

### **General Resources**

*Academic Search Premier (EBSCO), Biography Resource Center, Britannica Online, Facts.com, LexisNexis Academic, Oxford English Dictionary*

### **Business and Economics Resources**

*Business Source Premier (EBSCO), EconLit, Federal Tax Coordinator Library, Sports Business Resource Network*

### **Education Resources**

*ERIC, Education Full Text, MAS-Ultra: School Edition (EBSCO), Primary Search (EBSCO), Professional Development Collection (EBSCO)*

### **Health and Sports Resources**

*CINAHL, Clinical Pharmacology (EBSCO), Health Source: Nursing/Academic Edition (EBSCO), MEDLINE, SPORT Discus*

### **Humanities Resources**

*Art Abstracts, CIOS: ComAbstracts, Literature Resource Center, MagillOnLiterature, MLA International Bibliography, Philosopher's Index*

### **Science Resources**

*AccessScience, Applied Science and Technology Abstracts, Biological Abstracts, GeoRef*

### **Social Science Resources**

*Criminal Justice Abstracts, Mental Measurements Yearbook, PAIS International, PsycINFO, Social Work Abstracts, Sociological Abstracts*

\* Manderino Library seeks to offer quality, on-line resources. This list reflects our major resources as of Spring 2004. Given the dynamic nature of electronic resources, changes may occur—including the addition of more resources. For a current list, or for more information about specific resources, please visit the library's Web site: <http://www.library.cup.edu>.

### **Reference Services**

The library is committed to providing students the assistance they need in order to use our resources effectively. Reference librarians, who are experts in the finding information, are available in the library, by telephone, or through e-mail. Students may ask a question; request a brief, impromptu tutorial session; or schedule longer and more in-depth appointments. Help in using the electronic resources is also available online. The library faculty offer numerous classes each semester, which are designed to teach effective researching skills for the specific content of particular university courses. Our librarians are eager to serve our students.

### **Other Services**

The library offers users a number of other services, including: a large reference collection, access to the World-Wide Web, photocopiers, syllabi for California University courses, computer software, a collection of art slides, a curriculum library

for teacher education students, a media services center with equipment and audiovisual materials, and lamination and binding services. In addition, the Louis L. Manderino Library is an official Federal Government Documents Depository and regularly receives large numbers of government documents, such as census data, reports, maps, and the Congressional Record. The Documents Librarian is available to provide assistance with the use of these important resources. The staff of the Louis L. Manderino Library is “user-friendly” and eager to be of service.

### **Computing Services Center**

University Computing Services Center is located in the basement of Manderino Library. Staff offices are open Monday through Friday from 8:00 A.M. until 4:00 P.M. User facilities in the World Culture Building are available for student use. The computer facilities at the university are separated into two distinct functional areas. One area deals with providing computer resources to meet the instructional and research needs of the university, such as student access for coursework and the Manderino Library on-line catalog. The other area provides resources to meet the administrative needs of the university.

### **Computer Accounts**

Students who register for classes automatically have a VMS and Windows computer account created for their use during the semester. There is no charge for the service or for the use of the computer network.

### **Campus Network**

The university campus buildings are connected together via a high-speed state-of-the-art GigE local area network. The network provides GigE connectivity to every floor on the campus and each floor has switched Ethernet to every office, classroom, lab and residence hall room. Southpointe Center and RET (Regional Enterprise Tower) are connected via a high-speed ATM WAN which extends all computer resources to both remote sites. The network also provides the capability for distance learning programs. The university is connected to the State COPA (Commonwealth of PA) Network and Internet2. This statewide network includes the Commonwealth of PA and all of The State System of Higher Education Universities and the Office of the Chancellor.

### **Instructional Computing Facility**

The Instructional Computing Facility (ICF) located in the basement of the World Culture building, is the main center for student campus network access and general use desktop computing. This facility contains personal computer systems and printers in laboratories and classrooms, and provides access to adaptive technology systems. Entrance to the ICF is through the University Avenue (west) entrance or via the elevator. Generally, the labs are open seven days a week during fall and spring semesters and five days a week during summer sessions. However, schedules may change and the hours are posted each semester in the ICF and can be requested by calling 724-938-4335 or by typing HOURS at the VMS system prompt. The labs are closed during holidays and session breaks.

### **Distance Education via Interactive TV (ITV)**

As a leader in technology instruction, California University of Pennsylvania has numerous courses that are currently delivered via distance learning. Classes can

originate and be received at the main campus and from off-campus sites like the Southpointe Center and RET. These courses are delivered instantly using state-of-the-art videoconferencing systems across the university's data network. Distance Education equipment allows the transmission of audio and video between two or more locations for the purpose of delivering instruction, enhancing educational experiences, conducting meetings, and participating in conferences.

*[Distance Education classrooms contain video cameras and sensitive microphones that can be controlled from a remote site. Always assume what you are doing and saying is being seen and heard ANYTIME you are in or near a classroom. Also, be aware that transmission of audio and video can occur with the monitors off, and conversations in the hall outside of classrooms may be heard. Private conversations should occur at some other location than the Distance Education classroom.]*

### **Other Campus Facilities**

Many departments have computers for student use; only some of the facilities are listed here. Additional campus computer laboratories are located in and operated by various departments on campus including: Applied Engineering and Technology, Business and Economics, Mathematics and Computer Science, Earth Science, and English (Word Processing Laboratory). The College of Education and Human Services maintains a Teacher Education Computer Lab in the Keystone Education Building. There is also a Student Access Center Computer Lab located on the first level of the Natali Student Center. The Office of Life Long Learning also features a computer laboratory. The Southpointe Center provides laboratories for instructional use. Contact your department for specific information about laboratory facilities available for educational purposes.

### **Campus Learning Labs**

#### **Mathematics Lab**

The following services and resources are offered free in the Mathematics Laboratory:

1. tutorial support in math and math-related courses
2. video tape tutorials on most algebra topics
3. computer-directed instruction software for many topics
4. math anxiety software and reference books

Success in a math course is achieved by working on assignments as soon as possible after class and by making accomplishments each day. Students who have difficulty with math courses should call 724-938-5893 to schedule a 30-minute appointment. They should bring attempted homework with them.

The Lab's video tape tutorials are written by one of the authors of the Introductory Algebra text, and are available for use in the Math Lab and on overnight sign-out basis. Nationally renowned authors claim that half of all college students are math anxious, and that many math anxious students exhibit physiological symptoms, such as headaches or stomach aches. Students with these symptoms only in math environments should discuss the situation with a Math Lab tutor or with the Math Lab Director.

#### **Reading Clinic**

The Reading Clinic offers free one-hour tutoring sessions to all students. The Clinic

is staffed by a faculty member and a graduate assistant who teach techniques to improve reading comprehension and vocabulary. Help is also available in identifying main ideas, making inferences, drawing conclusions, understanding concepts and facts, test-taking skills and building vocabulary. In addition, education majors can work in sessions to prepare them for the PRAXIS exam. Students can make appointments to work privately with a tutor or schedule an independent lab session that is staff-directed. The Reading Clinic is housed in the Keystone Building, Room 200A and is open from 9 a.m. to 4 p.m., Monday through Friday.

### **Writing Center**

The Writing Center provides free writing assistance to Cal U students—undergraduate and graduate—in all academic majors and programs. Trained writing consultants work one-on-one with students who wish to improve their writing process, including getting started, developing a first draft, revising and editing. While writing consultants don't copyedit or proofread student papers, they will work closely with students as they learn strategies (including editing and proofreading) for improving their own writing through revision. The Writing Center also offers a writing resource library, informative handouts about writing, and a Writers Hotline at (724) 938-4336 for quick questions about writing.

Located in 110 Noss, the Writing Center is open Monday through Friday. Hours vary. Walk-ins are welcome, but appointments are encouraged. For more information or to make an appointment, call (724) 938-4336.

### **Career Services**

The primary purpose of Career Services is to assist students in developing, evaluating, and effectively implementing appropriate career plans. Undergraduates, seniors, graduate students, and alumni may obtain general advice and information on career and job search strategies. On-campus interviews and informational sessions are scheduled for students interested in meeting with representatives from business firms, government agencies, industries, and school districts seeking candidates for employment. The "career center" houses career planning and company literature as well as information on current job opportunities.

Students are encouraged to visit Career Services to:

- visit our website at [www.cup.edu/careers](http://www.cup.edu/careers);
- schedule a session on the computerized guidance system, eDISCOVER;
- one-on-one career guidance;
- investigate cooperative education, internship, and service learning opportunities;
- search the "web" for job opportunities.
- check out the new computer resources lab dedicated to career development and job search;
- use the career center media, including: videos, audiotapes, and computerized software resources;
- see a staff member about any career issues, including graduate and professional schools;
- attend career workshops, job fairs, and special programs;
- learn about alumni who will discuss their careers;

register for undergraduate one-credit Career Readiness course;  
make an appointment for a “mock” interview;  
information guides for resume writing, interviewing, cover letters, and job search;  
get the most up-to-date information on company recruiting visits;  
sign-up for campus interviews and information sessions, and learn what services are available; and  
register and search full time part-time, co-op, internship, seasonal, and volunteer positions on College Central/PASystem website-  
[www.collegecentral.com/cup](http://www.collegecentral.com/cup).

### **Cooperative Education**

Cooperative Education (CO-OP) allows students to be employed—whether in business, industry, government, education or service organizations—in paid positions directly related to their academic majors or career plans. Cooperative Education positions are pre-professional and coordinated by the university. Students may be employed part or full-time, and may choose to work during the fall, spring and/or summer semester. Undergraduates, as well as graduate students, in all academic majors are encouraged to participate provided they meet the eligibility requirements. It is expected that the student’s cooperative education experience(s) will span two semesters or summers while enrolled at California.

### **CO-OP Eligibility**

- completion of **Career Readiness**, a one-credit course,
- completion of 30 credits (Associate’s - 15; Master’s - 6),
- student must have at least a 2.0 overall grade point average (3.0 for Master’s).
- agreement to complete 2 co-op experiences (experiences can be completed in the summer), 1 semester for Associate’s or Master’s.

Three Ways to Fit CO-OP into an Academic Program:

- 1) Work part-time while still enrolled full time in classes.
- 2) Work full time with no classes scheduled for the summer.
- 3) Work full time or part-time in the summer.

Where Can I Work?

Students can work either locally or nationwide.

CO-OP advertises on average over 550 positions throughout the U.S. and abroad.

The CO-OP staff also assists students in developing CO-OP sites in any location.

### **How Does CO-OP Differ from Internships?**

All CO-OP positions are paid – internship positions can be either paid or unpaid.

CO-OP is administered through Career Services – internships are administered through Academic Departments.

Students do not receive credit for CO-OP experience— all internship experiences are for credit.

*(Students do receive notation on their transcript for their CO-OP experience.)*

Cooperative Education positions are advertised on the Career Connections/Pasystem website. Students who enroll in CO-OP are eligible to apply for advertised positions.

Additional information and appointments with members of the Cooperative Education staff are available in the Career Services Department Eberly Science and Technology Center.

### **Visiting Student Program**

Students at California University may choose to enroll for a period of time at any of the other 13 institutions in the Pennsylvania State System of Higher Education; and, similarly, students from those 13 may enroll at California. These institutions are Bloomsburg, Cheyney, Clarion, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, Slippery Rock, and West Chester Universities of Pennsylvania.

The purposes of this program are to allow students at one institution to participate, for a limited period of time, in courses, programs or experiences not available at their home institution, without loss of institutional residency, eligibility for honors or athletics, or credits toward graduation; and to expand options available to students in such matters as student teaching, clinical experiences, internships, and international exchange programs.

Further information may be obtained from the Office of the Provost. Catalogs of the participating institutions may be consulted in the offices of the college deans, or in Manderino Library.

The procedures and standards for the Visiting Student Program apply equally to students at any of the State System institutions and are as follows.

1. The student must have satisfactorily completed at least 27 credits at California, and be in good academic standing.
2. The student must obtain advance approval from California University to complete specified studies at a sibling university under this program. Each university specifies the approval procedure for its own students' participation and for students from other State System universities.
3. The student must present evidence of approval from California University and evidence of visiting university acceptance at the time of registration at the sibling university.
4. A student may complete up to 18 credits in a single semester and up to 16 credits of summer work as a visiting student.
5. All credits and grades accrued at the sibling university will be accepted in full by California University, and thereafter treated as California University credits and grades.
6. The student registers at, and pays tuition and fees to, the State System university visited. A student wishing to divide a course load between two institutions during the same term registers and pays appropriate tuition and fees at both universities.

### **Public Safety**

The Department of Public Safety and University Police at California University is a fully recognized law enforcement agency as authorized by 71 P.S. 646, the Administrative Code of 1929 as amended and Title 18 of the Pennsylvania Consolidated Statutes, (Crime and Offenses) and 24 P.S. 20-1006-A(14) 20-1010A (5) of the State System of Higher Education Act.

The department consists of professionally trained individuals capable of responding to requests for assistance in routine and emergency situations. The department, a diverse group of police officers, communications officers, and secretarial staff, provides continuous 24 hour assistance to the university community.

The staff includes a director, assistant director, two shift supervisors and ten additional commissioned police officers who have received training at the Pennsylvania State Police Academy. Three public safety communications officers and one departmental secretary contribute to the operation of the department. Public safety personnel are certified in CPR, basic first aid procedures, and the emergency medical airborne evacuation policy and procedure for transportation of the seriously ill or critically injured.

Additional services offered to university students, faculty, and staff consist of parking and traffic management; criminal investigations; health, fire, and safety surveys; special event planning; accident investigation; and crime prevention information and presentations.

Pursuant to the Pennsylvania College and University Security Act, and the Federal Crime Awareness and Campus Security Act of 1990, post-secondary institutions, including colleges and universities, must annually provide to all applicants, students and employees, information with respect to campus crime statistics and the security policies of the institution.

The information is compiled by California University and made available through the Office of Admissions, the Office of Student Development and Services, and the Office of Public Safety, and on the University website at [www.cup.edu/public\\_safety/](http://www.cup.edu/public_safety/).

### **Character Education Institute**

The California University Character Education Institute opened in January 1995, in response to a report from the Pennsylvania State System of Higher Education urging the State System's universities to give increased attention to values during the 1990s.

#### Goals of the Institute

The Character Education Institute has three broad goals:

- To serve as a resource to the University's colleges, departments, and student organizations as they contribute to the moral development of California University students,
- To help prepare education majors for their unavoidable role as character educators,
- To assist, when possible, with outreach assistance to local school districts and organizations as they influence the moral development of their children.

The Character Education Institute also serves to focus attention on the University's core values of Integrity, Civility and Responsibility.

#### Services

The Institute maintains a resource center that contains character education curriculum materials, books, journals, newsletters, audio and videotapes, and a clipping file



on special subjects; e.g., values in athletics. These materials are available to University faculty, staff, administrators, and students and to staff and school directors from local school districts.

The Character Education Institute provides resources to members of the University community as they give increased attention to moral reflection and dialogue. These resources include a series of presentations and materials relevant to all education majors concerning their future role as character educators. The Institute also offers an undergraduate course (Schools and Values), a graduate course (Character Education), and a fifteen-credit focused concentration in the MAT.

The Character Education Institute is located in 409 Keystone Education Center, on Third Street across from Natali Student Center. To obtain additional information about the California University Character Education Institute, please contact:

Character Education Institute  
California University of PA  
250 University Avenue  
California, PA 15419-1394  
Telephone: 724-938-4500  
Fax: 724-938-4156  
[www.cup.edu/education/charactered](http://www.cup.edu/education/charactered)

## **University Advancement**

The Office of University Advancement was established in 1992 to provide a full range of internal and external services to California University of Pennsylvania. It endeavors to enhance relationships with all alumni and friends, the general public, prospective students, foundations, businesses, policy makers and others who have the ability to assist California University and its students. It conducts all fundraising efforts of the University including an annual fund campaign and phonathon, scholarship enhancement programs, capital campaigns, and planned giving programs including bequests and many types of trusts. Advancement also provides liaison with the Foundation for California University of Pennsylvania and the California University Alumni Association. The office of the Vice President for University Advancement is located in Room 114 of Old Main. Phone: 724-938-5938; fax: 724-938-5880.

## **Alumni Relations**

The Office of Alumni Relations, located on the first floor of the new Michael and Julia Kara Alumni House, is the liaison between the university and its more than 40,000 living alumni. All alumni with mailable addresses receive *The Cal U Review* (alumni magazine) and notices about various special events. The office coordinates Move-In Day, Homecoming, Alumni Day, and numerous social and cultural programs for alumni both on and off campus. Alumni Relations manages the network of alumni chapters across the nation and works closely with the Alumni Association (see below). In addition, the office of Alumni Relations is home to the Student Ambassador Program and maintains a toll-free telephone hotline with information changing daily (1-800-4-CAL-NEWS or 724-938-4507 locally). Phone: 724-938-4418; fax, 724-938-4327; e-mail, [alumni@cup.edu](mailto:alumni@cup.edu).

### **Alumni Association**

The California University Alumni Association serves California University and its alumni by fostering beneficial relationships among alumni, students, the university, and the wider community. The university's alumni have been officially organized since 1939. Today, nearly 40,000 graduates and numerous former students are members of the Association. A board comprises four classes of alumni directors, elected for four-year terms. The board officers work closely with the university's President, Office of University Advancement, and the office of Alumni Relations. Phone, 724-938-4418; fax, 724-938-4327; e-mail, alumni@cup.edu.

### **Foundation for California University of Pennsylvania**

The Foundation for California University of Pennsylvania, with offices on the second floor of the Michael and Julia Kara Alumni House, receives funds from foundations, businesses, alumni, staff, faculty and friends to benefit the university and its programs. The Foundation administers endowment funds that provide support for student scholarships and other university activities. Phone, 724-938-4329 or fax, 724-938-4480.

### **Marketing**

The Office of Marketing identifies opportunities to promote the university. In conjunction with consultants and members of various university constituencies, the office defines, plans and executes marketing campaigns, and produces supporting materials that satisfy stated goals for a variety of areas, such as enrollment management. The office collects and analyzes data, evaluates results, and communicates its findings to the appropriate constituency. The Marketing Department publishes the university's alumni magazine, *The Cal U Review*. The office is also responsible for the California University Web site, www.cup.edu. Phone, 724-938-4195; fax, 724-938-5932; e-mail, baxter@cup.edu.

### **Public Affairs**

The Office of Public Affairs serves as the university's liaison with the media and the public, gathering information from the California University community and distributing it regularly to print and electronic outlets. The director of Public Affairs often serves as the University spokesperson. The Public Affairs Office is responsible for producing *The California Journal*, the University's official weekly publication. Phone, 724-938-4195; fax, 724-938-1500; or e-mail, mccoey@cup.edu.

## Student Development and Services

Inherent in the university's mission is a commitment to the total development of all students. The Office of Student Development and Services, under the direction of the Vice President for Student Development and Services, is administratively responsible for the implementation of this commitment.

The central focus of the program is the personalization of the university experience, with concern for not only individual intellectual development but also other aspects of personal growth. In order to foster this holistic development of students, the division designed and implemented student learning outcomes. It is Student Development and Services' objective to enable students to achieve the seven learning domains listed below through a variety of programs and services.

Values, Moral, and Ethics

Self-Awareness/Intrapersonal Development

Interpersonal/Social Development

Leadership and Citizenship

Preparation for Lifelong Learning

Purpose/Vocational Competence

Physical Development

For additional information and regulations governing student life and conduct besides that presented here, students should refer to the current edition of *The Student Handbook*.

Opportunities for work-study jobs, graduate assistantships, internships, and volunteer work assignments are available for qualified students. Check with the various offices or departments to inquire about openings.

### CalCard—University Identification Card

The CalCard is both a campus identification card and a convenient, safe way to make purchases and use services on campus. The CalCard is available to all California University of Pennsylvania students, faculty, staff and eligible guests. The CalCard comes ready to use, pre-programmed with basic services, and then enhanced based on your needs.

### CalCard Services

**AAA** - Part of the basic service of each student CalCard is the AAA-Roadside Assistance Program. Under this program, Cal U students can receive two free limited roadside assistance calls from AAA per academic year. To use this feature, simply call the toll free number on the back of your CalCard. For more details, stop by the Information Desk for a AAA brochure.

**Transit**- Just present your1 valid student CalCard and you can ride any of the Mid Mon Valley Transit Authority bus routes free of charge. To obtain copies of schedules and information, contact the Mid Mon Valley Transit Authority at 724-489-0880 or on the web at [www.mmvta.com](http://www.mmvta.com). Schedules are also available on campus at the Natali Student Center and Public Safety Office.

**Manderino Library** - The CalCard is used to check out materials and access the library's PILOT system.

**Tickets\*** - Cal U students receive free admission to all home, regular-season intercollegiate sporting events. Tickets for other evens can be purchased using Shop Dollars at the Information Center.

**Fitness Center\*** - Cal U students receive unlimited access to the Herron Recreation and Fitness Center. Faculty, staff, alumni and satellite campus students who have purchased a membership use their CalCard to gain admission to the fitness center.

**Entertainment\*** - Cal U students receive free admission to most entertainment events sponsored by the Student Association, Inc.

**Access** - Students who reside on campus use their CalCard to access their residence halls. Students residing at Jefferson at California use their CalCard to access the clubhouse.

\*Students who are not matriculating at the main campus must purchase membership or tickets for recreational and entertainment events on campus.

### **Banking / Financial Services**

On-campus financial services are offered to students, faculty, and staff through the Pennsylvania State Employees Credit Union (PSECU) in conjunction with the CalCard. Students can elect to have their CalCard activated for use as an ATM / debit card associated with their PSECU account. The PSECU electronic banking facility is located on the lower level of the Natali Student Center. PSECU offers free checking with no monthly service charge, no minimum balance, and free PSECU custom checks. PSECU has ATMs located at the Natali Student Center and at the Jefferson at California apartments.

### **CalCard Accounts**

CalCard accounts work like a debit account; you deposit funds in advance and your account is debited each time you make a purchase.

**Meal** - Everyone enrolled in a meal plan will use the CalCard to pay for his or her meals. Whether eating at the Gold Rush or using the cash equivalency options at the Metropolitan Cafe or the Washington Food Court, just give your CalCard to the cashier. Your meal account is automatically reduced by one meal. Everyone enrolled in a meal plan will automatically receive a Dine Account.

**Dine** - Opening a declining balance Dine Account is as simple as making a deposit at the Bursar's Office. Your Dine Account can be used to pay for food at all food service locations.

**Shop** - The CalCard Shop Account is the master debit account for on-campus use. Just make an initial deposit at the CalCard Office by check or credit card, or by cash at a Value Transfer Station, located in the Natali Student Center or Manderino Library. Your Shop Dollars can be used to make purchases at all food service locations, Cal U Student Bookstore, vending machines, laundry facilities, Manderino Library for photocopies and overdue book fines, pool hall, Information Center for tickets, manuals, stamps, CalCards, and at the Hamer Hall concession stand. Shop dollars are carried over from semester to semester.

### **Lost Cards**

Report lost CalCards to: The CalCard Office during regular business hours and to Public Safety after regular business hours. Those who have selected to the option to have financial services provided by PSECU in conjunction with their CalCard also need to contact PSECU if their CalCard is lost or stolen.

### **Additional Information**

For additional information, stop by the Information Center in the Natali Student Union, call the CalCard Office at 724-938-4300, or e-mail [calcard@cup.edu](mailto:calcard@cup.edu). Be sure to check the CalCard website for information at <http://sai.cup.edu/calcard>.

### **Cal U Student Bookstore**

The Cal U Student Bookstore, located on the first level of the Natali Student Center, offers varied services to all students, faculty and staff, including a textbook reservation service that allows students to pre-order books before the first week of class. The bookstore also offers on-line service at [www.calupa.bkstr.com](http://www.calupa.bkstr.com). The Cal U Student Bookstore offers a variety of other items including Cal U clothing and giftware, magazines, newspapers, CDs, greeting cards, and computer software.

### **Campus Ministry**

Spiritual development is an integral part of the process of education and of human growth. A campus ministry, staffed by professional campus ministers, fosters the development of spiritual and religious student life. (724-938-4573). The Campus Ministry of California University of Pennsylvania is located in the Natali Student Center, room 143. Office hours are 10 a.m. until 4 p.m. on weekdays while the university is in session. Campus ministers are on call 24 hours, if a staff member cannot be reached call 724-938-7739.

### **The California Times (California Student Newspaper)**

The California Times is the university's student newspaper, owned and operated by the Student Association, Inc. The purpose of The Times is to support the educational mission of California University and the State System of Higher Education by providing educational opportunities in publishing, utilizing students in leadership, production and reporting roles. These "hands-on" roles will give students measurable educational experiences in technical areas such as desktop publishing, graphics, ad sales, layout and photography, as well as newspaper reporting. For further information call 724-938-4321 or e-mail [wheeler@cup.edu](mailto:wheeler@cup.edu).

### **Clubs and Organizations**

A large array of active clubs and student organizations are offered through academic departments and the Student Association, Inc. These groups provide social, educational, community service and leadership opportunities for students. A complete list of SAI-funded organizations, their current advisors and phone numbers may be found in *The Student Handbook* or [sai.cup.edu/sai/clubs](http://sai.cup.edu/sai/clubs).

### **Commuter Center/Commuter and Nontraditional Student Services**

Commuter students, including nontraditional students, comprise approximately two-thirds of the total student population. The commuter center, located on the first level of the Natali Student Center, offers a host of services and opportunities for involvement to commuter and nontraditional students. The Commuter Center provides a host of convenience services. In addition to providing a comfortable place away from classes, the Center is also a place for commuting students to involve themselves in university life by socializing with their peers, taking advantage of activities provided for students and their families, and by becoming involved in student leadership as members of the Commuter Council.

The Office of Student Development and Services and the Student Association jointly support commuter students at Cal U. For further information, all are encouraged to visit the Commuter Center and to visit the Commuter Center web page at [sai.cup.edu/commuter/](http://sai.cup.edu/commuter/).

### **Counseling and Psychological Services**

The Counseling Center faculty provides personal, social and psychological services to university students with problems that interfere with their adjustment to campus life or effective educational performance as well as services for personal development. Services are confidential in accordance with federal confidentiality rules and state law. Crisis intervention is available to students who have a situational problem that becomes overwhelming or a personal problem that has grown to crisis proportions. Students need to make an appointment themselves. After hours and weekend services are facilitated through the Health Services (724-938-4232). To make an appointment for counseling or a one-time psychological consultation session, students can call the Center during office hours, 8 a.m. to 4 p.m. daily, Monday through Friday. Evening sessions are available by appointment only (724-938-4191).

### **CUTV (California University Television)**

California University Television (CUTV) is the University's cable television station, which is owned and operated by the Student Association, Incorporated. CUTV is seen in nearly 100,000 homes, 24 hours a day on the Atlantic Broadband, Armstrong and Comcast cable systems. The mission of CUTV is to produce and provide programming of regional community interest, while providing valuable "hands-on" educational experience for interested students. This applied learning supports the mission and goals of California University, as well as the priorities and imperatives of the State System of Higher Education. Students can develop skills in television technology through experience in a variety of technical areas including camera work, editing, direction and other production roles, as well as on-air talent positions.

California University television produces a variety of informational, educational, and entertainment programs. For example: *CUTV Newscenter* - a live news show, a variety of local government meeting including the Washington County Commissioners, an aerobics show - *No Sweat*, a local talk show called *Valley Views* and many more. CUTV is heavily involved with University and area high school sports coverage. Over the past several years, CUTV has produced all of California University's football and basketball contests, as well as various volleyball, soccer, baseball and softball events. CUTV also produces a weekly coach's show for the sport in season. CUTV also produces a High School Football *Game of the Week*, with several of these contests carried live to a statewide audience via PCN. To its credit, CUTV has been recognized by many national organizations. The National Association of Collegiate Broadcasters (NACB) awarded CUTV "Best in the Nation" for its news and sports, as well as station of the year, 1997-98. The station has also received over 20 TELLY awards for its sports, news and documentary coverage. In addition, CUTV has received awards from the Society of Professional Journalists, Communicator, Videography and Axiem organizations. Offices and studios are located in the Natali Student Center. CUTV maintains a fully loaded production truck, capable of producing multi-camera field events. The program employs a staff of three professionals, and enjoys a student membership of over 40. For more information contact J.R. Wheeler, Assistant Dean of Student

Services, room 150 of the Natali Student Center, 724-938-4303 or e-mail: Wheeler@cup.edu

### **Dining Services**

The goal of University Dining Services is to provide a quality, cost effective, innovative dining program for students living on and off campus. The university encourages student involvement and awareness to help provide quality, nutritious meals at a reasonable cost. Dining locations provide an important environment for student interaction and socialization. Students living in the residence hall, as well as commuters, may choose from a variety of meal plans. All students who live in a university residence hall must participate in the meal program. The off-campus and commuter plans are for one full semester and may not be terminated. A detailed dining service brochure may be obtained from the assistant dean for student services, Natali Student Center, 724-938-4513.

### **Drug and Alcohol Programs**

The university drug and alcohol education and prevention program is located in Downey Garofalo Health Center. It provides educational programs for the university aimed at increasing awareness of alcohol and drug-related issues. This program includes consultation, intervention, counseling, education, awareness programs and substance-free activities.

**CHOICES** is the assessment and intervention program designed to assist those whose behavior may be harmful to themselves or others because of alcohol or drug use. This program consists of two individual sessions and eight hours of education. It is one part of the University's effort to provide a drug-free community. For more information call 724-938-4191.

**CHEERS** (Collegians Helping Educate Each Other Regarding Substances) is an educational component of the drug and alcohol program. Awareness, alternatives, peer education and other programs are offered through CHEERS. For more information call 724-938-4191.

**BACCHUS** (Boost Alcohol Consciousness Concerning the Health of University Students) is the local chapter of a national student organization. BACCHUS advocates informed, independent decision-making and respect for the choices of others. BACCHUS operates a weekly coffeehouse, "The Underground Cafe," at One Herron Place, which showcases the talents of Cal U students and promotes a responsible and healthy lifestyle. For more information check out their web page at [www.cup.edu/bacchus/](http://www.cup.edu/bacchus/).

California Campus Community Coalition, which is a committee comprised of both the university and community, addresses underage and dangerous drinking on campus and in the community. For information, call 724-938-4191.

Southwestern Pennsylvania Drug and Alcohol Consortium is a combined effort by California and neighboring universities to provide a forum for discussion of relevant and current issues in drug and alcohol prevention and education, as well to share developmental programming ideas.

## **Student Health Services**

### **Downey–Garofalo Student Health Center**

The goal of the Student Health Services Department is to provide high quality health care to our students; to direct students to other health care providers when appropriate; to provide emergency care for all members of the university community; to address the specific health needs of those members of the student population with special problems; and to conceive, develop and implement relevant health education programs for the university community. Students must submit completed health forms as part of the admissions process. The Downey–Garofalo Student Health Center is open 24 hours, Monday through Friday, while the university is in session. A staff of full-time registered nurses is on duty at all hours. A qualified physician is on duty Monday through Friday during specified hours. The physician may refer students to local hospitals in emergencies and for treatment beyond the capabilities of the Student Health Center. The Health Center does not assume responsibility for doctor bills, hospital bills or prescription costs accrued by the students for treatment beyond capabilities of the Health Center. The final decision in hospital selection is the student's.

## **Medical Absences**

Students who are unable to attend classes because of illness should contact their professors, explain their absences, and arrange for completion of any work that may have been missed. The Student Health Center does not issue medical excuses, but will send a written notification to the professors in the following circumstances (provided the student initiates the request):

- If a student consults a health care professional at the Health Center, and the health care professional determines that the student has or had sufficient medical reason not to attend class.
- If a student has consulted a private physician, who has determined that the student has or had sufficient medical reason not to attend class.
- If a student is confined for longer treatment or care at the infirmary section of the Student Health Center or requires extended recovery with bed rest.
- Upon notification from the Student Health Center or any other health care professional, the professor may decide whether to consider the notification as a valid excuse from class or other academic obligations.

## **Health Education Awareness Resource Team (H.E.A.R.T.)**

H.E.A.R.T. is a group of students trained to promote health and wellness and to provide opportunities for the campus community to learn about healthy lifestyles through programs, events, workshops, and individual consultations. H.E.A.R.T. can present programs on weight loss/management, nutrition, physical fitness, eating disorders, AIDS and other sexually transmitted diseases and stress management. The H.E.A.R.T. Peer Educator group is open to all Cal U students.

## **Housing: Living@Cal U**

Living@Cal U offers a variety of options for students, all designed to fit your lifestyle from the first year of college through graduate school. University housing was designed with significant input from students, resulting in facilities and services tailored to your changing needs. Three suite-style residence halls on the lower campus house 700 students who are primarily freshmen, but also include a mix of upper-class students to promote community development and sharing campus



traditions. Since the first year of college typically involves numerous academic, personal and social transitions, our staff's emphasis is on support and building community so you feel connected to Cal U, adjust to your new home and succeed academically. As you mature and want to branch out on your own to more independent living, our garden style apartment complex, Jefferson@California, is the place for you. Fully-equipped apartments that house 768 students just 1.4 miles from the lower campus give you the increased freedom and independence you're ready for. Staff is still available to assist you, but take a less proactive role as transitional issues have generally been resolved by this time.

You must purchase a food service plan if you live in the suite-style halls on the lower campus. Jefferson@California apartments have fully equipped kitchens, so a meal plan is optional.

### **Lower Campus Housing: The Suite Life**

Housing on the lower campus is not guaranteed for everyone. A majority of on-campus spaces are reserved for incoming first year students, who are assigned on a first-come, first served basis, so it helps to apply as early as possible. Each year, a percentage of the spaces available is set aside for upperclassmen and a lottery is held to determine who can contract for on-campus housing. First year students not selected in the lottery must fulfill the remainder of their four-semester residency requirement at Jefferson@California, as university policy states that all first-time freshmen who continue enrollment are required by the university to reside in University housing (either lower campus halls or Jefferson@California) for the first four semesters of their college career, with the following exceptions:

1. Students commuting from the residence of their parents or legal guardians.
2. Married students.
3. Students who are 21 years of age or older by the date of registration.

The housing contract is binding and includes both the fall and spring semesters of an academic year.

The university retains the right to assign all students to particular residence halls, floors and roommates in the best interests of the university. You may request a room or roommate(s) and we will attempt to honor the request, but will not be obligated to do so. The university will not guarantee any student a given room, roommate or residence hall based on class rank, previous occupancy or any other criteria. The assigned space remains the property of the university and regulations apply for its use. Failure to abide by set regulations may result in disciplinary action. If your behavior indicates that you are not suitable for the residence hall environment, the university has the authority to take possession of a given room at any time, **without refunding fees**. Contracting for housing on the lower campus in any academic year does not obligate the university to offer housing in the same location in future semesters. For more information, contact the Housing and Residence Life Office at 724-938-4444.

The university has three co-ed residence halls, all of which are completely smoke free and are made up of suites in various configurations. Fully air-conditioned and carpeted, the Suite Life provides the most popular amenities students requested during construction planning. Each residence hall has a computer lab, community room, TV area with large screen TV, a kitchen and vending area, full CalCard use and digital video cameras. Each floor also has lounge and study rooms, recycling areas, and a laundry room, while each suite provides free local telephone service, TV cable and high-speed internet connection.

The on-campus residence life program at California University serves your needs as a residential student, and is designed to create a stable living and learning environment based on the University's core values of *Integrity, Civility and Responsibility*. Here, the halls are more than a place to sleep; they are a learning experience. For many of you, coming to college is your first opportunity to be away from parents, siblings, and life-long friends. Residential living encourages you to develop a sense of independence and to build new relationships with a variety of people, often resulting in long-lasting friendships.

Each semester, our staff works with you to plan activities and programs that promote learning outside the classroom and help create a sense of community within the halls. In addition, hall living can also be a cultural learning experience because you will be living and interacting closely with a wide variety of students. This interaction helps to dispel myths and stereotypes about people and their backgrounds. There are many opportunities for student governance, including Hall Council, Inter-Residence Hall Council, and Inter-Residence Hall Judicial Board.

If you take advantage of the full experience offered by residence hall living, you will learn about yourself as you gain hands-on experience in applying what you learn in class, develop your communication and leadership skills, and create life-long friendships.

A detailed description of the residence life program, facilities and residence hall rules and regulations is included in *The Student Handbook*.

### **Specialty Housing**

Residence Life offers you the opportunity to live in a community made up of students who share interests or concerns for similar issues. Current special interest housing includes wellness, quiet and the university Honors Program.

### **Residence Life Staff**

Each residence hall is supervised by a professional Residence Hall Director who assures that your experience with the Suite Life is comfortable, safe and contributes to your personal development and academic success. This advisor is supported by resident assistants, undergraduate or graduate student leaders who live on each floor of the halls.

### **Safety and Security**

While safety requires the cooperation of all members of the residence hall community, we use several strategies to promote a secure living environment. In addition to the live-in staff who are available through a 24-hour on-call schedule, residence hall desks are staffed during evening hours. Hall access is controlled through main doors near the desk, with other doors alarmed for emergency use only. The residence halls are locked at all times. Only residents using their CalCards have unrestricted access. Guests must call from the entrance and be escorted at all times. A state-of-the-art sprinkler, fire and smoke detection system ensure prompt response to fire emergencies. Digital video cameras are positioned at all entrances and exits, and all halls have emergency phones outside the entrances.

### **Inter-Residence Hall Council**

This elected body represents the interests of students who live in the residence halls on the lower campus. The Council provides a forum for residence life issues and sponsors various projects.

### **Tech Support**

California University provides a computer lab with a printer in each residence hall for residence hall student use. The labs are fully integrated into the university's network. You have access to any of the network services on campus, including Manderino Library, other State Systems libraries, students' email and web space, the Internet, and other services. All labs are available 24 hours a day, seven days a week, during the school term and are accessed by using your room key. The residence hall labs are for residents and their guests with a valid ID (residents have priority). Rules posted by staff must be followed. Each lab has a laser printer, but you must supply your own paper.

If you bring your own computer: all residence hall rooms have Cat-6 connections for hookup to the network. This service is provided at no additional cost. There is no need to use a modem or contract with an outside Internet provider. You need an Ethernet cable and 10BaseT Ethernet card installed and working. The university does not provide or install the Ethernet card or cable. All students living in the residence halls must complete an application for service and review the acceptable use policies. For more information, visit: <http://sai.cup.edu/calhousing/services.htm>, or call Residence Life Tech Support at (724) 938-4444.

### **Upper Campus Housing: Jefferson@California**

Just 1.4 miles from the lower campus and next to the university's recreational sports complex are the 10, three-story buildings whose apartments are home for 768 primarily upper-class students. Jefferson offers a variety of configurations to meet your needs. There are 108 four-bedroom units with a private bath for each resident, 78 apartments that include four private bedrooms and two shared baths, and twelve units that house two students, each with a private bedroom and private bath.

Each apartment has a full-size range, microwave and refrigerator, a dishwasher, garbage disposal and washer and dryer. High speed internet, telephone and cable TV connections are available in each bedroom and in the common area. Each unit has an intrusion alarm system, full sprinkler system and handicap accessibility. The clubhouse features a fully equipped fitness center, a recreation room including pool, table tennis and foosball tables, a computer lab, media room and a leasing center. Other amenities include outdoor sand volleyball and basketball courts and an outdoor pool. Parking is available at each building and regular bus service to the lower campus is available at no charge courtesy of the Mid Mon Valley Transit Authority. For contract information, contact 724-938-8990.

### **Off-Campus Housing**

The Office of Off-Campus Housing works with students, landlords and borough officials to educate and promote the safety and welfare of all students residing in off-campus facilities. The office also assists students in their search for off-campus housing by providing an off-campus housing list and various resource and educational materials such as the "Student Educational Guidebook for Off-Campus Living." For more information call 724-938-4303 or visit our website at <http://sai.cup.edu/housing/och>.

*Disclaimer:* The information contained in the off-campus list is provided as a

service to students. The data collected or transcribed may at times be inaccurate. The university, its employees or students are not responsible for any claims or damages that may be incurred. The Office of Off-Campus Housing makes no warranty on the conditions, terms, prices, or other information contained therein. This information is to be used as a guide to help students locate off-campus housing and is not to be taken as approved or sanctioned off-campus housing. This does not create an enforceable obligation to any party from California University of Pennsylvania, the Pennsylvania State System of Higher Education, or the students of California University.

### **Nondiscriminatory Policy**

California University of PA admits and does not discriminate against students of any race, color, national and ethnic origin, religion or sex, to all the rights, privileges, programs and activities generally accorded or made available to students at California University, and does not discriminate on the basis of race, color, handicap, national and ethnic origin, sexual orientation, or religion in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University administered programs. It complies fully with the prohibitions against discrimination on the basis of sex contained in Title IX of the Educational Amendments of 1972. In employment of both students and staff, California University of PA is an Affirmative Action and Equal Opportunity Employer.

### **Jefferson@California**

Jefferson@California opened its doors to university students in the fall of 2001. This state-of-the-art apartment community provides residents with numerous amenities, and various personal development opportunities. Each apartment is furnished and consists of four private bedrooms, four private bathrooms, a kitchen, and living room. Also, every apartment is equipped with local telephone service, basic cable television, and Ethernet connections. The kitchens have GE appliances; a stove/oven, a microwave, a garbage disposal, a refrigerator, and a dishwasher. There is also a washer and dryer in every apartment. All of these amenities are included in the monthly rent. The community also provides a clubhouse with additional amenities, these include a university operated convenience store, a fitness center, a computed lab, study rooms, and a game room. Jefferson at California also offers opportunities to grow and develop personally. There are six Community Assistants that live within the property and they develop both social and educational opportunities for the residents.

### **Intercollegiate Athletics**

The university sponsors a comprehensive athletic program for both men and women. The athletic program is regulated by the policies of the athletic council and administered by the director of athletics. It is governed by the Office of Student Development and Services with the vice president as the senior administrative officer.

Sixteen varsity sports are available to students who desire to participate in intercollegiate athletics and who meet the academic standards of the university, the PSAC and the NCAA. For men, California offers baseball, basketball, cross country, football, soccer, and indoor and outdoor track and field; for women California offers basketball, cross country, softball, soccer, tennis, indoor and outdoor track and field, swimming, and volleyball. Freshman students must apply to the NCAA Clearing-

house to be eligible to compete in intercollegiate athletics during their freshman year. Specific requirements may be obtained from the high school counselor, the university athletic director or the admissions office.

Academic progress for athletes is monitored and a professional staff of athletic trainers is always available. All student athletes are encouraged to participate in the athletic CHAMPS leadership development program at some time during their athletic careers. The program combines student athletes from all sports to discuss values, communication, career services, resume writing, manners, etiquette and diversity.

### **International Student Office**

California University welcomes international students because they have a positive impact on the entire university community. International students from 20 countries currently provide cultural diversity and furnish the institution and the surrounding community with an expanded and enlightened perspective. The mission of the International Student Office is to meet the unique needs of the international students enrolled at the University and to provide each one with a sense of “belonging.” In addition, the International Student Office strives to provide opportunities for the international student to experience not only the American culture, but other representative cultures as well. The International Student Office, located in the Downey-Garofalo Student Health Services building, is open 8 a.m. to 4 p.m. Monday through Friday. (724-938-4056)

### **Intramurals**

The intramural program is designed to provide students with a flexible, yet structured environment in which to participate in sports. Activities are administered in league format with various divisions servicing men’s, women’s, and open and co-ed recreational teams. Teams and individuals must formally register for activities. The program is open to all current students, faculty and staff. For more information contact Recreational Services, 724-938-5907.

### **Judicial Affairs**

*The Statement of Student Rights and Responsibilities: Student Code of Conduct* outlines the behavioral standards the university expects all students to abide by in order to create a positive community. The Office of Judicial Affairs and designated hearing officers in Residence Life and Greek Affairs are responsible for resolving any alleged violations of these behavioral standards through the process described in the *Statement*, which is available in the Student Handbook and online at <http://sai.cup.edu/handbook>. These behavioral expectations are based on the university’s core values of integrity, civility and responsibility. The university reserves the right to impose sanctions such as declining readmission, suspension, or requiring the withdrawal from university housing and/or the university after all appropriate university judicial procedures have been followed for actions deemed to be disruptive to the university community.

Registration at the university assumes the student’s acceptance of responsibility for compliance with all regulations published in this catalog, as well as rules found in official publications or officially announced to the university community.

### **Judicial System (Student)**

The Division of Student Development and Services is responsible for administration of the judicial system and the conduct regulations. The Office of Judicial Affairs conducts pre-hearing interviews with students charged with a violation of the conduct regulations which may take place on or off campus, takes administrative disciplinary action in certain cases, conducts student/faculty judicial board hearings, maintains all university disciplinary records and serves as a resource to faculty, staff and students for behavioral problems.

For additional information and regulations governing student life and conduct, students should refer to the current edition of *The Statement of Student Rights and Responsibilities: Student Code of Conduct* in the *Student Handbook*

### **Multicultural Affairs**

The Office of Multicultural Student Programming, located in the Jennie Carter House, provides programs and activities which support the ideals of a culturally diverse student population. It serves as an advocate for students from various backgrounds and offers consultation to other members of the university community when planning programs or activities. The office number is 724-938-5758, and office hours are 8 a.m. to 4 p.m. Monday through Friday.

### **Multi-Media Access Center**

Located on the first level of the Natali Student Center, the Access Center houses Macintosh computers that permit student access for personal use. The Center is open Monday through Friday, 9 a.m. to 9 p.m., and extends hours during "finals" week.

### **The P.E.A.C.E. Project**

The P.E.A.C.E. Project (Prevention, Education, Advocacy for Change and Empowerment) raises awareness and educates the campus and community on sexual assault, stalking, and relationship violence. In addition, P.E.A.C.E. offers survivors and their loved ones advocacy, counseling, and support on their journey to healing. The project is funded by a grant from the United States Department of Justice through the Violence against Women Act.

The P.E.A.C.E. Project is located in 116 Clyde Hall. Members of the campus and the larger community are welcome to stop by, call 724-938-5707, or e-mail [peace@cup.edu](mailto:peace@cup.edu) for more information.

### **Recreational Services**

The mission of the Department of Recreational Services is to provide recreational facilities, programs, and developmental opportunities for the university community. Recreational Services provides exposure to a variety of activities that contribute to individual physical fitness. The department also creates opportunities for cooperative and competitive play in the game form. Seven service areas fall within the department: extramurals, fitness, informal recreation, instructional programs, intramural sports, outdoor recreation and sports clubs.

### **Social Fraternities and Sororities**

A sorority or a fraternity is an organization whose members have chosen to establish a close affirmation and friendship with each other. Membership helps to provide leadership opportunities and career preparation. There are eight sororities and seven

fraternities to choose from at California University. Every chapter encourages and expects above average scholarship and participation in various activities that offer valuable experience. Community service is also encouraged. For additional information, see *The Student Handbook* or contact the Greek Development Office at 724-938-4303.

### **Student Activities Board (SAB)**

Many diverse forms of cultural and contemporary entertainment are offered to our students primarily through the Student Activities Board (SAB.) This organization is composed entirely of full-time students who meet weekly to view and discuss the possibilities of hosting different entertainment and cultural programs for the entire university community. The type of programs that SAB sponsors include the weekly movies shown in the Vulcan Theatre, the series of events surrounding our Homecoming theme, novelty events such as laser tag and off-campus trips to Pittsburgh sporting events, performances at the Pittsburgh Public theatre and opportunities to see national and local recording artists in concert venues in the Pittsburgh area. To find out more about SAB, the types of entertainment and programs they provide, and how you can become a member, call 724-938-4303 or stop by the office located on the first level of the Natali Student Center.

### **Student Association, Inc.**

The Student Association, Inc. (SAI) is a non-profit corporation financed in part by the Student Association Fee, which is paid each term by every student. The executive director serves as the liaison between SAI and the university. Programs provided by the Student Association, Inc., are determined by the student congress and by the Student Association, Inc., board of directors.

SAI coordinates the co-curricular activities provided by the university, including homecoming, Roadman University Park, concerts, plays, musical productions, movies, outdoor recreation, the Herron Recreation and Fitness Center, intramural sports, dances, picnics, California University Television (CUTV), WVCS Radio, *The California Times* (the student newspaper), *Monocal* (the yearbook), and special events. Intercollegiate athletics are partially funded by SAI. In addition, SAI coordinates the activities of student clubs and organizations. The student handbook provides a complete listing of active student clubs and organizations.

SAI is responsible for the development and maintenance of the George H. Roadman University Park, a 98-acre area located one mile from campus on Route 88 South. Facilities include tennis courts, baseball, football, soccer, softball, rugby, intramural fields, picnic areas and Adamson Stadium. For more information see [SAI.cup.edu/SAI](http://SAI.cup.edu/SAI).

### **Student Congress**

Student Congress is the official student governing body. It represents and serves the entire student population. It provides for a student forum, establishes channels for the communication of students' concerns to the proper administrative and faculty personnel, implements programs and activities that enrich campus life, and creates opportunities for students to exercise and develop leadership skills. For more information contact 724-938-4303.

### **Student Leadership Development**

The Student Leadership Development Department fosters ethical leadership development and encourages involvement in leadership opportunities to enhance a student's capacities for dealing effectively with complex problems, real life leadership situations, and cross-cultural issues. This comprehensive program is designed to promote an understanding of leadership theory and research, skills and competencies which support leadership effectiveness, a more fully developed code of personal ethics, and an enhanced sense of lifelong commitment to social responsibility and citizenship. There are specific programs developed for first- and second-year students from traditionally underserved groups, athletes, and residence hall students. In addition, the Emerging Leaders Program equips potential student leaders with skills including public speaking, team building, goal setting, and event planning. This program primarily focuses on first-year students and is conducted during the fall and spring semesters. For more information call 724-938-4303.

### **Office for Students with Disabilities**

California University of Pennsylvania welcomes otherwise qualified students with disabilities. The University recognizes its responsibility to these students and is committed to providing reasonable accommodations to insure equal access and full participation as guided by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA). Students with disabilities follow the same admission procedures and standards as required by California University of PA's Admissions Office for all students. Questions regarding admission procedures and acceptance status should be directed to the Admissions Office 724-938-4404. Questions regarding accommodations for students with disabilities and required documentation should be directed to the Office for Students with Disabilities 724-938-5781.

### **Accommodations for Students with Disabilities**

Accommodations for students with disabilities are approved through the Office for Students with Disabilities (OSD). It is the responsibility of the student to adhere to OSD procedures for self-identifying, providing documentation to substantiate requests and requesting reasonable accommodations in a timely manner. Students must meet the academic/technical standards of the classes/programs for which they are applying and/or in which they are enrolled. In those instances where class/program requirements simulate responsibilities of in-service personnel, students must meet the essential functions of the job.

For accommodation assistance, contact the Office for Students with Disabilities: Keystone Education Building, Room 112, Box #7 or by phone 724-938-5781 or visit the OSD Web site: <http://sai.cup.edu/osd>. Parking spaces for persons with disabilities are marked as such on campus. These spaces are solely for the use of persons who have the required permit displayed. Persons who wish to request a temporary disabled parking permit (six weeks or less) must apply through and submit documentation to the Office of Public Safety 724-938-4299. Parking permits for persons with disabilities beyond those of a temporary status require application to the PA Department of Transportation; the applications are available at the Office of Public Safety.



### **Study Around the World Program**

The Study Around the World (SAW) Program administers both domestic and international student exchange opportunities. Each participant selects an exchange that will enrich their academic, cultural, social, and recreational background in consultation with the SAW program coordinator and their academic advisor. A successful candidate for exchange has a willingness to undertake exposure to unfamiliar environments.

The SAW program is essentially divided into two categories of opportunities for students: domestic exchanges through the National Student Exchange consortium, and international exchanges through a multitude of program offerings. For further information, contact the SAW coordinator at 724-938-4553.

### **National Student Exchange (NSE)**

Using the National Student Exchange (NSE) Program, students can exchange to NSE member campuses in other states without having to pay the high cost for out-of-state tuition. Since its establishment, NSE has grown to 177 member campuses in 49 states, the District of Columbia, and three U.S. territories. A student may study at the NSE member institution of their choice for up to a full academic year, undertaking courses approved for application to their degree program at California through approval of their academic advisor. Students have the choice to pay either California University tuition/fees or in-state tuition/fees at the institution they exchange to. For further information, contact the SAW coordinator at 724-938-4553 and log-on to the NSE website at [www.nse.org](http://www.nse.org).

### **University Conference Services**

California University offers a variety of summer camps and conference programs. In addition to youth camps, University Conference Services can assist in the planning of family reunions, corporate retreats, academic camps, sports camps, and leadership enrichment. For more information or to inquire about University Conference Services, call 724-938-4444 or check our website at <http://sai.cup.edu/univconfsrv/>.

### **Veterans Affairs**

The Office of Veteran Affairs, located in Residence Hall B, is open from 8 a.m. to 4 p.m., Monday through Friday. Evening hours may be arranged by appointment. The phone number is 724-938-4076. All matters pertaining to veterans and those entitled to veterans' benefits are handled in this office. The staff processes all VA forms and enrollment certifications for eligible students. All veterans, reservists, Nation Guard personnel, and eligible dependants applying for entrance to the university should contact the Office of Veterans Affairs at an early date so that necessary VA paperwork can be processed to assure timely payments of educational benefits. Undergraduate veterans are also advised to take advantage of the university's program to award college credits for military service schools.

The on-campus Veterans Club sponsors the Colonel Arthur L. Bakewell Veterans' Scholarship. Two \$1,000 scholarships are currently awarded to eligible undergraduate veterans.

### **Web Site Development**

The Student Webteam consists of student employees and volunteers who are responsible for developing and maintaining all the sites within student life. They are available to help clubs and organizations, dining services, athletics, student activities and all areas of Student Development and Services to design and post their sites. They also maintain the online CALendar, <http://sai.cup.edu/saicalendar>, which lists activities on campus. Explore the vast offerings for Cal U students, beginning with the Student Life homepage located at <http://sai.cup.edu>.

### **Women's Center**

The Women's Center, located in Suite 175 of the Natali Student Center, is a service provided primarily for female students of the university but all students are welcome to participate in activities of the Center. The Center seeks to provide a central focus for meeting the needs of women and students. The Women's Center has five primary objectives: Advocacy, Empowerment, Educational Programming, Collaboration with Existing Groups and Leadership. The Women's Center, open Monday through Friday, from 8 am – 4 pm, serves as a gathering place, a resource center, and a meeting space for independent campus organizations. Phone 724-938-5857. For further information visit our Web site at <http://sai.cup.edu/womenscenter>.

### **WVCS (California Radio Station)**

Owned and operated by the Student Association, Incorporated (SAI), WVCS is a 24-hour a day, 3300 watt FM station with a coverage radius of 40 miles. WVCS typical audience member is in the 15-45 age bracket, residing in the five county region (Washington, Fayette, Greene, Westmoreland and Allegheny), with secondary listeners in parts of Maryland and West Virginia. WVCS, has a mission of providing students with "hands-on" radio experience, while broadcasting to regional audience news, sports, public service information and the best in popular musical entertainment - from a variety of genres. Students who successfully complete a training program are able to become on-air DJ's. If you have any questions concerning WVCS or California University in general, please don't hesitate to call. You may contact J.R. Wheeler at 724-938-4303 or by e-mail: [wheeler@cup.edu](mailto:wheeler@cup.edu).

## **Office of Social Equity**

The Office of Social Equity supports the university goal of creating and maintaining a learning environment in which the rights of all are respected. This office encourages the entire university to become personally involved in enriching the campus through support of enhanced diversity and pluralism. The Office of Social Equity reaffirms the university commitment to equity and diversity through the promotion of understanding, tolerance and respect for others and ensures that the university community understands and complies with federal and state laws and California University policies with respect to equal opportunity and affirmative action.

### **Services**

The Office of Social Equity helps students to resolve concerns and complaints regarding harassment, discrimination, and disability. As Ombudsperson, the director serves as an advocate for students from diverse backgrounds, offering consultation and support in equity and diversity issues. The Social Equity Office strives to help individuals explore their attitudes and behavior regarding equity issues and is available to any student who needs information, assistance, or has a concern about justice, fairness and equal opportunity. Support services are provided in the following areas:

#### **Equal Opportunity, Diversity, Compliance and Equity.**

This area offers access to a resource library consisting of videos, books, pamphlets and other information related to equity and diversity issues. In addition, the Special Assistant strives to enhance diversity in the university community through work with the Women's Consortium, President's Commission the Status of Women, Frederick Douglass Institute, P.E.A.C.E. Project, SAFE Zone, and the following standing committees of the California University Forum: Safety and Social Equity Committee and Core Values Committee.

#### **Social Equity Complaints**

The responsibility for investigating complaints is vested in the Office of Social Equity under the direction of the Special Assistant to the President. Complete information regarding policies, procedures, and the informal and formal complaint process can be found in the Policy Statement and Compliance Procedures on Equal Employment Opportunity and Social Equity, available from this office.

#### **Ombudsperson**

As Ombudsperson, the director offers consultation, assistance and support in equity and diversity issues. All members of the University community have the right to seek advice and information from the Special Assistant to the President, who will maintain such consultation in confidence to the greatest extent possible.

#### **Sexual Harassment Education Sessions**

As part of New Student Orientation, the Office of Social Equity provides an education session on sexual harassment awareness. The required student success session is designed to review the California University Policy on Sexual Harassment, discuss issues regarding sexual harassment, notify students whom to contact if they should experience sexual harassment, and inform students that they can seek help and advice without fear of reprisal. In addition to the personal small group

training format, the Office of Social Equity offers online training in Sexual Harassment Awareness. All members of the university community have 24 hour access to the program at the following address:  
[www.cup.edu/president/equity/sexual\\_harassment.htm.j](http://www.cup.edu/president/equity/sexual_harassment.htm.j)

### **Location and Hours**

The Office of Social Equity is located in South Hall, Room 112. Office hours are from 9AM to 5PM, Monday through Friday, and evenings and weekends by appointment. Anyone desiring services or information is encouraged to stop at the office or call 724-938-4014. The web address is [www.cup.edu/president/equity](http://www.cup.edu/president/equity).

### **Policies**

#### ***I. Equal Opportunity***

Please see our statement on page 2 of the catalog. A copy of the policy is available from the Office of Social Equity and is also available on the web site above.

#### ***II. Sexual Harassment***

Sexual harassment is reprehensible conduct that will not be tolerated at California University. The university is committed to providing a harassment-free atmosphere for all members of the university community. The university is committed to the human rights and dignity of all individuals, therefore, it is the policy of the university to prevent and eliminate sexual harassment within the university community. In addition, it is the policy of the university that any practice or behavior that constitutes sexual harassment is unacceptable and will not be tolerated. The Office of Social Equity has an established process to investigate and address any complaints of sexual harassment. A complete copy of the complaint procedure is available from this office and on the web site.

#### ***III. ADA/504***

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), California University of PA provides reasonable accommodations for otherwise qualified students to ensure equal access to university programs and activities.

#### **Office for Students with Disabilities (OSD)**

Services for students with disabilities are provided through the Office for Students with Disabilities (OSD). Students must request accommodations through the Office for Students with Disabilities and should make the request for accommodations as soon as possible. The decision regarding appropriateness of the requested accommodations rests with the service provider office and must be supported by the student's documentation on file with OSD. The office is currently located in the Keystone Education Building – Room 110A. The phone number is 724-938-5781.

#### **ADA/504 Appeal Process**

If a student considers that a requested accommodation has not been granted or is inappropriate, s/he should immediately discuss the matter with the OSD Director, 724-938-5781. If the student is not satisfied with the result of this conference, s/he should contact the ADA Compliance Office, 724-938-4076. This office helps to ensure compliance with Section 504 of Rehabilitation Act of 1973 and the Americans with Disabilities Act and provides an avenue of resolution for student prob-

lems/concerns regarding accommodations. If the student does not reach accord at this level, they may appeal to the Office of Social Equity. The Office of Social Equity has an established process to investigate and address any complaints of discrimination on the basis of a disability.

***IV. Affirmative Action Statement***

Integrity, Civility and Responsibility are the official core values of California University of Pennsylvania, an affirmative action/equal opportunity employer. Women, minorities and the physically challenged are encouraged to apply.

## **Governance and Administration**

State System of Higher Education  
Commonwealth of Pennsylvania

### **Chancellor**

Judy G. Hample

### **Board of Governors**

Charles A. Gomulka, Chairman  
Kim E. Lyttle, Vice Chairman  
C.R. "Chuck" Pennoni, Vice Chairman  
Matthew E. Baker  
Mark Collins, Jr.  
Marie Conly Lammando  
Jeffrey W. Coy  
Brandon W. Danz  
Paul S. Dlugolecki  
Daniel P. Elby  
David P. Holveck  
Vincent J. Hughes  
Christine J. Olson  
Vicki L. Phillips  
Edward G. Rendell  
James J. Rhoades  
David M. Sanko  
Ronald L. Strickler, Jr.  
John K. Thornburgh

## **California University of Pennsylvania**

### **President**

Angelo Armenti, Jr.

### **Council of Trustees**

Jerry Spangler, Chairman  
Aaron Walton, Vice Chairman  
Lindsay Logue, Secretary  
Kristina B. Bologna  
Cheri Lee Bomar  
Peter J. Daley II  
Robert J. Irely  
Leo Krantz  
John C. Pettit  
Gwendolyn Simmons  
Robert Wetzel  
Judy G. Hample, *ex-officio*

## **California University of Pennsylvania**

### **Office of the President**

Angelo Armenti, Jr., president

Lenora Angelone, special assistant to the president for EEO/Social Equity Officer

Norman G. Hasbrouck, assistant to the president for special projects

Sandra Huska, director of continuous improvement

Dee Stalvey, executive staff assistant to the president

Dana Turcic, recording secretary, University Forum

### **Academic Affairs**

Donald J. Thompson, provost and vice president for Academic Affairs

Edward Chute, director of honors program

Leonard Colelli, dean, Eberly College of Science and Technology

William Edmonds, director of admissions

Joyce A. Hanley, executive director of lifelong learning

Audrey-Beth Fitch, director of women's studies

Richard Helldobler, dean, College of Liberal Arts

Belinda Holliday, director of articulation and transfer evaluation

Douglas Hoover, interim dean of library services

Geraldine Jones, dean, College of Education and Human Services

Thomas Kinsey, dean, School of Graduate Studies and Research

Richard L. Kline, director of institutional research

Harry M. Langlely, associate provost for student retention

Marilyn Natili, director of career services

Rose Reinhart, associate provost and university registrar

Chad Smith, director of training services, Southpointe

Charles E. Talbert, associate director of academic records

Catherine N. Urban, executive staff assistant to provost

Stephanie Urchick, executive director of the Southpointe and Pittsburgh Centers

Thomas Wilkinson, director of student teaching

### **Administration and Finance**

Allan J. Golden, vice president for administration and finance

Diane Biddle, executive staff assistant to the vice president

Sharon Elkattani, director of environmental health and safety

Eugene P. Grilli, associate vice president for administration and finance

Thomas Jameson, director of physical plant

James Hansen, interim director of public safety

Betty Kroniser, bursar

Eric Larmi, comptroller

Margaret M. Miller, director of payroll

Carl Maurer, director of purchasing

Rosanne Pandrok, director of budget

Penelope Stanick, director of personnel

Thomas Taylor, director of inventory and risk insurance management

Robert Thorn, director of financial aid

vacant, director of computing services center

## **Student Development and Services**

Timothy Susick, interim vice president for student development and services

Frank Bauer, executive director for athletic development

Cheryl Bilitski, director of office of students with disabilities

Charles Bohn, director of recreational services, Student Association, Inc.

Pam DelVerne, webmaster, Student Association, Inc.

Frances Fayish, nurse practitioner

Paul Fazio, associate dean for student services/athletic administration

Brenda Fetsko, director of SAI development relations and leadership, SAI

Joy Helsel, program director/Greek life, Student Association, Inc.

Karen Hjerpe, associate athletic director/senior women's administrator

Alan K. James, dean for student development

Mary Ann Kereskin, nurse supervisor

Tonya Kirkland, accounting clerk, Student Association, Inc.

Audrey Knight, accounting and office supervisor, Student Association, Inc.

Gene Knight, ID card system technician, Student Association, Inc.

Leigh Hayes, director of publications and asst. director of student life studies, SAI

Beth Leach, accountant, Student Association, Inc.

Leslie Loase, assistant dean for residence education/learning initiatives/coordinator of assessment

Annie Malkowiak, coordinator of athletic promotions and marketing, SAI

Omar McPherson, accountant (student housing), Student Association, Inc.

Charlene McVay, executive secretary to the vice president

Wayne Miller, assistant dean for student development

Dawn Moeller - counseling psychologist

Barry Niccolai, associate vice president for student development and services/  
executive director, Student Association, Inc.

Richard Olshefski, chief financial officer, Student Association, Inc.

Nancy Pinardi, dean for student services

Thomas Pucci, athletic director

Mary Ann Salotti, counseling psychologist

Ron Sealy, athletic practice fields foreman

Lawrence Sebek, associate dean for student services

Keith Skirpan, accountant (student housing), Student Association, Inc.

Nancy Skobel, director of university women's center/P.E.A.C.E. project coordinator

David Smith, director of sports information

Gary Smith, director of CUTV, Student Association, Inc.

Shawn Urbine, assistant dean for residential facilities/conferences

John G. Watkins, assistant dean for student development/international students/drug  
& alcohol

Jay R. Wheeler, assistant dean for student services/media

Charles Williamson, assistant dean for student development

## **Residence Hall Directors**

Lamont Coleman/activities/minority student affairs

Richard Dulaney/assistant coordinator of campus and conferences

James Pflugh/coordinator of judicial affairs

Sheleta Webb/residence life publications



## **University Advancement**

June Pickett Dowdy, vice president for advancement

Beth Baxter, director of marketing

René E. Brooks, executive secretary to the vice president

Howard Goldstein, associate vice president for university advancement

Michele Renée McCoy, director of public affairs

Christopher Meehan, executive director of alumni relations

Jeffrey Petrucci, director of annual giving

Deborah Wojcik, director of Government Agency Coordination Office

## Faculty

(Date of permanent appointment to California University of Pennsylvania.)

Holiday Eve Adair. (1998) Associate Professor, Psychology. B.A., M.A., Ph.D., University of Akron

Aref M. Al-Khattar. (2002) Associate Professor, Justice Studies. B.A., University of Jordan; M.A., Ph.D., Indiana University of Pennsylvania

David G. Argent. (2000) Assistant Professor, Biological and Environmental Sciences. B.S., Indiana University of Pennsylvania; M.S., Virginia Polytechnic Institute and State University; Ph.D., The Pennsylvania State University

Dencil K. Backus. (1983) Assistant Professor, Communication Studies. A.B., Glenville State College; M.A., West Virginia University

Mitchell M. Bailey. (1959) Associate Professor, Biological And Environmental Sciences. B.S., California University of Pennsylvania; M.Ed., Rutgers University

Rollin M. Barber. (1976) Professor, Sociology. B.S., M.S., Ph.D., The Ohio State University

Sylvia J. Barksdale. (1999) Associate Professor, Social Work. B.A., M.S.W., Ph.D., University of Pittsburgh

Bruce D. Barnhart. (1986) Professor, Health Science and Sport Studies. A.A.S., B.S., M.Ed., California University of Pennsylvania; PTA, ATC, Ed.D., West Virginia University

Peter J. Belch. (1968) Professor, Special Education. B.S., California University of Pennsylvania; M.A., Ed.D., West Virginia University

Ralph J. Belsterling. (2001) Assistant Professor, Communication Disorders. B.S., M.Ed., M.S., California University of Pennsylvania; M.S., Clarion University of Pennsylvania; Au.D., University of Florida

Mohamed Benbourenane. (2001) Assistant Professor, Mathematics and Computer Science. B.S., University of Science and Technology of Algeria, Algeria; M.A., Ph.D., University of California, San Diego

William B. Biddington. (1977) Professor & Chair, Health Science and Sport Studies. B.S., M.S., ATC, Ed. D., West Virginia University

Cheryl L. Bilitski. (2001) Director, Student Services, Office for Students with Disabilities. B.S., California University of Pennsylvania; M.S., University of Dayton

Lee Roy Black. (2001) Associate Professor & Chair, Justice Studies. B.A., Roosevelt University; Ph.D., Union Graduate School

William F. Blozel. (1976) Associate Professor, Business and Economics. B.S., Pennsylvania State University; M.B.A., University of Pittsburgh; C.P.A.

Melanie J. Blumberg. (2001) Assistant Professor, History and Political Science. B.A., Youngstown State University; M.A., The University of Akron; Ph.D., Kent State University

David F. Boehm. (1989) Professor, Biological and Environmental Sciences. B.S., West Liberty State College; M.S., Ph.D., West Virginia University

Jane Bonari. (2000) Instructor, Elementary and Early Childhood Education. B.S., M.Ed., California University of Pennsylvania

Barbara H. Bonfanti. (1994) Associate Professor & Chair, Communication Disorders. B.S., Indiana University of Pennsylvania; M.S., St. Francis College of Illinois; M.Ed., California University of Pennsylvania; Ph.D., University of Pittsburgh

Kaddour Boukaabar. (1997) Professor, Mathematics and Computer Science. B.S., University of Wahran, Algeria; M.S., Florida Institute of Technology; Ph.D., Bowling Green State University

Mark E. Bronakowski. (1984) Professor, Applied Engineering and Technology. B.S., M.Ed., California University of Pennsylvania; Ed.D., West Virginia University

Burrell A. Brown. (1989) Professor & Chair, Business and Economics. B.S., California University of Pennsylvania; MBA., J.D., University of Pittsburgh

- Edward Brown. (1967) Associate Professor, Social Work. B.S., University of Pittsburgh; M.L.S., Carnegie Mellon University; M.S.W., University of Pittsburgh
- Gloria Cataldo Brusoski. (1997) Associate Professor & Chair, Counselor Education and Services. B.A., Duquesne University; M.Ed., Gannon University; Ph.D., University of Pittsburgh
- Thomas P. Buckelew. (1969) Professor, Biological and Environmental Sciences. B.S., Muhlenberg College; M.S., Ph.D., University of South Carolina
- John J. Burns. (1969) Professor, Philosophy. B.A., University of Notre Dame; M.A., University of Toronto; J.D., Duquesne University
- Malcolm P. Callery. (1978) Professor, Theatre and Dance. B.S., California University of Pennsylvania; M.F.A., Southern Illinois University
- David N. Campbell. (1988) Professor, Educational Studies. B. Ed., Southeastern Louisiana University; M.S., Ph.D., University of Illinois
- Dorothy M. Campbell. (1973) Professor, Elementary and Early Childhood Education. B.S., Indiana University of Pennsylvania; M.S., Bucknell University; Ph.D., University of Pittsburgh
- Nancy Carlino. (2000) Assistant Professor, Communication Disorders. B.A., Duquesne University; M.A., University of Pittsburgh
- James O. Carter. (1990) Assistant Professor, Communication Studies. B.A., Marshall University; M.A., Ohio University
- Richard Cavasina. (1992) Professor, Psychology. B.S., M.S., Duquesne University; Ph.D., West Virginia University
- John R. Cenich (2002) Professor, Justice Studies. B.S., St. Paul's College; M.S., Virginia Commonwealth University; LL.M., Kent Law School, University of Kent at Canterbury
- M. Arshad Chawdhry. (1976) Professor, Business and Economics. B.S., University of Agriculture (Pakistan); M.S., University of Agriculture (Pakistan); M.A., University of Maryland; M.S., Ph.D., University of Illinois
- Margaret Christopher. (1995) Associate Professor & Chair, Social Work . B.A., Mount St. Mary College; M.S.W., M.Ph., Ph.D., University of Pittsburgh
- Edward J. Chute. (1990) Professor, English. Director of Honors Program. B.A., St. Vincent College; M.A., Ph.D., University of Minnesota
- Pamela B. Cignetti. (1990) Professor, Elementary and Early Childhood Education. B.S., M.Ed., California University of Pennsylvania; Ed.D., University of Pittsburgh
- Jesse A. Cignetti. (1968) Professor. Chemistry and Physics. B.S., Slippery Rock University of Pennsylvania; M.Ed., Duquesne University; Ph.D., The Ohio State University
- Debra M. Clingerman. (1984) Associate Professor, Business and Economics. B.A., California University of Pennsylvania; M.B.A., West Virginia University
- Ismail Cole. (1988) Professor, Business and Economics. B.A., Harvard College; M.A., Tufts University; Ph.D., University of Pittsburgh
- Donald J. Conte. (1968) Associate Professor, Earth Sciences. B.S., California University of Pennsylvania; M.A., Indiana University of Pennsylvania; M.S., California University of Pennsylvania
- Mary O'Connor Cook. (2001) Associate Professor, Nursing. B.S.N., Carlow College; M.S.N., Ph.D., University of Pittsburgh
- Joni L. Cramer Roh. (1991) Associate Professor, Health Science and Sport Studies. B.S., West Virginia University; M.A.T., University of North Carolina at Chapel Hill; Ed.D., West Virginia University; ATC
- Christine Crawford. (1992) Assistant Professor, Academic Development Services. B.A., California University of Pennsylvania; M.A., West Virginia University
- Rick A. Cumings. (1992) Associate Professor, Communication Studies. B.A., University of Illinois; B.A., Moody Bible Institute; M.A., Marquette University; Ph.D., Pennsylvania State University

- Laura DeFazio. (2000) Assistant Professor, Art and Design. B.F.A., Indiana University of Pennsylvania; M.F.A., Kent State University
- Mark D. DeHainaut (2002) Associate Professor, Business and Economics Department. B.S., M.B.A., Indiana University of Pennsylvania; Ed.D., University of Pittsburgh
- Elwin Dickerson. (1989) Professor, Elementary and Early Childhood Education. B.S., M.S., California University of Pennsylvania; Ed.D., West Virginia University
- William E. Dieterle. (2000) Assistant Professor, Chemistry & Physics. B.S., Arizona State University; Ph.D., University of California at Berkeley
- Gail S. Ditzkoff. (1986) Professor, Psychology. B.A., State University of New York at Binghamton-Harpur College; M.S., Ph.D., State University of New York at Albany. Pennsylvania and New York Certified School Psychologist, Licensed Psychologist
- Theodore L. Dominick. (1969) Professor, Chemistry and Physics. B.S., California University of Pennsylvania; Ed.S., Ph.D., West Virginia University
- Ronald G. Dreucci. (1973) Professor, Applied Engineering and Technology. B.S., M.Ed., California University of Pennsylvania; Ed.D., West Virginia University
- Dilawar Mumby Edwards. (1972) Professor, Educational Studies. I.Sc., St. Aloysius' College, Jabalpur, India; B.E. (First Class Hons.), Govt. Engineering College, Jabalpur, India; M.E.(I), Indian Institute of Science, Bangalore, India; M.Sc. in Ed., Ph.D., Indiana University, Bloomington, Indiana
- Daniel E. Engstrom. (2001) Assistant Professor, Applied Engineering and Technology. B.S., Millersville University of Pennsylvania; M.Ed., Bowling Green State University; Ed.D., Duquesne University
- Deborah A. Farrer. (2001) Assistant Professor, Elementary/Early Childhood Education. B.S., California University of Pennsylvania; M.A., Ed.D., West Virginia University;
- Audrey-Beth Fitch. (1995) Assistant Professor, History and Political Science. B.A., University of Calgary; M.A., University of Toronto; Ph.D., University of Glasgow
- Sylvia L. Foil. (1990) Professor, Communication Studies. B.S.S., M.A., Ph.D., Northwestern University
- Nicholas S. Ford. (1992) Professor & Chair, Mathematics and Computer Science. B.S., Michigan State University; M.S., West Virginia University; Ph.D., Michigan State University
- Ronald L. Forsythe. (1968) Assistant Professor, English. B.S., California University of Pennsylvania; M.A., North Dakota State University
- Marc S. Federico. (1999) Assistant Professor, Health Science and Sport Studies. B.S., University of Pittsburgh; M.P.T., Slippery Rock University of Pennsylvania
- Swarndeeep S. Gill. (2002) Assistant Professor, Earth Sciences. B.S., University of Alberta; M.S., University of Oklahoma
- Lizbeth A. Gillette. (1986) Professor, Educational Studies. B.S., Carnegie Mellon University; M.Ed., University of Pittsburgh; M.Pub.Mgmt., Carnegie Mellon University; Ed.D., University of Pittsburgh
- Max A. Gonano. (1982) Professor & Chair, Music. Director of Bands. B.F.A., M.F.A., Carnegie Mellon University
- Arcides Gonzalez. (2002) Assistant Professor, Foreign Languages and Cultures. B.A., Brooklyn College; M.A., Ph.D., University of California, Los Angeles
- Judith A. Good. (1990) Associate Professor, English. B.S., M.A., Pennsylvania State University, M.F.A., University of Pittsburgh
- Gregg Gould. (1991) Professor & Chair, Chemistry and Physics. B.A., Colgate University; Ph.D., University of North Carolina at Chapel Hill
- Elizabeth A. Gruber. (1990) Assistant Professor, Counselor Education. B.S., Bowling Green State University; M.A., Youngstown State University
- Judith I. Hall. (1984) Associate Professor, Mathematics and Computer Science. B.S., University of Pennsylvania; M.S., University of Pittsburgh

- Greg Harrison. (2001) Assistant Professor, Art and Design. B.A., California University of Pennsylvania; M.F.A., Edinboro University of Pennsylvania; Associate Degree, Art Institute of Pittsburgh
- Mary A. Hart. (1984) Assistant Professor, Health Science and Sport Studies. B.S., Nebraska Wesleyan University; M.A., Duquesne University; Graduate Aging Specialist Certificate, University of Nebraska, Omaha
- Patricia L. Hartman. (1989) Professor, English. B.A., Abilene Christian University; M.A.T., Johns Hopkins University; M.A., Ph.D., Ohio University
- Jeffrey R. Hatton. (2001) Instructor, Health Science and Sport Studies. B.S., Lock Haven University of Pennsylvania; B.S., College of Misericordia
- Wilburn Hayden, Jr. (1998) Associate Professor & Director of MSW Program, Social Work. B.A., St. Andrews College; M.S.W., University of North Carolina; Ph.D., University of Toronto
- Joseph C. Heim. (1990) Associate Professor, History and Political Science. B.A., M.A., University of Pittsburgh; M. Phil., Cambridge University; Ph.D., University of Pittsburgh; Certificate, International Finance, Wharton Graduate School of Business, University of Pennsylvania
- William Hendricks. (1990) Professor, English. B.A., Case Western Reserve University; M.A., Ph.D., University of Pittsburgh
- Keith D. Hepner. (1995) Professor & Chair, Secondary Education and Administrative Programs. B.S., M.Ed., California University of Pennsylvania, Ed.D., University of Pittsburgh.
- Barbara Hess. (1990) Associate Professor, Mathematics and Computer Science. B.S., Clarion University of Pennsylvania; M.Ed., Indiana University of Pennsylvania
- Rebecca A. Hess. (2001) Assistant Professor, Health Science and Sport Studies. B.S., West Virginia University; M.S., West Virginia University; Ph.D., University of Pittsburgh
- Glenn R. Hider. (1998) Associate Professor, Applied Engineering and Technology. A.S., State University of New York; B.S., State University College Oswego; M.S., Eastern Illinois University; Ed.D., West Virginia University
- Karla A. Hoffman. (1990) Associate Professor, Mathematics and Computer Science. B.S., Towson State University; M.Ed., CAGS, University of Massachusetts
- Larry D. Horath. (1990) Professor, Applied Engineering and Technology. B.S., M.S., Eastern Illinois University; Ph.D., Texas A&M University
- Ronald C. Hoy. (1969) Professor & Chair, Philosophy. B.A., University of California at Berkeley; M.A., Ph.D., University of Pittsburgh
- Henry A. Huffman. (1995) Associate Professor, Educational Studies. B.S., California University of Pennsylvania, M.Ed., Ed.D., University of Pittsburgh.
- Susan A. Jasko. (1998) Associate Professor, Communication Studies. B.A., William Paterson College; M.A., Ph.D., The Ohio State University
- Kirk R. John. (1990) Professor, Psychology. B.A., California University of Pennsylvania; M.Ed., Ed.D., Indiana University of Pennsylvania; NCSP; Pennsylvania Certified School Psychologist; Pennsylvania Licensed Psychologist
- David T. Jones. (1985) Associate Professor, Business and Economics. B.S., Waynesburg College; M.S., West Virginia University; C.P.A.
- Elizabeth Jones. (1992) Associate Professor & Chair, Sociology. B.A., M.A., Ph.D. American University
- Macdonald N. Kalé. (1985) Associate Professor, Communication Studies. B.A., Governors State University; M.A., University of Illinois, Chicago; Ph.D., Indiana University, Bloomington
- John R. Kallis. (1985) Professor, Applied Engineering and Technology. B.S., M.Ed., California University of Pennsylvania; Ed.D., University of Pittsburgh
- Robert H. Kane, Jr. (1988) Professor, Health Science and Sport Studies. B.S., University of Connecticut; M.S., University of Southern Maine; PT; ATC; Ed.D., West Virginia University
- Chad M. Kauffman. (2001) Assistant Professor, Earth Science. B.S., Salisbury University; M.A., Ph.D., University of Nebraska-Lincoln

- Kurt P. Kearcher. (2001) Assistant Professor, English. B.A., Michigan State University; M.A., Western Michigan University; Ph.D., The University of Toledo
- Clyde Y. Kiang. (1972) Associate Professor & Collection Management, Library Services. B.A., National Taiwan University; M.A., Western Michigan University; M.A., Michigan State University; Certificate, University of Wisconsin
- William G. Kimmel. (1976) Professor, Biological and Environmental Sciences. B.A., Wilkes College; M.S., Ph.D., Pennsylvania State University
- Richard L. Kline. (1972) Assistant Professor & Chair, Student Services; Director of Institutional Research. B.S., Pennsylvania State University; M.S., California University of Pennsylvania
- David V. Kolick. (1988) Associate Professor, Applied Engineering and Technology. B.S., A.S., M.Ed., California University of Pennsylvania
- Stanley A. Komacek. (1987) Professor & Chair, Applied Engineering and Technology. B.S., California University of Pennsylvania; M.Ed., Miami University; Ed.D., West Virginia University
- Kevin A. Koury. (1999) Associate Professor & Chair, Special Education. B.S., West Virginia Wesleyan College; M.A., Ed.D., West Virginia University
- René L. Kruse. (1989) Professor, Applied Engineering and Technology. B.S., Peru State College; M.S., Ph.D., Texas A&M University
- Michelle L. LaCarte. (1999) Assistant Professor and Occupational Therapy Assistant Program Director, Health Science and Sport Studies. B.S., University of Pittsburgh; Master of Occupational Therapy, Duquesne University
- John P. Lambertson. (1998) Associate Professor & Chair, Art and Design. B.A., Mary Washington College; A.M., Ph.D., University of Illinois
- Regis Lazor. (1972) Associate Professor, Special Education. B.S., California University of Pennsylvania; M.Ed., University of Delaware
- Shirley A. Lazorchak. (2001) Assistant Professor, Business and Economics. B.S., West Virginia University; M.S., Robert Morris University; Ph.D., The Ohio State University
- Karen L. LeMasters. (1986) Professor, Business and Economics. B.S., M.B.A., West Virginia University; Ph.D., University of Pittsburgh
- R. Scott Lloyd. (2002) Assistant Professor, Art & Design. B.A., University of Pittsburgh; M.F.A., Pratt Institute; Ed.D., University of Pittsburgh
- John W. Loney. (1984) Associate Professor, Applied Engineering and Technology. B.S., Youngstown State University; M.S., Michigan Technological University
- Sammy P. Lonich. (1989) Associate Professor & Chair, Psychology. B.S., M.S., California University of Pennsylvania; Pennsylvania Certified School Psychologist, Licensed Psychologist
- Cerenna S. Mace. (2001) Assistant Professor, Academic Development Services. B.S., California University of Pennsylvania; M.A., West Virginia University
- Sean C. Madden. (1989) Professor & Chair, History and Political Science. B.A., Xavier University; M.A., University of Notre Dame; D.A., Carnegie Mellon University
- Margaret A. Marcinek. (1983) Professor & Chair, Nursing. B.S., Pennsylvania State University; M.S.N., University of Maryland; Ed.D., West Virginia University; R.N.
- Nicholas Martin. (2000) Instructor, Psychology. B.S., M.S.W., University of Pittsburgh; M.S. California University of Pennsylvania; Ed.D., Indiana University of Pennsylvania; Certified School Psychologist; Licensed Psychologist
- Elizabeth Mason. (1987) Professor, Psychology. B.S., M.Ed., Indiana University of Pennsylvania; Ph.D., Ball State University; NCSP; Pennsylvania and West Virginia Certified School Psychologist; Licensed Psychologist
- Barry E. McGlumphy (2003) Associate Professor, Health Science and Sport Studies. B.S., Lock Haven University; M.S., University of Arizona
- J. Drew McGukin. (1990) Associate Professor & Chair, Communication Studies. B.A., Freed Hardeman College; M.A., S.C.T., Murray State University; Ph.D., University of Nebraska-Lincoln

- James T. McVey. (1966) Assistant Professor, English. B.A., Youngstown State University; M.A., University of Virginia
- James R. Means, Jr. (1986) Associate Professor, Applied Engineering and Technology. B.S., West Virginia University; M.S., University of Pittsburgh
- Beverly J. Melenzyer. (1991) Professor, Elementary and Early Childhood Education. B.S., M.Ed., California University of Pennsylvania; Ed.D., Indiana University of Pennsylvania
- Edward Mendola. (1989) Associate Professor, Business and Economics. M.S., Waynesburg College; M.S., Robert Morris College; C.P.A.
- Ellen M. Michael. (1992) Associate Professor, Music. B.A., St. Catherine; M.M., University of Wisconsin; Ph.D., University of Pittsburgh
- Ronald L. Michael. (1969) Professor, Justice Studies. B.S., Jamestown College; M.A., University of North Dakota; Ed.D., Ball State University
- John E. Michaels. (1999) Associate Professor & Chair, Professional Studies. B.S., M.B.A., American University; D.B.A., George Washington University
- Richard Miecznikowski. (1990) Professor, Art and Design. B.S., Indiana University of Pennsylvania; M.F.A., State University of New York, College of Ceramics at Alfred University
- Patricia Milford. (1989) Associate Professor, Communication Studies. B.A., George Mason University; M.A., Eastern Michigan University; Ph.D., Pennsylvania State University
- C. Allan Miller. (1976) Professor, Biological and Environmental Sciences. B.S., Buena Vista College; M.A., Mankato State College; Ph.D., North Dakota State University
- Susan J. Mongell. (1990) Associate Professor, Business and Economics. B.A., Seton Hill College; M.A., Ph.D., University of Pittsburgh
- Lawrence L. Moses. (1969) Professor & Chair, Earth Sciences. B.S., Edinboro University of Pennsylvania; M.Ed., Pennsylvania State University; Ph.D., University of Pittsburgh
- Thomas R. Mueller. (1999) Assistant Professor, Earth Sciences. B.S., Towson State University; M.A., University of Connecticut; Ph.D., University of Illinois
- John P. Nass. (1990) Associate Professor, Justice Studies. B.A., Michigan State University; M.A., Western Michigan University; Ph.D., The Ohio State University
- J. Alan Natali. (1986) Assistant Professor, English. B.S., M.A., California University of Pennsylvania
- Diane H. Nettles. (1989) Professor, Elementary and Early Childhood Education. B.A., M.A., University of South Florida; Ph.D., University of South Florida
- Daria L. Nikitina. (2001) Assistant Professor, Earth Science. B.S., M.S., Moscow State University, Russia; Ph.D., University of Delaware
- Marsha L. Nolf. (1987) Associate Professor, Chair, Library Services. B.A., Waynesburg College; M.L.S., University of Pittsburgh
- George D. Novak. (1959) Associate Professor, Mathematics and Computer Science. B.S., California University of Pennsylvania; M.Litt., University of Pittsburgh
- Mark L. Nowak. (1985) Professor, Applied Engineering and Technology. B.S., University of Wisconsin, Stout; M.S., Ed.D., Texas A&M University; C.P.R.
- William W. O'Donnell. (1995) Associate Professor, Theatre and Dance. B.F.A., Pennsylvania State University; M.F.A., Wayne State University
- Michele A. Pagen. (1998) Associate Professor, Theater and Dance. B.A., California University of Pennsylvania; M.A., Ph.D., Bowling Green State University
- Suzanne M. Palko. (1984) Associate Professor, Nursing. B.S.N., Edinboro University of Pennsylvania; M.S.N., University of Pennsylvania; R.N.
- Young J. Park. (1977) Professor, Business and Economics. B.P.A., Korea University; M.A., Ph.D., Temple University

- Pratul C. Pathak. (1990) Professor, English. B.A., M.A., L.L.B., University of Delhi, India; M.A., Ph.D., University of Wisconsin-Milwaukee
- John Patrick. (2001) Assistant Professor, Counselor Education and Services. B.A., Bloomsburg University of Pennsylvania; M.S., University of Scranton; Ed.D., Pennsylvania State University
- Brian K. Paulson. (1989) Professor & Chair, Biological and Environmental Science. B.A., Gustavus Adolphus College; M.S., Michigan Technological University; Ph.D., University of Oklahoma
- Gwendolyn D. Perry-Burney. (2001) Assistant Professor, Social Work. B.S.W., M.S.W., Temple University; Ph.D., University of Pittsburgh
- Jeffrey L. Petrucci. (1981) Associate Professor, University Advancement. B.S., M.A., California University of Pennsylvania
- Albert R. Pokol. (1965) Associate Professor, & Reference Librarian, Library Services. B.S., California University of Pennsylvania; M.Ed., Duquesne University; M.L.S., University of Pittsburgh
- Loring A. Prest. (1998) Assistant Professor, Library Services. A.A., Brevard Community College; B.R.E. Baptist Bible College; Th.M. Grace Theological Seminary; M.S. (L.I.S.), University of Illinois at Urbana-Champaign
- Aleksandra Prokic. (2001) Assistant Professor, Applied Engineering and Technology. B.S., Belgrade, University, Yugoslavia; M.A., School of Visual Arts, New York
- Thomas G. Pucci. (1991) Professor, Athletics. Director of Athletics. B.S., California State University at Sacramento; M.Ed., Pacific University; Ph.D., University of New Mexico.
- Anthony S. Pyzdrowski. (1990) Professor, Mathematics and Computer Science. A.S., Pennsylvania State University; B.S., M.S., Ph.D., West Virginia University
- Rebecca A. Regeth. (2001) Assistant Professor, Psychology. B.A., M.S., Western Washington University; Ph.D., University of New Hampshire
- Margarita Ribar. (1986) Associate Professor, Foreign Languages and Cultures. B.S., Universidad Pedagógica, Bogotá, Colombia; M.S., Duquesne University
- Clyde A. Roberts. (1992) Professor, Business and Economics. B.S., M.B.A., Marshall University; D.D.A., University of Kentucky
- JoAnn Rodriguez-Naeser. (1992) Assistant Professor, Academic Development Services. B.A., M.Ed., California University of Pennsylvania
- Susan D. Ryan. (2002) Assistant Professor, Earth Sciences. BA, University of Western Ontario; M.A., Bournemouth University, England; Ph.D., University of Calgary
- Ghassan A. Salim. (2001) Assistant Professor, Applied Engineering and Technology. B.S., Wright State University; M.S., West Virginia University
- Melvin J. Sally. (1973) Professor & Chair, Academic Development Services. B.S., West Virginia University; M.Ed., California University of Pennsylvania; Ph.D., University of Pittsburgh
- Mary Ann Salotti. (1994) Associate Professor & Counseling Center Licensed Psychologist, Student Services. B.A., University of Pittsburgh; M. Ed., Duquesne University; Ph.D., University of Pittsburgh
- Joseph G. Schickel. (1988) Assistant Professor, Applied Engineering and Technology. B.S., California University of Pennsylvania; M. Ed., Clemson University
- William F. Schweiker. (1972) Professor, Sociology. B.A., West Virginia University; M.A., Ph.D., University of Minnesota
- Lisa M. Schwerdt. (1990) Professor, English. B.S., B.A., Florida International University; M.A., Ph.D., Purdue University
- Richard D. Scott. (1971) Professor, Psychology. B.A., Pennsylvania State University; M.S., University of Massachusetts; Ph.D., University of Tennessee
- Mary Seman. (1998) Associate Professor, Special Education. B.S., California University of Pennsylvania; M.Ed., University of Vermont; Ed.D., West Virginia University



- Louise E. Serafin. (1991) Professor, Business and Economics. B.S., California University of Pennsylvania; E.M.B.A., Ph.D., University of Pittsburgh
- Betty Shaw. (1988) Associate Professor, Library Services. B.S., University of Pittsburgh; M.L.S., Carnegie Mellon University; M.A., Indiana State University
- Caryl J. Sheffield. (1991) Professor & Chair, Elementary and Early Childhood Education. B.S., California University of Pennsylvania; M.Ed., Slippery Rock University of Pennsylvania; Ed.D., University of Pittsburgh
- Debra A. Shelapinsky. (1986) Associate Professor, Nursing. B.S.N., University of Akron; M.S.N., University of Pittsburgh; R.N.; P.N.P.
- John W. Shimkanin. (1990) Professor, Elementary and Early Childhood Education. B.S., Moravian College; M.S., Clarion University of Pennsylvania; Ph.D., Penn State University
- Sylvia E. Sholar. (1995) Associate Professor, Communication Studies. B.A., Georgia Southern University; M.A., University of Georgia; Ph.D., Temple University
- Nancy A. Skocik. (1990) Associate Professor, Mathematics and Computer Science. B.S., M.Ed., California University of Pennsylvania; Ed.D., West Virginia University
- Robert Skwarecki. (2000) Assistant Professor, Communication Disorders. B.S., Duquesne University; M.S., Ph.D., University of Pittsburgh
- Michael D. Slaven. (1995) Associate Professor, History and Political Science. B.A., M.A., Ph.D., West Virginia University
- Michael J. Slavin. (1989) Professor & Chair, Theatre and Dance. B.S., California University of Pennsylvania; M.A., West Virginia University; Ph.D., Bowling Green State University
- Rosalie Smiley. (1999) Associate Professor, Social Work. M.S.W., L.M.S.M., M.P.H., Ph.D, University of Pittsburgh
- Darrell L. Smith. (1968) Professor, Applied Engineering and Technology. B.S., M.Ed., California University of Pennsylvania; Ed.D., Texas A&M University
- Madeline C. Smith. (1990) Professor & Chair, English. B.A., Mt. St. Mary College; M.A., SUNY-New Paltz; Ph.D., West Virginia University
- Gregory A. Spicer. (1998) Assistant Professor, Communication Studies. B.S., Clarion University of Pennsylvania; M.S., Southern Illinois University; Ph.D., University of Pittsburgh
- Margaret A. Spratt. (1988) Professor, History and Political Science. B.A., Transylvania University; M.A., Duke University; Ph.D., University of Kentucky
- Jacqueline Stefanik. (1984) Professor, Nursing. B.S.N., Pennsylvania State University; M.S.N., M.P.A., Ed.D., West Virginia University; C.R.N.P.
- Michael C. Steinagel. (1998) Assistant Professor, Health Science and Sport Studies. B.S., Duquesne University; M.Ed., University of Virginia
- Jeffrey S. Sumey. (1990) Assistant Professor, Applied Engineering and Technology. B.S., California University of Pennsylvania; M.S., West Virginia University
- Dennis C. Sweeney. (1991) Professor, Psychology. B.S., University of North Carolina; M.A., Ph.D., Bowling Green State University
- Emily M. Sweitzer. (2001) Assistant Professor, Psychology. B.A., M.S., California University of Pennsylvania; Ed.D., West Virginia University; Certified School Psychologist
- Marc A. Sylvester. (1973) Professor, Biological and Environmental Sciences. B.A., Washington and Jefferson College; M.S., Ph.D., West Virginia University
- Robert G. Taylor. (2001) Assistant Professor, Health Science and Sport Studies. B.S., San Diego State University; M.Ed., Frostburg State University; Ph.D., The University of Southern Mississippi
- John M. Thompson. (1987) Professor, Applied Engineering and Technology. B.S., M.S., Ph.D., University of Pittsburgh

- Linda Toth. (2000) Assistant Professor, Psychology. B.S., California University of Pennsylvania; M.S. Duquesne University; Ed.D., West Virginia University, Pennsylvania Licensed Psychologist
- Laura Ann Tuennerman-Kaplan. (2000) Assistant Professor, History and Political Science. B.A., The College of Wooster; M.A., University of Delaware; Ph.D., University of Minnesota
- Pamela C. Twiss. (1999) Associate Professor, Social Work. B.A., Point Park College; M.S.W., Ph.D., University of Pittsburgh
- Susan G. Urbine. (1990) Assistant Professor, Applied Engineering and Technology. B.S., California University of Pennsylvania; M.Ed., Clemson University
- John R. Vargo. (1970) Associate Professor, Elementary and Early Childhood Education. B.S., California University of Pennsylvania; M.A., West Virginia University, Reading Specialist
- Jaroslav V. Vaverka. (1990) Professor, Applied Engineering and Technology. B.S., Dux School of Mines, Czech Republic; M.B.A., Baldwin-Wallace College; M.S., Columbia Pacific University; D.I.T., University of Northern Iowa
- Jacqueline Walsh. (1998) Assistant Professor, Counselor Education and Services. B.S., M.S., California University of Pennsylvania; Ph.D., Kent State University
- Carole A. Waterhouse. (1986) Professor, English. B.A., M.F.A., University of Pittsburgh; Ph.D., Ohio University
- Stephen H. Whitehead. (2001) Instructor, Applied Engineering and Technology. B.S., California University of Pennsylvania
- Thomas Dean Wickham. (2000) Assistant Professor, Earth Sciences. B.S., Slippery Rock University of Pennsylvania; M.S., West Virginia University; Ph.D., Pennsylvania State University
- Paul D. Williams. (1986) Professor, Mathematics and Computer Science. B.S., California University of Pennsylvania; M.S., Clarkson University; Ed.D., University of Pittsburgh
- Beverly G. Willison. (1978) Professor, Social Work. B.A., Duquesne University; M.S.W., University of Pittsburgh; Ed.D., West Virginia University; L.C.S.W., B.C.D., D.C.S.W.
- James Wood. (1987) Professor, History and Political Science. B.A., Colorado State University; M.A., Ph.D., Arizona State University
- Peter H. Wright. (2000) Associate Professor, Applied Engineering and Technology. B.A., Yale University; M.A., Ed.D., West Virginia University
- Andrea Wyman. (1999) Associate Professor, Library Services. B.S., Westminster (UT) College; M.S., Western Oregon University; M.L.I.S., University of Wisconsin-Milwaukee; Ph.D., Union Institute
- Richard M. Wyman. (1992) Professor, Elementary and Early Childhood Education. B.A., Franklin and Marshall College; M.Ed., Tufts University; Ed.D., University of Washington
- William A. Yahner. (1989) Professor, English. B.S., M.A., Edinboro University of Pennsylvania; Ph.D., Indiana University of Pennsylvania
- Mohamed Yamba. (1989) Associate Professor, History and Political Science. B.A., University of Ghana; M.A.I.A., M.A., Ohio University; Ph.D., University of Pittsburgh
- Roy Yarbrough. (1999) Associate Professor, Health Science and Sport Studies. B.S., Greenville College; M.S., Eastern Illinois University; Ed.D., University of North Carolina at Greensboro
- George Yochum. (1988) Associate Professor, Communication Studies. B.A., M.A., Ph.D., University of Pittsburgh
- Joseph Zisk. (2000) Assistant Professor, Educational Studies. B.S., M.Ed., California University of Pennsylvania; M.S., Drexel University; Ed.D., Temple University
- Edwin M. Zuchelkowski. (1985) Professor, Biological and Environmental Sciences. B.S., California University of Pennsylvania; Ph.D., West Virginia University

## Index

### A

- Academic Affairs 341
- ACADEMIC DEVELOPMENT SERVICES 82
- Academic Advising 47
- Academic Dismissal 50
- Academic Forgiveness Policy 56
- Academic Passport 16
- ACADEMIC ORGANIZATION 62
- ACADEMIC POLICIES 47
- Academic Probation 50
- ACC–Accounting 219
- Accounting, Associate of Science in 118
- Add/Drop 53
- Administration & Finance 341
- Administration & Manag, Associate of Science in 123
- Administration & Management, Bachelor of Art 115
- Administrative Withdrawals 54
- Admission to a Closed Section 53
- ADMISSIONS 13
- Advanced Placement Credit 16
- Advising and Placement Testing Center 70
- Aging Specialist Certificate 217
- Alumni Association 319
- Alumni Relations 319
- Americans with Disabilities Act (ADA) 334
- ANT - Anthropology 219
- Anthropology, Bachelor of Arts in 173
- Appealing a Grade or Other Academic Decision 48
- Applied Computer Science, Bachelor of Science 181
- APPLIED ENGINEERING AND TECHNOLOGY 83
- ART AND DESIGN 99
- ART - Art 221
- Art, Bachelor of Arts in 9
- Art, Certification 100
- ATE - Athletic Training 223
- Athletic Grant-in-Aid 29
- Athletic Training, Bachelor of Science in 159
- Athletics, Intercollegiate 330
- Athletics, Intermurals 331
- Attendance 49
- Auditing a Course 53

### B

- Banking Concentration 118
- BIO-Biology 224
- BIOLOGICAL AND ENVIRONMENTAL SCIENCES 103
- Biology, Bachelor of Science in 103
- Biology for Secondary School 107
- Biology, Pre-professional 104
- Board of Governors 340
- Bookstore 323
- BUS - Business 228

Business & Economics Concentration 113  
Business Administration, Bachelor of Science in 113  
BUSINESS AND ECONOMICS 113

## C

Calendar, Academic 362  
CalCard 321  
Campus Ministry 323  
XCP - Career Planning 229  
Career Services 315  
CET - Computer Engineering Technology 229  
Chancellor, State System of Higher Education 340  
Character Education Institute 318  
CHE - Chemistry 229  
CHEMISTRY AND PHYSICS 120  
Cheating and Plagiarism 49  
Chemistry, Bachelor of Science in 120  
Chemistry, Bachelor of Science in Nanomanufacturing Technology 126  
Chemistry, Certification in Secondary Schools 122  
CIS - Computer Information Systems 235  
Citizenship for Secondary Schools, BS ED 200  
CMD - Communication Disorders 231  
College Level Equivalency Program (CLEP) 20, 56  
COM - Communication Studies 232  
COMMUNICATION DISORDERS 127  
Communication Disorders, BS in Ed 127  
Communication for Secondary Schools, BS in Ed 197  
COMMUNICATION STUDIES 129  
Communication Studies, Bachelor of Arts in 129  
Commuter Center and Services 313  
Computer Center 319  
Computer Engineering Technology, Bachelor of Science 88, 91  
Computer Engineering Technology, Associate of Science 94, 101  
Computer and Information Science, Bachelor of Science 181  
Computer Science Tech, Associate of Science in 184  
Conferring of Degrees 58  
Confidentiality of Records 59  
Continuing Education 80  
Cooperative Education 316  
Council of Trustees 340  
Counseling and Psychological Services 324  
Course Challenges 53  
Course Descriptions 219  
Course Numbering System 47  
Credit By Examination (Course Challenges) 53  
Credit Overload 52  
CRJ - Criminal Justice 238  
XJJ - Criminal Justice 241  
Criminal Justice, Associate Degree in 175  
Criminal Justice, Bachelor of Science 175  
CSC - Computer Science 235  
CUTV (California University Television) 324

## D

Dean's List/Semester Honors 59  
Degree Fee 20  
Developmental Courses 70  
Dining Plans 18  
Dining Services 325  
Disabilities, Students With 68, 334, 342  
Distance Education 313  
Drafting and Design Technology, Associate of Science in 95  
Drug and Alcohol Programs 325  
Dual Majors 57

## E

Early Admission for High-School Students 14  
Early Childhood, Bachelor of Science in Edu 145  
Early Childhood Education 144  
Early Childhood Education, Associate of Science in 147  
Early Childhood/Elementary Education, Bachelor 145  
Early Childhood/Special Ed (Dual Major), Bachelor 212  
Earned Credit Hours 47  
EARTH SCIENCE 133  
Earth Science, Bachelor of Science in 133  
Earth Science, Certification in 142  
EAS - Earth Science 244  
Eberly College of Science and Technology 68  
ECE - Early Childhood Education 247  
ECO - Economics 248  
Economics, Bachelor of Arts in 116  
EDE - Elementary Education 253  
EDF - Educational Foundations 250  
EDS - Educational Studies 250  
EDU - Education 249  
Education and Human Services, College of 62  
EET - Electronics Engineering Technology 251  
Electrical Engineering Tech, Associate Degree 95  
Electrical Engineering Tech, Bachelor of Science 90  
Elementary Education, Bachelor of Science in 145  
ELEMENTARY/EARLY CHILDHOOD EDUCATION 144  
Elementary/Special Education (Dual Major) 213  
ENG - English 245  
ENGLISH 148  
English, Bachelor of Arts in 148  
    Creative Writing Concentration 152  
    Journalism Concentration 150  
    Literature Concentration 149  
    Technical Writing Concentration 151  
English, Certification for Secondary Schools 151  
English Department Writing Center 315  
ENS - Environmental Studies 258  
Environmental Studies, Bachelor of Science in 141  
    Environmental Earth Science Concentration 134  
    Environmental Conservation Concentration 108  
    Ecology Concentration 109  
    Environmental Science Concentration 108  
    Fisheries & Wildlife Biology Concentration 110

ESP - Special Education 303  
Evening Tutoring Program 82

## **F**

Faculty List 344  
Federal Campus-Based Aid 24  
Fees 18  
FAFSA 22  
FIN - Finance 251  
Finance, Bachelor of Science in BA 113  
FINANCIAL AID 21  
Financial Aid, Disbursement of 38  
Financial Aid Refunds 43  
First-Year Seminar (FYS) 70  
Foreign Language, Certification in K-12 154  
Foreign Language, International Studies 155  
FOREIGN LANGUAGES & CULTURES 153  
Foundation for California University of PA 319  
Fraternities 332  
FRE - French 260  
French, Bachelor of Arts in 153

## **G**

GCT - Graphic Communication Technology 261  
General Education 73  
General Education, Graduation in 67  
General Entrance Requirements 13  
General Science, Certification in Secondary Schools 126  
GEO - Geography 264  
Geography, Bachelor of Arts in 137  
Geography, Bachelor of Arts in (Planning Concentration) 137  
Geography, Bachelor of Arts in (Geographic Information Science Concentration) 137  
Geography, Bachelor of Arts in (Travel and Tourism Concentration) 137  
Geology, Bachelor of Science in 139  
GTY - Gerontology 266  
Gerontology, Bachelor of Science in 162  
GET - General Engineering Technology 264  
Good Academic Standing 50  
Governance and Administration 340  
Grade Reports 51  
Grading System 48  
Graduate Credit Load for Seniors 57  
Graduate Studies and Research, School of 69  
Graduation Requirements 58  
Grants 28  
Graphic Communications Tech, Bachelor of Science in 91  
Graphic Design, Bachelor of Science 101

## **H**

HSC - Health Science and Sport Studies 268  
HEALTH SCIENCE & SPORT STUDIES 157  
Health Services 326  
HIN - Harrisburg Internship Program 267

HIS - History 268  
HISTORY AND POLITICAL SCIENCE 165  
History, Bachelor of Arts in 165  
HON - Honors Program 271  
Honors at Graduation 59  
Honors Convocation 59  
HONORS PROGRAM 170  
Housing 336  
HPE - Health and Physical Education 267  
Human Resource Management, Concentration 114

## I

ID Card (See CalCard) 322  
Incomplete Grades 41, 51  
Industrial/Organizational Psych, Concentration 192  
Industrial Technology, Associate 96  
Industrial Technology, Bachelor of Science in 92  
Information Technology Management 181  
International Students 14, 338  
International Studies, Bachelor of Arts in  
    Business and Economics Concentration 113  
Foreign Language Concentration 155  
Geography Concentration 137  
Political Science Concentration 166  
IST - Information Systems Technology 273  
ITE - Industrial Technology 273

## J

Jefferson@California 330  
Judicial Affairs 331  
Judicial System (Student) 332  
JUSTICE STUDIES 172

## L

Late Payment Fee 20  
Late Registration Fee 19  
Leadership, Certificate in 177  
Liberal Arts, College of 68  
LIBERAL STUDIES 177  
Liberal Studies, Bachelor of Arts 177  
Library, Louis L. Manderino 311  
Lifelong Learning 71  
LIT - Literature 278  
Loans 34

## M

Management, Bachelor of Science in BA 115  
Marketing, Bachelor of Science in BA 114  
MAT - Mathematics (including DMA) 281  
Mathematics and Computer Science, Bachelor of 184  
MATHEMATICS AND COMPUTER SCIENCE 181  
Mathematics, Bachelor of Arts in 185  
Mathematics, Certification in 208  
Mathematics Laboratory 320

Medical Technology, Bachelor of Science in 117  
Meteorology, BS in 140, 142  
MGT - Management 279  
Military Transfer Credits 41  
Minors  
    Accounting 119  
    Acting 217  
    Anthropology 176  
    Art 102  
    Art History 102  
    Automated Control 98  
    Biology 112  
    Business 119  
    CAD/GIS Technology 98  
    Ceramics 102  
    Chemistry 126  
    Children's Drama 217  
    Computerized Numerical Control 98  
    Computer Science 155  
    Crafts 102  
    Creative Writing 152  
    Criminal Justice 176  
    Dance 217  
    Drawing 102  
    Earth Science 142  
    Economics 119  
    Electrical Engineering Technology 98  
    Environmental Sciences Concentration 112  
    Finance 119  
    French 156  
    Geography 142  
    Geographic Information Science 142  
    Geology 142  
    Graphic Communications Technology 98  
    Graphic Design 102  
    History 169  
    Information Technology 185  
    Journalism 152  
    Leadership 177  
    Literature 151  
    Management 119  
    Manufacturing Technology 98  
    Marketing 119  
    Mathematics 185  
    Meteorology 142  
    Music 186  
    Painting 102  
    Parks and Recreation 142  
    Philosophy 190  
    Planning 142  
    Political Science 169  
    Printmaking 102  
    Psychology: General 193  
    Psychology: Industrial Organizational 193



Public Administration 132  
Public Communication 132  
Public Relations 132  
Sculpture 102  
Sociology 208  
Spanish 156  
Technical Theatre /Design 217  
Technical Writing 152  
Television Production 132  
Theatre 217  
Theatre/Literature 217  
Travel and Tourism 142

Mission 9

MKT - Marketing 280

MMT - Multimedia Technology 284

Mortuary Science, Bachelor of Science in 106

Multicultural Student Programming 332

MUS - Music 284

MUSIC 186

## N

National Student Exchange 335

Natural Sciences, Bachelor of Science in 125

NMT - Nanomanufacturing Technology 286, 97

Non-Degree Students 15

Non-Traditional Student Organization 323

NUR - Nursing 287

NURSING 187

Nursing, BSN 187

Nurse, School Nurse Certification 188

## O

Off-campus housing 329

Ombudsperson 70, 342

## P

Parking for Students with Disabilities 334

Parks and Recreation, Bachelor of Arts in 140

Payment Information 19

Payment Plans 19

PEACE Project 334

PHEAA State Grant 24, 41

PHI - Philosophy 288

PHILOSOPHY 189

Philosophy, Bachelor of Arts in 189

PHS - Physical Science 289

PHY - Physics 291

Physical Therapist Assistant, Associate Degree 161

Physics, Bachelor of Arts in 122

Physics, Bachelor of Arts in, Nanomanufacturing Technology 126

Physics, Certification in Secondary Schools 196

Political Science, Bachelor of Arts in 166

Political Science, International Studies 168

POS - Political Science 292

Post-Baccalaureate Students 14  
Pre-Law, Bachelor of Arts in Political Science 167  
President, Office of 341  
Probationary Assistance (PASS) Program 70  
PSY - Psychology 295  
PSYCHOLOGY 191  
Psychology, Bachelor of Arts in 191  
PTA - Physical Therapist Assistant 290  
Public Administration Concentration 166  
Public Affairs Office 320  
Public Relations, Bachelor of Arts in Communicatio 130  
Public Safety 317

## **R**

Radio & TV Concentration, Bachelor of Arts in Commun 131  
Reading Clinic 314  
Readmission to the University 55  
Recreational Services 332  
Refund/Repayment Policies 19  
Registration 52  
Repeating a Course 41  
Requirements, General Entrance 13  
Requirements, Specific Entrance 13  
Residence Life 328  
Residence Life Support Services Program 328  
Residency (Pennsylvania) 16  
Room and Board 18

## **S**

Satisfactory Academic Progress Policy 39, 47  
Schedule Adjustments 53  
Scholarships 31  
Second Degrees 57  
Second Majors 57  
SECONDARY EDUCATION & ADMINISTRATIVE PROGRAM 194  
Semester System 47  
SOC - Sociology 297  
Social Equity 337  
SOCIOLOGY 205  
Social Sciences, Bachelor of Arts in 207  
Social Work, Bachelor of Science in 209  
SOCIAL WORK 209  
Sociology, Bachelor of Arts in 206  
Sororities 332  
Southpointe Center 71  
SOW - Social Work 299  
Spanish, Bachelor of Arts in 154  
ESP - Special Education 303  
SPECIAL EDUCATION 211  
Special Education (Comprehensive), BS in Education 211  
Specialty Housing 328  
Specific Entrance Requirements 13  
Speech Communication, Bachelor of Arts in 129  
SPN - Spanish 301

Sport Management, Bachelor of Science in 160  
SPT - Sport Management 304  
Student Activities Board (SAB) 333  
Student Association, Inc. 333  
Student Congress 333  
Student Development and Services 321, 342  
Student Employment 29  
Student Newspaper (Cal Times) 323  
Student Responsibilities and Academic Advising 47  
Student Teaching 63, 67  
Students with Disabilities 68, 334, 342  
Study Around the World Program 335

## T

Teacher Education Program 62  
Teacher Education, Admission to 63  
Technical Studies Flex Degree, Associate 97  
Technology Education, Certification in Education 93  
TED - Technology Education 305  
THE - Theatre 307  
THEATRE AND DANCE 215  
Theatre, Bachelor of Arts in 216  
Transcripts 51  
Transfer Credit Evaluation 17  
Transfer Credits 57  
Transfers 13  
Transfer (Student Policy) 16  
Tuition 18

## U

University Advancement 319, 343  
University College 69  
UNI - University College 310

## V

Veterans 15  
Veterans Affairs 335  
Veterans Deferment 19  
Veterans: Course Credit for Military Service 15  
Visiting Student Program 317  
Visiting Students 14

## W

Water Resources Concentration 135  
Web Site Development 336  
WFD - Workforce Development 310  
Withdrawal 41, 54  
Women's Center 336  
WOMEN'S STUDIES 218  
Women's Studies, Certificate in 218  
Work Study 30  
Writing Center 315  
WST - Women's Studies 310  
WVCS (California Radio Station) 336

## Academic Calendar

### FALL 2004

Classes Begin	August 30
Add/Drop period	August 30-September 3
Labor Day (no classes)	September 6
Last Day to apply for December 2004 graduation	September 26
Last Day to drop a course or withdraw from the university without academic penalty	October 4
Early Registration (tentative)	November 15-19
Last day to drop or withdraw from the university	November 15
Thanksgiving Break	November 24-29
Classes End	December 9
Reading Day	December 10
Senior Grades Due	December 13
Final Exams	December 13-18
Commencement	December 18
Semester Ends	December 18
Grades Due from Faculty	December 18

### SPRING 2005

Classes Begin	January 10
Add/Drop Period	January 10-14
Martin Luther King Day (no classes)	January 17
Mission Day	TBA
Last Day to apply for May 2005 graduation	February 20
Last Day to drop a courses or withdraw from the university without academic penalty	21-Feb
Spring Break	March 5-March 13
Easter Break	March 24-March 28
Honors Convocation	TBA
Early Registration (tentative)	April 11-15
Last Day to Drop a course or withdraw from the University	April 11
Classes End	April 28
Reading Day	April 29
Senior Grades Due	May 2
Final Exams	May 2-7
Commencement	May 7
Semester End	May 7
Grades Due from Faculty	May 10

## Notes

## Notes

## Notes

## Notes



## Notes

## Notes

# California University of Pennsylvania

Undergraduate Catalog 2003-2004

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ MI: \_\_\_\_\_

Please circle one:      Ms.              Miss              Mrs.              Mr.

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone: (     ) \_\_\_\_\_

Starting Year: \_\_\_\_\_ Please Circle One:    Fall    Spring    Summer

High School: \_\_\_\_\_ High School Graduation Date: \_\_\_\_\_

If applicable, list college/university last attended and degree earned: \_\_\_\_\_

Intended Major: \_\_\_\_\_

Please circle prospective level of entry:

            Freshperson    Transfer              Certification    Visiting Student

Activity/Athletic Interest: \_\_\_\_\_



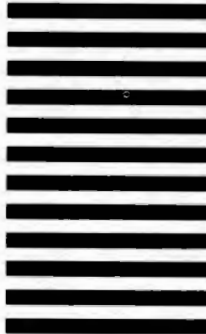
NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES

**BUSINESS REPLY MAIL**

FIRST-CLASS MAIL PERMIT NO 1 CALIFORNIA PA

POSTAGE WILL BE PAID BY ADDRESSEE

OFFICE OF ADMISSIONS  
CALIFORNIA UNIVERSITY OF PA  
250 UNIVERSITY AVE  
CALIFORNIA PA 15419-9902



# California University of Pennsylvania

Undergraduate Catalog 2003-2004

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ MI: \_\_\_\_\_

Please circle one:      Ms.              Miss              Mrs.              Mr.

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone: (     ) \_\_\_\_\_

Starting Year: \_\_\_\_\_ Please Circle One:    Fall    Spring    Summer

High School: \_\_\_\_\_ High School Graduation Date: \_\_\_\_\_

If applicable, list college/university last attended and degree earned: \_\_\_\_\_

Intended Major: \_\_\_\_\_

Please circle prospective level of entry:

Freshperson    Transfer              Certification    Visiting Student

Activity/Athletic Interest: \_\_\_\_\_



NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES

**BUSINESS REPLY MAIL**  
FIRST-CLASS MAIL PERMIT NO 1 CALIFORNIA PA

POSTAGE WILL BE PAID BY ADDRESSEE

OFFICE OF ADMISSIONS  
CALIFORNIA UNIVERSITY OF PA  
250 UNIVERSITY AVE  
CALIFORNIA PA 15419-9902





## FOR MORE INFORMATION

Office of Admissions  
California University of PA  
250 University Avenue  
California, PA 15419  
phone: 1.888.412.0479  
or 724.938.4404  
fax: 724.938.4564

E-mail: [inquiry@cup.edu](mailto:inquiry@cup.edu)

*Integrity, Civility, Responsibility*

A proud member of the  
Pennsylvania State System  
of Higher Education



California University of Pennsylvania is an academic community dedicated to the ideals of justice, fairness and equal opportunity for all. In compliance with federal and state laws, the university is committed to providing equal educational and employment opportunities for all persons without regard to race, color, sex, religion, national origin, age, disability, ancestry, sexual orientation, or status as a disabled or Vietnam-era veteran. The university will not tolerate racial, ethnic or sexual discrimination. Sexual harassment is considered by law to be a form of sexual discrimination and is, therefore, unacceptable. Direct equal opportunity and affirmative action inquiries or complaints to the Special Assistant to the President for EEO/University Ombudsperson, Office of Social Equity, South Hall 112, 724-938-4014. Direct inquiries regarding services or facilities accessibility to the ADA/504 Compliance Officer, Office of Student Development and Services, Residence Building B, 724-938-4076. Direct Title IX inquiries to the Senior Women's Administrator/Title IX Coordinator, Department of Athletics, Hamer Hall 248, 724-938-4351.



[www.cup.edu](http://www.cup.edu)